UNION INSTITUTE & UNIVERSITY

University Catalog

National Headquarters
440 East McMillan St.
Cincinnati, OH 45206-1925
Phone: 800.861.6400
513.861.6400
www.myunion.edu

This Catalog is effective July 1, 2011 – June 30, 2012.

Union Institute & University – Academic Centers

Brattleboro, VT Academic Center
Phone: 800.336.6794
Local: 802.257.9411
Fax: 802.257.8923
Address: 3 University Way, Suite 3
Brattleboro, VT 05301-3669

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

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

Marlboro, VT Academic Center
Phone: 800.336.6794
Local: 802.254.0152
Fax: 802.257.0682
Address: 28 Vernon St., Suite 112
Brattleboro, VT 05301-3669

Miami, FL Academic Center
Phone: 800.486.7141
Local: 305.653.7141
Fax: 305.653.2109
Address: 16853 N.E. 2nd Ave., Suite 102
North Miami Beach, FL 33162-1746

Montpelier, VT Academic Center
Phone: 800.336.6794, ext. 8740
Local: 802.828.8500
Fax: 802.828.8585
Address: 62 Ridge St., Suite 2
Montpelier, VT 05602-6100

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

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

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

Union Institute & University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Union Institute & University is authorized as a degree-granting institution by the Ohio Board of Regents, the Florida Commission for Independent Education, and the Vermont Board of Education. In California, the Bureau for Private Postsecondary Education has determined that, as an accredited institution, Union Institute & University is exempt from the need for bureau approval.

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

Table of Contents

UNION INSTITUTE & UNIVERSITY MISSION, VISION, VALUES, AND PRINCIPLES 14

A MESSAGE FROM THE PRESIDENT 15

ABOUT UNION INSTITUTE & UNIVERSITY 16

THE ORIGINAL UNIVERSITY FOR ADULTS 16
THE HISTORY OF UNION INSTITUTE & UNIVERSITY 16

ACADEMIC PROGRAMS AT UI&U 18

DEGREE PROGRAMS 18
Bachelor of Arts with a Major in Liberal Studies and Concentrations in *18*
Bachelor of Science with Majors in *18*
Master of Arts with Focus on Psychology and Counseling – with Concentrations in *18*
Master of Arts – Online with Concentrations in *18*
Master of Education (Florida) with Specializations in *19*
Master of Education – Online *19*
Master of Education (Vermont) with Concentrations in *19*
Doctor of Education with Specializations in *19*
Doctor of Philosophy in Interdisciplinary Studies with Concentrations in *19*
Doctor of Psychology with a Concentration in *19*
Clinical Psychology *19*
Doctor of Philosophy (in Teach-Out Phase) with Concentrations in *19*
CERTIFICATE PROGRAMS 20
Certificate of Graduate Studies with Concentrations in Psychology and Counseling *20*
Educational Specialist Certificate with Specializations in *20*
Non-Degree Programs *20*

INSTITUTIONAL ACCREDITATION, AUTHORIZATION, AND MEMBERSHIPS 21

MEANING OF ACCREDITATION, STATE LICENSING, INSTITUTIONAL MEMBERSHIPS, AND AFFILIATIONS 23

UNIVERSITY LEARNING OUTCOMES AND DEGREE LEVEL COMPETENCIES 26

THE UI&U CULTURE OF ASSESSMENT 27

ADMISSION 28

TRANSFER CREDIT POLICIES 28
TRANSIENT (VISITING) STUDENTS 28
INTERNATIONAL STUDENTS 28
Foreign Transcript / Credentials Evaluation *29*
VETERANS EDUCATION & MILITARY EDUCATION 29
Veterans and Military Personnel *30*
GI Bill *30*
Yellow Ribbon Program *30*

UNION INSTITUTE & UNIVERSITY WRITING CENTER 31

FINANCIAL AID RESOURCES AND SERVICES 32

ELIGIBILITY REQUIREMENTS FOR FEDERAL FINANCIAL AID 32
TYPES OF FEDERAL STUDENT AID PROGRAMS 33
INDIVIDUAL STATE FINANCIAL ASSISTANCE PROGRAMS 34
STUDENT FINANCIAL AID 35
SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY 35
NEW SAP POLICY EFFECTIVE JULY 1, 2011 35
CALIFORNIA STUDENT TUITION RECOVERY FUND 38

THE BUSINESS OFFICE 39
SERVICES PROVIDED 39
TUITION AND FEES 39
REFUNDS 40
PAST DUE ACCOUNTS 40
REGISTRATION INFORMATION 41
UI&U ACADEMIC CALENDARS 41
COURSE CREDIT HOURS 42
COURSE NUMBERING SYSTEM 42
REGISTRATION 43
STUDENT LEAVE OF ABSENCE POLICY 44
WITHDRAWAL POLICY 46
REINSTATEMENT / READMISSION 47
ACADEMIC POLICIES, PROCEDURES, AND SERVICES 49
ACADEMIC INTEGRITY 49
ATTENDANCE AND ENGAGEMENT POLICY 53
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) 54
RESEARCH WITH HUMAN SUBJECTS: INSTITUTIONAL REVIEW BOARD 55
GRADE POLICY 55
ACADEMIC PROBATION AND DISMISSAL 56
ACADEMIC TRANSCRIPTS 56
UI&U DIPLOMAS 57
COMMENCEMENT 57
CAREER COUNSELING 57
THE ALUMNI ASSOCIATION 59
INFORMATION TECHNOLOGY POLICIES, RESOURCES, AND SERVICES 60
POLICY ON ACCEPTABLE USE OF TECHNOLOGY RESOURCES 60
EMAIL USE POLICY 64
INFORMATION TECHNOLOGY 65
Contacting Information Technology *65*
UI&U Minimum Computer Proficiency/Literacy *65*
UI&U Minimum Computer Requirements *66*
Email for Students *66*
Union ID# *67*
CampusWeb – Student Information System Portal *67*
UI&U Student ID Card *67*
Audio and Video Conferencing *67*
eCollege Online Courses *67*
UI&U LIBRARY 68
Contact Info *68*
Collections *68*
Services *68*
Online Resources *68*
INSTITUTIONAL POLICIES 69
FRAMEWORK – STUDENT CONDUCT POLICIES 69
ALCOHOL AND DRUG ABUSE PREVENTION PROGRAM 70
POLICY ON STUDENT USE OF ALCOHOL AND CONTROLLED SUBSTANCES 71
ADA ACCOMMODATION PROCEDURE 72
AMERICANS WITH DISABILITIES ACT GRIEVANCE PROCEDURE FOR STUDENTS 74
INSTITUTIONAL POLICY ON USE OF GENDER NEUTRAL LANGUAGE 76

STUDENT COMPLAINTS AND APPEALS 76
INTELLECTUAL PROPERTY POLICY 80
TAMPERING WITH EDUCATIONAL RECORDS 87
POLICY ON STUDENT IMMUNIZATION / VACCINATION POLICY 87
NAME CHANGE POLICY 89
DISCRIMINATORY AND SEXUAL HARASSMENT POLICY AND PROCEDURES FOR STUDENTS 90
SEXUAL ASSAULT POLICY 94
UNIVERSITY CLOSING POLICY 95

DEGREE PROGRAMS 96

UNDERGRADUATE DEGREE PROGRAMS 96
B.S. and B.A. Programs' Conceptual Framework 96
Instructional Delivery Options 96
Academic Calendar 97
Credit Hour Requirements / Program Length 97
Grade Level 97
Enrollment Status 97
Articulation Agreements 97
Methods of Fulfilling Degree Requirements 99
Advanced Standing through Experiential College Equivalent Learning (EXCEL) – B.A. Program 101
Transfer Credit / Advanced Standing Policies 101
Transfer of Credit from UI&U to Other Institutions 103
B.A. and B.S. Internal Transfer of UI&U Credits or Degree Programs 103
Registration Policies and Procedures 104

BACHELOR OF ARTS DEGREE PROGRAM 105

PROGRAM OVERVIEW 105
CONCENTRATIONS 105
B.A. PROGRAM MISSION AND VALUES 106
B.A. PROGRAM PHILOSOPHY 106
ADMISSION STANDARDS 106
B.A. PROGRAM DROP / ADD POLICY 106
TUITION RATES AND FEES 108
ACADEMIC PROGRESS AND REVIEW 108
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY 109
GRADING POLICY 109
OPTIONS FOR PURSUING STUDY IN THE B.A. PROGRAM 110
CURRICULUM AND CONCENTRATIONS 111

BACHELOR OF SCIENCE DEGREE PROGRAM 121

PROGRAM OVERVIEW 121
BACHELOR OF SCIENCE PROGRAM MISSION AND VALUES 122
ADMISSION CRITERIA AND PROCEDURES 122
Academic Advising 123
Degree Planning 124
Registration Policies and Procedures 124
Course Add / Drop Policy 124
Program Withdrawals 125
ACADEMIC SATISFACTORY PROGRESS REVIEW 125
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY 126
GRADING POLICY 126
CHANGE OF GRADE 127
GRADUATION POLICY 127
REQUIREMENTS IN THE MAJOR 127
Culminating Graduation Requirements 127
CREDIT HOUR REQUIREMENT SUMMARY 128

GENERAL EDUCATION 128
General Education Courses for the Bachelor of Science Program 129
DOUBLE MAJOR / DOUBLE DEGREE 130
MAJOR DESCRIPTIONS 130
Changes to Bachelor of Science Program Majors 130
Bachelor of Science Major in Business Administration 131
Bachelor of Science Major in Business Management 132
Bachelor of Science Major in Child Development 136
Bachelor of Science Major in Criminal Justice Management 137
Bachelor of Science Major in Early Childhood Studies 139
Bachelor of Science Major in Elementary Education 140
Bachelor of Science Major in Emergency Services Management 143
Bachelor of Science Major in Exceptional Student Education 145
Bachelor of Science Major in Leadership 146
Bachelor of Science Major in Maternal Child Health: Lactation Consulting 148
Bachelor of Science Major in Public Administration 150
Bachelor of Science Major in Secondary Education 153
Bachelor of Science Major in Social Work 157
Course Descriptions 160

MASTER OF ARTS DEGREE PROGRAMS 199

MASTER OF ARTS WITH CONCENTRATIONS IN PSYCHOLOGY AND COUNSELING 199

CERTIFICATE OF ADVANCED GRADUATE STUDY WITH CONCENTRATIONS IN 199

PSYCHOLOGY AND COUNSELING 199

PROGRAM OVERVIEW 199
PROGRAM MISSION STATEMENT 200
PHILOSOPHY 200
ADMISSION CRITERIA AND PROCEDURES 200
Transfer Credits 201
MASTER OF ARTS PROGAM CHANGES (EFFECTIVE JANUARY 1, 2012) 202
REGISTRATION FOR ACADEMIC TERMS 203
Enrollment Status 203
Drop / Add and Program Withdrawal 203
SATISFACTORY ACADEMIC PROGRESS REVIEW POLICY 204
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY 205
GRADING POLICY 205
CURRICULUM, COURSES, SEQUENCES 206
The Academic Program Plan (APP) 206
Program Delivery 206
Minimum / Maximum Program Length 207
Academic Calendar 207
Residency Requirements 207
Non-Residency Activities / Mentored Study 207
Program Concentrations 208
Licensure and Certification 210
Curriculum Distribution 210
Commencement 211
Course Descriptions 211

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) WITH CONCENTRATIONS IN PSYCHOLOGY AND COUNSELING 215

PROGRAM OVERVIEW 215
ADMISSION CRITERIA AND PROCEDURES 216
Transfer Credits 216

REGISTRATION FOR ACADEMIC TERMS....217
Enrollment Status (Full-time / Part-time)....217
Drop / Add and Program Withdrawal....218
ACADEMIC SATISFACTORY ACADEMIC PROGRESS....219
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY....220
GRADING POLICY....220
LICENSURE AND CERTIFICATION....221
CURRICULUM, COURSES, SEQUENCES / ACADEMIC PROGRAM PLAN....222
Curriculum: Postgraduate Courses....222
The Academic Program Plan (APP)....223
Course Prefix / Numbering System....223
Core Courses....224
Core CAGS Courses Common to all CAGS Programs....225

MASTER OF ARTS-ONLINE....233

PROGRAM OVERVIEW....233
DEGREE PROGRAM HISTORY....233
PHILOSOPHY....234
ADMISSIONS CRITERIA, REQUIREMENTS, AND PROCEDURES....234
Transfer Credit....235
REGISTRATION....236
Course Drop / Add Policy....236
Withdrawal Policy....236
SATISFACTORY ACADEMIC PROGRESS REVIEW POLICY (SAP)....237
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY....237
GRADING POLICY....237
PROGRAM STRUCTURE....238
Prefixes....240
Core Courses....240
Advanced Courses....240
Final Document....242

MASTER OF EDUCATION DEGREE PROGRAMS....244

PROGRAM SPECIFIC OUTCOMES....244
MASTER OF EDUCATION / EDUCATIONAL SPECIALIST PROGRAMS....244
MISSION STATEMENT....244

MASTER OF EDUCATION (FLORIDA RESIDENCY PROGRAM)....246

PROGRAM OVERVIEW....246
MASTER OF EDUCATION (M.ED.) DEGREE/EDUCATIONAL SPECIALIST (ED.S.) CERTIFICATE....246
EDUCATIONAL SPECIALIST CERTIFICATE DISTINCTION....246
FLORIDA M.ED. / ED.S. ADMISSION....247
Transfer Credit Policies....247
REGISTRATION....248
The Learning Plan....248
Drop / Add Policy....248
Withdrawal Policy....249
SATISFACTORY ACADEMIC PROGRESS REVIEW....249
Academic Appeals....250
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY....250
GRADING POLICY....250
PROGRAM LENGTH....252
Academic Calendar....252
AREAS OF SPECIALIZATION....253
ACADEMIC PROGRAM REQUIREMENTS....254
M.Ed. Courses and Sequence....255*

Course Descriptions *257*

MASTER OF EDUCATION – ONLINE 264

PROGRAM OVERVIEW 264
Program Length *264*
Academic Calendar *264*
ADMISSIONS 265
Transfer Credit Policy *265*
REGISTRATION 266
Drop / Add Policy *266*
Withdrawal Policy *266*
SATISFACTORY ACADEMIC PROGRESS REVIEW 267
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY 267
GRADING POLICY 268
ACADEMIC PROGRAM REQUIREMENTS 270
Curriculum Sequence *270*
Course Descriptions *271*

MASTER OF EDUCATION (VERMONT RESIDENCY PROGRAM) 274

PROGRAM OVERVIEW 274
PROGRAM SPECIFIC ACCREDITATION AND VERMONT EDUCATOR LICENSURE 275
AFFILIATION AGREEMENTS 275
ADMISSIONS CRITERIA AND PROCEDURES 276
Transfer Credit Policy *276*
REGISTRATION PROCEDURES 277
Drop / Add Policy *277*
Withdrawal Policy *278*
ACADEMIC SATISFACTORY PROGRESS REVIEW 278
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY 279
GRADING POLICY 279
ACADEMIC RESIDENCIES 280
PROCESSES FOR STUDY 280
Advising *280*
Academic Calendar and Term-Based Program *280*
Minimum / Maximum Program Length *281*
The Curriculum *281*
Areas of Concentration *281*
Core Seminars *282*
Study Plan for Graduate Study as a Whole *285*
GRADUATION 286

DOCTORAL DEGREE PROGRAMS 287

DOCTOR OF EDUCATION (ED.D.) 287

PROGRAM OVERVIEW 287
PROGRAM MISSION 287
ADMISSIONS CRITERIA 288
Transfer Credit Policy *289*
REGISTRATION 289
Drop / Add and Program Withdrawal *289*
SATISFACTORY ACADEMIC PROGRESS REVIEW 291
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY 292
GRADING POLICY 292
GRADUATION POLICY 294
THE ED.D. DEGREE PROGRAM STRUCTURE 294
Cohort-Based, Low-Residency Model *295*

Areas of Specialization *295*
Program Degree Requirements *296*
Academic Residency Requirements *297*
Academic Program Requirements *297*
Academic Calendar *298*
Minimum / Maximum Program Length *298*
Curriculum Sequence *299*
Faculty Advising *300*
Dissertation *301*
Internship *302*
Seminar / Course Descriptions *302*

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES – COHORT 306

PROGRAM OVERVIEW 306
COHORT PH.D. PROGRAM HISTORY AND MISSION 306
COHORT PH.D. ADMISSIONS PROCESS 307
Transfer Credit Policy *307*
REGISTRATION 308
Drop/ Add and Program Withdrawal *310*
SATISFACTORY ACADEMIC PROGRESS REVIEW 312
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY 313
GRADING POLICY 313
PROGRAM DEGREE REQUIREMENTS 315
Areas of Concentration *316*
Area of Specialization *317*
Program Delivery Mode, Cohort-Based, Low-Residency Model *317*
Academic Year and Term *317*
Minimum / Maximum Program Length *318*
Academic Residency *318*
Academic Residency Attendance Policy *319*
Faculty Advising *319*
Comprehensive Examination *319*
Dissertation *320*
GRADUATION AND BEYOND 321
Stage One: Dean's Review *321*
Stage Two: Student's Submission of Graduation Materials *321*
Graduation Policy *322*
CURRICULUM / COURSE OF STUDY 322
SEMINAR DESCRIPTIONS 326

DOCTOR OF PSYCHOLOGY DEGREE (PSY.D.) CONCENTRATION IN CLINICAL PSYCHOLOGY 334

PROGRAM OVERVIEW 334
PRACTITIONER-SCHOLAR TRAINING MODEL 334
PSY.D. MISSION STATEMENT 335
LEARNING OUTCOMES AND COMPETENCIES 335
PROGRAM ACCREDITATION AND PSYCHOLOGY LICENSURE 337
ADMISSIONS AND TRANSFER CREDIT POLICY 337
REGISTRATION 339
Drop/Add and Program Withdrawal *340*
SATISFACTORY ACADEMIC PROGRESS REVIEW POLICY (SAP) 342
STUDENT FINANCIAL AID SATISFACTORY PROGRESS POLICY 344
GRADING POLICY 344
Incomplete Policy *348*
PROGRAM FEATURES 348
Academic Calendar and Credit-Hour, Term-Based Program *349*
Minimum / Maximum Program Length *349*

Delivery Model *350*
Student Course Load *351*
Residency *351*
Program Curriculum *352*
Clinical Training *354*
Research / Dissertation *355*
Graduation *356*
Program Website *356*
Center for Clinical Mindfulness and Meditation *357*
Course Descriptions *357*

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES (PH.D.) PRE-COHORT (IN TEACH-OUT PHASE) 367

PROGRAM OVERVIEW 367
REGISTRATION PROCEDURES AND POLICIES 368
Academic Year Registration Group, Year, and Term *369*
Drop / Add Policy *370*
SATISFACTORY ACADEMIC PROGRESS POLICY 370
SAP Policy Enforcement *372*
Academic Satisfactory Progress Review - Probation and Dismissal *373*
WILLIAM D. FORD DIRECT LOAN PROGRAM 374
STUDENT FINANCIAL AID 375
SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY 375
TUITION AND PAYMENT OF FEES 376
GRADING POLICY 377
Completed Learning Process *379*
Graduation Policy *379*
COMPONENTS OF THE DEGREE PROGRAM 380
Credit-Hour Based Program *380*
Minimum / Maximum Program Length *380*
Program Transfer Polices *380*
Residency Requirements *380*
Seminars *381*
Peer Days *381*
Foundations Courses *381*
Internship *382*
Practicum and Internship Guidelines – Clinical Psychology *383*
New Learning *384*
Project Demonstrating Excellence *385*
Research Design and Methodology *386*
MEANING OF CERTIFICATION 386
Timetable for Certification *386*
Comprehensive Degree Plan (Formerly the Learning Agreement) *387*
Amendments to the Comprehensive Degree Plan *387*
Effect of Increase in CDP Credits Subsequent to Certification *388*

UI&U NON-DEGREE PROGRAMS 389

LIFELONG LEARNING 389
Services for Professional Development Organizations, ... *389*
School Districts, and Other Employers *389*
Student-Designed Courses for University Credit *389*
Scheduled Professional Development Opportunities *390*
PROFESSIONAL TEACHER PREPARATION PROGRAM 390
PROFESSIONAL ADULT DEVELOPMENT 391

INSTITUTIONAL ADMINISTRATIVE OFFICES 392

UNION INSTITUTE & UNIVERSITY BOARD OF TRUSTEES 393
UNION INSTITUTE & UNIVERSITY ADMINISTRATION 394
UNION INSTITUTE & UNIVERSITY FACULTY 395

UNION INSTITUTE & UNIVERSITY

MISSION, VISION, VALUES, AND PRINCIPLES

In June 2007, the university's Board of Trustees approved an expanded statement of mission, vision, values, and principles.

Mission. Union Institute & University empowers adults to create, acquire, and apply knowledge through interdisciplinary, flexible, and collaborative programs focusing on social relevance, personal enrichment, and professional advancement.

Vision. Union Institute & University aspires to educate generations of highly motivated adults who seek academic programs that engage, enlighten, and empower them in their pursuit of a lifetime of learning and service.

Four institutional values stem from the mission:

- Social Relevance. Union Institute & University requires that the programs of its students reflect their awareness of the social implications of their studies and of their obligation to share knowledge with integrity in uplifting the communities in which they serve.
- Interdisciplinary. Union Institute & University promotes interdisciplinary scholarship as a means to advance the frontiers of knowledge and develop new modes of inquiry.
- Creative and Critical Thinking. Union Institute & University supports the use of different modes of disciplinary and interdisciplinary inquiry as a means to explore ideas and issues from multiple perspectives.
- Scholar-Practitioner Model. Union Institute & University advocates an educational process whereby scholarship and theory are connected and applied to real-world action and practice.

The university enacts its mission through its commitment to the following four principles:

- Academic Quality. Union Institute & University is committed to academic excellence and ensures institutional quality through continuous assessment and review of programs, processes, policies, and outcomes.
- Diversity. Union Institute & University reflects and celebrates diversity in all its forms.
- Service. Union Institute & University engages in service to others with a commitment to transparency, integrity, and respect.
- Community. Union Institute & University links engaged students with dedicated faculty mentors and the larger society in which they live and work, thus building a mutually beneficial, expansive, and collaborative community that lives beyond the classroom.

Approved by the Board of Trustees
June 2007

WELCOME TO UNION INSTITUTE & UNIVERSITY
A MESSAGE FROM THE PRESIDENT

Union Institute & University aspires to educate generations of highly motivated adults who seek academic programs that engage, enlighten and empower them in their pursuit of a lifetime of learning and service.

These powerful and inspirational words, adopted as the university's guiding vision by the UI&U Board of Trustees and the entire Union Institute & University community, reflect the deep commitment held by each Union staff and faculty member, trustee, and alumna or alumnus to you, our student.

One-on-one advising, close mentoring relationships, and a community of engaged and committed students and faculty characterize our approach to adult higher education. We hope that from your first contact with us to your graduation, and throughout your involvement with our alumni association, you will discover the many ways in which Union Institute & University challenges minds, touches hearts, and transforms the lives of adults who view learning as a lifetime adventure to be shared with the world around them.

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

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

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

Warm regards,

Roger H. Sublett, Ph.D.
President

ABOUT UNION INSTITUTE & UNIVERSITY

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

The Original University for Adults

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

The History of Union Institute & University

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

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

In 2001, the university expanded its academic program offerings through the purchase of Vermont College. The acquisition expanded academic programming - particularly masters programs - and created a presence for the university in New England, with centers in Montpelier and Brattleboro, Vermont. Following the acquisition, the university changed its name to Union Institute & University. In 2008, UI&U sold the Montpelier, Vermont, campus and the Master of Fine Arts programs. Currently, UI&U offers the B.S. degree in a variety of majors both online and from the academic centers in Cincinnati, Ohio; Miami, Florida; Los Angeles and Sacramento, California; and Montpelier, Vermont. The B. A. degree with a major in Liberal Studies (with six areas of concentration) is offered as a low-residency weekend model from the Vermont centers, as well as online throughout the country. Master's degree offerings include an

online Master of Arts with seven concentrations; the M.Ed. with low residency options in Florida and Vermont, as well as a totally online version; and a Master of Arts with concentrations in Psychology and Counseling with brief residencies in Brattleboro, VT. Doctoral degree programs include the Ed.D. (with brief residencies in Cincinnati); the Ph.D. in Interdisciplinary Studies (with concentrations in Ethical and Creative Leadership, Public Policy and Social Change, and Humanities and Culture); and the Psy.D. with a concentration in Clinical Psychology, with academic meetings in Brattleboro and Cincinnati.

Acting as an educational innovator in higher education since 1964, Union Institute & University is among a small group of private, not-for-profit colleges and universities that carry on the tradition of the original UECU consortium, serving adults. Union Institute & University's academic programs and services are the result of more than four decades of identifying and refining ways to structure and deliver education for adults. Guided by the university's purpose, four core values form the foundations for learning: academic excellence; interdisciplinary studies; awareness of the social and personal implications of study and scholarship; and the integration of theory and practice in learning. The university looks forward to celebrating its fiftieth anniversary in 2014-2015 and remains committed to its vision to educate generations of highly motivated adults who seek academic programs that engage, enlighten and empower them in their pursuit of a lifetime of learning and service.

ACADEMIC PROGRAMS AT UI&U

Degree Programs

Bachelor of Arts with a Major in Liberal Studies and Concentrations in

- Arts, Writing & Literature
- Education
- Environmental Studies & Sustainability
- Global Studies, History & Culture
- Psychology and Human Development
- Self-Designed
  (Teacher Licensure available)

Bachelor of Science with Majors in

- Business Administration
- Business Management (with optional concentrations in Marketing, Hospitality Management, Human Resource Management, or Management Information Systems)
- Child Development
- Criminal Justice Management
- Early Childhood Studies
- Elementary Education (with an optional concentration in Early Childhood/Primary Education)
- Emergency Services Management (with optional concentrations in Criminal Justice Management, Leadership, or Public Administration)
- Exceptional Student Education (K-12)
- Leadership (with an optional concentration in Sport Management)
- Maternal Child Health: Lactation Consulting
- Public Administration (with optional concentrations in Business Management, Criminal Justice Management, Emergency Services Management, or Leadership)
- Secondary Education (required concentration in English, Sciences, Mathematics, or Social Science)
- Social Work

Master of Arts with Focus on Psychology and Counseling –

with Concentrations in

- Clinical Mental Health Counseling
- Counseling Psychology
- Developmental Psychology (non-licensure)
- Educational Psychology (non-licensure)
- Industrial and Organizational Psychology (non-licensure)

Master of Arts – Online with Concentrations in

- Creativity Studies
- Education (non-licensure)
- Health and Wellness

- History and Culture
- Leadership, Public Policy, and Social Issues
- Literature and Writing
- Psychology (non-licensure)

Master of Education (Florida) with Specializations in

- Adult Education
- Educational Leadership
- Exceptional Student Education
- Guidance and Counseling
- Reading

Master of Education – Online

(no designated concentration areas)

Master of Education (Vermont) with Concentrations in

- Adult and Higher Education
- Curriculum and Instruction (including teacher licensure option)
- Educational Leadership (including administrative licensure option)
- Issues in Education
- School Counseling (including School Counseling licensure option)

Doctor of Education with Specializations in

- Educational Leadership (Pre K-12)
- Higher Education

Doctor of Philosophy in Interdisciplinary Studies with Concentrations in

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

A specialization area in Martin Luther King Studies is available with a concentration.

Doctor of Psychology with a Concentration in

Clinical Psychology

Doctor of Philosophy (in Teach-Out Phase) with Concentrations in

- Arts and Sciences
- Clinical Psychology
- Educational Leadership/Systems
- Organizational Behavior/Development
- Psychology
- Public Policy/Administration

Students may also choose a specialization for their degree title that is consistent with their overall degree content and is approved by the doctoral committee.

Certificate Programs

Certificate of Graduate Studies with Concentrations in Psychology and Counseling

- Professional Counseling (Licensure Track)
- Counselor Education and Supervision (Licensure Track)
- Human Development and Wellness (Non-Licensure Track)
- Psychology Education (Non-Licensure Track)

The Certificate of Graduate Studies with Concentrations in Psychology and Counseling is housed within the M.A. degree program.

Educational Specialist Certificate with Specializations in

- Adult Education
- Educational Leadership
- Exceptional Student Education
- Guidance and Counseling
- Reading

The Educational Specialist Certificate is housed within the M.Ed. Florida residency degree program.

Non-Degree Programs

- Life Long Learning
  - Professional Development Organizations
  - Student Designed Learning
  - Independent Study
- Professional Teacher Preparation Program (through the Florida Academic Center, Education Undergraduate and M.Ed. Programs)
- Professional Adult Development (through Vermont M.Ed.)

INSTITUTIONAL ACCREDITATION, AUTHORIZATION, AND MEMBERSHIPS

Accreditation
UI&U is accredited by The Higher Learning Commission and a member of the North Central Association, http://www.ncahlc.org/.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 800.621.7440
Most recent institutional reauthorization: April 2010
Next scheduled comprehensive review: 2016-2017

State Authorizations
Union Institute & University is authorized by the following state education agencies to operate in the state and to offer degree programs:

- *Ohio Board of Regents*. Authorization to offer B.A., B.S., Ph.D., Psy.D., and Ed.D. Next review scheduled for 2016-2017. 30 E. Broad Street, 36th floor, Columbus, OH 43215-3414. Phone: 614.466.6000. http://regents.ohio.gov/
- *Vermont Board of Education*. Authorization to offer B.A., B.S., M.A., M.Ed., C.A.G.S, Ph.D., Psy.D., and Ed.D., as well as non-degree courses through Lifelong Learning. The board's approval allows the university to operate centers in Montpelier and Brattleboro. Authorization extends through December 2013. Department of Education: 120 State Street, Montpelier, VT 05620. Phone: 802.828.5139. http://education.vermont.gov/
- *Florida Commission for Independent Education*. Authorization to offer B.A., B.S., M.Ed., Ed.S., and Ph.D. programs and to operate a center in North Miami Beach. Annual renewal process. 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. Phone: 850.245.3200 or 888.224.6684. http://www.fldoe.org/cie/
- *California Bureau for Private Postsecondary.* As a regionally accredited institution, Union Institute & University has been determined to be exempt from the requirement for bureau authorization by reason of its accredited status, which means that all academic programs approved by The Higher Learning Commission are acceptable to the state. http://www.bppe.ca.gov/

Institutional Memberships
Union Institute & University is an institutional member of numerous higher education associations and consortia. Association and consortia memberships are not intended to be guarantors of institutional quality. Instead, these organizations provide member institutions with a variety of services and resources.

Consortia

- Association of Independent Colleges and Universities of Ohio (AICUO)
- Association of Vermont Independent Colleges (AVIC)
- Consortium of Southern California Colleges and Universities (CSCCU)
- Greater Cincinnati Consortium of Colleges and Universities (GCCCU)
- Higher Education Partnership of Southeast Florida (HEPSEF)
- Service Members Opportunity Colleges (SOC)
- Southwestern Ohio Council for Higher Education (SOCHE)
- Transparency by Design (TbD)
- UI&U is also a member of several local library consortia
- Vermont Consortium of Academic Libraries

Memberships and Professional Associations

Union Institute & University also maintains institutional or individual memberships with the following educational and professional associations:

- Accreditation Council for Business Schools and Programs
- American Association for Higher Education and Accreditation
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Administrators
- American Council on Education
- American Library Association
- American International Recruitment Council (AIRC)
- American Political Science Association
- American Psychological Association (Greater Cincinnati/Northern Kentucky Chapter)
- Association for Governing Boards
- Association for Supervision and Curriculum Development
- Association of Graduate Liberal Studies Programs
- Association of Higher Education and Disability
- Association of International Educators
- Central Vermont Economic Development Corporation
- Chambers of Commerce: Brattleboro Area, Central Vermont, Cincinnati Regional, Sacramento, Greater Miami
- Coalition of Higher Education Assistance Organizations
- College and University Professional Association for Human Resources
- College Board
- Council for Adult and Experiential Learning (founding member)
- Council for Higher Education Accreditation
- Council for the Advancement and Support of Education
- Council of College and Military Educators
- Florida Police Chiefs Association
- Independent Sector
- International Leadership Association
- Midwest Association of Student Financial Aid Administrators
- NAFSA: Association of International Educators
- National Association for College Admission Counseling
- National Association of College and University Business Officers
- National Association of Graduate Admissions Professionals

- National Association of Independent Colleges and Universities
- National Association of Presidential Assistants in Higher Education
- National Association of Student Financial Aid Administrators
- National Association of Veterans Program Administrators
- National Council of Schools and Programs in Professional Psychology
- New England Association for College Admission Counseling
- New England Psychological Association
- Ohio Association of Collegiate Registrars and Admissions Officers
- Ohio Association of Student Financial Aid Administrators
- Ohio Bursar's Association
- Ohio College Access Network (affiliate membership)
- Ohio Transfer Council
- Overseas Association for College Admissions Counseling
- Regional Association for Adult Higher Education
- Society for Human Resource Management
- Southwest Ohio and Neighboring Libraries
- University Continuing Education Association
- Vermont Business Association for Social Responsibility
- Vermont Council of Teacher Educators

Meaning of Accreditation,

State Licensing, Institutional Memberships, and Affiliations

The following description of the meaning of accreditation to institutions of higher education is adapted from The Higher Learning Commission's publication, "Institutional Accreditation: An Overview," 2007, which can be found, in its entirety, at http://www.ncahlc.org/download/Overview07.pdf.

In the United States, schools and colleges voluntarily seek accreditation from nongovernmental bodies. There are two types of educational accreditation: institutional and specialized.

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

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

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

Specialized Accreditation
Specialized accrediting bodies evaluate particular units, schools, or programs within an educational organization. Specialized accreditation is also called *program accreditation*. Specialized accrediting bodies are frequently affiliated with national professional associations (e.g., the American Bar Association) or with specific disciplines such as teacher training, psychology, and social work. Many regionally accredited institutions seek both specialized, program accreditation and institutional accreditation. Some professional licensing boards will not consider graduates of non-accredited programs for licensure, even when the individual has graduated from a regionally or nationally accredited institution. Graduation from a program with specialized accreditation does not guarantee licensure, but it may expedite the process. Conversely, achieving licensure after graduating from a program that does not have specialized accreditation may be possible—this possibility varies by profession and by state. Union Institute & University holds no specialized accreditations at this time.

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

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

State Licensing
Just as there are two types of accreditation, there are often two levels of state licensing: institutional authorizations and program specific certifications. (States may use different terminology for these categories of authorization. Some states use the term "accreditation" to describe state approval.)

Institutional/Program Authorizations
Schools can operate without accreditation, which is voluntary, but they cannot legally operate without the authorization or approval of the state in which they are located. In fact, accreditors will not consider a school or program unless it has been authorized by the applicable state agency, typically a branch or commission of a state's department of education. Criteria for state authorization are established by state law and each state has a different set of criteria. These authorizations allow a school to legally operate in a state.

State Certification
Most states have specialized (program-specific) processes that result in certification that a specific program meets that state's standards for professional licensure. States may certify educational programs that focus on professional preparation, such as teaching, social work, etc., where a state-issued license is required for an individual to practice. Graduation from a

state-certified program does not always guarantee that an individual will be licensed, but it may expedite the process. At the same time, graduation from a program that is not state certified does not necessarily mean that an individual cannot be licensed, but it may be more difficult to obtain the license.

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

Institutional Memberships
Union Institute & University is an institutional member of multiple higher education associations and consortia. Association and consortia memberships are not intended to be guarantors of institutional quality. Instead, these organizations provide member institutions with a variety of services and resources.

UNIVERSITY LEARNING OUTCOMES AND DEGREE LEVEL COMPETENCIES

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

Undergraduate Competencies (B.A. and B.S.)

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

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

- Construct coherent and organized written documentation using standard English.
- Analyze, critique, and synthesize scholarly literature in the field.
- Reflect critically on experience related to acquired knowledge.
- Document sources consistently using appropriate academic citation style.

Doctoral Competencies (Cohort Ph.D., Psy.D., and Ed.D.)

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

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

Undergraduate Competencies (B.A. and B.S.)

- Evaluate different evidence-based perspectives in the formulation and analysis of a problem or question.
- Support a position with appropriate evidence.
- Apply a creative process to explore an issue using imagination, intuition, and analytical methods.
- Integrate one's own ideas with those of others to address an issue.
- Interpret quantitative and qualitative information.

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

- Critically interpret and evaluate research results applicable to the student's field of study.
- Formulate and defend a scholarly analysis of a range of resources.
- Using critical inquiry, explain theory and how it intersects with *praxis* in student's field of study.

Doctoral Competencies (Cohort Ph.D., Psy.D., and Ed.D.)

- Present compelling evidence of the ability to formulate clear and precise research questions, develop testable hypotheses, assemble data, weigh evidence, assess established interpretations, reach defensible conclusions, and construct alternative interpretations.
- Advocate for action based on original research that draws on interdisciplinary inquiry.
- Initiate and conduct significant scholarly inquiry in the form of original research.

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

Undergraduate Competencies (B.A. and B.S.)

- Reflect on one's value system and the value systems of others.
- Describe ethical responsibility in the context of professional or scholarly practice.
- Articulate and evaluate the reasons and justifications that support particular values.

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

- Explain the social implications of one's own focus of study, and relate those implications to the larger world.
- Examine the ethical implications of one's own focus of study, and relate those implications to the larger world.

Doctoral Competencies (Cohort Ph.D., Psy.D., and Ed.D.)

- Explain social and ethical theories upon which the profession is built and assess their applicability and effectiveness.
- Address historical, sociological, psychological, political, philosophical, and ethical influences on the presence of difference among individuals, alternative identities, and social groups and encourage others to address these issues in their lives.

4. Social and Global Perspectives: *Articulate a perspective on power in the world and one's own place in the global community.*

Undergraduate Competencies (B.A. and B.S.)

- Analyze social issues involving individuals, communities, and institutions from different disciplinary perspectives.
- Demonstrate an understanding of the world as sets of interactive and interrelated systems.
- Develop a sense of global citizenship.

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

- Examine the contributions of diverse peoples and cultures in the field of study.

Doctoral Competencies (Cohort Ph.D., Psy.D., and Ed.D.)

- Analyze and evaluate alternative theories of the proper distribution of a society's resources.

5. Major/Area of Concentration: *Explain and apply major terms, methods, concepts, and/ or theories relevant to the major and/or area of concentration.*

Undergraduate Competencies (B.A. and B.S.)

- Defined by majors and areas of concentration.

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

- Defined by areas of concentration and specialization.

Doctoral Competencies (Ph.D., Psy.D., and Ed.D.)

- Defined by areas of concentration and specialization.

The UI&U Culture of Assessment

One of Union Institute & University principles is academic quality. UI&U expresses its commitment to "academic excellence and institutional quality through continuous assessment and review of programs, processes, policies, and outcomes." To ensure the highest level of academic quality, faculty and administrators are working together at all levels to promote a culture of assessment that identifies learning outcomes and assesses student success in achieving those outcomes. An important part of the culture of assessment is the collective review of student materials and artifacts. At times student work may be included among a random sample that faculty will assess. All student materials remain anonymous and will have no impact whatsoever on a student's evaluation, grade, GPA or transcript. Individual student work becomes part of a group review in order that faculty may assess learning outcomes and ensure curriculum improvement.

ADMISSION

Each academic program has specified its own admission criteria. Refer to the admission criteria within each program description in this catalog and the respective program's student handbook.

Transfer Credit Policies

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

Transient (Visiting) Students

A Transient or Visiting Student is defined as a student who is registered for a limited number of courses but is not pursuing a degree at Union Institute & University. UI&U provides the opportunity, on a limited basis, for students enrolled in degree programs at other institutions to complete undergraduate courses for the purpose of transferring them to their home institution. This enrollment opportunity is available during any semester/session throughout the year from any of the UI&U academic centers/programs.

International Students

Union Institute & University (UI&U) accepts qualified international students into its degree programs offered through the Cincinnati, Ohio, and Brattleboro, Vermont Academic Centers. Designated school officials at Cincinnati and Brattleboro advise and assist international students with their F-1 immigration status requirements and responsibilities. UI&U degree programs certified for issuing I-20s to F-1 international students include: Ph.D., Ed.D., Psy.D., and M.A. Psych (national option). UI&U is a distance institution; therefore, international students will attend required program residencies only and will not reside in the U.S. for the duration of their degree programs. Applicants whose native language is other than English are required to provide proof of English proficiency.

See program specific requirements for admission and continued enrollment of international students at the International Applicants webpage: http://www.myunion.edu/admissions/international-applicants.html. Find information about obtaining student visas, obtaining financial certification, maintaining F-1 immigration status, and other related information at the International Student Services webpage: http://www.myunion.edu/academics/international-learner/index.html.

UI&U's Bachelor of Science program is a distance degree program that does not require travel to the U.S. Additionally, UI&U's online programs; Bachelor of Arts-Online, Bachelor of Science in Criminal Justice Management-Online, Master of Arts - Online, and Master of Education-Online, do not require travel to the U.S. and therefore have open admissions for international applicants.

Foreign Transcript / Credentials Evaluation

Students with international transcripts are responsible for obtaining an evaluation of their transcripts. For admission purposes, please request a course-by-course evaluation. Any of the following listed evaluation services may be used for a transcript/evaluation for Union Institute & University. Fees vary by the type of evaluation requested (high school, bachelor's, master's, etc.) from approximately $100 to $180. Turn-around time for the evaluation is generally four to six weeks. Additional fees apply for expedited service and multiple copies of the evaluation. See individual service websites for details about specific services and costs.

International Evaluation Services

Center for Applied Research Evaluation and Education, Inc.
P.O. Box 18358
Anaheim, CA 92817
Phone: 714.237.9272
Fax: 714.237.9279
Email: eval_caree@yahoo.com
http://www.iescaree.com/

Josef Silny and Associates, Inc. International Education Consultants
7101 SW 102 Ave.
Miami, FL 33173
Phone: 305.273.1616
Fax: 305.273.1338
Email: info@jsilny.com
www.jsilny.com

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
Phone: 414.289.3400
Fax: 414.289.3411
Email: eval@ece.org
www.ece.org/

World Education Services, Inc.
P.O. Box 5087
Bowling Green Station
New York, NY 10274-5087
Phone: 212.966.6311
Fax: 212.739.6100
www.wes.org

Veterans Education & Military Education

Union Institute & University is approved for the education and training of veterans and their eligible dependents under all existing public laws. Requests for information should be referred to the UI&U Registrar's Office if the student is enrolled in programs offered through the Cincinnati, Ohio Academic Center or to the Student Services Coordinator at the Florida, California, or Vermont Academic Centers. Union Institute & University is a Service Members Opportunity College (SOC). The toll-free number for the Department of Veterans Affairs is 1.888.442.4551 and the website is http://www.gibill.va.gov/ for educational benefits information. Consult the Department of Veterans Affairs website at http://www.vba.va.gov/VBA/ for general VA benefits information. For SOC inquiries contact 1.800.368.5622 or the SOC website http://www.soc.aascu.org/.

Veterans and Military Personnel

Union Institute & University is proud to welcome America's veterans, active duty military, and their dependents into our academic programs. As a military friendly school, UI&U's programs are designed to allow veterans and military personnel to maintain busy schedules and commitments while completing a degree. UI&U was named by *G.I. Jobs* magazine as a Military Friendly School for 2012. This recognition ranks UI&U in the top 20% of all colleges, universities, and trade schools nationwide. Refer to the UI&U Veterans Affairs webpage at http://www.myunion.edu/admissions/veterans-affairs/index.html for VA contacts and educational benefits information.

GI Bill

UI&U assists its student service members with educational opportunities available from all VA chapters offering education benefits. The university is pleased to announce its participation in the Post 9/11 GI Bill (Chapter 33) and the Yellow Ribbon Program. Beginning on October 1, 2011, the university provides tuition assistance for veterans who qualify for education assistance under the Yellow Ribbon Program of the Post 9/11 GI Bill and Public Law 377-111.

Please see the website at http://www.myunion.edu/admissions/veterans-affairs/index for up-to-date information.

Yellow Ribbon Program

As a participant in the Yellow Ribbon Program, UI&U will work with the U.S. Department of Veterans Affairs to fund costs above the allowed tuition of $17,500 per year. The partnership will allow UI&U's students who are eligible veterans to have any tuition and fees that exceed the allowed $17,500 be matched by the VA and will result in free tuition and fees for eligible veterans. It also allows for the benefit to be transferrable to a spouse or dependent.

Active Duty Military may also use their VA benefits or military reimbursement.

UI&U is proud to offer National Guard and Reserve components a scholarship that equals a 10% tuition reduction. More information is available in the military education paragraph on the webpage at http://www.myunion.edu/admissions/transfer-credit.html.

UNION INSTITUTE & UNIVERSITY WRITING CENTER

Writing Center
440 E. McMillan Street
Cincinnati, Ohio 45206
Email: writing-center@myunion.edu
Local: 513.487.1156
Toll-free: 800.861.6400 ext. 1156

The Union Institute & University Writing Center offers online resources and individual tutoring services for all undergraduate and graduate students. Consultation services for faculty and staff are also available. Online resources encourage students at all levels to diagnose their writing problems based on faculty and peer feedback and then find ways to address them. Students can also find valuable reminders and resources for improving academic writing or locate models and tutorials for research and documentation. All services are free and available to any registered student, faculty, or staff. Please visit http://www.myunion.edu/writing-center/ for more details.

Course Prefix/Title: WRI 090 Academic Writing Workshop

Dates/Times: 1011 S (April 2 - August 20, 2011)
To be offered fully online through Campus Web

Seminar Abstract
Through practice with actual current writing assignments, students will be able to strengthen writing and critical thinking skills and build new patterns for independent learning.

Topics
- Steps of a strong writing process: Prewriting, Drafting, Organizing, Revising, Editing
- APA-style documentation or appropriate style for their course
- Library research strategies
- Avoiding plagiarism
- Time management strategies for completing writing assignments

Description
This 16-week academic writing workshop runs concurrently with two consecutive, B.S. eight-week terms and gives students the opportunity to focus on improving their writing process and build new skills and strategies for creating successful academic writing assignments. By using current UI&U writing assignments from degree-program courses, students develop a step-by-step process for tackling writing challenges from analyzing the assignment to final proofreading and understanding instructor feedback. Students will also learn to use online resources found in the Union Writing Center and Online Library and learn when and how to ask for help with assignments.

FINANCIAL AID RESOURCES AND SERVICES

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

Union Institute & University understands that many students need financial assistance to fund their college education. Financial aid is available in the form of grants, scholarships, student loans, and part-time work study programs. Parent PLUS and Graduate PLUS loans as well as payment plans are also available.

Students applying for federal financial assistance must complete the Free Application for Federal Student Aid (FAFSA). Many states offer financial assistance to students based on the FAFSA application. The FAFSA is used to determine the family's ability to pay for the student's education. The family's ability to pay, or expected family contribution (EFC), is calculated after careful review of income, assets, and other family information.

Eligibility for need-based federal, state, and university-sponsored aid is determined by comparing the cost of attendance at Union Institute & University with a family's ability to pay for college expenses. Financial aid is considered supplemental to the family's efforts to meet the cost of attendance.

The FAFSA should be submitted via the Internet at http://www.fafsa.ed.gov/ to enable the quickest processing time. It is recommended that students submit the FAFSA to the federal processor by February 15 of each calendar year. Students must reapply for financial aid each year and list Union Institute & University's federal code (010923) on each application. In order to sign the FAFSA online, all students and one parent of dependent students have to apply for a four-digit personal identification number or PIN. To apply for a PIN go to http://www.pin.ed.gov. Students are encouraged to call the Office of Financial Aid if they have questions regarding financial aid or completing aid applications.

Eligibility Requirements for Federal Financial Aid

- Be accepted for enrollment for an eligible degree or certificate program.
- Be a U.S. citizen or an eligible non-citizen.
- Have a valid Social Security number.
- Sign the FAFSA certifying federal aid will be used only for education expenses.
- Not in default status with any federal student loan.
- Register with the Selective Service, if required.
- Make Satisfactory Academic Progress (SAP). See the FA SAP sections within the academic programs for a more detailed description.
- Not have been convicted for any illegal drug offense while receiving federal financial aid.

Types of Federal Student Aid Programs

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

Federal Pell Grant
The Pell Grant Program makes funds available to eligible undergraduate students who have not yet earned a bachelor's degree and who demonstrate high financial need. Apply by completing the Free Application for Federal Student Aid (FAFSA).

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

Federal Work-Study
The Federal Work-Study Program provides work opportunities for students attending at least half time who demonstrate financial need. While most work opportunities are available through each of the academic centers, employment is also available in local, non-profit agencies and area public elementary schools through the Federal Work Study Community Service Program.

Federal Perkins Loans
The Federal Perkins Loan is a federally-funded student loan, but Union Institute & University determines eligibility requirements. Repayment begins nine (9) months after the student graduates, leaves school, or drops below half-time enrollment status. This loan is subsidized and carries a fixed interest rate of 5%.

Federal Direct Loan Program
Federal Direct Loans are low interest loans made available to students attending school on at least a half-time basis. In order to qualify, students must complete and sign the Free Application for Federal Student Aid (FAFSA). Based on the FAFSA, the student will qualify for an Unsubsidized Direct loan, Subsidized Direct loan, or a combination of both. The minimum loan is $5,500 for the first academic year, $6,500 for the second year, and $7,500 per year for each year thereafter. Interest rates for all new Stafford Loans are fixed and can be deferred while you are in school. You may choose to pay the interest every month or you can defer it until you graduate. The Unsubsidized Direct Loan has a fixed interest rate of 6.8% and the Subsidized Direct Loan has a fixed interest rate of 4.5%. The interest rates may change each July 1. If you choose to defer your interest it will be capitalized and added to your loan balance. Repayment begins six (6) months after the student graduates, leaves school, or drops below half-time enrollment status. Repayment can be spread over a 10-year period.

Federal PLUS Direct Loan Program
These loans are for parent and graduate student borrowers. The maximum interest rate for this loan is 8.5% as of July 1, 2010. Parents and graduate student borrowers will be obligated to a 3% origination fee and a default fee of 1% on each PLUS loan they receive. This loan is limited to parents and graduate students with a favorable credit history. In the event a parent is unable to borrow a PLUS loan, students may qualify for additional unsubsidized loan funds.

Private Alternative Educational Loans
Private Alternative Educational Loans are also available to help meet college expenses. These private loan programs offer competitive interest rates, flexible repayment schedules, and various

co-signer requirements. Students interested in a private alternative educational loan, please contact the Office of Financial Aid.

Individual State Financial Assistance Programs

Ohio

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

California

- The Cal Grant B provides up to $1,551 for books and living expenses for students in their first year of college. For the second and subsequent years, the award also provides for tuition and fees. Students who meet the Cal Grant B eligibility requirements (have at least a 2.0 GPA and apply by March 2 of the year they graduate from high school or the following year) will be guaranteed this grant.

Florida

- **Student Assistance Grant Program** is available to Florida residents who are full-time undergraduate students who demonstrate substantial need and are enrolled in participating postsecondary institutions. To determine eligibility for the grant, complete the FAFSA.

- **Access to Better Learning and Education Grant (ABLE)** provides tuition assistance to Florida undergraduate students enrolled in degree programs at eligible private Florida colleges or universities. The amount of the ABLE award is determined annually by the Office of Financial Aid, depending upon available funding. To determine eligibility for the grant, complete the FAFSA.

Vermont

- **Incentive Grant** is a need-based grant awarded to full-time undergraduate Vermont residents enrolled or accepted for enrollment in eligible degree programs who have not already received bachelor's degrees. To determine eligibility for the grant, complete the FAFSA and then complete the Vermont grant application at http://www.vsac.org/myVSAClogin.

- Vermont residents may qualify for the **Vermont Part-time Grant** if they are enrolled or accepted for enrollment in eligible undergraduate degree programs and have not already received a bachelor's degree. Students must be taking fewer than 12 credit hours. To determine eligibility for the grant, complete the FAFSA and then complete the Vermont grant application at http://www.vsac.org/myVSAClogin.

- Vermont residents who are not enrolled in high school and are enrolled in non-degree courses that will improve their employability may apply for the **Vermont Non-degree Grant.** To determine eligibility for the grant, complete the Vermont grant application at http://www.vsac.org/myVSAClogin.

Changes to Enrollment and Funding

- A student is responsible for informing the Office of Financial Aid when s/he drops or adds a class at any time during their enrollment.

- A financial aid award may be modified if there is a change in a student's enrollment.

- To maintain federal student loan eligibility, a student must be enrolled in at least six credit hours at the time of loan disbursement.

- If a student withdraws or is terminated from his/her program of study, depending on when his/her withdrawal or termination occurs during the term, the student may be ineligible to use a portion of the federal financial aid awarded to the student for that term.

Student Financial Aid

Satisfactory Academic Progress (SAP) Policy

New SAP Policy Effective July 1, 2011

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. In keeping with federal regulations and Union Institute & University policy, Union Institute & University has amended its SAP Policy. Changes will take effect when SAP is calculated at the end of Spring 2011.

SAP Components

Qualitative: Cumulative Grade Point Average (GPA) Requirement
In accordance with federal regulations, a student's cumulative GPA must be reviewed at the end of each term of attendance.

1. An undergraduate student must have earned at least a cumulative 2.0 or S GPA when grades are reviewed at the end of each term. A graduate or professional student must have earned at least a cumulative 3.0 or S GPA.
2. Students who do not earn at least the minimum required cumulative GPA will be placed on financial aid warning for their next term of attendance.
3. While on financial aid warning, the student remains eligible for financial aid:
   a. If the student earns at least the minimum cumulative GPA by the end of the financial aid warning term, the warning will be lifted (provided the student meets all other SAP guidelines).
   b. If the student does **not** earn at least the minimum cumulative GPA by the end of the financial aid warning term, the student will be placed on probation and financial aid will be terminated. The student will not qualify for financial aid effective the next term of attendance until such time as the student again meets all SAP guidelines. The student may appeal a probation decision. If the appeal is approved by the director of financial aid, then aid may be reinstated for that term. See the appeal section for additional information.

Quantitative: Completion Rate Requirement
In accordance with federal regulations, students must successfully complete at least 67% of cumulative credits attempted in order to meet the requirements for financial aid. For example, if

a student has attempted 60 credit hours during enrollment, he/she must successfully complete 40 or more of those hours. Student completion rates are reviewed at the end of each term of attendance.

1. Students must earn a cumulative 67% completion rate.
2. Students who do not earn a cumulative 67% completion rate will be placed on financial aid warning for their next term of attendance.
3. While on financial aid warning, the student remains eligible for financial aid:
    a. If the student completes sufficient credits to earn a cumulative 67% completion rate by the end of the financial aid warning term, the warning will be lifted (provided the student meets all other SAP guidelines).
    b. If the student does **not** complete sufficient credits to earn a cumulative 67% completion rate by the end of the financial aid warning term, the student will be placed on probation and financial aid will be terminated. The student will not qualify for financial aid effective for the next term of attendance until such time as the student again meets all SAP guidelines. The student may appeal a probation decision. If the appeal is approved by the director of financial aid, then aid may be reinstated for that term. See the appeal section for additional information.

Maximum Time Frame

The maximum time frame within which to complete a degree is 150% of the published length of the program. For example, if the published length of a program of study is 64 credit hours, a student may attempt up to 96 credit hours (64 x 150% = 96). To determine the published length of a program, please refer to the program of study sections of the Union Institute & University Catalog.

Appeals

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

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

A student who exceeds the maximum allowable time frame for completing a program of study may appeal the timeframe by providing a graduation plan signed by his/her academic advisor. If

the plan is deemed reasonable, the student will receive financial aid on a probationary basis for one or more terms until the degree is completed.

Treatment of Selected Grades

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

Withdrawal Override: Credit hours in which a student receives a WX will override a W grade if it is determined that a student who officially withdrew actually never attended/engaged in the registered course. The WX grade will not affect the grade point average.

Withdrawal U: Credit hours in which a student receives a WU may be assigned if the withdrawal occurs late in a term and faculty attests that the student has not met academic standards according to the course syllabi. The WU grade will not affect the grade point average.

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

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

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

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

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

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

Repeated course: In accordance with Union Institute & University policy, a student is permitted to **repeat any course once**. The last grade earned is calculated in the GPA. For financial aid purposes, the previous hours attempted and earned will continue to be counted in the student's cumulative hours attempted and earned.

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

SAP Statuses

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

Financial Aid Warning: Students who have not earned their program's required minimum cumulative GPA or completion rate at the end of a term will be placed on financial aid warning for the next enrolled term. Satisfactory academic progress will be monitored at the end of each

term to determine if the student meets the standards of progress and is eligible to continue to receive financial aid.
Financial Aid Termination: Students on financial aid warning status who have not successfully earned the minimum cumulative GPA and cumulative completion rate of 67% at the conclusion of the warning term will have their financial aid terminated. Financial aid will also be terminated for students who have attempted the maximum allowable credit hours for their program of study.
Financial Aid Probation: Students whose appeals have been approved by the Satisfactory Academic Progress Appeals Committee are placed on financial aid probation.
Notification of Financial Aid Warning, Probation or Termination: The Office of Financial Aid will send an email to a student who is placed on financial aid warning, probation or terminated; however, failure to receive correspondence does not negate a termination or warning status.
Returning students are evaluated on a continuing basis from the last enrollment, unless an extenuating circumstance is considered. Returning students who enrolled under an earlier academic progress policy will be required to meet the standards of the current policy upon returning.
Complete academic record: To measure a student's satisfactory progress toward degree requirements, the student's complete academic record at Union Institute & University must be evaluated, whether or not the student received aid for the entire time of enrollment.

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

California Student Tuition Recovery Fund

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

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

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

Tuition Paid by Student	**STRF Contribution by UI&U**
Less than $500	None
$500 to $1,499	$2.50
$1,500 to $2,449	$5.00
$2,500 to $3,449	$7.50
$3,500 to $4,449	$10.00
$4,500 or more	$2.50 for each additional $1,000 ($12.50 for $4,500; $15.00 for $5,500; $17.50 for $6,500, etc.)

THE BUSINESS OFFICE

Business Office
Email: businessoffice@myunion.edu
Local: 513.861.6400 ext. 1095
Toll-free: 800.861.6400 ext. 1095
Fax: 513.861.9958
Web: http://www.myunion.edu/administration/offices/business-office/index.html

Services Provided

The Business Office may be reached by calling 800.861.6400 ext. 1095. We are available M-Th 8:15 am - 6:00 pm and F 8:15 am - 5:00 pm EST. If you call and cannot reach us, please leave your name, student ID# and reason for the call. We are responsible for maintaining account information for each student. This includes posting tuition and fees, recording payments, adjustments, book vouchers and refunds, preparing 1098Ts, authorizing financial clearance for graduation and disbursing financial aid. While the Business Office is responsible for disbursing financial aid, inquiries regarding your aid should be directed to the Office of Financial Aid by calling 800.861.6400 ext. 2005.

Other services provided upon request include third party billing and student account statements. Students can access and print student account information by accessing the university's website, www.myunion.edu. Click the following to learn how to access student accounts: http://www.myunion.edu/administration/offices/business-office/student-accounts.html.

The Business Office handles all general financial, accounting and treasury functions for the university in addition to maintaining student accounts receivable. There may be times during the year when reaching a staff member is difficult. Bear with us, be patient, and we will help as soon as possible. We take pride in delivering excellent student service because students are our most important asset.

Tuition and Fees

Tuition and fees are due the first day of each term. The amount of tuition and fees due is determined by reviewing the tuition and registration policy for the specific program; please refer to http://www.myunion.edu/admissions/cost.html. Payments are accepted in several ways: financial aid, mailing a check, providing a debit or credit card, enrolling in ARB (Automatic Recurring Billing) or accessing the Make a Payment link on CampusWeb, http://www.myunion.edu/administration/offices/business-office/student-accounts.html.
A deferred payment option is available at the time of registration: equal monthly credit card payments during an academic term after deducting financial aid. **Financial aid is a means of payment and the absence of or delay in receipt of financial aid funds does not relieve the student's responsibility to pay for charges due to the university.** The deferred payment option is effective for a student's current term and must be renewed each subsequent term. Students with past due balances must obtain Business Office clearance before registering for the next term.

Refunds

The Business Office issues weekly refunds via check or ACH transfer. Click on http://campusweb.myunion.edu/ICS/eForms/ACH_Electronic_Payment_Authorization.jnz to enroll in our Refund by ACH program and go paperless! Our Refund by ACH program reduces paper waste and eliminates bank charges for you and the university. Students with excess Title IV funds (Direct, Perkins and Plus loans and Pell, SEOG and state grants) are refunded automatically. All other credit balances are refunded upon request by contacting the Business Office at 800.861.6400 ext. 1095.

Remember, if financial aid is received, the student will need to check with the Office of Financial Aid by calling 800.861.6400 ext. 2005 before making changes to registration by dropping courses. A decrease in credit hours may trigger a recalculation of eligible financial aid.

When tuition and fees are adjusted due to drops or withdrawals, a credit balance may result. The amount to be refunded is based on a schedule unique to each program. Refund schedules are found in each program's Tuition and Registration Policy posted on the university's website. This information is also available in each program's section within the University Catalog.

Past Due Accounts

A financial hold is placed on a student's account when a past due balance is owed to the university. This hold stops a student from registering for the next term or receiving a transcript. The best defense against a financial hold is communication. Students must access their account often, talk to a financial aid counselor, and meet with the program director and advisor. These simple steps will help students take financial responsibility for their education. Questions regarding financial holds, past due accounts, and payment plan options should be directed to our Collections Manager by calling 800.861.6400 ext. 1091.

REGISTRATION INFORMATION

Registrar's Office
Union Institute & University
440 E. McMillan Street
Cincinnati, Ohio 45206-1925

Email: registrar@myunion.edu
Local: 513.861.6400 ext. 1266
Toll-free: 800.861.6400 ext. 1266
Fax: 513.487.1075

Click on http://www.myunion.edu/administration/offices/registrar/ for all student services and contact personnel in the Registrar's Office.

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

UI&U Academic Calendars

Union Institute & University operates its academic programs each year with two calendars: a trimester calendar and a six-month term calendar. The trimester calendar has three 16-week trimesters, each with two eight-week sessions. For financial aid purposes, the academic year is defined as two trimesters and 24 credit hours. For the purposes of this document, a 16-week trimester with two eight-week sessions is referred to as ***term***.

Year/Term Code	Sem/Ses Transcript Title	Begins	Ends
2011-2012			
11-12 F	11-12 F Fall Semester	8/29/2011	12/17/2011
11-12 F1	11-12 F1 Fall Session I	8/29/2011	10/22/2011
11-12 F2	11-12 F2 Fall Session II	10/24/2011	12/17/2011
11-12 W	11-12 W Winter Semester	1/3/2012	4/21/2012
11-12 W1	11-12 W1 Winter Session I	1/3/2012	2/25/2012
11-12 W2	11-12 W2 Winter Session II	2/27/2012	4/21/2012
11-12 S	11-12 S Spr/Summer Semester	4/30/2012	8/18/2012
11-12 S1	11-12 S1 Spr/Summer Session I	4/30/2012	6/23/2012
11-12 S2	11-12 S2 Spr/Summer Session II	6/25/2012	8/18/2012
2012-2013			
12-13 F	12-13 F Fall Semester	8/27/2012	12/15/2012
12-13 F1	12-13 F1 Fall Session I	8/27/2012	10/20/2012
12-13 F2	12-13 F2 Fall Session II	10/22/2012	12/15/2012
12-13 W	12-13 W Winter Semester	1/2/2013	4/20/2013
12-13 W1	12-13 W1 Winter Session I	1/2/2013	2/23/2013
12-13 W2	12-13 W2 Winter Session II	2/25/2013	4/20/2013
12-13 S	12-13 S Spr/Summer Semester	4/29/2013	8/17/2013
12-13 S1	12-13 S1 Spr/Summer Session I	4/29/2013	6/22/2013
12-13-S2	12-13-S2 Spr/Summer Session II	6/24/2013	8/17/2013

Programs following a six-month term calendar use the calendar below:

6-Month Term Calendar for 2011-2012				
Year	**Tm**	**Description**	**Term Begin Date**	**Term End Date**
2011	7A	January – June	1/1/2011	6/30/2011
2011	7B	February – July	2/1/2011	7/31/2011
2011	7C	March – August	3/1/2011	8/31/2011
2011	7D	April – September	4/1/2011	9/30/2011
2011	7E	May – October	5/1/2011	10/31/2011
2011	7F	June – November	6/1/2011	11/30/2011
2011	8A	July – December	7/1/2011	12/31/2011
2011	8B	August – January	8/1/2011	1/31/2012
2011	8C	September – February	9/1/2011	2/28/2012
2011	8D	October – March	10/1/2011	3/31/2012
2011	8E	November – April	11/1/2011	4/30/2012
2011	8F	December – May	12/1/2011	5/31/2012

6-Month Term Calendar for 2012-2013				
Year	**Tm**	**Description**	**Term Begin Date**	**Term End Date**
2012	7A	January – June	1/1/2012	6/30/2012
2012	7B	February – July	2/1/2012	7/31/2012
2012	7C	March – August	3/1/2012	8/31/2012
2012	7D	April – September	4/1/2012	9/30/2012
2012	7E	May – October	5/1/2012	10/31/2012
2012	7F	June – November	6/1/2012	11/30/2012
2012	8A	July – December	7/1/2012	12/31/2012
2012	8D	October – March	10/1/2012	3/31/2013

Course Credit Hours

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

Course Numbering System

Courses # 001-099

- Are remedial/developmental courses – offered through the UI&U Writing Center (refer to WRI 090 as a writing support course under the Writing Center section). These courses do not apply toward a degree.

Courses #100-199

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

Courses #200-299

- Attract student to an area of study or to higher level courses.
- Are dependent upon completion of the introductory level course as a prerequisite.
- Provide the foundation for skills and knowledge in concentration area.
- Serve as a bridge between 100 and 300 level courses in disciplines that depend on steps and sequences such as in the sciences or foreign languages.
- Encourage students to consult additional sources of knowledge and experience outside the textbook.
- Designed for students with some prior college experience.
- Are unlikely to have prerequisites other than a 100 level introductory course or other 200 level courses.

Courses #300-399

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

Courses #400-499

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

Courses #500-699

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

Courses #700 and above

- Are doctoral level/credit courses and are not open to undergraduate or master's program students.

Registration

Students are required to register prior to the start of classes for courses listed in their program's study plan or degree completion plan. Registrations are processed in each academic center or program office. Changes in registration and administrative oversight of registration processes and procedures are handled in the Registrar's Office. Registration should take place as soon as possible prior to the start of a term to ensure timely receipt of the syllabus, books, and other course materials. Registration also indicates an acceptance of financial liability for tuition obligation and consent that submitted course work may be periodically checked by plagiarism detection software and included in university assessment of learning outcomes. Specific registration processes for the individual degree programs are stated with the degree program information in this catalog. Students must actually commence attendance and engagement in coursework in order to establish eligibility for financial aid.

Once registered, enrollment is presumed to be continuous until one of the following occurs:

1. *Graduation* – The student has been academically and financially certified for graduation. Tuition is charged through the final term of registration.

2. *Withdrawal* – The student has informed UI&U of intent to withdraw from the program. (See Withdrawal Policy.) Withdrawal also includes short-term absences from the program in cases where students do not immediately register in the next academic year/term.
3. *Dismissal* – The student has been notified of termination for cause. The causes of dismissal are two fold in nature: academic dismissal for failure to meet academic standards or administrative dismissal for failure to fulfill financial obligations. In the case of dismissal for financial reasons, a registration form accepting financial liability for the tuition obligation and detailing payment arrangements must be filed by the deadline in order to be reinstated.

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

- **RR** – Registration form received from student in the program office but waiting to be processed.
- **PR** – Pre-registered: registration has been processed in the computerized registration system, but the new term has not officially started.
- **RA** – Registered Active: registered for coursework in an active term. Maintains active connections to university passwords and technology accounts.
- **EI** – Registered in CEX course extension or PCX program completion extension.
- **GI** – Graduation final audit is in process: graduation materials being audited for degree posting.
- **GF** – Student is academically clear for graduation, but there is a financial hold on the release of transcripts and the diploma.
- **NR** (Not Registered) - Student has not had a registration processed for the active or future term. Maintains active connections to university passwords and technology accounts.
- **W** – Student initiated withdrawal from program. Discontinues connection to university passwords and accounts.
- **WT** – Student is approved for an academic leave of absence (refer to Leave of Absence Policy).
- **WA** – Student is administratively withdrawn. See Administrative Withdrawal Policies for such withdrawal reasons.

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

Student Leave of Absence Policy

Effective November 6, 2009

Rationale
Union Institute & University (UI&U) provides a Leave of Absence (LOA) for the following purposes:

- To assist students in two categories: those who have an emergency mid-term and need to exit the program on a temporary basis and those who wish to take an elective term off for travel, work, personal, family, or financial reasons.
- To supplement the existing withdrawal policy.
- To permit students who are issued an I (Incomplete) grade due to emergency exit from the program the opportunity to complete that work at the end of the next-registered term, even if a period of non-registration intervenes.
- To support enrollment management and retention by making UI&U policies student friendly.

Reasons for requesting a leave of absence may include but are not limited to the following:

- Health/ injury
- Family emergency
- Job emergency
- Natural disaster
- Long-term jury duty
- Unique study/ travel/ enrichment opportunity
- Financial emergency
- Military service related commitments

Policy Implications for Students

This Leave of Absence policy is an academic policy only. Failure to maintain registered active (RA) status, even with university approval, may affect a student's financial aid eligibility. UI&U is required by federal guidelines to report non-registered students as "not enrolled/withdrawn." Financial aid will not be available for students during a LOA, and students on a LOA will not qualify for an in-school deferment.

Students should be directed to speak to a financial aid counselor prior to taking a LOA to understand how the leave will affect the student's financial aid situation.

Policy Specifics

1. *Maximum Length of Leave*: The maximum length of leave for non-military students is 18 months. Students on military leave may have an unlimited leave period, depending on their military service related commitments.
2. *Student Status While on Leave*: While on leave, students will be classified as temporary withdrawal status (WT). They will have access to UI&U email but not CampusWeb or the UI&U Library. Students will not have access to other university services except as needed for re-entry to the university.
3. *Number of Leaves Allowed*: Students are permitted to take one LOA while enrolled at Union Institute & University. Exceptions can be made for extenuating circumstances at the discretion of the program dean.
4. *Academic Standing*: Student academic standing should not be a criterion for approval of an emergency LOA; however, academic standing may be considered in granting requests for an elective LOA.
5. *Oversight of Leave of Absence*: The program dean makes the decision to approve or deny the LOA. The program dean is also responsible for ensuring adherence to the terms of the LOA. The program dean can authorize a status change from temporary withdrawal to permanent withdrawal for a student's failure to return to an active status or receive approval to extend leave by the end date of the LOA.
6. *Deadline for Completion of Coursework*: Coursework started, but not completed, prior to the LOA must be completed and submitted to the appropriate faculty by the end of the first full term after return. The program dean will monitor the timetable to ensure compliance.
7. *Adherence to New Program Requirements*: Unless an exception is made by the program dean, students must abide by program policies and procedures that are in effect at the time of return.

Procedure
The student will submit a Leave of Absence Request Form, which must include the start and end dates of the LOA to the program dean. The program dean will approve or deny the request. If approved, the program dean will submit the form to the registrar for further processing. The program dean will monitor the start and end dates of the LOA. If denied, the student may appeal to the provost.

Withdrawal Policy

Effective November 6, 2009, as revised

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

Leave of Absence
Under the provisions of the university policy on Leave of Absence, students may apply for a LOA of up to 18 months. Because a LOA is actually a temporary withdrawal, students on approved leaves do not have access to educational activities, functions, facilities, or services during the leave, with the exception of their university email account, which will remain active during the leave. (See Leave of Absence policy.)

Student-Initiated Withdrawal
A withdrawal is considered to be a complete withdrawal from the university. The date of withdrawal is the earlier of:

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

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

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

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

Students will receive a letter confirming an administrative withdrawal and the grounds for this determination.

Reinstatement / Readmission

Effective November 6, 2009, as revised

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

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

Reinstatement
Reinstatement applies to students seeking to register who:

- Have not been registered for 18 months or less;
- Were not on an approved Leave of Absence during the inactive period; and
- Were not dismissed for academic or disciplinary reasons.

Readmission
Students must seek readmission if they have not registered for more than 18 months, unless the student was on an approved Leave of Absence for the entire period of non-registration.

Service Members
Reinstatement/readmission exceptions exist for service members whose service related commitments prevent being actively registered. In such circumstances, the service member may be reinstated if absent from enrollment for greater than 18 months. Service members re-enrolling at UI&U will maintain their class standing/hours earned when last attending.

Reinstatement Procedure
Individuals who have not been actively registered for fewer than 18 months may apply for reinstatement by submitting a letter of request to their program dean or director. Reinstatement will be approved under two conditions: (1) the applicant was not dismissed for academic or ethical reasons (i.e., was in good academic standing as of the last term enrolled); and (2) the applicant has no outstanding financial obligations to the university. Individuals seeking reinstatement must first resolve all outstanding financial obligations; individuals who were dismissed must apply for readmission.

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

Readmission Procedure
The readmission process applies to the following:

- Individuals who have not been actively engaged for more than 18 months prior to the request and were not on an approved LOA.
- Students who were dismissed for academic and/or disciplinary reasons.

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

ACADEMIC POLICIES, PROCEDURES, AND SERVICES

Academic Integrity

Institutional Policy and Procedural Guidelines
This policy and its procedural guidelines are effective February 9, 2009, replacing all previously existing policies and procedures. The policy statement applies to all Union Institute & University students and employees. However, the procedural guidelines section is specific to incidents of academic dishonesty of students; procedures for employee academic dishonesty are provided in the *Personnel Policy Manual*.

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

Definitions
Academic Integrity is characterized by honesty and responsibility in scholarship, based on the following assumptions about academic work at Union Institute & University:

- Students attend UI&U in order to learn and grow, and academic assignments exist for the sake of this goal.
- All academic work must be met through a student's own effort to learn and grow. Academic work completed any other way is unacceptable, and any grades and credits awarded as a result are fraudulent.

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

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

Cheating is the use of deception, tricks, or other devices in an effort to obtain credit for a learning activity.

There are other forms of academic dishonesty, which include, but are not limited to: providing false or inaccurate information about one's academic and/or professional background, such as claiming a degree one has not earned or submitting false letters of recommendation; submitting

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

the same work for credit more than one time; or violating any protocols and/or procedures specified in a course syllabus.

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

Procedural Guidelines: Violations of Academic Integrity
The procedural guidelines detailed herein are to be followed in all cases where a Union Institute & University student is suspected of violating academic integrity. These guidelines are to be followed for any case that arises on or after the effective date of this policy.

While concerns about violations of academic integrity are most typically raised by faculty, they may also be raised by another student, a graduate, or a non-instructional employee. Concerns of non-faculty regarding student violations should be reported to the dean responsible for the student's program; the dean (not the person raising the concern) is responsible for ensuring that all applicable steps of this procedure are then followed.

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

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

Regardless of the student's degree level and the extent/scope of the action, Union Institute & University takes all alleged violations of academic integrity seriously. Accordingly, all initial warnings and informal resolutions and all formal incidents and resolutions must be reported to the dean. Reports may be submitted to the program director, but s/he is required to relay them to the responsible dean.

Procedures[2]
Stage 1: Informal review and resolution (faculty and student or dean and student)
If a violation of the policy on academic integrity is suspected, the faculty member (or the dean, if the concern was raised by someone other than faculty) will contact the student, explain the university's policy on academic integrity, and discuss the alleged infraction. In this process, the faculty member or dean will orally warn the student and instruct her/him in the appropriate

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

conventions of citation or academic practice. As part of that conversation, the student must be given a copy of this policy and procedural guidelines. The faculty member has the right to consult with another faculty member and/or the dean at any point during this stage. There are three potential outcomes of stage 1. The first two outcomes result in the conclusion of the incident review process; the third moves the incident review to stage 2.

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

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

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

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

The dean will invite the student to respond to the allegations and to supply any relevant evidence s/he wishes to make part of the discussion. That invitation will include a thirty (30) day deadline for the student to submit her/his response. (The student may request an extension.)

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

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

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

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

Stage 3: Formal institutional-level review and resolution (student, provost, and Academic Integrity Committee)

Once a formal incident report of student violation of the Academic Integrity Policy has been filed with or written by the dean, the incident moves to a formal institutional-level review and resolution. When the formal incident report is received, the dean will immediately notify the provost, forwarding the report and all related documentation to the provost. All formal institutional level reviews are conducted by the university's Academic Integrity Committee (AIC), a standing university committee appointed by the provost. The AIC is recommendatory to the Provost, whose decision is final.

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

- To ensure due process, the provost will send a letter to the student, inviting the student to respond to the allegations and to supply any relevant evidence s/he wishes to make part of the discussion. The letter will include a thirty (30) day deadline for submission of the response. (The student may request an extension.) The student's response must be in writing, signed by the student and dated; an email response is not appropriate.
- The provost will forward the formal incident report and the student's written response to the AIC for consideration. (If the student does not respond, the AIC will receive only the formal incident report.) The provost will advise the AIC of the expected deadline for completion of

the process. In most cases this will be 60 days; in some cases, however, the provost will require an expedited review.

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

Student Appeal

A student may appeal the outcome of the formal institutional-level review process (stage 3) to the president.

Attendance and Engagement Policy

In order to participate in the federal Title IV student aid programs, UI&U must determine (1) whether a student actually begins attendance in a registered course on or after the term start date; and (2) whether a student who initially attends a course, subsequently ceases to attend and thus has withdrawn unofficially from the course.

- *On-the-ground courses and course residency events*: A student who attends at least one class, a course residency, or an initial academic residency meets the requirement of attendance.
- *Directed studies and online courses*: A student who makes at least one contact with the instructor on or after the term start date regarding the registered course content or requirements meets the requirement of attendance. This contact may be through email, telephone, fax, mail, text message or login to an eCollege or eCompanion class.

Unofficial Withdrawals

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

Official Withdrawals

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

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

Family Educational Rights and Privacy Act (FERPA)

Effective August 31, 2009, as revised

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

Release of Information

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

If the student does not wish to have this information released for any purpose, including, for example, the student directory and press releases, the student must inform the Registrar's Office in writing at the beginning of each registration term. If the correspondence is not received in the Registrar's Office at the time of registration, the above information will be disclosed by the institution for the remainder of the academic year.

Right to Review Student Records

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

Right to Request the Amendment to Education Records

Students have the right to request the amendment of their education records if the student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Students may ask the university to amend a record that they believe is inaccurate or misleading. A student who wishes to ask the university to amend a record should write the university official responsible for the specific education record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the university decides not to amend the record as requested, the university will notify the student in writing of

the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

Research with Human Subjects: Institutional Review Board

Effective August 31, 2009, as revised

It is the policy of Union Institute & University that all planned research with human subjects be approved by the Institutional Review Board (IRB). This policy applies to students at all degree levels, faculty, and staff who plan studies involving human interaction.

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

Program level academic approval and human subject research training are prerequisites for IRB approval. Guidelines for conducting research with human subjects, requirements for submitting an IRB application and research proposal, and directions for preparing related study documents are available through the following links:

- IRB website: www.myunion.edu/irb
- Contact the IRB: irb@myunion.edu.

Grade Policy

Effective August 31, 2009, as revised

Policy Statement
It is the policy of UI&U that each academic program will have a grading system, detailed within each specific academic program in this catalog and in program handbooks. Grading systems may be letter grades (which calculate into a student's grade point average) or a satisfactory/ unsatisfactory grading option (which does not calculate a grade point average).

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

Academic Probation and Dismissal

Effective August 31, 2009

Each Union Institute & University program's description in this catalog and in student handbooks specifies the program's policies and procedures regarding not only good academic standing but also academic probation and dismissal from the program for academic reasons. These policies are integrated into each program's Satisfactory Academic Progress Review. (This is separate from each program's Financial Aid Satisfactory Academic Progress Policy.)

Academic Records
Academic records for all current and former UI&U students and graduates are created, maintained, and stored in the Registrar's Office. Registrar's Office student services are available on the following UI&U webpage: http://www.myunion.edu/administration/offices/registrar/index.html.

Academic Transcripts

Transcript Requests
Students have 24/7 access to their unofficial transcript and grades via CampusWeb access. The Union Institute & University academic transcript is the official document confirming the earned degree or certificate, major and/or concentration, and degree earned date. One sealed official transcript and one student copy of the transcript are provided at no charge upon graduation. Students or graduates who need an official transcript for application for admission to another college or university should be aware that most schools require that official transcripts be mailed directly from the awarding institution.

Current students, former students, and graduates of UI&U programs may request official transcripts at any time. However, official transcripts are not released unless the individual has met all financial obligations to the university.

To request a transcript, complete and submit the Transcript Request Form, available on the Registrar's Office webpage http://www.myunion.edu/forms/REG002.pdf. The form must be signed by the student and accompanied by payment of the transcript fee posted on the Registrar's Office webpage. The Transcript Request Form can be mailed, scanned, or faxed to the Registrar's Office. The signed form can also be scanned and sent as an email attachment. Faxed, scanned, or emailed requests must include credit card billing authorization for the transcript fee payment. Mailed requests should include a check, payable to Union Institute & University, to cover the transcript fee. Official transcripts requested via the Transcript Request Form will be sent within seven to 10 business days from the date the request is received by the Registrar's Office.

Union Institute & University also provides an online transcript ordering service to all students and alumni. In partnership with Transcripts on Demand™ by Scrip-Safe International, members

of UI&U's community of students have the ability to safely and securely request a copy of their transcript. Please visit the Registrar's Office webpage to access ordering instructions.

Official transcripts requested via Transcripts on Demand™ will be mailed within five to seven business days, and emailed official transcripts will be sent within three to five business days.

The UI&U webpage for transcript policies and procedures may be found at http://www.myunion.edu/administration/offices/registrar/transcripts.html.

UI&U Diplomas

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

The UI&U diploma lists the degree title and date earned. Major and/or concentration and/or specialization titles are not printed on the diploma. The name printed on the diploma is the graduate's name as it is officially listed in the UI&U student information system. If there has been a name change, please refer to the Name Change Policy and Procedures. The degree grant date is the last day of the month of the student's final term of registration.

The diploma will be mailed to the graduate's permanent mailing address as listed in the UI&U student information system. After the degree is noted on the graduate's transcript, the diploma is mailed within five to seven business days.

Commencement

UI&U holds commencement ceremonies each summer at the California and Florida academic centers and a national commencement ceremony in Cincinnati, Ohio, each fall. The Vermont center graduation ceremonies are held within the individual academic programs based on the program's degree completion cycles. Graduates of UI&U programs are eligible to process at a commencement ceremony if they have officially graduated and have not previously processed (unless previous participation was for graduation from a different UI&U program). Some programs also allow students to process when they are projected to fulfill all program and university degree requirements and financial obligations by the end of the term immediately following the ceremony. Students should refer to their academic center for specific requirements to participate and annual commencement dates. Please contact the communications office for http://www.myunion.edu/administration/offices/communications/commencement.html.

Career Counseling

Union Institute & University has partnered with ReadyMinds, an organization that provides career counseling services to a wide range of clients in private, governmental, non-profit, and educational communities. Students may access ReadyMinds services through the university's website. ReadyMinds provides one-on-one service from counselors certified by the National Board of Certified Counselors at no additional charge to students who choose to use the service. Each counseling session has five components:

- Three online surveys to assist the student and counselor in defining the student's values, skills, and interests as they relate to career planning and/or job searches.
- An assigned career counselor.

- Telephone counseling session or sessions.
- A summary report from the counselor to the student that will suggest resources for moving forward with career planning.
- Email access to the counselor for up to six months to allow for extended discussion and questions and answers.

THE ALUMNI ASSOCIATION

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

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

INFORMATION TECHNOLOGY POLICIES, RESOURCES, AND SERVICES

Policy on Acceptable Use of Technology Resources

Effective August 31, 2009, as revised

Description
At Union Institute & University, use of university-provided technology resources is a privilege, not a right, that may be revoked at any time for misuse. The provisions of this policy statement apply to all users of UI&U technology resources, including those who access these resources from off campus.

Union Institute & University (UI&U) operates various network, academic, and administrative systems in support of its academic mission and business functions. These systems are maintained and operationally controlled by the Information Technology (IT) department. As used in this policy, the term "user" refers to any person consuming technology resources. The term "IT staff" refers to the staff reporting to the director of the Information Technology department.

This policy statement is intended to provide a general description of what is expected of users of university-provided technology resources. It is not intended to be an exhaustive list of all allowed/disallowed activities, but rather a policy for the ethical use of the UI&U computing environment. It applies to all technology resources and services provided to or delivered by UI&U.

Scope of Technology Resources
UI&U technology resources (including computers, laptops, handheld computers, computer accounts, MyUnion Login, printers, networks, network devices, software, email, webpages, telephones, and telephone long distance and voicemail accounts) are provided for the use of UI&U students, faculty, and staff in support of the programs of the university. Technology resources are owned by the university and are to be used solely for university related activities; they are not to be used for commercial purposes or non-university activities without prior approval from the IT department.

It is recognized that many UI&U students and faculty will rarely, if ever, use UI&U owned computer equipment, and that many students and faculty access the Internet through their local Internet Service Provider.

Electronic Communications Policy
Email is the standard/expected means of internal communication at UI&U. Official electronic communications are sent only to UI&U email addresses; they may not be forwarded to external email addresses. The university will consider students, faculty, and staff to be duly informed and in receipt of notifications and correspondences sent by an administrator, staff, or faculty member delivered to a user's UI&U email account. It is recommended that users frequently access their UI&U email account for official information and to acknowledge messages in a timely manner.

Faculty and staff are expected to use the automated out-of-office notification functions in email and voicemail when they are away from the office for an extended period.

Network, Internet, and Email Systems
The UI&U network, Internet, and email systems are provided for the benefit of the university and the education process. Users are responsible for seeing that the Internet is used in an effective, ethical, and lawful manner. Users may not use the UI&U technology system for purposes that are illegal, unethical, or harmful to the university or others. Examples of unacceptable use are as follows:

- Messages may not be transmitted under an assumed name; all electronically transmitted messages must have the sender's name attached.
- Users may not attempt to obscure the origin of any message.
- Information published on the Internet may not violate or infringe upon the rights of others (including copyright laws).
- The system may not be used for personal gain or advancement of individual or political views; the use of university technology for solicitation of non-university business is strictly prohibited.
- Privacy intrusions, such as unauthorized reading of another user's email, using another person's account (including ID or password "cracking"), reading or deleting unprotected files, etc., are prohibited. Data stored in electronic format is to be considered real property.
- Network connections may not be used for the purposes of making unauthorized connections to, breaking into, or adversely affecting the performance of other systems on the network, whether or not these systems are university-owned.
- Users must not disrupt the operation of the university network.
- Spam, chain letters, and unsolicited bulk email or mass-mailings are prohibited, unless initiated by the university.
- Internet and email use must not interfere with employee productivity. Interference includes, but is not limited to, use of the Internet to watch non-work related videos and listen to Internet radio.
- No messages with derogatory or inflammatory remarks about an individual or group's race, religion, national origin, physical attributes, or sexual orientation will be transmitted.
- Abusive, profane, and/or offensive language may not be transmitted using a UI&U system.

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

Security and Accounts
All access to technology resources, including the issuing of accounts, must be approved through the IT department. A person to whom UI&U has provided access to one or more of its technology resources may not permit another person to use the system(s) without UI&U's express consent. A person to whom UI&U has provided access to one or more of its technology resources is responsible for the proper use of the resource, including proper password protection. Student technology accounts that expire, along with the files in the expired accounts (including email), will be deleted. Faculty and staff files will be archived prior to deletion.

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

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

Requests for access to institutional data, including maintenance and/or inquiry, should be initially directed to a user's supervisor or dean who will determine the validity of the request. System users are to be provided with the minimum access privileges required to perform permitted tasks. Students will rarely, if ever, be granted access to institutional data. Each systems user is responsible for the security, privacy, and confidentiality of the institutional data to which the user has access. Each system user is responsible for all transactions occurring during the use of an account. Users must never share their passwords with others. If a system user suspects that a personal password has been compromised, the password must be immediately changed. System users should log off or lock any system when leaving equipment unattended.

Harassment
Fraudulent, harassing, offensive or obscene messages, or materials are not to be sent, printed, requested, displayed, or stored on UI&U owned or operated technology resources. Chain letters and other unauthorized forms of mass mailings are not allowed. Information (i.e., pictures and personal information) about a person or business entity is not to be made publicly available, such as on webpages, without the express consent of the person or business entity.

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

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

Copyright and Software Licenses
University standards regarding academic integrity and academic dishonesty apply to software just as they do to other forms of published work. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may

result in disciplinary action from the university or legal action by the copyright owner. Using peer-to-peer file sharing applications (such as Kazaa, Morpheus, Grokster, or similar applications) as a tool to download copyrighted music, videos, and applications is a violation of federal copyright law. Allowing other computers to gain access to copyrighted files on user systems via the UI&U computer network is prohibited.

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

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

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

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

The director of IT will initially judge a violation of this policy as either major or minor. A first minor offense will normally be dealt with by the director. An additional minor offense will then be regarded as a major offense; major offenses will be dealt with by the appropriate administrator under the provisions of the university's personnel policy manual and/or Student Code of Conduct.

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

Other Technology-Related Standards
- The IT department is responsible for all equipment purchases, installations, disconnections, modifications, and relocations. Employees are not to perform these activities without prior authorization from IT staff.
- Users who, with prior consent, borrow hardware, software, or documentation from UI&U are responsible for its proper care and for returning it in a timely fashion.
- Users who are provided UI&U equipment may NOT allow anyone else to use the provided equipment (including laptops, cameras, etc.). Sharing of UI&U equipment will result in forfeiture of use of the equipment.

- Many UI&U systems are made available on an unmonitored basis. It is the responsibility of every user to act in such a manner as to not cause damage to physical equipment. Accidental damage, or damage caused by other parties, should be reported to the IT help desk as soon as possible so that corrective action can be taken.
- Modifying the configuration of any university computer, printer, or network device without prior approval of the IT department is prohibited. Deliberate alteration of system files will be considered malicious destruction of university property.
- All users are responsible for using technology resources in an effective, ethical, and lawful manner. Many resources, such as disk space, CPU cycles, printer queues, batch queues, login, and software licenses, are shared by all users. No user may monopolize these resources.
- The university has installed firewalls to assure the safety and security of the university's networks.
- Users are responsible for picking up their printed output in a timely fashion to avoid theft or disposal.
- Other organizations operating computing and network facilities that are reachable via UI&U technology resources systems may have their own policies governing the use of those resources. Users are responsible for abiding by both the policies set forth in this document and the policies of the other organizations.

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

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

Email Use Policy

Effective August 31, 2009, as revised

Policy
It is the policy of Union Institute & University that faculty, staff, and students pursuing undergraduate degrees are provided with email accounts. These email accounts are the official means of communication within the university: messages will not be sent to students' personal email accounts.

University email accounts are intended for educational purposes. They are published in the student directory on the UI&U website making the address available to anyone assigned a UI&U password.

Logging into a UI&U email account constitutes acceptance of this policy and agreement to abide by the Technology Resources Acceptable Use Policy and all other policies referenced within.

Access and Security
If a student withdraws from UI&U or an employee ends employment, the account is deactivated. For student email accounts, content is deleted when the account is deactivated. For employee accounts, content is the property of the university and may be deleted and/or stored. Students, faculty and staff are prohibited from utilizing university email for personal gain, including distribution of "special offers" or solicitation of any kind.

UI&U utilizes anti-virus and anti-spam software to scan all incoming and outgoing email messages. Any messages determined by the scanning software to contain a virus will not be delivered unless the virus can be cleaned and/or removed from the message. The anti-spam software marks messages determined to be potential spam with [SPAM] in the subject line and delivers the message to the user account. Users have the option of having these messages auto-delivered to a SPAM folder in their webmail account. Information Technology (IT) staff monitors the accuracy of the software and makes adjustments as necessary. UI&U reserves the right to update or change the anti-virus and anti-spam software or settings at any time and without prior notice.

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

Information Technology

The department of Information Technology (IT) provides a single point of contact for all technical support needs at Union Institute & University. The help desk is available to all students, faculty and staff who need technical support. The infrastructure team provides technical services for Union computers, the university network, and servers. The development team manages Union's Jenzabar Student Information System as well as other custom development. The instructional design team works with the faculty to develop online courses.

Contacting Information Technology

Phone: Monday-Friday, 8:00 A.M. to 8:00 P.M., EST
Please check the IT website for the most current hours.
888.85.UNION (locally, 513.487.1137)
Email: help@myunion.edu
Web: www.myunion.edu/IT

UI&U Minimum Computer Proficiency/Literacy

Students who attend Union Institute & University's degree programs are expected to have a basic working knowledge of computers, including the following minimum skills:

- Basic knowledge of computers and standard productivity software.
- Understand the concept and basic functions of a Windows operating system.
- Save to disks, find files, create directories, and run/execute programs on a Windows XP (or Mac OS 10) or newer system.

- Copy and paste text and images.
- Create, edit, and save a document using word processing software.
- Install and remove application programs.
- Upload and download software and files.

Information Retrieval Skills:
- A working knowledge of the World Wide Web and its functions, including searching, surfing, and installing and upgrading a web browser.

Electronic Communication Skills:
- Use of email, list services, and bulletin boards.
- Proper "netiquette".

Technology documentation and training is available online through the IT website. Among the topics available are the use of email, CampusWeb, web video and audio conferencing, and online courses.

UI&U Minimum Computer Requirements

Students at UI&U must meet minimum computer hardware requirements for their home computers to receive support from Information Technology. These requirements are reviewed annually, and updates are posted on the IT website. Students should review the requirements prior to each academic term. As of May 2010, the minimum requirements are as follows:

Windows Computers:
- Operating System(s): Windows 7, XP or Vista
- Internet Browser(s): Internet Explorer 6 or 7
- Office Software: Microsoft Office XP, 2003, 2007 or 2010, or OpenOffice.org 3 (if saving in Microsoft Office compatible formats)

Apple Computers:
- Operating Systems(s): Mac OS 10 (also called Mac OS X)
- Internet Browser(s): Firefox 3 or 4
- Office Software: Microsoft Office X, 2004 or 2008, or OpenOffice.org 3 (if saving in Microsoft Office compatible formats)

The following computers and software are specifically NOT supported:
- Any computers (Apple or for Windows) built prior to March 2001 (this pre-dates Windows XP and Mac OS X)
- Any Windows OS prior to XP
- Any Mac OS prior to Mac OS X (version 10)

Email for Students

Students at UI&U are issued UI&U email accounts at the time of registration. UI&U email addresses for students end with "@email.myunion.edu" and may be used as long as a person is an active student or graduate of UI&U. These accounts are available via a partnership with Microsoft, and include additional services, including online file storage. UI&U email addresses are the official means of communication with students, so students are required to check their UI&U email on a regular basis. Student email may be accessed at http://webmail.myunion.edu.

Union ID#

All new students are issued a Union ID# when they register at UI&U. At the point of registration, an overnight process will send an email to the student's personal email address. The email will contain their Union ID#, email address, and password information. A letter will also be mailed to the student's home address with the same information. This information is used to log in to all UI&U technology resources.

CampusWeb – Student Information System Portal

CampusWeb is a web portal to the Student Information System (SIS). The portal gives students the ability to view grades, registered courses, account balances (and the option to make payments), print ID cards, and more. Students should use their Union ID# and password to log in to the portal. CampusWeb may be accessed at http://campusweb.myunion.edu.

The UI&U website is available 24/7 with a wealth of information about all aspects of the university. The site features information about every program and department, as well as links to all technology resources (such as web mail, CampusWeb, the Library research databases, etc.). The site also offers links to download university forms and look up email addresses and phone numbers of all faculty and staff.

UI&U Student ID Card

A currently enrolled student may access and print his/her UI&U ID card from CampusWeb. The Student ID card can be printed from the Student tab within CampusWeb.

Audio and Video Conferencing

UI&U uses both audio and video conferencing to enhance communication between students and faculty. Video conferencing technology incorporates the use of the Internet by sharing information via web cameras and desktop sharing, as well as chats and file sharing. Instructions for using the current conferencing technology can be found at the IT website.

eCollege Online Courses

UI&U provides online courses for many students through a partnership with eCollege, a premier online learning management system company. A student may log in to his/her eCollege account by using his/her Union ID# and password. Within eCollege, there are tutorials and orientation guides for students to become familiar with the system.

UI&U Library

Contact Info

Internet homepage: www.myunion.edu/library

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

Main phone: 802.828.8747 (or 888.828.8557 ext. 8747)

Instructional services: 802.828.8758 (or 888.828.8557 ext. 8758)

Collections

The UI&U Library collections include over 60,000 online monographs as well as several thousand online reference books. It also provides access to more than 125 online databases that link researchers to millions of full text items, including research and trade journal articles, doctoral dissertations, book chapters, and other research monographs.

Services

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

Online Resources

All e-books and other online monographs are searchable via our online catalog. In addition to our online catalog, we offer a wide range of licensed research databases that provide full-text online access to more than 55,000 periodical titles in the arts, humanities, and selected sciences. The library also maintains a webpage of annotated links to web-based resources covering a broad spectrum of topic areas related to our university's curriculum.

INSTITUTIONAL POLICIES

Framework – Student Conduct Policies

Effective November 5, 2009, as revised

This contextual framework for student conduct is derived from the university's mission, vision, values and principles, providing the basis for specific institutional and program policies and procedures governing student behavior and interactions.[3]

An education at Union Institute & University is based upon the concept of a mutually beneficial learning community. Students attending UI&U are members of a diverse and dispersed community of scholars; as such, they are expected to abide by two key principles: academic freedom and respect for the individual. Disregard or contempt for these principles can be found at the root of academic crimes (plagiarism, forgery, intellectual dishonesty, or falsification of records, etc.), socially destructive behaviors (discriminatory or harassing conduct), and criminal acts (assault, destruction of property, theft, hate crimes, etc.).

The principle of academic freedom is the underlying principle of a learning community. Academic freedom results in protection of the rights of participants in the learning enterprise, as well as duties correlative to those rights. Students, as members of the UI&U learning community, are expected to conduct themselves in such a way as to allow others to pursue studies unimpeded by restrictive personal behavior or coercive institutional action. Under this principle, differing viewpoints may not be permitted to interfere with those studies or the advancement of scholarship. Freedom in research and publication of results is a right, as long as the dignity, health, privacy, and other rights of human and animal subjects are protected, and university and program policies are followed. Under the principle of academic freedom:

- Students are required to contribute to an environment in which there is freedom to learn.
- Students are encouraged to develop the capacity for truth and to exercise their rights to free inquiry and free speech in a reasonable manner.

The second key principle of the UI&U learning community is the university's commitment to respect for the individual. Members of the UI&U learning community are expected to honor this principle by striving to treat one another with positive regard, learning from one another while acknowledging their differences.

These two principles—academic freedom and respect for the individual—carry with them the following rights, responsibilities, and challenges:

Students, as members of the UI&U learning community, have the right to:

- Be treated as individuals.
- Be listened to.
- The ownership and acknowledgment of original ideas, creations and expressions, within the guidelines and limitations of the university's Intellectual Property Policy.
- A learning and working environment that is free of discrimination and harassment.
- Fair, just, equitable, and professional treatment by other members of the UI&U community.

Students, as members of the UI&U learning community have the responsibility to:

[3]This contextual framework is under review by Student Council, so it should be considered as an interim document.

- Respect one another's cultural, intellectual and personal differences.
- Refrain from harassment or discrimination.
- Acknowledge properly the intellectual or artistic work of others, especially when it may have contributed to one's own work.
- Honor the principles of person-centered learning and the educational process that the university has developed to embody them.
- Treat one another with professional dignity, courtesy and respect.
- View lack of knowledge as an opportunity, honoring the capacity to learn.
- Protect the rights of humans or animal subjects used in research.
- Avoid conflicts of interest and dual relationships that might compromise the educational process.

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

From these principles, rights, responsibilities, and challenges stem the standards of conduct stipulated in a wide range of institutional policies and procedures, including:[4]
- Academic Integrity Policy (with Academic Policies, Procedures, and Services)
- Alcohol and Drug Abuse Policy and Prevention Program
- Americans with Disability Act Grievance Procedure
- Appeals/Grievance Policy and Procedure
- Email Use Policy (with Information Technology Policies, Resources and Services)
- Family Educational Rights and Privacy Act (with Academic Policies)
- Gender Neutral Language
- Student Complaints and Appeals Policy and Procedure
- Institutional Review Board Policies (research with human subjects - with Academic Policies)
- Intellectual Property Policy
- Tampering with Educational Records
- Technology Resources Acceptable Use Policy (with Information Technology Policies, Resources and Services)

Alcohol and Drug Abuse Prevention Program

Effective August 31, 2009

On August 16, 1990, the Department of Education issued the final regulations implementing amendments to the Drug-Free Schools and Communities Act enacted on December 12, 1989, in the Federal Register. The goal of the amendments is to require each institution of higher education to certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Note that no distinction is made in the act between full-time and part-time or permanent and temporary students or employees. Under these amendments, each institution of higher education must have a drug and alcohol abuse prevention program including annual distribution of a report to

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

every employee and to any student taking one or more classes for any type of academic credit (except continuing education units). The report is required to include:

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

Policy on Student Use of Alcohol and Controlled Substances

This policy statement is specific to Union Institute & University students. It has been adapted from the policy for employees as published in the Human Resources Policy Manual.

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

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

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

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

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

Standards and Consequences

- UI&U permits the legal use of medication or drugs prescribed by a licensed practitioner or purchased over-the-counter provided that such usage does not endanger the safety of

others. Students who are legally taking medications that may impair performance are expected to inform their faculty advisor or dean.
- Alcohol may occasionally be served at university-sponsored events held at university centers or locations outside the university. Students and/or employees may consume alcohol in moderation at such events; individuals whose behavior is impaired due to alcohol consumption may be required to leave the event and/or be subject to disciplinary action.
- The illegal use, sale, transfer, or possession of controlled substances or alcohol by a student or employee during a university-sponsored learning activity or on university property is forbidden. Such activity is grounds for dismissal.

Definitions:
Controlled Substance – Any narcotic, drug or drug-like substance for which the sale, use, or possession is either unlawful or is being utilized outside of prescribed medical treatment. Controlled substances include, but are not limited to, marijuana, amphetamines, opiates, phencyclidine (PCP), and cocaine, as well as any drug not approved for medical use by the U.S. Drug Enforcement Administration or the U.S. Food and Drug Administration.
Illegal Use – Illegal use includes use of any illegal drug, misuse of legally prescribed drugs, and use of illegally obtained prescription drugs.
Legal Drugs – A legally prescribed drug means that an individual has a prescription or other written approval from a physician for the use of a drug in the course of medical treatment. It must include the patient's name, the name of the substance, quantity/amount to be taken, and the period of authorization.
Moderation – When referring to consumption of alcohol at university sponsored events, moderation is defined not by the quantity of alcohol consumed but by resulting behavior.
University Property – Any university owned, leased, or rented building, grounds, office, classroom or other facility. Includes off-campus course and degree sites and off-campus facilities, such as hotel and conference center space used by the university for learning activities.

ADA Accommodation Procedure

Effective August 31, 2009, as revised

In order for a Union Institute & University student to receive accommodations for a disability, s/he must have a written Educational Profile (EP). Students who wish to receive accommodations for a disability should use the following process to contact the ADA Coordinator (Section 504 and Title II); adacoordinator@myunion.edu; 802.828.8740/ TDD 800.486.9968; 62 Ridge Street, Suite 2, Montpelier, VT 05602. **A completed, signed Disability Disclosure Form must be on file with the ADA Coordinator before any accommodation will be made.**

Student Reporting
To obtain an EP, the student must first disclose that s/he has a disability. There are two ways to make such a disclosure:
- Disclosure may be made prior to initial registration using the Disability Disclosure Form provided on acceptance. Students return the completed form to their program office for forwarding to the ADA Coordinator.
- Disclosures must be in writing to the ADA Coordinator or program advisor at any time. The ADA Coordinator or program advisor will provide the student with a Disability Disclosure Form. The student then completes the form and returns it to the ADA Coordinator.

Faculty/Staff Reporting

- If a student divulges to a faculty/staff member that s/he has a disability and the student does not have an Educational Profile (EP), the faculty/staff must inform the student immediately that s/he should contact the ADA Coordinator for a preliminary assessment.
- The faculty/staff member who makes the referral should document it with a dated note or an email sent to the ADA Coordinator, and keep a copy of the documentation.
- The faculty member cannot make accommodations unless there is an Educational Profile on record for that student with the ADA Coordinator. Faculty members should not attempt to determine if a student has a disability; that diagnosis should be done by a qualified diagnostic professional. In order for accommodations to be in place, the student needs to complete the entire process outlined in the evaluation and feedback section below.

Evaluation and Feedback

Upon receipt of a signed Disability Disclosure Form indicating that a student has a disability, the ADA Coordinator will send the student a Disability Documentation Form. The student will take the form to her/his health care provider. All Educational Profiles and subsequent accommodations are based on recommendations of the health care provider; it is critical that the form be complete when the health care provider sends it to the ADA Coordinator.

When complete documentation is received relating to a disability:

- The ADA Coordinator will request a meeting with the student (this may be accomplished by email) to discuss documentation and accommodations. If the documentation is not sufficient, the student will be so informed by the ADA Coordinator. The two most common reasons for needing additional information are:
    1. The health care provider does not make specific recommendations that can be used as academic or physical accommodations.
    2. The individual signing the Disability Documentation Form is not a recognized medical professional. (Any student may contact the ADA Coordinator for documentation criteria for the various disabilities: physical, psychological, learning, and attentional.)
- If the student qualifies for accommodations under ADA regulations, an Educational Profile (EP) will be developed by the ADA Coordinator. The EP will list accommodations for learning in the educational setting. An EP outlines accommodations for the student's disability in the learning environment of UI&U.
- Upon written release by the student (email is accepted), this EP is provided to university personnel, especially faculty, advisors, and program coordinators, as listed by the student. The student is then urged to meet with or contact the faculty member/ advisor as soon as possible to develop a plan for accommodations for the term. The EP is stored in the office of the ADA Coordinator; it is not included on the student's permanent academic record.
- Decisions about specific adjustments not listed in the EP can be made by the advisor and student; it would be helpful to send a written copy to the ADA Coordinator for inclusion in the student's file. Decisions about changes to specific accommodations can only be made by the ADA Coordinator in consultation with the student, and an addendum will then be made to the EP.
- It is the responsibility of the student to notify the ADA Coordinator to request that his/her EP be sent to his/her instructors or other UI&U personnel at the beginning of each term.

Voluntary Nature of This System
Students are not compelled to report disabilities; this is a voluntary process. Similarly, they are not compelled to follow up on referrals to the ADA Coordinator, to seek and pay for professional assessments, or to release the plan for accommodations.

If a student informs a faculty member that s/he is disabled in any way and that certain accommodations are required, that faculty member cannot make those accommodations unless the entire process outlined in the evaluation and feedback section is complete.

Sometimes a student wants nothing to do with documenting a disability and refuses to look into it further. Unless the student voluntarily completes these actions, Union Institute & University cannot make accommodations for the student.

Additional information is available at the following:
http://www.myunion.edu/about/university-policies/ada-compliance.html.

Americans with Disabilities Act Grievance Procedure for Students

Effective August 31, 2009, as revised

The university supports students' rights to file a grievance when they believe they have been denied equal access in the form of appropriate accommodations, modifications, auxiliary aids, effective communication or suffered discriminatory harassment as described in Section 504 of the Rehabilitation Act of 1973 or The Americans with Disabilities Act of 1990. The grievance procedures that follow apply to students with documented disabilities who feel their rights have been violated under 504 and ADA. There are two grievance procedures listed below. One is for filing a grievance against the university, faculty, staff, academic department, non-academic department, program, and/or organization. The other procedure is for individuals who want to file a grievance against the ADA Coordinator.

Resolving Conflicts with the University, Faculty and/or Staff, Academic Department or University Non-Academic Department, Program, or Organization

1. Students are encouraged to discuss their concerns with the ADA Coordinator; adacoordinator@myunion.edu; 802.828.8740; TDD 800.486.9968. The ADA Coordinator will attempt to resolve the issues causing concern by assisting the student in discussing issues with the faculty member, department, or program, participating in such discussions, or calling the faculty member and/or head of the department in an effort to clarify and resolve issues. Most situations are positively resolved through support and mediation. The student and involved parties will be notified by the ADA Coordinator of progress, findings or resolution within 10 days. Due to the urgency of many issues, it is likely that many problems will be resolved sooner.
2. If neither the student nor the ADA Coordinator feels that a satisfactory resolution is reached, the ADA Coordinator will make an appointment (within 10 days) with the provost to allow the student to present her/his concern. According to the student's desires the ADA Coordinator may or may not be at this appointment. At this meeting, the student may present evidence and/or witnesses. The provost will seek consultation as necessary and deliver a decision to all concerned within 10 days. Because UI&U is an at-distance university, this meeting may be by telephone.
3. If the student does not concur with the resolution proposed by the provost, s/he may choose to file a complaint with the Federal Office for Civil Rights or The Ohio Civil Rights

Commission. UI&U is legally registered in Ohio and student concerns should be addressed in Ohio, but students may choose to contact their state civil rights commission office if they do not live in Ohio. These entities will take complaints and will investigate when appropriate.

Resolving Conflicts with the ADA Coordinator

1. When a student has a complaint against the ADA Coordinator, the student has the option of discussing the complaint with the ADA responsible officer or going directly to the provost.
2. If the complaint is not resolved by the ADA responsible officer or for a specific reason cannot be discussed with the ADA responsible officer, the ADA responsible officer will make an appointment (within 10 days of receiving the complaint) for the student to meet with the provost to discuss the issues and explore resolution. The student may also choose to bypass the ADA responsible officer and contact the provost directly. At the meeting with the provost, the student may present evidence and/or witnesses. After investigating the situation, the provost will inform the student and involved parties of progress, findings, or resolution within 10 business days. Because UI&U is an at-distance university, this meeting may be by telephone.
3. If the student is not satisfied with the solution, s/he may choose to file a complaint with the Federal Office for Civil Rights or The Ohio Civil Rights Commission. These entities will take complaints and will investigate when appropriate. Students may choose to contact the office of their state civil rights commission if they do not live in Ohio.

Resolving Alleged Discrimination by Another Student

In a situation where a student with a documented disability alleges discrimination by another student, s/he has the option of filing formal charges in accordance with the university's policy and procedure on discriminatory harassment.

Contact Information

University Contact
ADA Coordinator
62 Ridge Street, Suite 2
Montpelier, VT 05602
adacoordinator@myunion.edu
802.828.8740
TDD: 800.486.9968
Fax: 802.828.8519

ADA Responsible Officer
802.828.8827
neal.meier@myunion.edu
Additional information is available at:
http://www.myunion.edu/about/university-policies/ada-compliance.html.

Ohio Civil Rights Commission
614.466.5928
TDD: 614.466.9353
Fax: 614.466.6250

Federal Office for Civil Rights
800.421.3481
202.245.6800
TTY: 877.521.2172

Institutional Policy on Use of Gender Neutral Language

Effective August 31, 2009, as revised

UI&U adheres to a policy of using gender neutral language in all communications generated by any part of the institution. UI&U believes that this practice is dictated by the university's mission and values.

Students are encouraged to use gender neutral language in all work related to their UI&U programs, recognizing that a student's decision as to whether to use gender specific terms will depend on the subject matter.

Student Complaints and Appeals

Effective August 31, 2009

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

Applicability of this Policy and Procedure
This policy and procedure applies to the following persons:

- Students enrolled in a Union Institute & University program;
- Formerly registered students in those programs who have withdrawn or who were administratively withdrawn or dismissed. The complaint must be initiated within 30 days of the last day of official registration.

This policy and procedure do not apply to the following persons:

- Applicants for admission to a Union Institute & University academic program.
- Formerly registered students who did not initiate the policy and procedure within 30 days of their last day of official registration.
- Students or former students who have initiated any legal action related to the appeal or complaint. If legal action is initiated after a complaint has been filed, UI&U will terminate the process immediately.
- University employees seeking to file a complaint unless the employee is also a student and the complaint is in the context of the individual's relationship to the university as a student. (Employee grievance policies are established in the Human Resources Policy Manual.)

This policy and procedure do not apply to the following circumstances:

- Requests for waiver of published program policies. (A student may initiate the appeal process if her/his request for a waiver is denied.)
- Decisions regarding violation of university policies on academic integrity. (See Academic Integrity Policy and Procedure.)
- Complaints or grievances related to sexual or other discriminatory harassment. (See Discriminatory and Sexual Harassment Policy.)

- Complaints or grievances related to American with Disabilities Act issues. (See ADA Grievance Procedure.)
- Decisions to institute financial aid probation or termination (see Student Financial Aid on page 35).
- Decisions made by the Institutional Review Board (by federal regulation, decisions made by a registered institutional review board may not be overridden).
- Satisfactory academic progress issues related to the Pre-Cohort Ph.D. program.

Definitions:
Appeal: If a student is dissatisfied with attempts to resolve her/his complaint informally, the student may file a formal appeal. A formal appeal may be instituted for any administrative or academic issue or decision not specifically excluded from this policy. All formal appeals must be submitted to the provost.
Complainant: A student making an informal complaint or filing a formal appeal.
Complaint: A complaint as defined under this policy is an initial written allegation by a student that there has been an arbitrary or unfair application of a policy of the university or a policy of the student's academic program. Complaints may be administrative or academic.

- An academic complaint is one that involves an academic decision and/or application of academic policy.
- An administrative complaint is one that involves a non-academic decision and/or application of administrative policy.

If a student is dissatisfied with the resolution proposed at the program/departmental level, s/he may decide to file a formal appeal.
Involved Parties/Parties: The complainant and the person or persons against whom a complaint or appeal has been made.
Resolution: The outcome of a complaint or formal appeal.

Complaint and Appeal Records
A record of every student complaint will be maintained in the applicable department or program office. Records of student complaints and appeals related to academic issues may also be placed in the student's academic record, and they may become part of the student's academic record. In addition, by federal regulation, records of official student complaints must be maintained in the President's Office. At UI&U it has been determined that only student appeals submitted to the provost will be considered as official complaints.

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

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

Procedural Guidelines: Complaints and Appeals
UI&U expects that every complaint should begin with a sincere attempt at an informal resolution. It is expected that most conflicts will be resolved informally. A formal appeal will not be considered unless such an attempt has been made.

If at any stage of an informal complaint or formal appeal process the university becomes aware that a student has instituted legal proceedings, the process of complaint discussion, review, and resolution will be immediately halted, and all documentation of the process will be forwarded to the President's Office.

Students are advised to retain all documentation related to informal complaints and formal appeals. Documentation may include letters, emails, faxed messages, and notes of telephone conversations.

Complaint/Resolution Procedure—Departmental/Program Level
A student may initiate a complaint through a letter or email. If a student verbally communicates a concern, it is not considered to be a complaint under the terms of this policy. The student must identify the concern as a complaint under the terms of this policy, and submit it to the individual in authority of the unit involved in the complaint (e.g., dean or a director of an administrative unit). To avoid possible delays, written complaints should not be submitted to faculty or staff, assistant or associate deans or assistant or associate directors; any such employee who receives a written complaint from a student must immediately forward it to her/his departmental or program head. Similarly, written complaints submitted to the provost or president will be referred to the appropriate dean or director. Upon receipt of written complaint, the dean or director will provide a copy of this policy and procedure to any student filing the complaint.

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

For complaints regarding non-academic issues or decisions, the dean or director, in consultation with all involved parties, will evaluate the situation and propose a resolution. Proposed resolutions may range from no action (i.e., denial of the student's complaint) to reversal of the initial action or decision. At the conclusion of the process, the dean or director will prepare a written report that will include: the student's written complaint, description of the review process (interactions with involved parties), and the dean or director's proposed resolution. The dean or director will provide this report to the student and other involved parties, placing a copy of the report in the student's record. The dean's/director's report will be submitted within 30 days of receipt of the initial complaint; if additional time is needed to conduct a review, the dean or director must notify all involved parties. The student will be invited to respond to the report by filing a formal appeal in the event that s/he disagrees with the resolution. That invitation will include a 30-day deadline for submission of a formal appeal.

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

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

Appeals are submitted to the Provost in writing. An appeal must include:

- All documentation related to the program level complaint/resolution process.
- Additional information that the student deems pertinent to the issue.

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

Upon receipt of the appeal, the provost will conduct a brief review of the materials provided by the student and the dean or director. This initial review will typically be concluded within 10 working days of receipt of the initial appeal; the provost will notify the student if the initial review will take longer than 10 days.

At the conclusion of the initial review, the provost may refuse to accept the appeal. If an appeal is not accepted, the provost will notify the student, in writing, citing the reasons for the decision. An appeal may be refused for a number of reasons, including, but not limited to, the following:

- The issue being appealed is not covered by this policy and procedure (see above).
- The appeal appears to be motivated by a desire to punish or retaliate, rather than by a desire to resolve the situation.

A student whose appeal is not accepted may re-submit the appeal to the provost with additional documentation or information. If the appeal is not accepted after the second submission, the student may not appeal again.

Provost's Review/Resolution
Appeals are considered through the provost's review/resolution process. In this process, the provost will review all documentation related to the appeal, including the student's written appeal and the dean/director's report on the program/departmental level complaint review/resolution process. The provost may consult with any or all involved parties and/or the responsible dean, director, or vice president. At the conclusion of the review, the provost will determine a resolution and prepare a written report that will include: information related to the initial complaint and resolution; the student's written appeal; a description of the review process (such as interactions with involved parties); and the provost's resolution. The provost will provide this report to the student and other involved parties, placing a copy of the report in the student's record. The provost's report will be submitted within 30 days of receipt of the initial complaint; if additional time is needed to conduct a review, the dean or director must notify all involved parties. The provost's decision is final: no further appeal will be considered.

Intellectual Property Policy

Effective August 31, 2009

The purpose of this policy is to ensure fairness and equity in the development and dissemination of useful creations, products, or processes at Union Institute & University (hereinafter referred to as “UI&U”). This policy clarifies individual and institutional copyrights, patent rights, and other intellectual property rights associated with ownership and with the distribution of benefits that may be derived from the creation of various types of intellectual property. This policy applies to all full-time or part-time employees of UI&U who may create intellectual property while under contract with UI&U. This policy also clarifies rights pertaining to students' academic creations.

General Policy

Ownership of the various rights associated with copyright and patent are dependent upon the specific type of intellectual property involved. UI&U asserts a limited ownership interest in some of these rights to the extent set forth below. Unless otherwise provided for under this policy, rights associated with a work produced as a work-made-for-hire, works supported by a direct allocation of funds through UI&U for the pursuit of a specific project, works commissioned by UI&U, or other works that make "substantial use" of UI&U’s resources or personnel, shall belong to (or be assigned to) UI&U. As further set forth below, where UI&U owns rights to particular intellectual property, the creator of that intellectual property may also be entitled to share in the royalties generated by that intellectual property.

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

Definitions and Comments

Copyright

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

Institutional Works

“Institutional works” include works that are supported by a specific allocation of UI&U funds or that are created at the direction of UI&U for a specific UI&U purpose. “Mediated courses” (defined below), “mediated courseware” (defined below), instructional materials, degrees, certificates, workshops and seminars are institutional works when the assignment creating the intellectual property is made to a faculty member or employee in the normal course of their employment contract, and the assignment is made by the administrator to whom the faculty member or employee reports under that contract. UI&U shall retain ownership of works created as institutional works. Institutional works also include works whose authorship cannot be attributed to one or a discrete number of authors.

Mediated Courses
“Mediated courses” are defined as courses taught primarily through electronic media, such as web-based, videotaped, audiotaped, or distance-learning courses. These courses have the capability of being duplicated and disseminated electronically.

Mediated Courseware
“Mediated courseware” is defined as teaching aids created or deployed electronically. Mediated courseware may incorporate text, graphics, video, and audio elements. Examples of such materials include without limitation: hypertext modules; simulation software; websites; and databases containing numbers, images, or text and faculty prepared resource aids to support faculty-guided independent tutorial instruction.

Quality Teaching
"Quality teaching" refers to standards as defined by the employing academic program where the faculty member is appointed. Should a question arise about whether an innovation is required for “quality teaching,” a written opinion will be obtained from the unit leader (program or school head, dean, etc.). The faculty member need not obtain a written opinion before undertaking the innovation; however, failure to obtain an advance opinion means that the faculty member will be bound by a later determination made at the sole discretion of UI&U that the innovation was required for “quality teaching.”

Rights, Responsibilities, and Liabilities
Ownership of intellectual property implies responsibility and liability as well as the right to control use of the property. The owners of intellectual property, as described in this document, will be responsible for assuring the proper use by others of materials for which copyright, patent rights, or other intellectual property rights are held.

Student Creation or Work
A “student creation or work” is a work produced by a registered student without the use of UI&U funds (other than student financial aid) outside any UI&U employment (including work study), and is not a sponsored or commissioned work by UI&U, a cooperative employer, or other outside agency.

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

Work-Made-for-Hire
“Work-made-for-hire,” as used in this policy, is defined by the federal Copyright Act as a work prepared by an employee within the scope of the employee's employment. The Copyright Act further provides that in the case of work-made-for-hire, the employer owns all of the rights comprised in the copyright. Where expressly stated in this policy, UI&U has modified the work-made-for-hire doctrine in a manner designed to allow faculty, staff, and students to benefit

substantially from their creative works. In implementing the policy and in resolving questions that may arise, UI&U will use the definition of work-made-for-hire that is established under federal statue (without regard to any judicially created “teacher exception rule”).

Copyrightable Property
Mediated Courses, Mediated Courseware, and Institutional Works
Self-initiated mediated courses/courseware

Self-initiated course material developed *without* assistance of UI&U support units
The employee who develops a course/courseware shall be considered the "initiator" of the course/courseware when developing an idea for a new course/courseware or when changing an existing course/courseware beyond the level ordinarily required for quality teaching. In this case, notwithstanding the work-made-for-hire doctrine, the ownership of both the content and presentation shall remain with the initiator. No royalty, rent, or other consideration shall be paid to the employee when that mediated course/courseware is used by anyone for instruction at UI&U, and such mediated course/courseware shall not be used or modified by other UI&U staff without the consent of the initiator. Even though the initiator owns the course/courseware/-institutional work, the initiator shall not sell, lease, rent, or otherwise use it in a manner that competes with for-credit or revenue-producing offerings of UI&U unless that use has received the approval of the program head or dean.

Approval to offer the course outside of the institution can be requested through the program head or dean. Approvals shall be forwarded to the provost and shall be granted at the sole discretion of UI&U**.** If approval is granted, the initiator shall reimburse UI&U from revenues derived from offering the course/courseware for any substantial use of institutional resources. As owner of the materials, the initiator is responsible for securing and maintaining any and all copyright permission related to the content or presentation of the course/courseware and for responding to any other legal actions resulting from the use of the material. These provisions shall continue to apply to the course/courseware developed during the initiator's employment at UI&U after the initiator’s employment terminates for any reason.

Common examples applicable to UI&U and its faculty include development of course material associated with credit or non-credit bearing independent studies, courses, cohort courses, online courses, hybrid courses or seminars, and residential graduate seminars.

Self-initiated course material developed *with* assistance of UI&U support units
When employees develop mediated courses/courseware (both content and presentation) without specific direction from UI&U or its agents and make use of the services of campus or UI&U support units (such as technology support units, etc.) in its development, UI&U makes no claim to the content of the course/courseware, notwithstanding the work-made-for-hire principle. However, the ownership of the specific presentation or materials created by the support unit shall remain with UI&U. A written agreement that specifies the respective contributions of the employee and of the support unit(s) shall be prepared by the employee. If an employee fails to have such a written agreement prepared and signed by an authorized representative of UI&U prior to the use of the support unit, the employee is bound by any later UI&U determination made at its sole discretion regarding the respective contributions of the employee and the support unit. Except as otherwise agreed by UI&U, no royalty, rent, or other consideration shall be paid to the employee when that mediated course/courseware is used by anyone for instruction at UI&U.

Such mediated course/courseware shall not be used or modified without the consent of the creator(s). If the creator(s) wishes to use the presentation or materials in a manner that competes with for-credit or revenue-producing offerings of UI&U, s/he must obtain the approval of his/her program head and dean and also of the director of any and all support units, which aided in the creation of the presentation. This approval to offer the course outside of the institution can be requested through the program head, dean, and support unit director. Approvals shall be forwarded to the provost and approval shall be granted or withheld at the sole discretion of UI&U. If UI&U grants approval, UI&U, as owner of the copyright of the material created by the support unit, will provide the employee with a limited license to use the material and will share revenues derived from offering the course in a manner similar to the sharing of royalties from patents. The creator is responsible for securing and maintaining all copyright permission related to the content. The support units involved in the creation of the presentation will secure and maintain any and all copyright permission related to presentation of the course/ courseware and respond to any other legal actions resulting from the use of the presentation.

Common examples applicable to UI&U and its faculty include development of course content, syllabi and corresponding resource material associated with credit or non-credit bearing undergraduate or graduate level online course instruction with commissioned independent studies, courses, cohort courses, online courses, hybrid courses or seminars and residential graduate seminars.

Institution-Directed Mediated Course/Courseware and Institutional Works
When UI&U specifically directs the creation of a mediated course/courseware or institutional work as described in this policy, the resulting course/courseware or institutional work, and any inherent rights, belong to UI&U. UI&U shall have the right to revise it and decide how the mediated course/courseware or institutional work may be used in instruction. The institution at its sole discretion may specifically agree to share revenues and control rights with the creator. At the time of the assignment of the task to an employee, the UI&U administrator who has directed creation of course/courseware will inform the employee assigned to this task in writing of UI&U's right of ownership, and where necessary, the employee shall assign any intellectual property rights relating to the creation to UI&U. The faculty member may request an agreement on the sharing of revenue and control. If the employee and administrator cannot reach agreement, the matter may be referred to the provost for resolution. UI&U will provide the resources to secure any and all copyright permissions related to the content or presentation. UI&U shall retain and manage any copyright permission. UI&U will be responsible for responding to any other legal actions resulting from the use of the material.

In the case of mediated courses, courseware, and institutional works developed as a collaboration among various campuses of UI&U, the courses, courseware, and institutional works shall belong to UI&U because the creation of such is institution-directed and institution-supported. Reservation of any limited rights to the creator(s) in the courses, courseware, or institutional work shall be determined by a written stipulation signed by affected parties prior to the creation of the work. Delay or failure in reaching agreement shall not excuse the employee from any obligation to complete the mediated course, courseware, or institutional work as directed by the supervising administrator.

Common examples applicable to UI&U and its faculty include work commissioned by UI&U under written contract to a faculty employee, adjunct faculty employee, or independent contractor to develop online courses and courseware as part of a newly designed degree program (i.e., course developer).

Materials Other Than Mediated Courses, Courseware, or Institutional Work
These provisions shall apply to materials that do not fall into the category of mediated courses, mediated courseware, or institutional work.

Scholarly and Artistic Work
Notwithstanding substantial use of institutional resources or the work-made-for-hire doctrine, the ownership of textbooks, scholarly monographs, trade publications, maps, charts, articles in popular magazines and newspapers, novels, nonfiction works, supporting materials, artistic works, syllabi, lecture notes, and like works shall reside with the creator and any revenue derived from the creator's work shall belong to the creator.

UI&U includes in its interpretation of scholarly works those presented at professional meetings or electronically distributed. World Wide Web pages, transparencies for projection, electronic presentation, etc., of scholarly activity remain the property of the creator as stated in this section.

Manuscripts for Academic Journals
Notwithstanding any use of institutional resources or the work-made-for-hire doctrine, the ownership of manuscripts for publication in academic journals shall reside with the creator and any revenue derived from the works shall belong to the creator.

Ownership is limited to the scholarly work and does not necessarily extend to data or other scholarly information which the scholar may have collected or obtained during the course of the project or to other creations which may be based on the same scholarly information. If the scholar's project is supported by funds or other resources from agencies external to UI&U and requires substantial use of UI&U resources, the ownership and location of the scholarly information will be determined by an agreement between UI&U and the agency or by the published requirements of the agency. In the absence of such requirements or agreements and for projects which receive no external support, and where substantial use of campus or UI&U resources has been made, the data and other scholarly information collected as a result of the scholarly activity of an UI&U employee will remain the property of UI&U and will reside physically within UI&U or one of its campuses.

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

Acknowledging the source of the copyrighted material does not substitute for obtaining permission. The 1961 Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law cites examples of activities that courts have regarded as fair use: “quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part

of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported." If in doubt about whether a proposed use of copyrighted material falls within the "fair use doctrine," employees of UI&U are expected to either obtain permission to use the material from the copyright owner or otherwise obtain guidance from the provost.

Patent and Registerable Intellectual Property
General Provisions
The rights to patentable inventions resulting from UI&U-sponsored research shall be assigned in writing to UI&U. UI&U may, at its sole discretion, waive its rights in favor of the inventor. If UI&U retains those rights, it will execute an agreement with the inventor(s) providing for royalty payments on income derived from the patent. The term "UI&U-sponsored research" includes not only research covered under an official UI&U research contract, but also any research-like activity or other creative endeavor carried out by employees in the course of their official duties or responsibilities, or any activity that makes substantial use of resources of UI&U or one of its campuses. Modification of provisions of this section may be made by UI&U to conform to the requirements of the United States government when contracting with the United States government or a federal government agency.

Patentable Inventions
Disclosure
Anyone who conceives an invention resulting from a research project sponsored by UI&U shall inform the provost, who will recommend whether or not UI&U should pursue a patent application on the subject invention. UI&U is free to follow the recommendation of the provost or to waive its rights to the invention subject to the rights of any sponsor. If UI&U waives its rights, the inventor is free to patent the invention, subject to the rights of the sponsor.

Assignment/Sharing of Revenues
When any revenue is obtained by UI&U from the assignment or licensing of any patent, UI&U may determine at its sole discretion to share a percentage of such revenues with the inventor(s). Any such revenue sharing shall begin only after UI&U recoups its direct costs in patenting the invention.

In the case of projects sponsored in part by an outside party, a written contract shall be made between the UI&U and such outside party and shall include a statement of policy regarding patents that is substantially equivalent to this policy. In the case of a research project where all costs, including overhead, salaries of investigators, reasonable rent on the use of equipment, etc., are paid by an outside party, the outside party and UI&U may negotiate the allocation of all patent rights prior to the provision of any funding by the outside party.

Software
Software is another form of intellectual property covered by this policy. Software can be copyrighted and is therefore subject to the observance of the copyrights section of this policy. Some software embodies algorithms that can be the subject of a patent. Any software that may fall into that category should be treated as an invention and handled by its inventor, and UI&U as described in this policy that apply to patentable inventions. Software that falls into the mediated courseware category will be covered by the "Mediated Courseware" section of this policy. Software that is to be distributed with textbooks as supporting material will be covered by the "Scholarly and Artistic Works" or the "Mediated Courseware" sections of this policy depending on which section is applicable. Software that does not fall into any of these

categories, that may be commercialized, and as to which the creator made substantial use of UI&U resources, will be treated as mediated courseware, depending on how the situation is applicable to sections within this policy.

Other Intellectual Property
Intellectual property may exist in the form of material that is not patentable but which by its nature can be protected. An example of this would be anything produced from a biological material harvested from a unique, continually growing culture. This type of intellectual property may be subject to protection, and revenue may be generated by licensing agreements with parties interested in commercial production. This type of intellectual property is to be treated by its creator and UI&U in the same fashion as described for patentable inventions.

Student Creation of Work
The ownership of a student creation or work submitted in fulfillment of academic requirements shall be with the creator(s). By enrolling in the institution, the student gives the institution a nonexclusive royalty-free license to mark on, modify, and retain the work as may be required by the process of instruction. The institution shall not have the right to use the work in any other manner without the written consent of the creator(s).

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

Students are responsible for obtaining and maintaining copyright permissions related to their creations.

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

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

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

Tampering with Educational Records

Effective August 31, 2009

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

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

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

Policy on Student Immunization / Vaccination Policy

Effective August 31, 2009

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

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

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

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

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

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

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

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

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

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

What about the vaccine?
A vaccine, like any other medicine, is capable of causing serious problems, such as allergic reactions. You should not get the meningococcal vaccine if you have ever had a serious allergic reaction to a previous dose of the vaccine. Some people who get the vaccine may develop redness or pain where the shot was given, and a small percentage of people develop a fever. These symptoms usually last for one or two days. The risk of the meningococcal vaccine causing serious harm is extremely small. Getting meningococcal vaccine is safer than getting the disease. People who are mildly ill at the time the shot is scheduled and women who are pregnant can still get the vaccine. Those with moderate or severe illnesses should usually wait until they recover. Discuss the timing, risks, and benefits of vaccination with your health care provider. For more information about the meningococcal vaccine access the Vaccine Information Sheet at the Centers for Disease Control and Prevention (CDC) website http://www.myunion.edu/about/university-policies/ada-compliance.html (last accessed on July 6, 2009).

Name Change Policy

Effective August 31, 2009, as revised

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

To submit a name change request, students (or graduates) must provide the Registrar's Office with the Request to Change Name in Academic Record Form http://www.myunion.edu/forms/reg003.pdf. and documentation showing that the name has been officially (legally) changed (e.g., a certified copy of a court order, a marriage license, or a dissolution decree reflecting the new name in full are examples of the documentation required to support an official name change).

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

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

Discriminatory and Sexual Harassment

Policy and Procedures for Students

Policy Statement
Discriminatory and sexually harassing behaviors will not be tolerated at Union Institute & University. Harassment violates the dignity of individuals and impedes the realization of the university's educational mission. The university is committed to preventing and eliminating discriminatory and sexual harassment by encouraging faculty, staff, and students to report any concerns or complaints about sexual harassment.

Sexual abuse/assault are criminal actions and, as such, are generally prohibited under and responded to within the parameters of the university's Student Code of Conduct and the university's procedural guidelines for reporting criminal activities.

Definitions
For purposes of this policy, the following definitions apply.
Complainant is a student making a complaint of harassment.
Discriminatory Harassment is conduct of any nature which denies equal privileges or treatment to a particular individual because of age, race, color, sex, sexual orientation, religion, national origin, physical impairment and/or any other classification protected by law. Discriminatory harassment may include, but is not limited to, verbal or physical attacks; written threats, slurs; banter, teasing, or jokes that are derogatory or depict individuals in a stereotypical and demeaning manner; or any other conduct which has the purpose or effect of interfering unreasonably with an individual's work or academic performance by creating an offensive, hostile, or intimidating working or learning environment. See also the "Americans with Disabilities Act/Section 504, Grievance Procedure for Students."
Grievance is a formal student complaint of harassment, filed when the student is not satisfied with the resolution to her or his initial complaint.
Initial Complaint is a student's initial written allegation of harassment.
Involved Parties/Parties is the complainant and the person or persons against whom a complaint of harassment has been made.
Resolution is the outcome of the investigation of a complaint of harassment.
Sexual Harassment is both a form of discrimination and a type of sexual assault. Sexual harassment is defined by the U.S. Equal Employment Opportunity Commission as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." Sexual harassment often manifests itself in subtle ways, such as sexually suggestive comments, unwanted touching, or risqué jokes, but blatant demands for sexual contact are also considered harassment. Sexual harassment occurs when:

- Submission to the conduct is made explicitly or implicitly a term or condition of an individual's employment, promotion, grades or academic status; **or**
- Submission to or rejection of the conduct is used as a basis for making an employment or academic decision affecting an individual; **or**
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or of creating an intimidating, hostile, or offensive environment for work or learning.

Complaint Records
By federal regulation, records of official student complaints must be maintained in the President's Office. At UI&U it has been determined that only those complaints of harassment that are unresolved through the departmental/program level process will be considered to be official complaints. In addition to the official complaint file maintained in the President's Office, a record of every student complaint will be maintained in the applicable department or program office. Records of student complaints of harassment by an employee may also be placed in the employee's file in the human resources office.

Confidentiality
UI&U will maintain confidentiality of student complaints of harassment, within the guidelines of the Family Educational Rights and Privacy Act (FERPA). Only the involved party/parties and university representatives involved in the review and resolution of a complaint will have access to information related to an ongoing complaint or grievance. Identities of involved parties will be disclosed on a need-to-know basis to ensure a thorough investigation of the incident as well as due process for the individual accused of harassing behavior. Both parties involved in the harassment complaint are expected to use discretion in discussing the issue with other students and/or with employees. If a student is determined to publicly discuss her or his pending or ongoing harassment complaint in such a way as to potentially affect the outcome, the provost may immediately halt the investigation process.

Witnessing Harassment
Any student who witnesses discriminatory or harassing behavior is encouraged to report the incident. The confidentiality of an individual reporting harassing behavior as a witness and of the alleged harasser will be protected against unnecessary disclosure, but s/he may be called on to provide information in the university's investigation of the incident.

Procedures for Investigating and Resolving Student Complaints of Discriminatory or Sexual Harassment
The university will make every effort to promptly investigate and resolve student complaints of harassment, with due regard for fairness and the rights of both the complainant and alleged offender. A student who knowingly makes false allegations of harassment or provides evidence of harassment with the knowledge that it is false is subject to disciplinary action. The university prohibits retaliation against anyone who files a complaint and/or participates in an investigation.

If at any stage of the university's investigation of a student's complaint of harassment, the university becomes aware that a student has instituted legal proceedings, the process of complaint discussion, review, and resolution will be immediately halted. And all documentation of the process will be forwarded to the office of the president.

Because of the potential implications to the student's feelings of personal safety, the university may ban any contact between the alleged harasser and the student during an investigation. Such a ban should not, however, be construed as an assumption of guilt of the alleged harasser.

While the provost has primary responsibility for resolving complaints from students about discriminatory or sexual harassment, if the allegation of harassment is directed at a UI&U employee, the vice president of human resources will also be involved. The vice president of human resources has designated an employee at each academic center as a resource person to assist in resolving complaints of discriminatory or sexual harassment; the employees having this responsibility will receive appropriate training and support from Human Resources.

Procedures to be followed for investigation and resolution of student complaints of sexual or discriminatory harassment generally follow the model for other types of student complaints. Students are advised to retain all documentation related to complaints and grievances. Documentation may include letters, emails, faxed messages, recorded messages, and/or notes of telephone conversations.

Initial Harassment Complaint and Resolution—Program/Departmental Level
A student may initiate a complaint of harassment through a letter or email—if a student verbally communicates a concern, it is not considered to be a complaint under the terms of this policy. The student must identify the concern as a complaint under the terms of this policy, and submit it to her/his academic dean.

To avoid possible delays, student written complaints of harassment should be submitted only to the academic dean. Any other employee who receives such a complaint is required to immediately forward it to the appropriate dean. Note, however, if the student's complaint of harassment is against the dean, the complaint should be submitted to the provost.

The dean (or provost), in consultation with all involved parties, will evaluate the situation and propose a resolution. If the complaint is against an employee, the vice president of human resources will also be involved in the process. At the conclusion of the process, the dean (or provost) will prepare a written report, which will include: the student's written complaint; description of the review process (interactions with involved parties); and the proposed resolution. The dean (or provost) will provide this report to the student and other involved parties, also keeping a copy of the report in departmental files. The report will be submitted within 30 days of receipt of the initial complaint; if additional time is needed to conduct a review, the dean must notify all involved parties. The student will be invited to respond to the report by filing a grievance in the event that s/he disagrees with the resolution. That invitation will include a 30-day deadline for filing a grievance.

Grievance and Resolution—Institutional Level
If the student is not satisfied with the resolution proposed at the conclusion of the initial investigation of harassment, s/he may choose to file a grievance. A grievance will not be considered unless there is a documented complaint/informal resolution process. Every grievance must include a compelling argument from the student, beyond simple dissatisfaction with the proposed resolution. Harassment grievances must be submitted within 30 days of the conclusion of the departmental/program level complaint investigation/resolution process. Harassment grievances must be submitted to the provost in writing. They must include:

- All documentation related to the complaint/informal resolution process;
- Additional information that the student deems pertinent to the issue.

The grievance must be in the form of a letter, clearly marked "Grievance," and it must be dated and signed by the student. A grievance may not be submitted as an email, but the signed document may be submitted as an email attachment. (Students choosing to submit a harassment grievance as an email attachment should insert "Grievance" in the email subject line.)

Upon receipt of the grievance, the provost will conduct a brief review of the materials. At the conclusion of the initial review, the provost will determine and notify the student, in writing, of how the grievance will be investigated. The initial review will typically be concluded within 10

working days of receipt of the initial grievance; the provost will notify the student if the initial review will take longer than 10 days.

The provost may also refuse to accept the grievance. If a grievance is not accepted, the provost will notify the student, in writing, citing the reasons for the decision. A harassment grievance may be refused for a number of reasons, including, but not limited to, the following:

- The issue is not covered by this policy and procedure (see above).
- The grievance appears to be motivated by a desire to punish or retaliate, rather than by a desire to resolve the situation.
- The grievance does not contain any information or documentation other than what was provided with the initial complaint.

A student whose grievance is not accepted may re-submit it with additional documentation or information. If the grievance is not accepted after the second submission, the student may not resubmit it.

A student harassment grievance against another student will be considered by the provost; student harassment grievances against university employees will be considered by the provost and the vice president for human resources jointly. All documentation related to the grievance will be reviewed, including the report on the program/departmental level complaint and the review/resolution process. The provost may consult with any or all involved parties, including any individuals who might have information that would contribute to the investigation. University legal counsel may also be consulted. At the conclusion of the review, the provost (or the provost and vice president for human resources) will determine a resolution and prepare a written report, which will include: information related to the initial complaint and resolution, the student's written grievance, a description of the review process (such as interactions with involved parties), and the proposed resolution. The provost will provide this report to the student and other involved parties. The provost's report will be submitted within 30 days of receipt of the initial complaint; if additional time is needed to conduct a review, the provost will notify all involved parties.

Penalties

Disciplinary action taken as a result of findings of harassment may range from a reprimand to dismissal from the university (student) or termination of employment (employee). Disciplinary action will be imposed in accordance with the following university policies: the Student Code of Conduct, the ADA Grievance Procedure, and policies contained within the human resources policy manual.

Consensual Relationships

Consensual relationships are not considered sexual harassment because the behavior involved is not, by definition, unwelcome. However, when one of the parties in a consensual relationship is in a more powerful position (or one that is perceived to be more powerful), the relationship has the potential for exploitation and abuse. The respect and trust accorded to a faculty member, dean, or director by a student, as well as the power exercised by individuals with authority to make academic decisions, make fully voluntary consent by a student or subordinate suspect.

Students should be aware that having a consensual relationship with an individual who has responsibility/authority to evaluate/approve the student's work may also be construed to represent a conflict of interest, calling into question the integrity of the student's work. The

university's employee Conduct and Ethics Policy states that sexual relationships between employees and students are "usually deemed inappropriate or unethical."

Sexual Assault Policy

Effective June 1, 2011

Policy Statement
Union Institute & University (UI&U) is committed to providing a learning environment free from violence. UI&U will not tolerate any sexual offense(s) in the work or academic setting. This sexual assault policy is designed to specifically address the public well-being of students, faculty, and staff. The university prohibits any activity that constitutes sexual assault: offenders may be subject to disciplinary action and/or criminal proceedings.

Definitions:

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." See university policies on Harassment Avoidance (employees) and Discriminatory and Sexual Harassment (students). Gross sexual imposition involves:

- 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/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.

Consent

Mutually understandable consent is almost always an objective standard. Consent is mutually understandable when a reasonable person would consider the words or actions of the parties to have manifested an agreement between them to do the same thing, in the same way, at the same time, with one another.

- It is the responsibility of the initiator to make sure he or she has consent from the partner.
- Consent to some forms of sexual activity does not necessarily imply consent to other forms of sexual activity.
- Consent obtained through the use of fraud or force is ineffective consent.
- Consent may never be given by a minor to an adult.

- Consent may never be given by an incapacitated individual.
- Consent to sexual activity may be withdrawn at any time.
- Consent has an expiration date.

University Closing Policy

Effective August 31, 2009, as revised

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

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

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

DEGREE PROGRAMS

Undergraduate Degree Programs

- Bachelor of Arts
- Bachelor of Science

Union Institute & University is approved to award the Bachelor of Science and Bachelor of Arts degrees. The Bachelor of Science majors are offered through the Cincinnati, Miami, Los Angeles, Sacramento, and Vermont Academic Centers. The Bachelor of Arts degree is offered through the Vermont Academic Center.

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

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

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

The program prepares students for graduate study in many fields including psychology, education, the arts, law, and the academic fields represented in the six liberal studies concentrations. Approved by the State of Vermont for teacher licensure, the B.A. program prepares students for careers in public and private education.

Instructional Delivery Options

The B.S course-based instruction is delivered through faculty-guided directed study, online courses, on-ground, face-to-face instruction, or a blended/hybrid model using two or more delivery options. Even with group instruction, the number of students is sufficiently low as to allow for close faculty guidance and evaluation.

There are two different ways to pursue study in the B.A. program: a weekend option in either Montpelier or Brattleboro, Vermont and a fully online option. Face-to-face meetings with faculty and fellow students in brief residencies characterize the weekend option. The online option allows students to conduct residency activities virtually and complete their studies without visiting the campuses.

Academic Calendar

The B.S. and B.A. programs operate on a trimester calendar. There are three 16-week trimesters, each with two 8-week sessions. For financial aid purposes the academic year is defined as two trimesters and 24 credit hours. For the purposes of this document, a 16-week trimester with two 8-week sessions will be referred to as ***term***.

Credit Hour Requirements / Program Length

The undergraduate degree programs are based on semester credit hours. There is a minimum of 120 semester credit hours required to earn the baccalaureate degree. Minimum time in B.S. program is 8 months. In order to fulfill the B.S. program's requirements for graduation, students must be enrolled in the program for a minimum of two 16-week trimesters (or four 8-week sessions) and must earn at least 30 credit hours in residence through courses taken at Union Institute & University. At least 20 semester credit hours must be in the major. The B.A. program requires that all students must complete a minimum of 42 semester hour credits in UI&U courses/credits, including at least 30 credits above entry-level work in their major and area of concentration.

Grade Level

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

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

Enrollment Status

(Full-time/Part-time Student Load)

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

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

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

Articulation Agreements

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

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

- Arkansas Law Enforcement Training Academy (AR)
- Bay Area Center for Waldorf Teacher Training, Sausalito (CA)
- Brown-Mackie College (Miami, FL)
- California Commission on Peace Officer Standards and Training (CA)
- California Dept. of Corrections Rehabilitation (C-POST)
- California State Firefighters Association (CA)
- Center for Financial Training, Tri-State
- Chatfield College (OH)
- Cincinnati Police Department (OH)
- Cincinnati State Technical and Community College (OH)
- Colorado Peace Officer Standards and Training (CO)
- Columbus State Community College (OH)
- Community College System of New Hampshire (seven independent colleges in this New Hampshire System – NH)
- Community College of Vermont (VT)
- Connecticut Basic Police Training (CT)
- Delaware Technical and Community College (DE)
- Division of Florida Colleges (FL)
- Florida Department of Law Enforcement Training (FDLE)
- Florida National College
- Grand Lodge FOP
- Healthy Children Project, Inc. (OH)
- International Board of Certified Lactation Consultants (IBCLC Program)
- International Union of Police Associations
- Kentucky Department of Criminal Justice Training (DOCJT) (KY)
- Landmark College (VT)
- Monroe City Sheriff's Office (FL)
- National Fraternal Order of Police University
- Pennsylvania Municipal Police Officers' Education and Training Commission (PA)
- Ohio Association of Chiefs of Police- Police Executive Leadership College (OH)
- Ohio Firefighters
- Ohio Peace Officers Training Academy (OPOTA)
- OPOTA – Bailiff Program Assessment
- Sinclair Community College (OH)
- Springfield Regional School of Nursing - Community Mercy Health Partners
- Southern State Community College (OH)
- State University of New York (SUNY) Office of Community Colleges (30 community colleges in SUNY system - NY)
- Wisconsin Department of Justice Law Enforcement Standards Basic Police Training (WI)

For more information refer to: http://www.myunion.edu/admissions/transfer-credit.html.

Methods of Fulfilling Degree Requirements

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

- Advanced Standing/Transfer Credit/Prior Transcripted (PT) Learning: Prior transcripted learning refers to credit applicable to the student's degree plan of completion and accepted as advanced standing/transfer credit to Union Institute & University. There is a maximum award of 90 semester credits (B.S. program) or 78 semester credits (B.A. program) accepted as transfer credit. Prior transcripted learning includes: academic credits earned at regionally accredited postsecondary institutions; ACE credit recommendations resulting from previously evaluated corporate and military training experiences; credit recommendations resulting from passing scores on recognized college-level examinations such as CLEP, DSST (DANTES), etc.; and/or credit recommendations from various articulation agreements. The UI&U undergraduate programs may accept courses in transfer from other approved institutions on a case-by-case basis. UI&U does not deny transfer credit based solely on the accreditation of the sending institution. All transcripted learning must be submitted by the end of the second to last trimester of enrollment prior to graduation. Financial aid is not available for prior transcripted learning.
- UI&U Sponsored Courses (taken at Union Institute & University): Students in the B.S. program must have a minimum of 30 semester credits earned at Union Institute & University, 20 of which must be upper level (#300/400) in the major to complete the degree. Students in the B.A. program must complete a minimum of 42 semester credits in the program, including at least 30 credits above entry-level work in their major and area of concentration. Each course is based on a syllabus or a learning agreement and may be a classroom based course, seminar, online course, directed study, or a hybrid delivery. Financial aid is available for those who qualify.
- Experiential Prior Learning Assessment (PLA): (*Bachelor of Arts students, please see EXCEL.)* Prior learning assessment is the evaluation of college-level learning outcomes gained apart from collegiate study or professional learning. The assessment of prior learning achieved apart from formal college work or professional certification may be conducted by submitting a portfolio or by taking a challenge exam.
    - Prior learning assessment portfolio includes all supporting documentation that verifies a student's knowledge of the subject content under review. The documentation is tied together with a narrative statement written by the student. Learning agreements for prior learning assessment follow standard guidelines. To receive credit, the student is required to clearly demonstrate knowledge directly related to the course content and learning results through the narrative statement and the submission of relevant documentation and evidence.
    - Academic credit for prior learning may not exceed 30 semester credit hours and may not be used to qualify toward full- or part-time status in a given term. All prior learning assessment must be submitted by the drop/add date of the next-to-last term of enrollment.
    - Because the learning assessed must be applicable toward the degree program, students planning to submit prior learning assessment requests must have an approved degree plan before submitting the application/registration for assessment purposes.

- Prior Learning Assessment Challenge Examination**: Bachelor of Science students only.** Prior learning challenge examinations may be requested by students via an application with evidence of content knowledge comparable to a college-level course

and that the student wishes to demonstrate content understanding and application through examination format.

- The maximum credit awarded through Prior Learning Assessment and applicable to the B.S. degree is thirty (30) semester hours.
- A student must apply for permission for a challenge examination opportunity in a specific content area. Completion of an application and attached documentation of evidence of content acquisition and expertise is submitted to the faculty advisor.
- After the application is reviewed, the student will be notified if a challenge examination will be granted. If there is insufficient evidence to support the application, it will be denied. If a challenge examination opportunity is granted, a format, time, and date for the examination to be administered will be negotiated.
- If the challenge examination attempt is unsuccessful, a second application with revision may be submitted no sooner than six months from the prior examination date.
- A fee is assessed for each course submitted for prior learning assessment through an application and completion of a challenge examination. There is a maximum of four semester hours (credits) per examination.

  Note: Financial aid is not available for prior learning assessment. The fee schedule is located at http://www.myunion.edu/forms/BS000.pdf.

  - Union Institute & University reserves the right to deny application for a prior assessment for a course when there is no qualified faculty to conduct the assessment (examination).
  - Students considering the assessment of prior learning either by portfolio or challenge examination should request the Prior Learning Handbook. Assistance from a faculty advisor is available to students who wish to consider prior learning assessment for achieving additional academic credit.

- Certified Learning (CL): A form of prior learning known as certified learning is college-level learning that is offered through workshops, seminars, certifications, or courses presented at non-regionally accredited colleges or through professional organizations. In order to receive academic credit for this type of learning, students must present thorough documentation that demonstrates the learning has been at the college level. Written confirmation by the originating or sponsoring institution (such as transcripts, letters of verification, etc.) must be included. A Union Institute & University faculty member will evaluate for credit hour acceptance.
  - Up to 30 Certified Learning credits may be awarded. These credits are included in the maximum 90 credits accepted in advanced standing in the B.S. program and the maximum 78 credits accepted in advanced standing in the B.A. program. All certified learning must be submitted by the drop/add date of the next-to-last term of enrollment.
  - A per-credit hour fee is charged according to the number of credits awarded through this kind of learning. Financial aid is not available for certified learning.
  - Evaluation of basic law enforcement training/academy training (i.e.,POST, FDLE) courses beyond the basic course will be evaluated through certified learning on a course-by-course basis. There is a maximum of thirty (30) credits allowed beyond the basic course and applicable to the Bachelor of Science degree.

Advanced Standing through Experiential College Equivalent Learning (EXCEL) – B.A. Program

For detailed information on EXCEL, refer to the EXCEL guidelines in an appendix to the B.A. Student Handbook or obtain them from the B.A. program office.

1. A student may earn up to 30 semester credit hours of academic credit for prior learning acquired before enrollment in the B.A. program outside of formal instruction. The student must complete a minimum of one satisfactory term in the B.A. program before being eligible to apply for the EXCEL process. (NOTE: Credit acceleration through the EXCEL process is not automatic but depends upon the assessment of the student's critical thinking skills, the quality of the essay, progress in the program and progress toward meeting the degree criteria.) Learning previously awarded credit may not be included in an EXCEL petition.
2. The EXCEL essay must be completed, submitted, and evaluated and credit awarded before enrollment in the student's culminating study term.
3. The screening process before submission of an EXCEL petition involves:
    a. A discussion with a B.A program advisor, who explains how the process works, provides the EXCEL Guidelines, discusses how the essay can be integrated with the student's overall educational needs and goals, and sets deadlines.
    b. Recommendations are needed from two faculty advisors and a formal proposal for the essay, following guidelines.
4. The proposal is reviewed by the Educational Issues Committee (EIC), made up of core faculty and the associate dean. A proposal may be submitted a maximum of two times (i.e., one revision). Formal approval or disapproval to proceed is granted. The non-refundable fee is assessed when the proposal is approved.
5. The student may submit 10 pages of the essay (early work) to the committee for feedback prior to submitting the final essay (email the associate dean). Feedback will occur within two weeks of submission.
6. Members of the Educational Issues Committee read and evaluate the final essay and award credit. Appeal procedure: To challenge a decision made by the Educational Issues Committee, consult appeal procedures, as detailed in the University Catalog.

Transfer Credit / Advanced Standing Policies

Union Institute & University may accept credits in transfer from regionally accredited colleges and universities and via articulation agreements. Union Institute & University reserves the right to apply, or not apply, acceptable transfer credit toward its degree requirements. The dean or an academic support coordinator recommends to the registrar for approval the acceptable transfer credits applicable to a degree. Students may be required to supply course descriptions of transfer courses to determine their applicability to the degree program. Union Institute & University accepts credits in transfer as follows:

- B.S. program = A maximum of 90 semester credits may be accepted as advanced standing/ transfer credit.
- B.A. program = A maximum of 78 semester credits may be accepted as advanced standing/ transfer credit.
- Courses earning a grade of D (+ or -) or above, from regionally accredited colleges and universities, may be accepted in transfer in the B.S. program. Some D graded courses may

be accepted as general electives but not applicable to a specific degree plan's major or general education requirements.

- An earned Associate of Arts or Associate of Science degree, from a regionally accredited institution, will fulfill the general education requirements in the B.S. program.
- Courses from non-regionally accredited institutions may be considered on a course-by-course basis if the institution's accrediting agency is recognized by both the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE).
- The maximum number of transfer credits accepted in combination from non-regionally accredited sources (e.g., Certified Learning, ACE credits, POST, CLEP, DSST, International Baccalaureate) is 60 credits. Please check with the Registrar's Office for additional sources not listed.
- Courses awarded through a prior agreement between Union Institute & University and another college, university, organization, or agency.
- Transfer credits from a quarter hour system are converted to semester credit hour equivalents.
- Previously awarded transfer credit will be deducted if course work is repeated.
- The B.S. program will accept vocational/technical credits in transfer from regionally accredited colleges and universities as elective credit provided that the courses are not identified as developmental courses by the home institution. If such courses are to be applied to meet requirements in the major, the UI&U department chair of the involved major will approve such courses on a case-by-case basis and must also gain approval from the center dean.
- Only undergraduate course work will be accepted toward an undergraduate degree.
- International transfer credits may be accepted but need to be based on a course-by-course evaluation from an evaluation service such as the World Educational Services, Inc., Center for Applied Research Evaluation and Education, Inc., Educational Credentials Evaluators, Inc., Josef Silny and Associates, Inc., or International Education Consultants.
- American Council on Education (ACE) credit recommendations from formally evaluated extra-institutional training programs.
- ACE credit recommendations resulting from approved military training programs that appear in the ACE Guide to the Evaluation of Educational Experiences in the Armed Services as college level and are appropriate toward the degree requirements of the student's program reviewed. For more information on how to order military transcripts, refer to http://aarts.army.mil/.

Union Institute & University also accepts credits in transfer from the following nationally accepted college-level examination options:

- College-Level Examination Program (CLEP)[5] general and subject examinations. CLEP is a national program of credit by examination. Union Institute & University follows CLEP granting recommendations as identified by the American Council on Education (ACE). CLEP subject examinations must be completed before the drop/add date of the next-to-last term of enrollment.
- Defense Activity for Non-Traditional Education Support (DSST)[6] examinations. Military service members can earn college credits through successful passage of DSST examinations that are available in over 150 subject areas.

[5] Union Institute & University centers in Sacramento, Los Angeles are official CLEP and DSST centers, and Miami, and Cincinnati offer CLEP only. Ask for the center's test administrator for more details.
[6] Union Institute & University may give credit consideration to other nationally accepted college-level examination programs. Consult with an academic advisor for more details.

- Advanced Placement (AP) examinations. Upon receipt of official score reports of AP results, Union Institute & University will award transcripted credit for a score of 3 or higher.
- Excelsior College Examinations (ECE): Excelsior College Examinations are available in business, education, liberal arts and sciences, and nursing. See https://www.excelsior.edu/Excelsior_College/Excelsior_College_Examinations for a list of titles and free content outlines and study guides.
- UI&U credit for Departmental Credit by Exam, Experiential Learning and other Non-Traditional Learning Credits (CLEP, AP, IB) will be awarded under the following conditions:
  - Credits are earned at a regionally accredited institution or an institution that is accredited by a accrediting body recognized by both the Council for Higher Education Accreditation (CHEA) and U.S. Department of Education (USDE);
  - Originating institution must designate credits as college level;
  - An earned grade of D or better or its equivalent (Pass/Credit/Satisfactory);
  - Credits must be listed on the official transcript with a course number and credit hours.
  - The minimal acceptable score for CLEP and DSST credit by examination is in the 60th percentile.
- New York University (NYU) Proficiency Testing in Foreign Languages. Union Institute & University awards credit for NYU language examinations. See www.scps.nyu.edu/trans for more information.
- International Baccalaureate exams with an official score report with scores of four or more on higher level exams.

All college-level examinations must be completed by the student before the drop/add date of the next-to-last term of enrollment.

Remedial courses, duplicate credit, and continuing education units (CEUs) are not accepted in transfer.

Transfer of Credit from UI&U to Other Institutions

Transferability of credits to other institutions is at the discretion of the accepting institution. It is the student's responsibility to confirm whether or not another institution will accept credits earned at Union Institute & University.

B.A. and B.S. Internal Transfer of UI&U Credits or Degree Programs

UI&U B.S. students who register in B.A. seminars:

- Students must register on S/U basis.
- The B.S. academic center's academic support coordinator or faculty advisor will determine which degree requirement the B.A. course will fulfill (general education, general elective, area of concentration, or major elective). B.S. major requirements cannot be fulfilled with a B.A. seminar.
- The student will select a maximum of one (1) general education distribution area to apply the credit from each B.A. seminar.
- A maximum of two (2) B.A. seminars or twelve (12) B.A. credits can be applied to the B.S. program.
- B.S. students will be limited to a maximum of 12 hours taken on S/U basis.

UI&U B.A. students who register in B.S. courses:

- Students must register on S/U basis.
- The B.A. program advisor and a representative from the B.A. dean's office must approve the application of the credit to the B.A. degree prior to the registration being processed.
- A maximum of three (3) B.S. courses or twelve (12) B.S. credits can be applied to the B.A. program.

UI&U undergraduate students who move from a B.A. degree to the B.S. degree or vice versa:

- All credits earned at UI&U will be counted as residency credit (no residency requirements within the major).
- For students who are in good academic standing, existing degree requirements and academic policies will be followed. This would include the 20-hour requirement in the major for B.S. students and the 400-level liberal studies requirement (taken in the last two terms) for B.A. students.*
- Students who are not in good academic standing, either on probation or dismissed from one degree program, must reapply to the new program and fully meet its admission requirements.**

*Existing degree requirements and academic policies may alter previously approved transfer of credit.

**A student who is not in good academic standing may also be subject to financial aid probation for failure to meet standards of progress. Students who are considering a degree program transfer should consult with financial aid concerning potential liability.

Registration Policies and Procedures

Registration

Students are required to register prior to the start of classes for courses listed in the degree plan or intended study plan. Registration should take place as soon as possible prior to the start of a term to ensure timely receipt of the syllabus, books, and other course materials. Students register through their appropriate academic center. Registration also indicates an acceptance of financial liability for tuition obligation and consent that submitted course work may be periodically checked by plagiarism detection software. Students must actually commence attendance and engagement in coursework in order to establish eligibility for financial aid.

Drop/Add of Courses and Program Withdrawal (B.A. and B.S. Programs)

Policies for course drop/adds and program withdrawals are explained in the separate degree sections for the Bachelor of Arts and the Bachelor of Science degree programs.

BACHELOR OF ARTS DEGREE PROGRAM

Dean: Dan J. Lerner, Ph.D.
Associate Dean: Ann V. Stanton, Ph.D.

Program Overview

Credits to Degree: 120
Fall Term: (Aug. - Dec.) 12 or nine credit independent study or six credit seminars - 16 weeks
Winter Term: (Jan. - Apr.) 12 or nine credit independent study or six credit seminars -16 weeks
Spring/Summer Term: (May - Aug.) six-credit seminars, offered in two eight-week sessions as fully online or hybrid seminars

Transfer Credits: Up to 78 credits may be transferred from a variety of sources. (Contact an admissions counselor for details.)
Minimum Time to Degree: four terms

Academic Program Location
Bachelor of Arts
Montpelier Academic Center
Union Institute & University
62 Ridge St., Suite 2
Montpelier, VT 05602
Toll-free: 800.336.6794
Local: 802.828.8500
http://www.myunion.edu/academics/bachelor-of-arts/

Concentrations

1. Arts, Writing & Literature
2. Education
3. Environmental Studies & Sustainability
4. Global Studies, History & Culture
5. Psychology & Human Development
6. Self-Designed

(Teacher licensure is available in conjunction with the liberal studies major and a concentration.)

The Bachelor of Arts Student Handbook
is available on the UI&U website at http://www.myunion.edu/academics/handbooks/BA_handbook.pdf. Students should refer to the B.A. Student Handbook for greater detail of program policies, guidance on independent study plan construction and evaluation, culminating studies and culminating presentations, etc.

The annual program calendar and Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/forms/ba000.pdf.

B.A. Program Mission and Values

The mission of the B.A. in Liberal Studies is to develop students' minds, skills and recognition of themselves as constructors of meaning and knowledge. The program seeks to provide students with valuable habits of mind, including thoughtful reading, critical and creative thinking, and an ability to express themselves in writing with clarity, power and grace. The foundation of the B.A. in Liberal Studies is the progressive philosophy of John Dewey, who wrote, in "Democracy and Education,"

> Education is a social process; education is growth; education is not a preparation for life but is life itself…The only true education comes from the stimulation of {our} powers by the demands of the social situations in which [we] find ourselves.

B.A. Program Philosophy

The Bachelor of Arts program of UI&U provides student-centered education for adults, inviting them to study questions of deep personal interest and to draw on their life experiences and knowledge as a context of their learning. Other principles that guide our educational practices include:

- Good education rests on students' intrinsic motivation to learn.
- Intellectual growth is ongoing throughout life.
- College-level learning beyond knowledge of facts and theories to embrace lifelong practices of reflecting, thinking and learning.
- Education provides a foundation for thoughtful citizenship and action in the world.

We emphasize an intellectual relationship between faculty advisors and students that seeks enlightenment and finds joy in learning. Unlike what Paulo Freire calls "the banking model" where teachers make "deposits" in students' minds, our way of learning and knowing emphasizes collaboration between faculty advisors and the student, and among all students, with the aim of absorbing and reflecting on existing scholarship and knowledge, followed by creating new knowledge.

Admission Standards

- High school graduation or GED
- Ability to write clearly and effectively and to read college-level work
- Evidence of strong motivation
- Accepted transfer credit (if applicable, not required)
- Strength of admission application

Applicants for whom English is a second language are required to take the TOEFL exam prior to admission to the program. http://www.myunion.edu/admissions/english-proficiency.html

B.A. Program Drop / Add Policy

B.A. students may add a course of study or change credit hours for a course of study up to the published B.A. drop/add deadlines. The drop/add deadlines are 45 days for a 16-week trimester registration or 15 days from the beginning of an eight-week session within the spring/summer trimester. The effective date of the drop/add is the date of postmark, email request, center call, or the date the written request arrives at the student's center.

Drop/adds can impact continuing financial aid eligibility, so students should contact the Office of Financial Aid immediately if they plan to drop below full-time status (below 12 semester credit hours) and if they are receiving grants. Students who drop below half-time status (below six semester credit hours) should contact the Office of Financial Aid if they are receiving loans. All drop/add requests must be approved by the faculty member and the center dean or his/her designee.

B.A. drop policy: To reduce an independent study from 12 to nine credits or from 15 to 12 credits, the student must notify the B.A. program office and the faculty advisor in writing (electronically or on paper) prior to or on day 45 of the term. The drop/add deadline for spring/summer term eight-week seminars is by day 15 of an eight-week session. The student and the faculty advisor will fill out and turn in a Revised Study Plan to account for the change in credits. The student is responsible for ascertaining the financial aid implications of such a change and making necessary adjustments.

- To drop all credit hours/drop the entire independent study for a term, the student must notify the B.A. program office and the faculty advisor in writing (electronically or on paper) prior to or on day 45 of the term. A dropped study results in the student's withdrawal from the given term and no faculty transcript evaluation for the term is submitted. A W (for withdrawn) course grade will be the assigned to the active term's courses.

B.A. add policy: A nine-credit independent study plan may be revised and approved as a 12-credit independent study plan up to 45 days after the official beginning date of a given term with the approval of the faculty advisor for that term. A Revised Study Plan should be filed to reflect the change. Students may add three credits to a nine-credit study after the official date by petition to the dean. All additions will incur an additional tuition charge.

Withdrawal policy: Complicated adult lives sometimes result in situations after the add/drop period where students cannot continue their studies. Students may withdraw from the academic term up to the last official day of the term. They must notify the B.A. program office and the faculty advisor in writing prior to the last official day. A W (for withdrawn) will be assigned as the grade for the active term's courses on the academic transcript.

B.A. students who withdraw prior to the first day of residency are entitled to a refund of the tuition and technology fees. New students who withdraw have 12 months to re-enroll before they forfeit their enrollment deposit. Students who withdraw after attending the residency are entitled to a refund of the tuition and technology fees (refer to Schedule of Tuition and Refunds).

The student is responsible for informing the Office of Financial Aid of any change in the student's official enrollment status.

Schedule of Tuition Refunds for Course Drops or Program Withdrawal
If the number of semester credit hours added equals the number dropped there will be no change in tuition assessed.

If the number of semester credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full semester/session.

If the number of semester credit hours dropped is greater than the number added, tuition will be assessed for the difference based upon the following refund schedule:

Schedule of Tuition Refunds for Course Drops/ Program Withdrawal		
	Full Semester	**Session**
Week One	100%	100%
Week Two	100%	50%
Week Three	75%	25%
Week Four	50%	0%
Week Five	25%	0%
Week Six and thereafter	0%	0%

Tuition Rates and Fees

UI&U tuition rates and fees are online at www.myunion.edu/admissions/cost.html.

Please note: Room and board fees are mandatory for Montpelier weekend students, including culminators who are returning on for the first part of the residency to make presentations and graduate. Board fees are mandatory for Brattleboro weekend students.

Tuition is due on a term-by-term basis on the first day of each new enrollment period. The amount of tuition and fees charged is determined on an annual basis by the board of trustees.

Academic Progress and Review

Academic Advancement and Required Academic Counseling Sessions
A student is academically eligible for advancement from one term to the next upon the positive recommendation of the advisor and with the concurrence of the designated residency faculty group.

All students participate in the following formal academic counseling sessions:

1. Introductory Counseling: All new students meet with the appropriate academic staff to discuss advanced standing and establish an anticipated graduation date. This is also an opportunity for new students to clarify procedures and policies.
2. End-of-First-Term Review: With the appropriate academic staff or faculty, the student reviews the strengths and limits of the initial term's work, including progress toward fulfillment of the degree criteria.
3. Senior-Year Review: With 24 to 30 semester hours remaining in the program, the student reviews progress toward the degree and plans for the final year with two appropriate faculty members, including readiness to undertake a final study. Students convene the meeting and facilitate the discussion. Students will receive detailed instructions for what to cover in this review prior to the meeting.

A student may also request additional academic counseling sessions to deal with any aspect of the student's program of studies or academic performance.

Academic Review Policy
Besides the formal academic counseling sessions listed above, students who experience academic problems or difficulties will be discussed by the faculty group working in the option in

which s/he is enrolled. In cases of grave concern, the faculty advisor will be joined by appropriate program staff, including the dean or associate dean, to counsel the student about measures that must be taken to improve work or pass the term.

Students earn Unsatisfactory grades as a result of not completing work or completing the work at a very substandard level. The student is considered to be on probation after an unsatisfactory term. Two consecutive unsatisfactory terms will result in dismissal from the B.A. program. The dean or associate dean will review the student's transcript and issue the dismissal.

Students dismissed from the program must wait at least one term before applying for re-admission. Re-admission to the B.A. program is not guaranteed.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

The Bachelor of Arts program provides a narrative faculty evaluation for each independent study term and grades on a satisfactory/unsatisfactory (S/ U) grading system. Seminars are also graded on a satisfactory/unsatisfactory (S/U) grading system.

- A grade point average is not calculated with an S/U grading option.
- In the B.A. program, a satisfactory (S) grade is considered equivalent to a C or above letter grade. Students who need grade equivalents for purposes of graduate school or tuition reimbursement should consult the B.A. Student Handbook for details.

All registered learning activities will receive one of the following grade codes at the conclusion of each trimester or eight-week session within a trimester. The following grade summary provides definitions for each grade that may be found in a student's registration record.

Grade	Criteria
S	S indicates successful completion of a study or seminar. Credit is granted.
U	U indicates a term of study was attempted but was unsuccessful. No credit is granted. U may also indicate that an I was automatically changed to a U because outstanding work for a term was not completed satisfactorily within the prescribed time period. No credit is granted.
I	Incomplete may be assigned if a seminar or study is not completed within the enrollment period. The faculty determines whether or not to assign an I grade. **An I grade allows an additional 60 days from the last day of the previous term to complete the coursework. If the student has not satisfactorily completed the work by the end of the 60-day extension, the I grade will convert to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines.** No credit is earned for the I grade until it is converted to the final grade.
W	W indicates a student withdrew from a term before the term was concluded. No credit is granted.
N	N indicates no grade has been reported at the conclusion of the term. N is a temporary code, which converts to one of the above codes once the necessary program information has been reported to the office of the registrar. No credit is granted for a term's study or seminar as long as it is coded with the N.

(Note: Refer to the University Attendance & Engagement Policy in this catalog.)

Options for Pursuing Study in the B.A. Program

There are two ways to pursue independent study in the B.A. program: weekend and online. Face-to-face meetings with faculty and fellow students in brief residencies characterize the weekend (five weekends per term) option, which is accessible to students in the greater New England and upstate New York areas. The online option allows students to conduct residency activities virtually and complete their studies without visiting the campuses.

In addition to independent studies, students may also enroll in faculty-designed seminars (six credit hours each) in fall and winter terms. In the spring/summer term, seminars are offered as "accelerated" seminars over two eight-week sessions. Most accelerated seminars are offered as totally online; a few are offered as hybrid, with three face-to-face meetings.

To graduate from the B.A. program, students must have completed a minimum of two (2) independent studies, including the culminating study.

In order to complete 120 credits within four years, students should enroll in at least 30 credits over an academic year – two 12-credit independent studies and one six-credit seminar. To accelerate their course of study to 36 credits per calendar year, students can enroll in two six-credit seminars in the spring/summer term. Culminating students may enroll in a 16-week culminating seminar in order to graduate during the spring/summer term.

Requesting a Change of Option
A request for a change to another option (from or to online or weekend) must be made at least four weeks in advance of the beginning of the next term. Permission is granted by the appropriate academic staff.

Full-time and Part-time Study
Full-time study is defined as 12 credits per term. Part-time study options include one six-credit-hour seminar or a nine-credit-hour independent study. Both independent studies and seminars are offered in the fall and winter terms for 16 weeks. There are no independent studies offered in the spring/summer term. Instead, "accelerated" seminars (six credit hours each) are offered in two eight-week sessions. In the spring/summer term, students must enroll in two six-credit seminars (12 credit hours total) to be considered full-time students. Enrollment in one six-credit hour seminar is considered half-time status for financial aid purposes.

Period of Active Study
For all options, the period of active study begins with the first day of the residency and ends with the deadline for submission of all academic work prior to the end of the term.

- Work for both weekend and online options is due no later than the end of Wednesday before the final residency.

Curriculum and Concentrations

To earn the B.A. degree with a major in Liberal Studies, students must develop and complete a coherent curriculum with a concentration of at least 30 semester hours (15 of which may be transfer credit). The chosen concentration is designed to ensure depth of learning beyond the introductory level.

The concentrations are:

1. Psychology & Human Development
2. Arts, Writing, & Literature
3. Global Studies, History & Culture
4. Environmental Studies & Sustainability
5. Education
6. Self-designed

The Six Concentrations: Conceptual Framework and Core Knowledge
Union Institute and University offers the degree of Bachelor of Arts in Liberal Studies. Students choose a concentration within that major. Each concentration addresses five dimensions of learning appropriate to the concentration: Methods, Theories and Concepts, History/Context, Controversies and Application. These dimensions are referenced in each of the concentration descriptions below, some directly and some more indirectly. For further information, please consult a core faculty member in the concentration.

- **History:** Demonstrate a familiarity with the development of major concepts and theoretical perspectives in the concentration. Discern the scope of the concentration and its relation to other modes of constructing and expressing knowledge.
- **Theories and Concepts:** Demonstrate comprehension of contemporary questions, viewpoints, theories, and concepts in the concentration.
- **Methods:** Understand and apply basic methods of inquiry relevant to the concentration.
- **Controversies:** Recognize contemporary and historical controversies relevant to the concentration.
- **Application:** Demonstrate an ability to apply principles and methods of the concentration.

Students are encouraged to think not only about their concentration but also about all their independent studies and seminars in terms of these dimensions. Even if the study is not part of one's concentration, it still will address theories, concepts, methods, etc. in the topic area. Although all five outcomes will probably not be addressed each term in each study or seminar, a study or seminar ordinarily will address two or three of these outcomes, depending on how the topic and its study are structured.

Psychology & Human Development

Conceptual Framework: Broadly defined, the concentration in psychology and human development focuses on the growth and development of individuals through the life course. Students are encouraged to formulate relevant questions and learn how these questions can be conceptualized and examined from a psychological perspective. Studies examine individuals' behaviors, characteristics, attitudes, and psychological problems. Such study necessarily embeds individuals in their social contexts, whether that is families, small groups, schools, subcultures, or the larger society and culture. It can and does incorporate applications aimed at solving or ameliorating individual and social problems.

The psychology and human development concentration encourages a multidisciplinary approach to the examination of psychological questions. Such inquiry may include the biological, cognitive, emotional, social, and spiritual dimensions of human behavior and mental processes.

Core Knowledge: The core knowledge of this concentration occurs in the following domains:

- **Methods** - involves the development of questions and hypotheses appropriate to psychological inquiry and the tools for constructing knowledge (for example, observational and experimental methods, uses of interviews, surveys, questionnaires, tests).
- **Theories and Concepts** - includes theoretical systems, philosophical underpinnings, and key ideas addressed in an individual study and in the field of psychology more generally.
- **History/Context** - includes the beginnings and evolution over time of psychology as a field of study, situating it with respect to other disciplinary approaches.
- **Controversies** - recognizes multiple perspectives and approaches within psychology and between psychology and related fields. Where are there disagreements within this field of study and between psychology and other fields? What are the social, ethical, and historical relevance of these controversies?

- **Applications** - involves the study of methods aimed at ameliorating individual and social problems through psychological understanding and intervention. Also asks student to consider how the new learning is applied in the student's life, family and/or community.

History, theories, methods, controversies and applications may be elaborated on and understood through an array of study topics including any of the following areas of inquiry:

- Psychology as a discipline (history, methods of inquiry, tools of inquiry, the science of behavior and what that means – e.g., findings arrived at via scientific method, hypotheses, testing theories, revising based on new findings).
- Psychology focused on development: growth- and age-related aspects and processes – e.g., in infancy, preschool, childhood, adolescence, young adulthood, middle adulthood, elderly individuals.
- Psychology and health (wellness, mind-body, disorders, stress, substance abuse, bodily functions (eating, sleeping, dreaming, sexuality).
- Psychology as a method of healing (individual and group psychotherapy and counseling, medication, alternative treatments, mind/body issues, spiritual healing).
- Psychology focused on cognition and cognitive science (brain and behavior, consciousness, perception, attention, memory, language, thinking, reasoning, learning).
- Psychology focused on personality (the self, motivation, emotion and feeling, individual differences).
- Psychology focused on social contexts and interactions (social roles, social cognition, social comparison, behavior in groups, crowd behavior, communication, competition, aggression, conformity).
- Non-western and other models (cross-cultural, Buddhist psychology, ecopsychology, transpersonal psychology).

Note: Content in parentheses is illustrative and not exclusive.

Representative Outcomes:

- The student describes at least two theories of development or personality; compares and contrasts them; and explains her/his own preferences or conclusions and why. The student demonstrates understanding of and an ability to use concepts accurately.
- The student explains at least two different methods of gathering data and arriving at findings and articulates why and how each method is appropriate for the question being addressed.
- The student describes an application of psychological knowledge that shows how it uses psychological research and theories and articulates the strengths and weaknesses of the application.

Specialization within the concentration: Addiction Studies

Students interested in pursuing certification in the field of substance abuse counseling may follow a relatively prescribed curriculum that consists of two independent studies and one seminar (30 semester credits). This curriculum was developed by a certified Clinical Alcohol, Tobacco and Other Drug Social Worker who has developed these programs in other colleges and universities. The 30 BA level credits offered by the addiction studies specialty will cover the initial (270-300) educational hours for certification plus 2,000 hours equivalent of work experience. Students who graduate with these educational credits will still need to get supervised work experience in the field with on-the-job training in order to become eligible to sit for the certification exam in their own states. The addiction studies specialization and the B.A. degree provide students with the educational credits and 2,000 hours toward the total work experience requirements for certification by the state of Vermont as a substance abuse

counselor. The Vermont Alcohol and Drug Abuse Certification Board (VADACB) has determined that the B.A. addiction studies curriculum meets the substance abuse counseling training requirements and has approved it. Approval by other New England states is currently being sought; students from other states should check with their state licensing boards. Please note that this specialization helps prepare students for certification, but the university does not itself grant certification.

BA Collaborative Agreement with the M.A. in Psychology & Counseling Program
Union Institute & University's masters-level programs collaborate with the B.A. program to provide a streamlined admissions process. In the case of the M.A. in Psychology and Counseling, the M.A. program waives the $50 application fee but requires the application essay since it is part of the planning process. An accelerated BA-MAP process is available for students with outstanding academic skills and significant background in psychology. First, the B.A. student must apply for this process and complete a culminating study in the B.A. If approved, the student will be provisionally accepted in the M.A. program while still a B.A. student. The final nine credits beyond the culminating study will be obtained during a "bridge term" in which the B.A. student is enrolled in the first term of the M.A. Upon satisfactory completion of that term and all other B.A. program requirements, the student will earn a B.A. and will have full admittance to the M.A. Students are strongly encouraged to plan carefully to ensure they will meet all B.A. degree requirements. Contact the associate dean for more information.

The Arts, Writing & Literature
Conceptual Framework: This concentration, which includes both the visual and written arts, is appropriate for students with a studio focus in writing and/or visual art as well as for students focusing on literature and art history/visual culture without a studio component.

Knowledge of literature and art deepen our understanding of the human experience. In part, depth of understanding comes from the knowledge that art and literature exist in a social context. For example, if a student were to study the writing, drawing, collage, and performance arts of Europe in 1917, comprehending the work might require looking at the ways in which those artists and writers were influenced by World War I and the Second Industrial Revolution. Similarly, students develop a lens for understanding their own work as influenced by the social context in which they live.

Core knowledge: A concentration in the arts, writing, & literature requires extended exploration (30 credits) in the student's general area of focus. Whether exploring the visual or written arts, each student becomes aware of the range of forms and genres as s/he discovers her/his own voice. In studio studies, media might include drawing, sculpture, collage, photography, performance, new media, and music, among others. Forms of writing might include poetry, fiction, creative non-fiction, flash fiction, and journalism, among others. Students learn to view and/or read with depth and critical perspective, reflect on form and content, analyze literature and art in a historical context, and articulate their perceptions. The fields encompassed by this concentration are broad and interdisciplinary; students may well consider connections to philosophy, psychology, anthropology, feminism, and popular culture, among other disciplines, as they relate to the student's own ideas and questions.

Representative Outcomes:
- In creative (studio) studies in writing and visual arts, students demonstrate deep engagement and technical development in creative work. Deep engagement is evident

in a completed body of work that indicates a disciplined creative practice and consequent technical growth.

- In literature and art history/visual culture studies, students demonstrate comprehension of the relevant literary genre or period in art history/visual culture. This is indicated through a student's academic writing, through faculty-student dialogue, and through presentation and critique.
- Students demonstrate an understanding that the visual and written arts exist in a social context. In addition, students demonstrate an understanding of relevant controversies in their area of inquiry by expressing different perspectives on a topic and presenting their own conclusions, backed by evidence.

Global Studies, History and Culture

Conceptual Framework: This concentration addresses both the humanities and the social sciences. Global studies, history, anthropology, women's and gender studies, religion, spirituality and ethics, geography, sociology, political science, economics, communications and media, and holistic studies provide context and framework for questions that students pose about their own society and the world at large. It also provides a platform for constructing knowledge about the world.

Core Knowledge: The global studies, history and culture concentration is an investigation of individuals and groups in their social and cultural contexts. It requires that students situate their inquiry in a scholarly context and pursue the content, methodologies, theoretical questions, and history of their chosen fields.

Students often approach their studies in an interdisciplinary manner. For example, students can pursue area studies in American studies, Middle Eastern studies, or other regions of the world. Such a focus could encompass history, culture (including literature and arts), politics, economy and geography. Students may also focus specifically on any of the areas named in the conceptual framework above - for example, women's studies, anthropology, or religion.

As with all concentrations, global studies, history and culture requires 30 credits in which students will learn to gather evidence, weigh and sift information, write academic essays, and correctly document sources. They will learn, practice, and incorporate critical thinking skills throughout their studies.

With their bachelor's degrees, students in this concentration build a firm foundation for journalism, teaching, archival and museum work, business and management, public policy and planning, writing, law, human services, government, community development and advocacy. Many graduates continue in graduate school in law, the humanities, or social sciences. Students often undertake religious, spiritual or holistic studies because they plan to pursue studies for the ministry or graduate work in the healing professions.

Representative Outcomes

- Articulate a coherent description of the intent and scope of the approach that they have taken to their academic work within this concentration.
- Demonstrate the ability to conduct research and collect information and sources that are credible, reliable, and current; and to use this research to write academic essays that are adequately documented.
- Describe a controversial topic, question or position within their area of inquiry, describe differing positions, and convincingly explain their viewpoint, backed by evidence.

Environmental Studies & Sustainability

Conceptual Framework: Earth, both in itself and within the larger context of the universe, can be seen as a set of complex unfolding processes and relationships in which we are embedded and on which we are dependent. In light of our enormous technical abilities and burgeoning population, it is especially important now to assess humanity's impact on and responsibility for the state of the planet. The environmental studies and sustainability concentration allows students to explore environmental issues from an interdisciplinary perspective, understanding that complex issues require a complex approach. The interdisciplinary aspect, for example, recognizes sustainability not just in terms of the planet but also in economic and social terms. Students regularly include experiential components in their studies, which ground the theory and concepts they explore, allowing their insight to develop through direct contact with and observation of the natural world and interactions between humans and nature. Over the course of their studies, students will place what they have learned into a framework that is multifaceted, complex, and always supported by their own experience.

Core Knowledge: The environmental studies concentration is inherently interdisciplinary. It draws on the investigation of natural science through studies in the history, methods, theories, and current controversies in ecology, including knowledge of the ways that statistics and mathematics are used to describe natural processes. Also, students explore the relationship of humans to the natural world from historical and ethical perspectives, and investigate environmental issues and the implications of human actions using methods from the sciences and/or social sciences. Further, sustainability is conceptualized as going beyond sustainable environmental practices to include economic sustainability and social justice. Beyond this foundation, students may look at the natural world and environmental concerns through the lenses of literature, philosophy, applications such as technology and management, religion and spirituality, art, public policy, and the social sciences. Each of these perspectives suggests a different type of experiential component to enrich the study.

Representative Outcomes:

- Articulate how the natural and social sciences support an understanding of the earth and its inhabitants as in a constantly dynamic, responsive process.
- Analyze environmental issues involving individuals, human and natural communities, and institutions from different disciplinary perspectives.
- Evaluate ethical stances in relation to general or particular environmental concerns and discuss the reasons and justifications that support particular values.
- Demonstrate an understanding of how nature is studied and understood by people in different academic fields and cultures.

Education

Conceptual Framework: The education concentration is designed for students who are not seeking teacher licensure but who are interested in exploring educational issues from an interdisciplinary liberal arts perspective. (For Teacher Licensure, see following section.) The field encompasses a variety of topics in the social, psychological, political, cultural, and economic dimensions of education. A primary area of focus is the complex relationship between the purposes and effects of schooling. Within this broad category students investigate such topics as: the role of schools in a diverse democracy; the relationships among families, communities, and schools; elite education vs. universal access; adult education; content mastery vs. the construction of knowledge and meaning; and the effects of local, state, and federal policy on student achievement. Students explore such issues through reading, research, experiential learning, reflection, and critical analysis.

Core Knowledge:

Methods - Students will develop an awareness of the methodological lenses available in the various social sciences to examine educational issues and will be conversant with the various ways that researchers use evidence to draw conclusions. They will become familiar enough with both quantitative and qualitative methods to act as sophisticated consumers of education research and program evaluation.

Theories and Concepts - Students will describe the fundamental concepts of teaching and learning and will trace various instructional approaches to their theoretical roots. Because our program draws inspiration from the work of philosopher John Dewey and constructivist models of learning and human development, students are expected to be particularly knowledgeable about progressive education.

History/Context - Students will understand the evolution of educational theory and practice over time and the changing role of schools in democratic societies. Multiple perspectives on the purposes and effects of schooling will facilitate critical analysis of past and present reform efforts.

Controversies - Students will describe current debates in educational policy and classroom practice and will develop the tools to analyze competing claims about the effectiveness of interventions and improvement efforts.

Application - Students will draw on the skills developed in the areas described above to investigate and evaluate important issues in education. They will demonstrate the ability to access information from reliable resources and will use them to critically analyze the issue under study.

Representative Outcomes:

- Explain current controversies in education and critically analyze the implications of current school reform efforts.
- Apply principles of human development to an examination of classroom practice and curriculum development.
- Demonstrate an awareness of the role of education in a democracy and identify the tensions inherent in the dual functions of increasing access to equal opportunity and contributing to social stratification through sorting and selection mechanisms.

Specialization within the Concentration: Teacher Licensure*

- Union Institute & University's Bachelor of Arts degree program is approved by the Vermont Department of Education to prepare teachers for licensure in early childhood education, elementary education, secondary English, secondary social studies, and K-12 art education. Adult students who have already met their math or science major may prepare for secondary math or science licensure.
- Candidates for teacher licensure must complete a liberal arts concentration along with their education requirements. In secondary fields, this must be in the discipline relevant to the license. For early childhood or elementary education, the concentration may be in any non-professional field.
- Students receive a Vermont license to teach upon successful completion of the program's teacher education option. Vermont has reciprocal agreements with 48 states. The Vermont Department of Education lists these reciprocal agreements. Please note that teacher education students need to pass both the PRAXIS I and PRAXIS II assessments. Consult your enrollment counselor to learn when you need to take these tests.

***Teacher Licensure requires 42 credits (three terms) in the weekend residency option.**

Program Specific Licensure
The B.A. program is approved by the State of Vermont Department of Education to offer teacher licensure. Students who already hold a B.A. degree from another institution are eligible to apply for the teacher licensure option as a post-baccalaureate student. For information on the post-baccalaureate option and other questions about teacher licensure, contact Education Chair Heather McCollum, for the official Teacher Licensure Handbook. Telephone ext. 8815. Email: Heather.McCollum@myunion.edu.

The B.A. program may not meet professional licensure requirements in all jurisdictions. Accordingly, students are strongly encouraged to become knowledgeable and proactive about professional licensure requirements in the jurisdictions where they hope to practice and work.

Self-Designed Concentration
Conceptual Framework: When students have interests and questions that cross the boundaries of academic disciplines yet do not fit easily into any of the other areas of concentration, they may work with an advisor to devise a self-designed concentration. Such a concentration may involve concepts, ideas and/or themes such as freedom, or focus more closely on areas that do not fit easily into other concentrations such as women's health, entrepreneurship, or studies for the ministry, which the student wants to understand through inquiry into two or more disciplines, such as literature, art, philosophy, economics, history, political science, mathematics and the natural sciences. In this case, the conceptual framework would necessarily involve understanding how the subject of inquiry is dealt with in each discipline, as well as knowledge of the disciplines themselves. Or the student's work may involve core knowledge from more than one area, such as environmental design, which would require deep understanding in both environmental studies and the arts; or business, which requires core knowledge in psychology, ethics, mathematics and policy. If a student feels that her/his most desired areas of inquiry do not fit within the delineated concentrations, s/he can work with the faculty to design and agree upon a self-designed concentration, with relevant core knowledge, methods and outcomes specified.

Core Knowledge: The core knowledge necessary for any particular thematic concentration would necessarily be specific to the theme the student has identified.

Representative Outcomes:
- Identify the relevant academic disciplines and articulate the relationships among those disciplines.
- Develop and use the skills necessary for investigation.
- Utilize the methods generally used in the core disciplines.
- Articulate her/his perspective and positions on issues of consequence within the area(s) of inquiry.

Summary of B.A. Degree Requirements
- One major is offered: Liberal Studies. Upon successful completion of all requirements, the university awards the degree of Bachelor of Arts with a major in Liberal Studies.
- A minimum of 120 semester hours of credit are required for the award of the degree. Additional semester hours may be required to fulfill all degree requirements.
- Students must meet the B.A. program's seven (7) degree requirements.
- Students must declare a concentration of 30 credits beyond introductory level of study and demonstrate how they are meeting concentration requirements.

- Up to 15 credits of the 30-credit concentration may be transferred from other accredited colleges and universities.
- Twelve semester hours (credits) are granted for each successful term of full-time independent study. Nine credits are granted for part-time independent study. Six-credit, faculty-led seminars are offered in two eight-week sessions within each 16-week term.
- A maximum of 78 credits may be transferred. At least 42 credits must be earned in the B.A. program to qualify for the B.A. degree.
- Students must complete at least two (2) independent studies over their course of study in the B.A. program. (One independent study may be the culminating study.)
- The final 18 credits must be earned in the B.A. program. A 12-credit culminating study is required.

Culminating Study Overview
Culminator is the B.A. program term for a student in her/his final independent term of study. The *culminating study* refers to the academic work accomplished during a final term. The culminating study ordinarily grows out of the B.A. concentration. Students pursue in-depth study, demonstrating the skills expected of a college graduate by producing a written document that is presented in academic form, clearly written, logically organized, researched, and appropriately documented. What follows are content, format, and submission guidelines for the culminating study.

Total B.A. degree credit hour distribution - The 120 semester hours required for the Bachelor of Arts degree are distributed in the following *minimum* requirements:
- 36 semester hour liberal studies, major core requirements.
- 30 semester hours required in the concentration.
- 54 semester hours, electives.

The B.A. program is designed to be a complete baccalaureate program; all students must complete a minimum of 42 credits in the B.A. program.

Note: The B.A. program reserves the right to require any individual student whose skill levels, progress in the program, or progress toward meeting the degree criteria are not satisfactory to complete an additional term or terms in the program. Also, the B.A. program reserves the right to bar a student who is not academically prepared from doing a culminating, or final, study until adequate preparation has been demonstrated.

Liberal Arts Requirements - 36 Semester Hours
Minimum requirements in criteria **1**, **2**, and **7** are expressed in credit hour *equivalents,* since they must be fulfilled through at least three terms of B.A. program enrollment. Criteria **3, 4, 5 and 6** may be fulfilled through various advanced standing options as well as through study in the B.A. program.
- Four (4) semester hour equivalents in academic and expository writing, general communication, college-level reading.
- Four (4) semester hour equivalents in critical and analytical thinking and problem solving as assessed through written and verbal communication.
- Three (3) credits in history; plus six (6) credits in the social sciences.
- Three (3) credits in areas such as philosophy, religion, spirituality, ethics, social justice and law.

- Three (3) credits in literature and/or creative writing; plus three (3) credits in one or more of the nonverbal arts such as painting, drawing, sculpture, music, dance, theater, photography, film, etc.
- Three (3) credits in college-level mathematics plus three (3) credits in a science.
- Four (4) semester hour equivalents in active, responsible community and world citizenship.

Liberal Studies Major: Core Knowledge and Learning Outcomes
The B.A. program offers one major: Liberal Studies. In order to graduate, students must fulfill the following learning outcomes for the major.

Criterion 1: The ability to write clear English prose, to speak effectively, and to read and understand material that does not require specialized vocabularies.
Criterion 2: The ability to identify, analyze, and solve problems.
Criterion 3: A knowledge of contemporary cultures and their foundations.
Criterion 4: An awareness of ethical, moral, and spiritual concerns.
Criterion 5: An appreciation of aesthetics.
Criterion 6: An awareness of quantitative and scientific methodologies.
Criterion 7: A commitment to active and positive participation in the world.

Graduation Ceremony Participation
Each fall and winter term, a graduation ceremony will be held for the weekend students at the Montpelier and Brattleboro residency sites in Vermont. In order to be eligible to participate in a B.A. graduation ceremony, a student's culminating study document and advisor's faculty transcript evaluation must be approved by the residency faculty. Student teachers who completed the culminating study in the penultimate semester and students who are completing the 120 credits through enrolling in a seminar must have completed the culminating study requirements to be eligible to participate. Additionally, there must be verification by the faculty advisor that all degree requirements have been satisfied before the student may participate in the ceremony.

Students in the online option are welcome to join the residency-based ceremonies at any point within a year of finishing all degree requirements and having been cleared by the Business Office for graduation. All B.A. students are invited and encouraged to attend and participate in the national commencement ceremony in Cincinnati, Ohio each fall. This ceremony typically occurs on a Saturday in mid-October. Check the UI&U website for national commencement dates. Contact program advisors no later than June 30 if you wish to attend.

Diplomas (which are mailed to graduates by the Registrar's Office) and academic transcripts are mailed after the term officially ends. The degree is noted on academic transcripts and the diploma after final academic and financial audits have been completed. The degree grant date is the last day of the month of the student's final term of enrollment to complete degree requirements.

BACHELOR OF SCIENCE DEGREE PROGRAM

Dean, Cincinnati Center: Carolyn Turner, Ph.D.
Dean, Los Angeles Center: Elizabeth Pastores-Palffy, Ph.D.
Dean, Miami Center: Beryl Watnick, Ph.D.
Director, Sacramento Center: Patricia Brewer, Ph.D.
Dean, Vermont Center: Dan Lerner, Ph.D.

Program Overview

Credits to Degree – 120
Transfer Credits – Up to 90 semester hours
Calendar – Trimester with three 16-week terms and two eight-week sessions within each 16-week term
Minimum Time to Degree – Eight months (two 16-week trimesters or four eight-week sessions)

Academic Program Locations

Bachelor of Science
Cincinnati, OH Academic Center
440 E. McMillan Street
Cincinnati, OH 45206-1925

Bachelor of Science
Los Angeles, CA Academic Center
6701 Center Drive West, #1200
Los Angeles, CA 90045

Bachelor of Science
Miami, FL Academic Center
16853 N.E. 2nd Ave, Suite 102
North Miami Beach, FL 33162-1746

Bachelor of Science
Sacramento, CA Academic Center
160 Promenade Circle, Suite 115
Sacramento, CA 95834

Bachelor of Science
Montpelier, VT Academic Center
62 Ridge St., Suite 2
Montpelier, VT 05602-6100

B.S. homepage: http://www.myunion.edu/bs

Major Concentration Options

The Bachelor of Science degree is offered with the following majors and concentrations:

- Business Administration
- Business Management (with optional concentrations in Hospitality Management, Human Resource Management, Marketing, or Management Information Systems)
- Child Development
- Criminal Justice Management
- Early Childhood Studies
- Elementary Education (with an optional concentration in Early Childhood/Primary Education
- Emergency Services Management (with optional concentrations in Criminal Justice Management, Leadership, or Public Administration)
- Exceptional Student Education (K-12)
- Leadership
- Maternal Child Health: Lactation Consulting

- Public Administration (with optional concentrations in Business Management, Criminal Justice Management, Emergency Services Management, or Leadership)
- Secondary Education (required concentration in English, Sciences, Mathematics, or Social Science)
- Social Work

The Bachelor of Science Student Handbook is available on the UI&U website at http://www.myunion.edu/academics/handbooks/BS_handbook.pdf.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/forms/bs000.pdf.

Bachelor of Science Program Mission and Values

The Bachelor of Science (B.S.) program offers its students a variety of majors in professional areas that draw on interests and career experiences of highly motivated adults wishing to complete the undergraduate degree. Each professional area may, in turn, be explored in continued study at the graduate level. The B.S. program follows the mission, values, and principles as reflected in the mission statement approved by the board of trustees.

The degree emphasizes its philosophy that it is student centered; fosters increased depth and breadth of knowledge in the chosen major; includes discussions of the social impact and value of the student's work with evidence of responsibility of working toward the common good; fosters collaborative learning through its educational community of students, faculty advisors, and adjunct faculty, and recognizes the concept of lifelong learning. The program is implemented through the components of individualized learning and faculty involvement.

Admission Criteria and Procedures

The university seeks qualified applicants to the Bachelor of Science program. Pre-admission counseling is offered for all prospective students. Prospective students are connected with faculty who can discuss goals, evaluate past academic backgrounds and future needs, and help the applicant determine which Union Institute & University program provides the best approach for the applicant's needs. The pre-admission counseling process also helps the faculty determine whether the applicant has the appropriate skills, motivation, and interest to successfully complete the program. The pre-admission counseling process is summarized by a faculty recommendation that helps the potential applicant determine whether or not to proceed with an application for admission. B.S. students enroll through one of the five academic centers or through the program's online option. Inquiries about admission should be directed to the nearest center's admissions office.

Primary criteria for admission to the Bachelor of Science program include evidence of:
- High school diploma, GED, or credit from regionally accredited undergraduate college or university.
- Effective July 1, 2009, students without a high school diploma or GED can be admitted as a "regular" student once they have earned six post-secondary credit hours that may include transfer credit hours from a regionally accredited post-secondary institution.
- Motivation to work toward the baccalaureate degree.

- Ability to do college-level coursework as demonstrated by prior transcripted coursework from previously attended colleges or universities, or related experience.
- Ability to become a self-directed student.
- Computer capabilities to access the required electronic communications services on a regular basis.

A complete application for admission includes:
- Application for Admission Form;
- Application essay (2-3 pages);
- Admission recommendation from a Union Institute & University faculty member; and
- Official transcripts from previously attended colleges and universities (if applicable).

Application Procedures
When to Apply: Individuals are encouraged to submit the on-line application at least one term prior to the desired start date.

How to Apply: Contact the admissions department or consult the admissions webpage at www.myunion.edu/admissions/index.html for specific information on majors that meet your academic and career interests. Enrollment counselors are available to answer questions regarding the admissions process. Complete all items on the Application for Admission Form. Send written requests to obtain official, sealed transcripts from the registrar of each college or university previously attended and listed on the Application for Admission Form. (Because many schools charge a small fee to process a transcript request, it is recommended, in order to avoid processing delays, that applicants contact the school to determine the fee schedule before requesting the transcripts.) Official, sealed transcripts must be received from each postsecondary institution listed on the application. In addition, any official score reports of standardized college testing, such as CLEP or DSST, must be submitted if not listed on an official transcript.

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

Applications may be submitted on-line (preferred option), delivered in person, or sent by mail or fax. An admissions committee will review application materials and make a recommendation to the dean. Applicants will receive a letter advising them of the admission decision.

Academic Advising

A new student, once admitted, is assigned a faculty advisor. Faculty advisors guide, mentor, and counsel students from the beginning of their program until graduation. Academic support coordinators create and update degree plans, register students for their courses, complete change of status requests, and assemble graduation packets.

Degree Planning

The degree planning process begins at the time of application when an academic support coordinator in the center conducts a preliminary review of prior transcripted learning to determine which courses/credits are acceptable for transfer and are appropriate toward fulfilling degree requirements within the degree plan. The degree plan is a written overview of learning experiences that meet Bachelor of Science program criteria. Once the initial transfer credit evaluation is finished, the degree plan is further developed by the academic support coordinator in collaboration with the faculty advisor and then reviewed by the dean and registrar. Students must have an approved degree plan prior to enrolling for the third enrollment period of study. The degree plan ensures that coursework is taken in proper sequence, showing a progression from basic to advanced courses. Each registration is expected to align with the sequence of courses stipulated in the degree plan. Changes to a degree plan may be made during the course of study.

Students also have the opportunity to explore areas of special interest through elective and individually designed special studies designated by the course numbers of 190/290/390/490 and independent studies with course numbers of 100/200/300/400. Individualized learning is proposed through a learning agreement. A learning agreement contains all of the elements of a course syllabus. The individualized learning agreement is developed by an instructor assigned by the dean. The faculty advisor must endorse the content of the learning agreement as appropriate to the directed study topic and degree plan.

Program Specific Licensure

The B.S. program may not meet professional licensure requirements in all jurisdictions. Accordingly, the student is strongly encouraged to become knowledgeable and proactive when it comes to professional licensure requirements in the jurisdictions where the person hopes to practice and work. Students in Florida who have chosen one of the education majors and wish to qualify for teacher certification are accepted as completing teacher education programs in the state of Florida, but may not be accepted in other states.

Registration Policies and Procedures

At the time of registration, students must meet with their faculty advisors and/or academic support coordinator to ensure that coursework is taken in proper academic sequence and follows the approved degree plan. Registration should take place as soon as possible prior to the start of a term to ensure timely receipt of the syllabus, books, and other course materials. Students register through their appropriate academic center. Students should register early and make initial contacts with assigned faculty, prepare a learning agreement for any special topics or independent study course, and obtain necessary learning resources at the beginning of the semester/session. The registration form accepting financial liability for tuition obligation and detailing payment arrangements must be filed by the published deadline in order to remain in the program. The registration form also indicates consent that submitted course work may be periodically checked by plagiarism detection software. Students must actually commence attendance and engagement in coursework in order to establish eligibility for financial aid.

Course Add / Drop Policy

Students may add or drop a course after registration by completing, signing, and processing the add/drop section of the Change of Status Form. This serves as an addendum to the original registration form and becomes a part of the official registration record. Adds of individual

courses are permitted up to the published add deadline date as stated in the academic calendar noted above. Course drops may occur through the end of the semester or session; however, the tuition refund schedule is enforced. Courses dropped after the drop/add deadline are assigned a W (for withdraw) grade on the academic transcript. The effective date of an add/drop is either the date of postmark, email request, center call, or the date the written request arrives at the student's academic center. Add/drops can impact continuing financial aid eligibility, so students should contact the Office of Financial Aid immediately if they plan to drop below full-time status (below 12 semester credit hours) and if they are receiving grants. Students who drop below half-time status (below six semester credit hours) should contact the Office of Financial Aid if they are receiving loans. All add/drop requests must be approved by the faculty member and the center dean or his/her designee.

Dropping or adding courses by the published deadline may alter the student's tuition charges for the semester in the following manner (see also Tuition Policies):

- If the number of semester credit hours added equals the number dropped there will be no change in tuition assessed.
- If the number of semester credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full semester/session.
- If the number of semester credit hours dropped is greater than the number added, tuition will be assessed for the difference based upon the following refund schedule.

Program Withdrawals

Tuition is partially reversed or refunded when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal. The tuition refund table shows the percentage of tuition to be reversed for dropped courses or complete withdrawals from the program.

Schedule of Tuition Refunds for Dropped Courses/ Program Withdrawal		
	Full Semester	**Session**
Week One	100%	100%
Week Two	100%	50%
Week Three	75%	25%
Week Four	50%	0%
Week Five	25%	0%
Week Six and thereafter	0%	0%

Academic Satisfactory Progress Review

Academic center deans review the academic progress of enrolled students at the end of each term. Students who do not meet satisfactory academic progress by maintaining at least a cumulative grade point average of 2.0 will be put on academic probation after two eight-week sessions or one 16-week term of enrollment in the Bachelor of Science program. At the end of

two consecutive eight-week sessions or one 16-week term on probation, students who have not achieved a cumulative grade point average of 2.0 may be dismissed from the Bachelor of Science program. Enrollment in the Bachelor of Science program may be extended at the discretion of the dean.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

The Bachelor of Science program grades on a letter grade system (A, B, C, D, and U) using a four-point grading scale.

All registered learning activities will receive one of the following grade codes at the conclusion of each trimester or eight-week session within a trimester. The following grade summary provides definitions for each grade that may be found in a student's registration record.

Grade	Criteria
A	Demonstrates clearly outstanding work. **4.0 Quality Points**
B	Exceeds expectations as identified in the syllabus or learning agreement. **3.0 Quality Points**
C	Meets expectations as identified in the course syllabus or learning agreement. **2.0 Quality Points**
D	Below expectations as identified in the course syllabus or learning agreement. **1.0 Quality Points**
U	Unsatisfactory work or failure to meet course's learning expectations or timelines. U grades do calculate into the grade point average as attempted credits in a term. **0.00 Quality Points**
I	Incomplete may be assigned if a course is not completed within the enrollment period. The faculty determines whether or not to assign an I grade. **An I grade allows an additional 60 days from the last day of the previous term to complete the coursework. If the student has not satisfactorily completed the work by the end of the 60-day**

Grade	Criteria
	extension, the I will convert to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade. Extension of the I grade beyond the 60 days is at the discretion of the dean. **0.00 Quality Points and does not calculate into the GPA**
W	Academic work reflects that the student has withdrawn from the course or program at a time when learning activities were in an active term. The W grade is also posted to indicate term registration that is dropped. **0.00 Quality Points and does not calculate into the GPA**

(Note: Refer to the University Attendance & Engagement policy in this catalog.)

The grade point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit. A minimum cumulative grade point average of 2.00 is required for a Bachelor of Science degree to be awarded.

Change of Grade

Bachelor of Science faculty may change a grade for a student up to 12 months after start of the year/term for the course which involves the grade change.

Graduation Policy

At the conclusion of the student's final term of enrollment, the student's entire academic file, degree plan, and academic course history record undergo an extensive review by the dean's office to confirm that all degree requirements have been fulfilled. The student's final graduation packet is forwarded to the Registrar's Office. The registrar performs the final degree certification. The business office confirms that all financial obligations to the university have been met. After academic and financial clearances have been confirmed, the Registrar's Office officially notes the degree earned date, degree, major and concentration on the academic transcript. The date of graduation is the last day of the month of the student's final term of enrollment.

Requirements in the Major

In addition to the general education requirement, B.S. students must complete at least 48 credit hours of required and elective coursework in the selected major, of which at least 20 credit hours must be upper-level learning (generally identified as 300 and 400 level courses). Each major has identified both required and elective courses.

Culminating Graduation Requirements

After meeting with an advisor and discussing the most appropriate option, the student selects and the advisor approves one of the following culminating graduation requirements.

- A capstone project (6-12 credit hours).
  OR

- A paper written as part of a core course in the major (no separate credit is awarded). **OR**
- Education majors have a third option: Two final capstone courses from which one paper is required (6-8 credit hours – 3-4 credit hours per course).

Electives
Of the 120 credits required for award of the degree, a maximum of 36 credits may be earned as general elective credit.

Credit Hour Requirement Summary

A student must earn a minimum of 120 semester credit hours with a minimum 2.00 cumulative grade point average, both in the major and during overall UI&U enrollment, in order to earn the Bachelor of Science degree. At least 30 semester credit hours must be courses taken while enrolled at Union Institute & University. The maximum credit from all sources other than UI&U sponsored courses is 90 credits. At least 32 semester credit hours must be upper level, of which 20 semester credits must be at the upper level in the major.

Semester Credit Hour Summary

Major	48 credit hour minimum
General Education	36 credit hour minimum
English Composition (2 courses minimum)	
Mathematics/Statistics (1 course minimum)	
Arts and Humanities (2 courses minimum – different disciplines)	
Social and Behavioral Sciences (2 courses minimum – different disciplines)	
Natural Sciences (2 courses minimum – different disciplines)	
Electives (not specific to the major or general education)	36 credit hour maximum
MINIMUM TOTAL	**120 semester credit hours**

General Education

Of the 120 credit hours required for award of the degree, at least 36 credits must be general education credits with a two credit minimum per course, distributed as follows:

- **English Composition (2 courses minimum):** Union Institute & University recognizes that an ability to interpret and express ideas in a coherent, organized manner is a competency necessary to responsible citizens, just as it is necessary in advanced college courses. At least two foundational courses that address English composition skills are required, at the conclusion of which students are expected to be able to use the basic mechanics of language effectively and to be able to write basic research papers.
- **Mathematics/Statistics (1 course minimum):** Union Institute & University values critical and creative thinking, a process that encompasses both creative exploration of ideas and analytical methods that support a position with appropriate evidence. At least one foundational course in mathematics and/or statistics is required, resulting in development of analytical thinking and quantitative reasoning.
- **Arts/Humanities (2 courses minimum, each in a different subject area):** Union Institute & University values critical thinking and the exploration of ideas and issues from multiple

perspectives. Foundational courses in the arts and humanities develop an ability to interpret, analyze, and evaluate ideas expressed by various cultures, whether in systems of thought or in works of art. At least two courses representing two different disciplines are required, selected from the following areas: art, film, music, theatre, literature, history, philosophy, ethics, and religion.

- **Social and Behavioral Sciences (2 courses minimum, each in a different subject area):** Union Institute & University recognizes a common need to understand the surrounding social fabric and to understand the contributions that people from diverse backgrounds and cultures have had on the development of society as a whole. Courses in the social and behavioral sciences address social and ethical issues confronting individuals, communities, governments, and institutions from a variety of disciplinary perspectives. Students develop a sense of global citizenship by reflecting on their own values and the values of others. At least two foundational courses are required, drawn from the following areas: anthropology, economics, history, political science, psychology, and sociology.
- **Natural Sciences (2 courses minimum, each in a different subject area):** Union Institute & University recognizes the importance of the processes that govern the natural world and the value of developing lifelong students who can understand scientific explanations and discoveries that impact us all. Foundational courses in the natural sciences provide not only content knowledge, but also engage undergraduate students in the process of inquiry used to demonstrate an understanding of the world as sets of interactive and interrelated systems. At least two science courses are required in different disciplines and selected from the following areas: biology, physics, environmental science, geology, physical geography, and chemistry, etc.

General Education Courses for the Bachelor of Science Program

The undergraduate faculty steering committee, faculty academic review committee and the provost approved the following UI&U courses offerings to satisfy Bachelor of Science general education credits:

Arts and Humanities Area
ART 110 Art Appreciation
ENG 144 Introduction to Poetry
ENG 146 Introduction to Fiction
ENG 150 Crime Fiction
ENG 205 A Survey of World Literature
FAR 101 Introduction to Film Studies
HUM 220 Folklore of Childbirth
MUS 101 Music Appreciation

PHI 110 Ethics and Social Responsibility
PHI 201 Introduction to Philosophy
PHI 210 Critical Thinking
REL 101 Introduction to Religion

English Composition Area
ENG 101 College Writing
ENG 102 Writing and Research
ENG 302 Rhetoric and Research

Mathematics/Statistics Area
MAT 101 College Mathematics
MAT 122 College Algebra
STAT 221 Statistics
STAT 322 Statistical Process Control and Improvement

Natural Sciences Area
BIO 221 Human Biology
ENV 201 Environmental Science
GEO 120 Introduction to Earth Science
PHS 110 Introduction to Physical Science
PHS 111 Introduction to Astronomy

Social and Behavioral Sciences Area
ANT 101 Introduction to Cultural Anthropology
ECO 221 Macroeconomics
ECO 222 Microeconomics
HIS 103 Western Civilization 1500-1815
HIS 104 Western Civilization 1815 -Present

HIS 105 U.S. History to 1865
HIS 106 U.S. History 1865-Present
POS 103 Introduction to Political Science
POS 201 American Government
PSY 101 Introduction to Psychology
SOC 101 Introduction to Sociology
SOC 203 Social Problems
SOC 204 Marriage and Family

Double Major / Double Degree

Double Major
A student who chooses to have two majors earning one degree must satisfy all requirements for each major simultaneously. No extra semester credit hours beyond the first minimum 120 credit hours for a degree are required.

Double Degree
A student choosing two majors and who elects to earn two separate degrees must earn a minimum of 30 semester hours in residency beyond the 120 credit hour minimum required for one baccalaureate degree. In this case, the student would need to earn a minimum of 150 semester hours.

Returning Alumni
Baccalaureate alumni returning to UI&U to earn a second major (not a second degree) need to complete the major's requirements in effect at the time of resuming course work for the second major. If a second UI&U degree is desired, the student must earn a minimum of 30 semester credit hours in residency beyond the first degree. The general education requirements will be waived if pursing a second UI&U degree.

Major Descriptions

Changes to Bachelor of Science Program Majors

The following B.S. program majors have been discontinued effective with the 2011-2012 University Catalog:

- Physical Education (K-12)
- Psychology

UI&U current students who declared one of the above majors for their B.S. degree plan may complete their program, if desired, based on major requirements as printed in the 2010-2011 University Catalog (available on the UI&U website).

In the 2011-2012 UI&U University Catalog, the following B.S. program majors have had their course requirements revised.

- Business Management (with the addition of an optional Hospitality Management concentration)
- Elementary Education (with the addition of an optional Early Childhood/Primary Education concentration)
- Emergency Services Management (with the addition of optional concentrations of Criminal Justice Management, Leadership and Public Administration)
- Social Work

UI&U current students who declared one of these majors for their B.S. degree plan may complete their program, if desired, based on the major requirements as printed in the 2010-2011 UI&U University Catalog (available on the UI&U website).

Bachelor of Science Major in Business Administration

Minimum Credit in the Major - 48 Credit Hours

The B. S. in business administration is designed to prepare students to be flexible, adaptable, and successful in pursuing careers in administration by stressing two key components that develop strong business acumen.

1. Skills – develop critical business skills in the important business functions of planning, organizing, leading, and controlling, as well as interpersonal communication, teamwork, critical thinking, and change management.
2. Theory – emphasize contemporary issues that promote a solid foundation in effective and efficient management principles, organization change, and development practices, as well as social, ethical, and moral issues when evaluating and formulating business decisions, and business strategy and policy.

This major will use the case study method to address current and future issues in both domestic and international business operations, thereby establishing a solid foundation of effective and efficient business principles.

Upon successful completion of the curriculum in the business administration major, students will be able to:

- Compare and contrast leadership and management styles.
- Prepare and explain the purposes of primary financial statements, e.g., income statements, balance sheets, statement of funds.
- Describe the accounting concepts used in planning and control operations.
- Define and explain the financial management concepts of capital structure theory, working capital management, common stock, bond issuance, and mergers and acquisitions.
- Define and discuss the functions of management in relationship with/to human resources, forecasting, inventory, organizational behavior, and organization management.
- Compare and contrast the alternative views of ethics and social responsibility strategies.
- Compare and contrast the classical and behavioral models of decision making.
- Describe the federal government's role in setting economic policies, e.g., economic growth, employment/unemployment, inflation, monetary policy, trade, tariffs.
- Describe and explain the following concepts: resource allocation, scarcity, competitive advantage, the market system, and the role of supply and demand.

REQUIRED AND ELECTIVE COURSES: All required courses are four credits unless otherwise noted.

Major Core Courses (required)

BUS 331	Business Ethics
BUS 232	Business Law
MGT 450	Strategic Management and Business Policy
MGT 343	Operations Management
STAT 322	Statistical Process Control and Improvement

In addition to the core courses, students must complete the following courses to earn a B.S. with a major in Business Administration:

ACC 235	Financial Accounting
ACC 236	Managerial Accounting
BUS 101	Introduction to Business
ECO 221	Macroeconomics (may be taken as a social science general education course)
ECO 222	Microeconomics (may be taken as a social science general education course)
FIN 326	Managerial Finance
MAT 122	College Algebra (may be taken as a mathematics/statistics general education course)
STAT 221	Statistics (may be taken as a mathematics/statistics general education course)

Major Electives: Students must complete a minimum of three additional courses from electives to complete the B.S. in Business Administration major.

HRM 323	Human Resource Management
MGT 425	Organizational Behavior and Culture
MGT 321	Principles of Management
MGT 344	Project Management
MIS 330	Software Business Planning
MKT 321	Principles of Marketing
BUS 100/200 300/400	Business Independent Studies (1-4 cr.) Each may be taken up to two times.
BUS 190/290 390/490	Business Special Topics (1-4 cr.) Each may be taken up to two times.

As part of course work in the major, every student will complete a culminating graduation requirement (CGR). The CGR requirement may be met by satisfactory completion of **one of the following:**

- BUS 499 Capstone (CGR) Learning Experience Project (6-12 credits within the 120).
  OR
- Research Paper (taken in a major core class – separate credit not awarded).

Bachelor of Science Major in Business Management

Concentrations in Marketing, Hospitality Management, Human Resource Management, or Information Systems
Minimum Credit in the Major - 48 Credit Hours

Description

The major in Business Management is designed to prepare students to be flexible, adaptable, and successful in pursuing careers in management by stressing three key components. The first component focuses on nurturing a "business sense" in that students will learn and examine the cross functional environment in which businesses operate and thrive. The second component delves into the "critical skills" students must develop in the important business world functions of planning, organizing, leading and controlling, in addition to essential interpersonal communication skills, teamwork, critical thinking and change management. The third key component is the emphasis on contemporary business issues analyzed through core and elective courses that promote a solid foundation in both theory and practice of effective and efficient management principles, organizational change, development practices, and the theory and practice of effectively addressing social, ethical and moral issues when evaluating and

formulating business decisions, strategy and policies. This major prepares students to be highly competitive in management positions in a global economy.

Students who choose the major in Business Management may complete a generalized program or may elect one of four concentrations within the major, with specific focuses as described below.

1. Hospitality Management (HPM): knowledge, skills, and concepts necessary for effective management in the hospitality industry including financial management and controls, legal issues, and contemporary management issues specific to the industry.
2. Human Resource Management (HRM): recruitment, retention, training and development, the legal aspects of human resource management, and performance management.
3. Management Information Systems (MIS): business knowledge, skills, and analytical techniques, and a systems perspective for integrating the computer within information management systems.
4. Marketing (MKT): knowledge, skills, and concepts necessary for effective performance in various functional areas of marketing (e.g., product development and marketing management).

Upon completion of the B.S. with a major in Business Management, students will be able to:

- Analyze leadership and management practices in organizations.
- Assess and evaluate effective management and leadership behaviors and their resultant ethical and social implications in professional practice.
- Demonstrate financial planning concepts and skills.
- Evaluate ethical and social implications in personal and professional organizational situations and practices.
- Advocate consistent organizational values by describing and bringing together a group of complex values, resolving conflicts between them, and building an internally consistent value system.
- Articulate how organizational policy and strategy impacts the local and global community.

Students completing the major with a concentration in Hospitality Management (HPM) will be able to:

- Discuss and evaluate various HPM functions, such as hospitality industry operations, legal issues, financial management and controls, and contemporary management issues in the hospitality industry.

Students completing the major with a concentration in Human Resource Management (HRM) will be able to:

- Discuss and evaluate various HRM functions such as recruitment, selection, development, training, performance management, and compensation.

Students completing the major with a concentration in Management Information Systems (MIS) will be able to:

- Discuss and evaluate various MIS functions, such as software and hardware development and selection, effectively working information technology projects, and the management of technology resources.

Students completing the major with a concentration in Marketing (MKT) will be able to:

- Discuss and evaluate various MKT functions, such as marketing management; global marketing research and analytical skill development; marketing strategy issues across national and international boundaries; and the decision-making process used to generate market research information.

Core Courses in the Major (required for all concentrations; 4 credit hours)
MGT 350 Management of Financial Resources
MGT 420 Theory and Practice of Leadership
MGT 425 Organizational Behavior and Culture
MGT 440 Social and Ethical Issues in Management
MGT 450 Strategic Management and Business Policy

The following general education courses are highly recommended:
ECO 221 Macroeconomics
ECO 222 Microeconomics

The remaining courses in the major constitute elective courses for students who choose a generalized program or core courses for each of the four concentrations. Students who choose a generalized program are encouraged to select their elective courses from across the four concentrations.

Course C = Core E = Elective	Generalized Program	HRM Concentration	MIS Concentration	MKT Concentration	HPM Concentration
HRM 316 Employee Selection & Staffing	E	E	E	E	E
HRM 323 Human Resource MGT	E	C	E	E	E
HRM 433 ORG Communication	E	C	E	E	E
MIS 322 MGT of ORG & Technology	E	E	C	E	E
MIS 325 Systems Anal & Design	E	E	C	E	E
MIS 326 Database MGT	E	E	C	E	E
MIS 327 Telecom /Networking	E	E	C	E	E
MIS 328 Information Security	E	E	C	E	E
MIS 330 Software	E	E	C	E	E

BUS Planning					
MIS 420 Project MGT & Change	E	E	C	E	E
MIS 422 Managing Info Resources	E	E	C	E	E
MKT 380 MKT Anal & Strategies	E	E	E	C	E
MKT 426 Global Marketing	E	E	E	C	E
MKT 430 Market Research	E	E	E	C	E
HPM 310 Hospitality Financial MGT	E	E	E	E	C
HPM 315 HPM Legal Environment	E	E	E	E	C
HPM 415 HPM Contemp. Issues	E	E	E	E	C
*MGT 100/200/300/400 Independent Studies	E	E	E	E	E
*MGT 190/290/390/490 Special Topics	MGT 190/290/390/490 Special Topics	MGT 190/290/390/490 Special Topics	MGT 190/290/390/490 Special Topics	MGT 190/290/390/490 Special Topics	MGT 190/290/390/490 Special Topics

*MGT Independent Studies (#100/200/300/400) may each be taken up to two times.
MGT Special Topics (190/290/390/490) may each be taken up to two times.

NOTE: To earn an MIS concentration, students must take a minimum of 4 MIS core courses.

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include: prior learning that meets program criteria for acceptance; general education courses (beyond those required by the program) and courses offered through other majors, following published syllabi; and/or individual designed courses developed by the student in consultation with a faculty advisor and submitted using the learning agreement form. All additional electives must be endorsed by the faculty advisor and the dean and documented in the approved degree plan prior to registration.

Culminating Graduation Requirement:
As part of course work in the business management major, every student will complete a culminating graduation requirement (CGR). The CGR requirement may be met by satisfactory completion of one of the following:

- MGT 499 Capstone (CGR) Learning Experience Project (6-12 credits within the 120)
  OR
- Research Paper (taken in a major core class – separate credit not awarded)

Bachelor of Science Major in Child Development

Minimum Credit in the Major - 48 Credit Hours

The major in Child Development focuses on the cognitive, social, affective, emotional, and physical development of children from birth through adolescence. Students study children's growth and development within familial, school, and societal contexts. The major provides students with a strong foundation and training in the field, building upon child development courses completed at the community college level. The major responds to recent government mandates; the "No Child Left Behind" initiative requires that all federally funded preschools/head start programs have teachers with a bachelor's degree by 2013.

This major is designed to prepare professionals to work with children, mostly in licensed daycare operations and preschool programs. There are, however, other options available to graduates. For example, graduates may choose to pursue a teaching credential, to work in social services, or to continue their education in graduate studies.

Upon completion of the major in Child Development, graduates will be able to:

- Differentiate and implement both formal and informal methods of student assessment, both process and product.
- Implement developmentally appropriate curriculum and instructional practices.
- Analyze current issues as related to programs for children.
- Construct a developmentally appropriate curriculum for children in a group setting.
- Compose appropriate techniques and learning activities for working with children.
- Examine state-mandated requirements of a childcare facility.
- Demonstrate familiarity with state-mandated health and safety requirements and processes.
- Evaluate environments to ensure that they meet the developmental needs of children.
- Differentiate and implement appropriate guidance techniques for working with children.
- Scrutinize developmental changes in children's cognitive, affective, social and emotional understanding, and how these influence early childhood education.
- Assess the need for individualization and develop strategies for meeting the needs of diverse children in the classroom.
- Emphasize the importance of integrating diversity and multiculturalism in developing curricula and managing child development programs.
- Discriminate between various stages and phases of human development: infancy, early childhood, middle-childhood, and adolescence.
- Analyze and evaluate the theoretical perspectives of developmental psychology.
- Define motivation and identify psychological motives in the lives of children.
- Synthesize current trends in the assessment of children based on the way the child's mind functions rather than on traditional views of learning that reflect solely a "mechanical" or rote view of human competence.
- Compare/contrast and critique the most recent classroom assessment methods for assessing not only what children know but also how they think, perform, and apply what they know in authentic, real-world contexts.

Core Courses in the Major (4 credits each)

CHD 309 Foundations of Child and Adolescent Development
CHD 310 Parent-Child Interactions
CHD 311 Family and Social Issues

CHD 410 Observation, Assessment, and Evaluation of the Child
CHD 411 Orientation to Professional Practice

Electives in the Major (4 credits each)
CHD 302 Principles of Human Behavior
CHD 303 Multicultural Issues in Child Development
CHD 304 The Exceptional Child
CHD 308 Development of the Adolescent
CHD 407 Cognitive Development of the Child and Adolescent
CHD 408 Administration and Supervision of Child Development Programs
CHD 409 Directed Teaching: Curriculum Development
CHD 412 Language Development of the Child
CHD 100/200 CHD Independent Studies (1-4 cr.). Each may be taken up to two times.
CHD 300/400
CHD 190/290 CHD Special Topics (1-4 cr.). Each may be taken up to two times.
390/490

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include: prior and certified learning that meets program criteria for acceptance; general education courses (beyond those required by the program) and courses offered through other majors, following published syllabi; and/or individually designed courses developed by the student in consultation with a faculty advisor and submitted using the learning agreement form. All additional electives must be endorsed by the major chair and the dean and documented in the approved degree plan prior to registration.

Culminating Graduation Requirement:
As part of course work in the major, every student will complete a culminating graduation requirement (CGR). The CGR requirement may be met by satisfactory completion of **one of the following:**

- CHD 499 Capstone (CGR) Learning Experience Project (6-12 credits within the 120)

OR

- Research Paper (Taken in a major core class – separate credit not awarded).

Bachelor of Science Major in Criminal Justice Management

Minimum Credit in the Major - 48 Credit Hours

In a university setting, criminal justice is the study of the system designed to detect, apprehend, detain, prosecute, adjudicate and potentially incarcerate persons accused of a crime. The major in criminal justice management prepares the student to become more competitive in the advancement to supervisory, management, and executive positions within the criminal justice system. The program was designed by academicians in the field of criminal justice and by experienced criminal justice professionals. The course work uses the backdrop of contemporary issues to examine the historical, theoretical and practical aspects of management within and between the various dynamic parts of the criminal justice system. The major focuses on organizational and management responses to policies, programs, personnel and technology. It is applicable to line personnel, supervisors, managers, and executives working within any part of the entire criminal justice system.

Upon completion of the major in Criminal Justice Management, students will be able to:

- Compare, contrast contemporary techniques for supervision, leadership and administration within a criminal justice organization.
- Summarize and interpret how current issues in the field of criminal justice impact organizations, personnel, and other stakeholders.
- Interpret applied ethical theories in a contemporary environment.
- Analyze and critique criminal justice policy and service delivery from a management point of view.

Core Courses in the Major (all upper division, 4 credits each)

CJM 303 Applied Ethics in Criminal Justice Management
CJM 306 Supervision in the Criminal Justice Field
CJM 307 Criminal Justice Management and Administration
CJM 409 Contemporary Issues in Criminal Justice Management
CJM 410 Criminal Justice Management Information Systems

Electives in the Major (all upper division, 4 credits each unless otherwise noted)

CJM 301 Writing for Criminal Justice Administrators
CJM 302 Research and Management Analysis Techniques for Criminal Justice Managers
CJM 304 The Role of Criminal Justice in Terrorism
CJM 305 Criminal Justice Organizational Management
CJM 408 Management of Criminal Justice Programs
CJM 411 Multicultural Issues for the Criminal Justice Manager
CJM 413 Critical Incident Management
CJM 100/200 300/400 CJM Independent Studies (1 - 4 cr) Each may be taken up to two times.
CJM 190/290 390/490 CJM Special Topics: (1-4 cr) Each may be taken up to two times.

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include: prior and certified learning that meets program criteria for acceptance; general education courses (beyond those required by the program) and courses offered through other majors, following published syllabi; and/or individually designed courses developed by the student in consultation with a faculty advisor and submitted using the learning agreement form. All additional electives must be endorsed by the major's chair and the dean and documented in the approved degree plan prior to registration.

Culminating Graduation Requirement:

As part of course work in the major, every student will complete a culminating graduation requirement (CGR). The CGR requirement may be met by satisfactory completion of **one of the following:**

- CJM 499 Capstone (CGR) Learning Experience Project (6-12 credits within the 120)

OR

- Research Paper (Taken in a major core class – separate credit not awarded).

Bachelor of Science Major in Early Childhood Studies

Minimum Credit in the Major - 48 Credit Hours

The importance of educating young children cannot be overstated in the present and for the future. This is especially true in light of welfare reform. The degree is even more imperative due to federal government regulations requiring that each day care center and each head start program have a director with a bachelor's degree.

The Bachelor of Science major in early childhood studies is designed to provide a vehicle for professionals in the field to directly apply their knowledge. The major promotes professionalism in the field and can only improve the development of young children.

Upon completion of the major in Early Childhood Studies, students will be able to:

- Define and describe the professional practices of the field.
- Apply these best practices in relating to and working with young children in a variety of educational settings and of varying capabilities.
- Apply these best practices in relating to and working with other partners in the educational process of the young—administrators, parents, extended families, communities, government agencies, and other partners in the early childhood studies field.
- Define, discuss and argue the ethical principles and aspects of all phrases of early childhood studies and demonstrate strategies for the practical implementation of those principles.
- Demonstrate competency in either direct service of the classroom or for administration in the early childhood setting.
- Advocate for young children and their families.

Core Courses in the Major (4 credits unless otherwise noted)

ECS 310	Professional Ethics for Early Childhood Studies
ECS 315	Multicultural Issues in ECE Today
ECS 320	The Exceptional Child
ECS 410	Working with Interdisciplinary Teams in the Early Childhood Setting
ECS 420	Intervention Strategies

Electives in the Major (4 credits unless otherwise noted)

ECS 280	Infant Toddler Programming
ECS 309	Basic Professional Practices Orientation in Early Childhood Studies
ECS 325	Language, Arts, and Literacy in Early Childhood Education
ECS 330	Effective Mechanisms for Working with Families, Communities and Organizations
ECS 405	Curriculum Development for Early Childhood Education
ECS 411	Classroom Management and Organization
ECS 412	Observation and Planning
ECS 430	Multicultural Education and Administration
ECS 440	Policy and Administrative Issues for Child Care Administrators
PSY 349	Cognition and Learning in Early Childhood
ECS 100/200 300/400	ECS Independent Studies (1-4 cr). Each may be taken up to two times.
ECS 190/290 390/490	ECS Special Topics (1-4 cr). Each may be taken up to two times.

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include: prior learning that meets program criteria for acceptance; general education courses (beyond those required by the program) and courses offered through other majors, following published syllabi; and/or individually designed courses developed by the student in consultation with a faculty advisor and submitted using the learning agreement form. All additional electives must be endorsed by the faculty advisor and the dean and documented in the approved degree plan prior to registration.

Culminating Graduation Requirement:
As part of course work in the major, every student will complete a culminating graduation requirement (CGR). The CGR requirement may be met by satisfactory completion of **one of the following:**

- ECS 499 Capstone (CGR) Learning Experience Project (6-12 credits within the 120)

OR

- Research Paper (Taken in a major core class – separate credit not awarded).

Bachelor of Science Major in Elementary Education

With an Optional Concentration in Early Childhood / Primary Education

Minimum Credit in the Major - 48 Credit Hours

The major in Elementary Education focuses on the theory and practice of learning and teaching at the elementary level and prepares individuals to teach in the elementary grades (K-6). The curriculum builds upon foundational courses in education and comprises a series of professional core and methods courses. Professional education requirements typically involve fieldwork at local public school sites and student teaching in the senior semester. This major also serves as an excellent foundation for students seeking to continue their professional development in education.

Students in the elementary education major are given the option to add a concentration in early childhood/primary education that satisfies the educational requirement for a Florida teaching certification endorsement in teaching pre-kindergarten/primary education. This would allow the student to seek employment working with children ages three to eight years old in a school or non-school setting.

Upon completion of the Bachelor of Science program, students will be able to:

- Express and interpret ideas clearly, using a variety of written, oral and/or visual forms.
- Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.
- Express ethical and social implications in their social, professional, artistic and/or scholarly practice.
- Articulate a perspective on the world and their place in the global community.

Upon completion of the major in Elementary Education, students will be able to:

- Identify relevant skills needed to help all children learn to their fullest potential.
- Adapt teaching to a wide range of diverse students.
- Create positive learning environments.

Upon completion of the major and the concentration in Early Childhood/Primary Education, students will also be able to:

- Apply research-based effective practices for classroom design and curriculum planning.
- Design developmentally appropriate curriculum in the areas of literacy, mathematics, science, and social studies for young children.
- Select and apply developmentally appropriate diagnostic assessment and evaluation tools in order to make instructional decisions about the educational needs for all children and their families.
- Examine age appropriate strategies for designing suitable behavioral and child management systems for prekindergarten/primary age children.
- Utilize ethical guidelines and professional standards in working with young children and their families.

Graduates of this major will meet the general standards for teachers established by the state of Florida.

- They will know and demonstrate competence in each of the 12 standards of the "Educator Accomplished Practices" (see B.S. Handbook).
- They will demonstrate mastery of the state's subject area specialization requirements in Language Arts, Reading and Writing, Mathematics, Social Science, Science and Technology, Music, Visual Arts, and Physical Education and Health.

Note: (All education courses may be taken for either three or four credits. A modified syllabus reflecting the four-credit amount of work will be provided.)

Foundations Courses in Education (3-4 credits each, total 15 credits)

EDU 317	Psychological Foundations of Education
EDU 330	Classroom Management
EDU 331*	Foundations and Practices in Teaching Reading
EDU 334	Educational Assessment
EDU 335	Effective Instructional Practices

Core Courses in the Major (3-4 credits each, total 30 credits)

EDU 307*	Sequential Developmental Skills and Concepts of Reading
EDU 308*	Recognition and Diagnosis of Reading Problems
EDU 309*	Methods and Materials to Improve Reading Performance
EDU 322	Content and Methods of Teaching Music in the Elementary School
EDU 323	Content and Methods of Teaching Art in the Elementary School
EDU 324	Content and Methods of Teaching Health and Physical Education in the Elementary School
EDU 325	Content and Methods of Teaching Mathematics in the Elementary School
EDU 326**	Content and Methods of Teaching Language Arts in Elementary School
EDU 327	Content and Methods of Teaching Science in the Elementary School
EDU 328	Content and Methods of Teaching Social Studies in the Elementary School

Courses in the Early Childhood/Primary Education concentration (A total of 18 credits is needed to complete this concentration.)

ECS 405	Curriculum Development for Early Childhood Education (4 credits)
ECE 410	Developmentally Appropriate Integrated Curriculum for Ages 3-5 (3 credits)
ECE 305	Health Nutrition and Safety of Young Children (2 credits)

ECE 310 Diagnosis, Assessment & Evaluation of Young Children (3 credits)
ECE 311 Child Guidance and Management of Classrooms with Young Children (3 credits)
ECE 312 Young Children with Special Needs and Their Families (3 credits)

Electives (3-4 credits each)
EDU 306 Curriculum Development
ENG 335** Children's Literature
ESOL 323 Methods of Teaching ESOL
ESOL 325 ESOL Curriculum and Materials Development
ESOL 324 Testing and Evaluation of ESOL Students
Also,
EDU 100/200 300/400 EDU Independent Studies (1-4 cr.). Each may be taken up to two times.
EDU 190/290 390/490 EDU Special Topics (1-4 cr.). Each may be taken up to two times.

*In the Elementary Education Major, core courses EDU 307, 308, and 309 substitute for EDU 331 Foundations and Practices in Teaching Reading.

** The Elementary Education elective ENG 335 Children's Literature may substitute for EDU 326.

NOTE: Depending on the number of credits a student needs to complete the degree, all education courses are offered the option to be selected for four (4) credits each. This does not change the number of credits needed to grant the degree for graduation.

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include: prior learning that meets program criteria for acceptance; general education courses (beyond those required by the program) and courses offered through other majors, following published syllabi; and/or individually designed courses developed by the student in consultation with her/his faculty advisor, and submitted using the learning agreement form. All additional electives must be endorsed by the faculty advisor and the dean and documented in the approved degree plan prior to registration.

Culminating Graduation Requirement:
Students meet the capstone requirement for the Bachelor of Science major in Elementary Education by satisfactorily completing **one of the following:**

- ***Student Teaching (12 credits total) which consists of***
  EDU 496 Capstone Foundations Workshop: Student Teaching Seminar (3 credits)
  EDU 499 Capstone Learning Experience: Student-Teaching (9 credits)
  OR
- ***Capstone Courses (3-4 credits each), two courses required***
  EDU 497 Contemporary Perspectives on Classroom Organization
  EDU 498 Historical, Philosophical and Contemporary Issues in Special Education
  OR
- ***Research Paper***
  (Taken in the final semester – separate credit not awarded).

NOTE: Upper-level prior learning examinations and certified learning credits are accepted by the state of Florida toward education major course requirements.

Bachelor of Science Major in Emergency Services Management

Optional Concentrations in Criminal Justice Management, Leadership or Public Administration
Minimum Credit in the Major - 48 Credit Hours

The Emergency Services Management (ESM) major provides UI&U students with an innovative option to obtain a Bachelor of Science degree uniquely tailored to meet the administrative requirements of careers in a rapidly growing industry. The curriculum covers general organizational, administration, and management topics including administrative challenges, legal and ethical issues, strategic plans, human resources, and productivity in a variety of emergency services organizations. Special focus will be on emergency and disaster preparedness, homeland security, and critical incident management. During the course of their studies, students will develop and strengthen the administrative capabilities and analytical skills crucial for implementation of appropriate and effective responses in federal, state and local organizations and agencies before, during, and after emergencies and disasters.

Students who choose the major in Emergency Services Management may complete a generalized program **or** may choose one of the following three concentrations within the major (12 credit hours), with specific focuses as described below:

- **Criminal Justice Management (CJM):** management, administration, contemporary issues in criminal justice management, and policies and practical interaction among local, state, and federal government agencies in emergency situations.
- **Leadership (LDS):** assessing and building leadership capacity and theory and practice of leadership, with special emphasis on leadership of change.
- **Public Administration (PUA):** administration, management, and leadership in a variety of public settings, such as federal, state, and local government, social services, law enforcement, public health, and emergency services.

Upon completion of the Bachelor of Science program with a major in Emergency Services Management, graduates will be able to:

- Evaluate principles of supervision and management for emergency services organizations.
- Analyze current issues that affect first response organizations and their strategic operations.
- Create an effective strategic plan in emergency and disaster situations.
- Evaluate how the individual components of emergencies and disasters interplay along the entire crisis and disaster spectrum of the human experience (i.e., legal, economic, ethical and human issues).
- Design critical decision-making skills needed to respond appropriately to emergency and disaster situations and community resources in any crisis situation.

Major Core Courses (All are 4 credit courses unless otherwise noted.)

ESM 401 Fiscal Management for Emergency Services Administrators
ESM 403 Emergency Services Administration
ESM 405 Legal, Economic, and Ethical Issues in Emergency Services
ESM 420 Critical Incident Management and Response
ESM 440 Homeland Security

Major Electives
Electives in the major will come from electives in this major or any UI&U B.S. program, from credits transferred from another institution, or from prior learning assessments and certified learning, or other acceptable advance credit options. Students will complete at least 28 credits in major electives.

ESM Major Electives	**(All are 4 credit hours unless otherwise noted)**
ESM/PSY 402	Organizational Psychology
ESM 406	Social Dimensions of a Disaster
ESM 410	Contemporary Issues in Emergency Services Management
ESM 412	Natural Disasters and Defense Planning
ESM 422	Emergency Services Technology
ESM 442	Terrorism and Extremism
ESM 444	Weapons of Mass Destruction
ESM 499	ESM Capstone Learning Experience Project
ESM 100/200/ 300/400	ESM Independent Studies (variable credit 1-4). Each may be taken up to two times.
ESM 190/290/ 390/490	ESM Special Topics (variable credit 1-4.) Each may be taken up to two times.

Concentration Required Courses – Criminal Justice Management (All are 4 credit hours unless otherwise noted.)

CJM 302	Research and Management Analysis Techniques for Criminal Justice Managers
CJM 305	Criminal Justice Organizational Management
CJM 306	Supervision in the Criminal Justice Field

Concentration Required Courses – Leadership (All are 4 credit hours unless otherwise noted.)

LDS 403	Assessing and Building Leadership Capacity
LDS 404	Leadership and Change
MGT 420	Theory & Practice of Leadership

Concentration Required Courses – Public Administration (All are 4 credit hours unless otherwise noted.)

PUA 320	Foundations of Public Administration
PUA 323	Case Studies in Public Administration
PUA 450	Business, Government and Society

Culminating Graduation Requirement
As part of course work in the major, every student will complete a Capstone Learning Experience (CGR). The CGR requirement may be met by satisfactory completion of one of the following:

- ESM 499 Capstone (CGR) Learning Experience Project (6-12 credits within the 120)
  OR
- Research Paper (Taken in a major core class – separate credit not awarded).

Bachelor of Science Major in Exceptional Student Education

(Grades K-12)
Minimum Credit in the Major - 48 Credit Hours

The major in Exceptional Student Education (ESE) focuses on the design and provision of teaching and other educational services to children with special learning needs or disabilities and prepares individuals to function as special education teachers in grades K-12. The major's content and requirements prepare students to teach in diverse and inclusive environments, serving both children and their families. Competencies and skills are aligned with those defined by the Florida Department of Education for certification in ESE. Course requirements address skills, understanding and a demonstration that students are able to perform. These include, but are not limited to, the following: provision for multiple methods of instruction to accommodate a broad range of student differences; implementation of a curriculum that enables our students to complete a program that emphasizes collaboration with families and other professionals; an understanding of statutes and policies that affect families' access to desirable services; and participation in several field experiences, which serve as the foundation from which theories about child development, learning, and the curriculum are applied.

Upon completion of the major in Exceptional Student Education, students will be able to:

- Create a set of modifications to help students with disabilities learn and participate in a wide-range of functional activities at home, school, work environment and the community.
- Identify, assess and prescribe programs for students with a wide range of disabilities.

Graduates in this major will meet the general standards for teachers established by the state of Florida:

- They will know and demonstrate competence in each of the 12 standards of the Educator Accomplished Practices (see B.S. Handbook).
- They will demonstrate mastery of the subject area specialization requirements for certification by the state including: foundations of ESE; assessment and evaluation; instructional practices; the transition process; design and implementation of a Positive Behavioral Support program; language and communication development; and teaching interpersonal interactions and participation skills.

NOTE: (All Education courses may be taken for either three or four credits. A modified syllabus reflecting the four-credit amount of work will be provided.)

Foundations Courses in Education (3 - 4 credits each)

EDU 317 Psychological Foundations of Education
EDU 330 Classroom Management
EDU 331 Foundations and Practices in Teaching Reading
EDU 334 Educational Assessment
EDU 335 Effective Instructional Practices

Core Courses in the Major (3 - 4 credits each)

ESE 321 Foundations of Exceptional Student Education (Completion of this course is a prerequisite for all other courses having the ESE prefix.)
ESE 322 Assessment of Exceptional Students
ESE 333 Teaching Social and Personal Skills to Exceptional Students
ESE 331 Educational Management of Exceptional Students

ESE 336 Individualized Education Plans: Planning and Implementing
ESE 337 Transition Planning
ESE 338 Family and Community Collaboration
ESE 339 Instructional Practices in Special Education
ESE 327 Language Development and Learning

Electives (3 - 4 credits each)
EDU 306 Curriculum Development
ESOL 321 Cross-Cultural Communication
ESOL 322 Applied Linguistics
Also,
ESE 100/200 300/400 ESE Independent Studies (1-4 cr.). Each may be taken up to two times.
ESE 190/290 390/490 ESE Special Topics (1-4 cr.). Each may be taken up to two times.

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include: prior learning that meets program criteria for acceptance; general education courses (beyond those required by the program) and courses offered through other majors, following published syllabi; and/or individually designed courses developed by the student in consultation with a faculty advisor and submitted using the learning agreement form. All additional electives must be endorsed by the faculty advisor and the dean and documented in the approved degree plan prior to registration.

Culminating Graduation Requirement:
As part of course work in the major, every student will complete a culminating graduation requirement (CGR). Students meet the capstone requirement for the Bachelor of Science major in Exceptional Student Education by satisfactorily completing **one of the following:**

- Student Teaching (12 credits total) Which consists of
  EDU 496 Capstone Foundations Workshop: Student Teaching Seminar (3 credits)
  EDU 499 Capstone (CGR) Learning Experience: Student-Teaching (9 credits)

OR

- Capstone Courses (3 - 4 credits each, two required)
  EDU 497 Contemporary Perspectives on Classroom Organization
  EDU 498 Historical, Philosophical and Contemporary Issues in Special Education

OR

- Research Paper (Taken in a major core class – separate credit not awarded).

Note: Upper-level prior learning examinations and certified learning credits are accepted toward education major course requirements.

Bachelor of Science Major in Leadership

with an Optional Concentration in Sport Management

Minimum Credit in the Major - 48 Credit Hours

Organizations and world dynamics have become increasingly complex in the past few decades. In response, leadership has developed into a popular field of study as a way to steer these

complexities in the most meaningful and just way. Theorists and practitioners in leadership studies engage their work, in part, so that better and more effective leaders are making a positive difference. As an extension of the university mission, the B.S. in Leadership will enable students to acquire and relate knowledge leading to the B.S. degree. It is a faculty-mentored/ student-designed multidisciplinary major grounded in leadership studies and chosen career path. This track is designed to provide a pathway to degree completion for prospective students who are interested in the academic foundation of leadership.

Students who choose the major in Leadership may complete a Sport Management concentration in the major. Sport Management focuses on the administrative, legal, ethical, and financial aspects of leadership in the sports field.

Upon completion of the major in Leadership, graduates will be able to:

- Identify various concepts of change as it relates to leadership in the professional environment.
- Analyze a variety of concepts and theories of leadership within their own professional practice experiences.
- Discuss and evaluate effective management and leadership behaviors and their implications in professional practice.
- Describe the connections between ethics and leadership, and relate ethical principles to issues in their chosen practice.

Core Courses in the Major (4 credits unless otherwise noted)

MGT 420	Theory and Practice of Leadership
MGT 425	Organizational Behavior and Culture
LDS 402	Ethics and Leadership
LDS 403	Assessing and Building Leadership Capacity
LDS 404	Leadership and Change

Major Electives (4 credits unless otherwise noted)

LDS 330	Leadership and Community
LDS 340	Non-Profit Leadership
LDS 405	Leadership and Fiscal Responsibility
LDS 410	Negotiation and Conflict Resolution
LDS 420	Strategic Planning for Leaders
LDS 430	Global Perspectives in Leadership
LDS 100/200 300/400	LDS Independent Studies (1-4 cr.). Each may be taken up to two times.
LDS 190/290 390/490	LDS Special Topics (1-4 cr.). Each may be taken up to two times.

Sport Management Concentration

Required classes in addition to the LDS core classes to obtain a concentration in Sport Management include (4 credit hours each):

SPM 315	Sport Administration & Organizational Theory
SPM 320	Economic & Fiscal Responsibility in Sport Management
SPM 410	Law & Ethics in Sport Management .

Culminating Graduation Requirement:
As part of course work in the major, every student will complete a culminating graduation requirement (CGR). The CGR requirement may be met by satisfactory completion of **one of the following:**

- LDS 499 Capstone (CGR) Learning Experience Project (6-12 credits within the 120)

OR

- Research Paper (Taken in a major core class – separate credit not awarded).

Bachelor of Science Major in Maternal Child Health:

Lactation Consulting

Minimum Credit in the Major - 48 Credit Hours

The Bachelor of Science in Maternal Child Health/Lactation Consulting provides an evidence-based program for the lactation professional. Graduates of the program have a strong foundation of research, evidence and skills and will be qualified to professionally counsel expectant mothers and mothers of young infants about best practices for the care and feeding of the young infant and may also be qualified to provide instruction for and/or make presentations to the medical profession (especially in a hospital setting), as well as community, governmental, and non-profit agencies. This program is designed for both experienced lactation professions and those who are new to the field.

This major is offered through a learning partnership with the Healthy Children Project, a non-profit research and education institution dedicated to improving child health outcomes through partnerships. Healthy Children Project's Center for Breastfeeding is the largest national provider of lactation management education for health care providers. Members of the Healthy Children faculty are leaders in the field who are recognized for their evidence-based scholarship as well as their clinical experience. Faculty serve in leadership positions in maternal and child health coalitions on the regional and national level. In addition, Healthy Children is a founding member of the United States Breastfeeding Committee (USBC) and an invited member of the United States Department of Agriculture (USDA) Breastfeeding Promotion Consortium.

Completion of the degree program requires that students complete five specified courses offered through the Healthy Children Project. The Healthy Children CLC course and the Advanced Issues in Lactation Consulting courses both have been designated as Nursing Skills Competencies through the American Nurses Credentialing Center. The certifications include Certified Lactation Counselor (CLC), Advanced Lactation Consultant (ALC) and Advanced Nurse Lactation Consultant (ANLC).

Upon completion of the Bachelor of Science in Maternal-Child Health-Lactation Consulting, students will be able to

- Explain and apply the major terms, methods, concepts and/or theories relevant to Maternal Child Health: Lactation Consulting.
- Identify, analyze and evaluate scientific research findings related to the methods, concepts, theories and practice of maternal child health and lactation consulting.
- Apply the principles of bio-medical ethics, lactation science and related disciplines in the provision of breastfeeding counseling and adult education services.
- Apply critical thinking and problem solving methods to correctly identify and assess for contributing factors and causes of breastfeeding management problems.

- Develop and describe an appropriate individualized and client centered plan, assist in the implementation of the plan, evaluate the effectiveness of the plan, and appropriately document client interactions.
- Communicate with clients and members of the health care team in a professional, integrated, interdisciplinary and culturally competent manner.

Core Courses in the Major

The following five required courses are based on courses offered by the Healthy Children Project. They have been approved by Union Institute & University with the credit recommendations as indicated. Credit will be awarded upon meeting all of the required course participation regulations and the student must pass all required skills competencies. Students may need to travel to attend these Healthy Children courses. After the face-to-face portion of the courses has been completed, students have 60 days to complete the Enhanced Learning Project (a project that is completed). Healthy Children credits are awarded through Union Institute and University and appear on the student's transcript as transfer credit.

MCH 330	Lactation Counseling: A Certificate Training Program	3 cr
MCH 331	Maternal & Infant Assessment	2 cr
MCH 332	Applied Teaching Methods in Lactation Education for Health Professionals (Learn to Teach the 20 Hour Course)	2 cr
MCH 430	Developing & Implementing Evidence-Based Clinical Practices	2 cr
MCH 431	Advanced Issues in Clinical Lactation Practice	3 cr

In addition to these five Healthy Children courses and the required course competencies, the following core courses must be taken while enrolled at Union Institute & University.

MCH 220	Foundations of Maternal Child Health	4 cr

Internships or Practicum

MCH 460	Internship	2-4 cr
MCH 389	Practicum & Professional Issues in Lactation	2 cr

Electives

NUT 223	Introduction to Nutrition	4 cr
HUM 220	Folklore of Childbirth (may be taken as an arts & humanities general education course)	4 cr
MCH 221	Interdisciplinary Foundations of Lactation Consulting	4 cr
MCH 320	Birth and Breastfeeding	4 cr
MCH 321	Developing a Lactation Support and Service Program	4 cr
MCH 323	Maternal-Infant Nutrition`	4 cr
MCH 324	Skills & Strategies for Breastfeeding Problem Solving `	4 cr
MCH 325	Social and Cultural Issues in Health Care	4 cr
MCH 326	Human Milk for the Preterm/Hospitalized Infant	4 cr
MCH 389	Practicum and Professional Issues in Lactation	2 cr
PSY 380	Mood Disorders in the Perinatal Period	4 cr
MCH 427	Politics of Breastfeeding	2 cr
MCH 452	Bio-medical Ethics for the Lactation Service Provider	4 cr
MCH 453	Research Methods and Statistics in Lactation	4 cr
MCH 499	Capstone (CGR) Project	6-8 cr

MCH 100/200 MCH Independent Studies (1-4 cr). Each may be taken two times.

300/400
MCH 190/290 MCH Special Topics (1-4 cr.). Each may be taken up to two times.
MCH 390/490

Students who are interested in qualifying for the IBLCE exam can add the required background courses into their individual degree plan; refer to the MCH chair and/or faculty advisor. Students who are planning to qualify for pathway 2 are also required to plan and complete a 300-hour internship (four credits) in their own community. There are additional requirements for the IBLCE exam which are not part of the degree, but students need to show proof of completion to the MCH advisor before graduation. For exam requirements, see http://www.iblce.org/. It is the student's responsibility to be sure that all exam requirements are met.

Culminating Graduation Requirement
In addition to the major course work, every student will complete a Culminating Graduation Requirement Capstone Project (MCH 499). The CGR Capstone is expected to demonstrate a comprehensive understanding of their primary field of study and offer an opportunity to develop a project to present to future employers and/or opportunities to present and publish.

Bachelor of Science Major in Public Administration

Optional Concentrations in Business Management, Criminal Justice Management, Emergency Services Management, or Leadership
Minimum Credit in the Major - 48 Credit Hours

The Bachelor of Science major in Public Administration is designed to prepare students seeking to advance their careers in the public sector. The major focuses on the theory and practice of administration, management, and leadership in a variety of public settings, such as federal, state, and local government, social services, law enforcement, public health, and emergency services.

Students gain understanding of the structure and functions of public sector organizations; the processes involved in developing, implementing, and evaluating public policies; the methods used to strategically improve public sector organizations; and the ethical and social considerations in the administration, management, and leadership of effective public sector organizations.

Students who choose the major in Public Administration may complete a generalized program **or** may choose one of the following four concentrations within the major, with specific focuses as described below:

- Business Management (MGT): principles of management, project management, and strategic planning.
- Criminal Justice Management (CJM): management, administration, contemporary issues in criminal justice management, and policies and practical interaction among local, state, and federal government agencies in emergency situations.
- Emergency Services Management (ESM): emergency services administration, contemporary issues in emergency services management, and homeland security.
- Leadership (LDS): assessing and building leadership capacity and theory and practice of leadership, with special emphasis on leadership of change.

Upon completion of the major in Public Administration, students will be able to:

- Evaluate financial planning concepts and skills in the public sector.
- Compare and contrast methods used to strategically improve public sector organizations.
- Evaluate the practicalities of political and social policymaking.
- Evaluate ethical and social implications in personal and professional organization situations and practices.
- Appraise current issues and problems in constitutional law, society's response to social problems, and the administration and management of social agencies.

Students completing this major with a concentration in Business Management will be able to:

- Evaluate various business management topics, such as management principles, project planning, and strategic planning.

Students completing this major with a concentration in Criminal Justice Management will be able to:

- Evaluate various criminal justice management topics, such as management, administration, contemporary issues, and policies and practical interaction among local, state, and federal government agencies in emergency situations.

Students completing this major with a concentration in Emergency Services Management will be able to:

- Evaluate various emergency services management topics, such as emergency services administration, contemporary issues in emergency services management, and homeland security.

Students completing this major with a concentration in Leadership will be able to:

- Evaluate various leadership topics, such as assessing and building leadership capacity, the theory and practice of leadership, and leadership of change.

Core Courses in the Major (required for the generalized major and for all concentrations; all are four-credit upper- level courses)

PUA 350 Financial Management in the Public Sector
PUA 402 Organization Development and Strategic Change
PUA 404 Public Administration Practices and Policies
PUA 440 Social & Ethical Issues in Public Administration
PUA 452 Administrative Law

The remaining courses in this major constitute elective courses for students who choose the generalized program or required elective courses for each of the three concentrations. Students who choose a generalized program are encouraged to select their elective courses from across the three concentrations. (All are four-credit upper-level courses, with the exception of PUA Independent Studies and/or PUA Special Topics which are variable credit of 1-4 credits.)

Course	Business Management Concentration	Criminal Justice Management Concentration	Emergency Services Management Concentration	Leadership Concentration
MGT 321 Principles of Management	Required Elective	Elective	Elective	Elective
MGT 344 Project Management	Required Elective	Elective	Elective	Elective
MGT 450 Strategic Mgt. & Business policy	Required Elective	Elective	Elective	Elective
CJM 307 Criminal Justice Mgt. and Administration	Elective	Required Elective	Elective	Elective
CJM 409 Contemporary Issues in CJM Mgt.	Elective	Required Elective	Elective	Elective
CJM 413 Critical Incident Management	Elective	Required Elective	Elective	Elective
ESM 403 Emergency Services Administration	Elective	Elective	Required Elective	Elective
EMS 410 Contemporary Issues in Emergency Service Mgt.	Elective	Elective	Required Elective	Elective
EMS 440 Homeland Security	Elective	Elective	Required Elective	Elective
LDS 403 Assessing and Building Leadership Capacity	Elective	Elective	Elective	Required Elective
LDS 404 Leadership & Change	Elective	Elective	Elective	Required Elective
MGT 420 Theory & Practice of Leadership	Elective	Elective	Elective	Required Elective

PUA 320[7] Foundations of Public Administration	Elective	Elective	Elective	Elective
PUA 323 Case Studies In Public Administration	Elective	Elective	Elective	Elective
PUA 333 Cultural Diversity in Public Administration	Elective	Elective	Elective	Elective
PUA 450 Business, Government, & Society	Elective	Elective	Elective	Elective
*PUA 100/200/300/400 Independent Studies (1-4 credits)	Elective	Elective	Elective	Elective
*PUA 190/290/390/490 Special Topics (1-4 credits)	Elective	Elective	Elective	Elective

*PUA Independent Studies (100/200/300/400) may each be taken up to two times.
*PUA Special Topics (190/290/390/490) may each be taken up to two times.

Culminating Graduation Requirement:
As part of course work in the major, every student will complete a Culminating Graduation Requirement (CGR). The CGR requirement may be met by satisfactory completion of **one** of the following:

- PUA 499 Capstone (CGR) Project (6-12 credits within the 120)
  OR
- A Research Paper (taken in a major core class – separate credit not awarded).

Bachelor of Science Major in Secondary Education

Concentrations in English, Mathematics, Science, or Social Science
Minimum Credit in the Major - 48 Credit Hours

The Bachelor of Science major in Secondary Education focuses on the theory and practice of learning and teaching at the secondary school level and prepares individuals to teach students in grades six through 12. The major is designed to meet teaching certification requirements for

[7] PUA 320 is highly recommended as a Public Administration "foundations" course. If not transferred in, it should be taken as an elective.

these grades, including a minimum of 30 credit hours in the teaching field and at least 15 credit hours in educational foundations courses. Student teaching is the highly recommended capstone learning experience. Four concentrations (teaching areas) are available within this major:

- English
- Mathematics
- Science
- Social Science

Upon completion of the major in Secondary Education, graduates will be able to:

- Identify the skills needed to help adolescents learn to their fullest potential.
- Prepare content specific lessons adapted to a diverse student population.
- Design active learning experiences to foster independent learning.

Secondary English Concentration Learning Outcomes

Demonstrate proficiency in:

- The English language.
- Effective writing.
- Ability to use the reading process to help students construct meaning from a wide range of selections.
- Effective methods for teaching literature, integrating language arts, and writing.

Secondary Mathematics Concentration Learning Outcomes

Demonstrates proficiency in:

- An understanding of the nature of mathematics.
- The knowledge of diverse areas in mathematics such as algebra, analysis, and applied mathematics.
- The ability to use the methods of mathematics in problem solving.
- The use of appropriate technology to solve mathematical problems.
- Understanding the nature of proofs and its relationship to mathematics.
- Explaining the importance of mathematics to a literate society.
- Recognizing the connection between mathematics and other disciplines.

Secondary Science Concentration Learning Outcomes

Ability to articulate:

- Structure and behavior of matter.
- Energy and its effects.
- Space science.
- The process of life.
- The effects of physical and biological factors on the environment.

Demonstrate proficiency in:

- Proper management of classroom and laboratory equipment.
- Process skills and application of scientific inquiry.

Secondary Social Science Concentration Learning Outcomes

Ability to articulate:

- Understanding of the various social science content areas of: geography, economics, political science, world history, American history

Demonstrate proficiency in:

- The methods of providing effective teaching.

Graduates in this major in Florida will meet the general standards for teachers established by the state of Florida. They will know and demonstrate competence in each of the 12 standards of the Educator Accomplished Practices **(see B.S. Student Handbook).**

NOTE: (All education courses may be taken for either three or four credits. A modified syllabus reflecting the four-credit amount of work will be provided.)

COURSES IN THE MAJOR

Foundations Courses in Education (3 - 4 credits each)

EDU 317	Psychological Foundations of Education
EDU 330	Classroom Management
EDU 331	Foundations and Practices in Teaching Reading
EDU 334	Educational Assessment
EDU 335	Effective Instructional Practices

Culminating Graduation Requirement:

As part of course work in the major, every student will complete a culminating graduation requirement (CGR). Students meet the capstone requirement for the Bachelor of Science major in Secondary Education by satisfactorily completing **one of the following:**

- Student Teaching (12 credits total) which consists of:
  EDU 496 Capstone Foundations Workshop: Student Teaching Seminar (3 credits)
  EDU 499 Capstone (CGR) Learning Experience: Student-Teaching (9 credits)

OR

- Capstone Courses (3-4 credits each, two required)
  EDU 497 Contemporary Perspectives on Classroom Organization
  EDU 498 Historical, Philosophical and Contemporary Issues in Special Education

OR

- Research Paper (Taken in a major core class – separate credit not awarded).

Courses in the Concentration

Foundational Course in the Concentration (3-4 credits)

English	Mathematics	Science	Social Science
EDU 343 Methods of Teaching Language Arts in Secondary School	EDU 337 Methods of Teaching Secondary Mathematics	EDU341 Methods of Teaching Secondary Science	EDU342 Methods of Teaching Secondary Social Science

Core Courses in the Concentration

The four-credit courses in the concentrations are general education courses. They may be taken as three-credit courses with the approval of the faculty advisor and the dean, following appropriate adjustments to the course syllabus and provided that the student meets the Bachelor of Science program's 36 minimum credit hour requirement in general education.

English 3-4 credits	Mathematics 3-4 credits	Science 3-4 credits	Social Science 3-4 credits
ENG 321 Western World Literature	MAT 122 College Algebra **or** MAT 101 College Mathematics (both MAT 101 and 122 are 4 credit general education courses)	BIO 101 Intro to Biology	ECO 201 Survey of Economics
ENG 322 British Literature I	STAT 221 Statistics (4 credit general education course) (Statistics must include Probability)	CHE 101 Intro to Chemistry	GEG 101 Introduction to Geography
ENG 323 British Literature II	MAT 201 Calculus I (may substitute for MAT 307 Business Calculus)	GEO 120 Intro to Earth Science (4 credit general education course)	HIS 103 Western Civilization: 1500-1815 (4 credit general education course)
ENG 331 American Literature	MAT 202 Calculus II	ENV 201 Environmental Science (4 credit general education course)	HIS 104 Western Civilization 1815-Present (4 credit general education course)
ENG 345 The Short Story	MAT 205 Geometry	GEO 301 Earth Materials	HIS 321 American History: Federalist Period
ENG 380 Advanced English Grammar	MAT 226 Trigonometry	PHS111 Intro to Astronomy (4 credit general education course)	HIS 322 American History: Reconstruction
ENG 391 Oral Interpretation	MAT 304 Linear Algebra	PHY 121 Intro to Physics	HIS 325 African History
ENG 424 Shakespeare and His Plays		SCI 322 Oceanography	HIS 342 Latin American History
SPE 201 Public Speaking		PHS 301 Meteorology	POS 201 American Government (4 credit general education course)
			PSY 101 Intro to Psychology (4 credit general education course

Concentration Elective Courses (3-4 credits)

English	Mathematics	Science	Social Science
EDU 345 Curriculum Development of Secondary English	Must complete a minimum of three additional courses from the electives to complete the major.	EDU 346 Curriculum Development of Secondary Science	EDU 347 Curriculum Development of Secondary Social Science
ESOL 321 Cross Cultural Communication	MAT 306 Discrete Mathematics	PHI 301 Philosophy of Science	SOC 101 Intro to Sociology (4 credit general education course)
	STAT 323 Regression Analysis		
	MAT 305 History of Mathematics		
	STAT 321 Advanced Statistics and Probability		
	MAT 307 Business Calculus		
	MAT 302 Differential Equations		

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include: prior learning that meets program criteria for acceptance; general education courses (beyond those required by the program) and courses offered through other majors, following published syllabi; and/or individually designed courses developed by the student in consultation with a faculty advisor and submitted using the learning agreement form. All additional electives must be endorsed by the faculty advisor and the dean and documented in the approved degree plan prior to registration.

Note: Upper-level prior learning examinations and certified learning credits are accepted by the state of Florida toward education major course requirements.

Bachelor of Science Major in Social Work

Minimum Credit in the Major - 48 Credit Hours

Description

The Bachelor of Science major in Social Work prepares students for generalist practice with individuals, families, groups, communities, and organizations. The program engages students in a real-world approach and close mentoring relationships that foster professional development. It provides grounding in social work knowledge, values, and competency skills, with an emphasis on evidence-based practice. The major concentration requires knowledge about human behavior and the social environment, social welfare policy and services, multicultural social work, human diversity, social and economic justice, social work ethical standards, strengths-based practice, and research. The field practicum exposes students to clinical processes, generalist methods, and interventions used in a variety of public and private sector, community-based organizations. Professional practice settings include: social services, child welfare, health, youth and education, medical, mental health, addictions, long-term care, corrections, and juvenile justice. The curriculum adopts the national *Educational Policy and Accreditation Standards* (2008) published by the Council on Social Work Education, although the social work major is not a CSWE-accredited program. For students interested in pursuing graduate study, the curriculum satisfies the educational requirements for admission to full-time or part-time master's degree programs in social work.

Upon completion of the Bachelor of Science program, students will be able to:

- Express and interpret ideas clearly, using a variety of written, oral and/or visual forms.
- Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.
- Express ethical and social implications in their social, professional, artistic and/or scholarly practice.
- Articulate a perspective on power in the world and their own place in the global community.

Upon completion of the major in Social Work, students will be able to:[8]

- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.

[8] Council on Social Work Education (2008). Educational Policy and Accreditation Standards, Core Competencies, 2.1 – 2.1.10, pp. 3-7.

- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Core Courses in the Major (4 credits unless otherwise noted)

SOW 322 Human Behavior and the Social Environment I & II (16 weeks)
SOW 323 Generalist Practice I: Social Work Practice with Individuals
SOW 324 Generalist Practice II: Social Work Practice with Families
SOW 345 Generalist Practice III: Social Work Practice: Communities and Organizations
SOW 327 Ethical Issues in Social Work
SOW 329 Multicultural Issues in Social Work
SOW 370 Research Methods in Social Work I
SOW 470 Research Methods in Social Work II
SOW 450 Social Welfare Policy Analysis

Electives in Social Work (Upper level, 4 credits unless otherwise noted)

SOW 101 Introduction to Social Work
SOW 425 Introduction to Social Welfare Policy & Issues
SOW 100/200 300/400 SOW Independent Studies (1-4 credits). Each may be taken up to two times.
SOW 190/290 390/490 SOW Special Topics (1-4 credits). Each special topics number may be taken up to two times.

Students without pre-professional credits in the major concentration from social work programs accredited by CSWE must enroll in SOW 101: Introduction to Social Work and SOW 425: Introduction to Social Welfare Policy and Issues. Additional electives may be accepted when appropriate to the major. Acceptable elective learning may include prior learning that meets program criteria for acceptance; general education courses (beyond those required by the program); and/or independent study arranged by the student in consultation with a faculty advisor and submitted using the learning agreement form. All additional electives must be endorsed by the faculty advisor and the dean and documented in the approved degree plan prior to registration. **The Bachelor of Science major in Social Work at Union Institute & University does not grant social work course credit for life experience or previous work experience.**

Culminating Graduation Requirement (CGR)

Social Work Field Practicum
The student will demonstrate the core competencies through completion of a minimum of 400 hours of field education and participate in SOW 489: Field Integrative Seminar. The field practicum complies with CSWE accreditation standards for baccalaureate programs and includes the following courses:

SOW 487 Social Work Field Practicum I (2 credits)

SOW 488 Social Work Field Practicum II (2 credits)
SOW 489 Social Work Field Integrative Seminar (2-4 credits)

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

- Students may complete the field practicum courses, SOW 487 and SOW 488, within a single semester (sixteen weeks), attend their field placement assignment for a minimum of 25 hours per week, and maintain concurrent enrollment in SOW 489.
  OR
- Students may enroll in the field practicum courses during two consecutive semesters, participate in field placement for a minimum of 12.5 hours per week, and enroll in SOW 489 for two consecutive semesters.

NOTE: Upper-level prior learning examinations and certified learning credits are not accepted toward social work major course requirements.

Social Work Licensure

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.

In Ohio, the UI&U Bachelor of Science degree in the social work major fulfills the educational requirements for the "pre-approval" application. To qualify for licensure, students must pass the Association of Social Worker Boards (ASWB) "Bachelor" Examination.

For information about social work certification and licensing:

Ohio Counselor, Social Worker, and Marriage and Family Therapist Board
http://www.cswmft.ohio.gov/swlicen.stm

Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling

http://www.doh.state.fl.us/mqa/491/index.html

Indiana Behavioral Health and Human Services Licensing Board

http://www.in.gov/pla/social.htm

Kentucky Board of Social Work

http://finance.ky.gov/ourcabinet/caboff/OAS/op/socwkbd/swbdappfor.htm

North Carolina Social Work Certification and Licensure Board (NCSWCLB)

http://70.61.113.172/certification.asp

Michigan Board of Social Work
http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27554-70397--,00.html

Texas Board of Social Worker Examiners
http://www.dshs.state.tx.us/SocialWork/sw_checklist.doc

Course Descriptions

[Department PREFIX] #100/200/300/400	Independent Studies	(variable 1-4 credit hours)
Each department prefix and course # may be taken up to two times. An independent study course may be proposed by the student in order to complete an in-depth study of a topic not covered by current course offerings. Independent Study is a formalized learning experience that is completed through a learning agreement, under the supervision of a university faculty member. Learning agreements must be proposed and approved by the faculty member in advance of registration. Students are limited to two (2) independent study courses per department prefix and course number.		
[Department Prefix] #190/290/390/490	Special Topics	(variable 1-4 credit hours)
Special Topics are individualized, special interest courses selected by the student, working with the faculty advisor. Students are limited to two (2) special topics courses per department prefix and course number.		

ACC	235	Financial Accounting	4 credit hours
Introduction to the accounting cycle with emphasis on the preparation and interpretation of primary financial documents, including income statement, balance sheet, and statement of funds.			
ACC	236	Managerial Accounting	4 credit hours
The course focuses on the analysis and interpretation of accounting concepts and on the internal use of accounting information in the managerial decision-making process especially in planning and control operations.			
ANT	101	Introduction to Cultural Anthropology	4 credit hours
Cultural Anthropology covers the unity and diversity of human societies, including the study of culture change; adaptability; innovation and group processes; communication and language acquisition; the life cycle; religion and symbolism; variations in political and economic systems; kinship; ecology; large-scale social phenomena and subsistence patterns. (satisfies general education credit in the Social and Behavioral Science area)			
ART	110	Art Appreciation	4 credit hours
This course explores the themes, design elements and principles, various media, and history of art. Students will develop their own aesthetic values through exposure to the treasure house of art throughout the past and around the world and will gain an understanding of the social contexts in which works of art are created (satisfies general education credit in the Arts and Humanities Area).			
BIO	101	Introduction to Biology	3-4 credit hours
This course explores major concepts of biology and the scientific methods of investigation employed by biologists. Topics include principles of cellular life, inheritance, and evolution; structure and function of plants and animals; and ecology and behavior.			
BIO	221	Human Biology	4 credit hours
This course presents an introduction to the structure and function of tissues and organs of the human body. Topics include human tissues, organs and organ systems, genetics, microbiology and immunology (satisfies general education credit in the Natural Science Area).			

BUS	101	Introduction to Business	4 credit hours
The course is directed toward the recognition and understanding of how businesses operate in both the United States and in global environments. It covers the basic aspects of opening a business, discusses the management techniques of leadership, motivation, and employee empowerment. The course also presents necessary business information on financial management, the forms of business ownership, and entrepreneurship. The basic concepts of human resource management, the ethical and social responsibility issues facing today's business manager, and the necessity of producing quality goods and services are discussed in detail.			
BUS	232	Business Law	4 credit hours
The course provides an overview of how Federal, State, and Local laws impact corporations, entrepreneurs, small businesses, and not-for-profit organizations. It focuses on the origin and nature of business law, the UCC, contracts, negotiable instruments, intellectual property, and computer law, as well as the legal definition of crimes and torts.			
BUS	331	Business Ethics	4 credit hours
The course examines individual and corporate interaction moral behavior with respect to society and is designed to help the student understand why clear standards of behavior are necessary to distinguish right from wrong behavior in the work place and the surrounding environment. The course also describes the extent to which a business person's behavior measures up to legal standards, organization policies, professional and trade association codes, and popular expectations.			
BUS	499	Capstone (CGR) Learning Experience Project	6-12 credit hours
The project draws upon all of the student's previous experience, both academic and experiential, bringing together the theoretical and practical knowledge attained over the course of the program, especially as it pertains to the major. The project will result in a major paper, article, work of art, training manual, or other product that not only provides the student with lasting educational enrichment but also develops and demonstrates background and expertise.			
CHD	302	Principles of Human Behavior	4 credit hours
This course is designed to introduce the principles of human development. Includes exploration of social/emotional development (brain development, attachment, and social skills) from the time of conception through birth, early and middle childhood, and early and late adolescence, beginning with the metamorphosis of cells at conception and continues through intricate changes related to growth and aging. Students will investigate theories and scientific evidence including laboratory and field studies.			
CHD	303	Multicultural Issues in Child Development	4 credit hours
In this course, students will explore child development from a comparative perspective, considering race, gender, and disabling conditions as dimensions of diversity. Students will examine cross-cultural research and challenge the contemporary theories of child development and the implications for educational theory and practice. Students will examine cultural and family factors that shape and influence the contexts in which children develop. They will also participate in the development of multicultural curriculum activities, materials and environments for children with a special emphasis on applying multicultural education principles to curriculum planning.			
CHD	304	The Exceptional Child	4 credit hours
This course covers an analysis of the wide spectrum of abilities and disabilities of the special needs child, as these needs range from education needs to parent and family needs. The course focuses on understanding the child and will integrate information on the specific needs of the person that include learning disabilities, emotional and behavioral disorders,			

communication disorders, hearing impairment, visual impairment, physical disabilities, and giftedness (often not thought of as a component to the area of special needs).			
CHD	308	Development of the Adolescent	4 credit hours
This course analyzes the biosocial, cognitive, psychosocial, and growth of the self that occurs during the phase of human development that is commonly referred to as adolescence. Students will investigate some definitions of puberty and a historical understanding of adolescence. Students will gain an understanding of the adolescent in their home, school, and social environment. A more comprehensive analysis of adolescent intellectual, brain, physical, and social development will be available that may help us explain the many stereotypes cast onto adolescent life. This course also investigates theories, scientific evidence and personal insight. This course finally challenges misconceptions, misperceptions, misrepresentations, and the misreading of adolescent development, especially those relating to raising and living with adolescents and our relationships with them. In challenging our basic ideas and beliefs, we come to find the fictions inherent in them and more importantly come to a much different understanding of this time of human development.			
CHD	309	Foundations of Child and Adolescent Development	4 credit hours
This course incorporates a survey of the foundations of child and adolescent development through theories, practice, and research and discussion of the most important cognitive, physiological, psychological, social, moral/ethical, and emotional development from childhood to adolescence.			
CHD	310	Parent-Child Interactions	4 credit hours
Students will investigate diverse kinds of parenthood and the effects of factors, such as, socio-economic status, diverse cultures, lifestyles, exceptionalities, age and family type on parenting from various perspectives. They will review research and other kinds of literature concerning parenting. At the end of the course, students should be able to improve their personal parenting techniques, recognize and analyze problematic parenting situations and develop the skills necessary to become effective parenting coaches for others.			
CHD	311	Family and Social Issues	4 credit hours
In this course, students will explore the social context of contemporary family issues, considering family history, family violence and abuse, divorce, single-parenting, work families, non-traditional families, and other relevant issues.			
CHD	407	Cognitive Development of the Child and Adolescent	4 credit hours
This course is designed to support scientific study of children from conception to adolescence, including intellectual changes and processes that a child experiences and a focus on the development of thought, language, emotions, personality, and social relationships. The principles and theories that underlie child learning are also emphasized.			
CHD	408	Administration and Supervision of Child Development Programs	4 credit hours
This course provides an overview of child development program operations, including legal and professional standards. Students will explore licensing and accreditation standards in relation to an existing child development center. Students will gather information about the management processes of child development programs including the selection and management of staff, planning and supervision of programs. They will also research fiscal and legal structures and community outreach programs.			
CHD	409	Directed Teaching: Curriculum Development	4 credit hours
This course provides an overview of child development education theory, history, philosophy and psychology. Students will study guidance practices that support the development of children including the relationship of developmental theories to guidance practices. Students will examine the principles involved in planning, implementing and evaluating developmentally			

appropriate curriculum. Students will participate in the development of curriculum based on the needs and interests of children in group care. Curriculum will be emphasized keeping in mind concepts, objectives and instructional techniques for developmentally appropriate experiences for the child. Learning activities for all curriculum areas are included. This course will provide instruction on what the teacher's role will be in providing an environment that fosters optimal growth and development of the individual child.			
CHD	410	Observation, Assessment, and Evaluation of the Child	4 credit hours
In this course, students will explore the relationship between perspectives for practice and current understanding of children's intellectual and social development. Students will research key issues and topics, including the meaning of testing and assessment, appropriate measurement techniques, developmental assessment and performance assessment. The course emphasizes the idea that comprehensive, reliable, and valid assessment data lay the groundwork for meaningful, relevant, and engaging learning opportunities for children. Student focus will be driven towards planning developmentally appropriate practices which encourage children to become creative, independent, and successful. Ethical and legal considerations in assessment and evaluation are important integral parts of the course.			
CHD	411	Orientation to Professional Practice	4 credit hours
This course provides an overview of child development program operations including legal and professional standards. Students will explore licensing and accreditation standards in relation to an existing child care center; design and management as well as storage and maintenance of indoor and outdoor environments are included. Students will participate in the exploration of the knowledge and skill application of childhood program staff management and supervision. Students will research the development of effective human relations with diverse groups, leadership skills, and child advocacy. They will also examine the particular state's minimal licensing requirements, as well as optimal standards pertaining to the operation of programs for children. Course content focuses on new directors' administrative skills and role as a community advocate for children. Upon completion of this class, students will be able to equip, plan and implement developmentally appropriate curriculum and learning environments for children. Students will become familiar with specific techniques for practicing positive guidance, planning successful group experiences, and facilitating cultural diversity within the classroom setting.			
CHD	412	Language Development of the Child	4 credit hours
This course provides an analysis and evaluation of central concepts, theories, current issues, and research evidence in the development of language and cognition in human beings. The material in this course relies on current and accessible accounts of current views on how thinking and language develop during childhood. Starting from infancy the course explores key aspects of cognitive language development in childhood and adolescence, evaluating brain architecture and function along with the social and cultural bases of learning.			
CHD	413	Guiding and Counseling the Child	4 credit hours
This course is designed to provide the student with an analysis of major theoretical developments and approaches in the study of counseling. It provides a frame of reference for evaluation of concepts, methods, techniques, and applications. This course offers comprehensive analysis of the theories and skills essential for counseling children. Real case examples throughout help to experience and comprehend counseling and consulting techniques in action. The course will analyze the developing child through a multidimensional lens that offers the theories of the leaders in child psychological development.			
CHD	499	Capstone (CGR) Learning Experience Project	6-12 credit hours
The project draws upon all of the student's previous experience, both academic and			

experiential, bringing together the theoretical and practical knowledge attained over the course of the program, especially as it pertains to the major. The project will result in a major paper, article, work of art, training manual, or other product that not only provides the student with lasting educational enrichment but also develops and demonstrates background and expertise.			
CHE	101	Introduction to Chemistry	3-4 credit hours
This course introduces the student to fundamental principles and laws of chemistry. Basic concepts of the structure, properties, interactions, and changes of matter and energy both qualitatively and quantitatively as well as an introduction to different branches of chemistry, such as organic chemistry and biochemistry.			
CJM	301	Writing for Criminal Justice Administrators	4 credit hours
This course introduces advanced research and investigative techniques and emphasized documentary styles of writing. Emphasis is placed on analyzing and incorporating action research findings into organizational documentation and other research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources into a wide variety of organizational documents such as white papers, executive summaries, and other forms of organizational documentation. Additionally, the student's research, writing, and critical thinking skills will be enhanced.			
CJM	302	Research and Management Analysis Techniques for Criminal Justice Managers	4 credit hours
This course provides an introduction to basic research methodologies that are used by criminal justice managers to design and evaluate criminal justice programs and policies. Students explore various research methodologies so that they can (1) better understand policy and program decision making; (2) select the appropriate research design and methodology for particular criminal justice issues; and (3) relate academic literature to practice. The course will include a review and discussion of issues such as the process of analysis, interpretation and clarification of problems, the issue of confidentiality, and the terminology of research. Focus will be on interpretation of data (e.g., Uniform Crime Reports, demographic studies and other management information such as calls for service and personnel data) commonly used by criminal justice managers for decision making, policy formation, and policy evaluation.			
CJM	303	Applied Ethics in Criminal Justice	4 credit hours
This course covers applied ethical theories against the backdrop of criminal justice policy, action and management, and employee decision making. Accepted standards applicable to criminal justice organizations and professionals are used to examine such topics as ethical systems; social change; values and norms; cultural diversity; use of force; use of discretion; corruption, and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process and recommend management responses to organizational ethical dilemmas and individual ethical lapses.			
CJM	304	The Role of Criminal Justice in Terrorism	4 credit hours
This course employs a criminal justice framework for the analysis and evaluation of terrorist groups and individuals, terrorist origins, goals, dynamics, ideologies and counterterrorism. The course will include a discussion of the task of defining terrorism, an exploration of the history and causes of terrorism (both internationally and domestically), the structure and organization of terrorist groups, an overview of the methods and weapons of terrorists, and public policies, strategies and approaches for combating and preventing terrorism.			
CJM	305	Criminal Justice Organizational Management	4 credit hours
This course introduces students to theoretical and practical aspects of criminal justice management, including the process of decision-making, human relations, striking power and organizations. It is intended to provide an understanding of the rationale upon which			

organizations function and to acquaint students with the agency's component parts. Also discussed are management styles, philosophy, approaches, theories, practices, and other management concerns.			
CJM	306	Supervision in the Criminal Justice Field	4 credit hours
This course introduces the criminal justice professional to basic, intermediate, and advanced concepts in supervision and leadership. Additionally, the course will examine supervisory problems and challenges unique to a criminal justice organization. Topics will include general supervision, leadership, management, motivation, training, personnel evaluation, and mentoring.			
CJM	307	Criminal Justice Management and Administration	4 credit hours
This course examines and explores the administration of criminal justice institutions in the United States. The subject matter will focus on issues such as organizational theory, personnel selection and training, decision-making, media relations, change management, and other significant organizational issues.			
CJM	408	Management of Criminal Justice Programs	4 credit hours
This course examines the management and delivery of criminal justice services from the historical, theoretical and practical points of view. It includes an analysis of current programmatic delivery models such as community policing, problem oriented policing, community courts, and community corrections. Additional topics will include the management of conflict and cooperation between services, programs, other criminal justice service providers as well as between criminal justice service providers and other government services.			
CJM	409	Contemporary Issues in Criminal Justice Management	4 credit hours
This course presents a comprehensive management perspective and overview of contemporary issues and problems associated with the criminal justice system. The course provides an in-depth examination of current and vital issues in criminal justice such as current research trends, policy development, implementation and review, liability issues, personnel as well as political and ethical obligations involving social justice.			
CJM	410	Criminal Justice Management Information Systems	4 credit hours
This course concentrates on the introduction and use of technology in the management of criminal justice data and systems. The student examines the issues and impacts on criminology and the criminal justice system caused by the availability and usage of technological advancements. It will also survey the trends and uses of modern technology in police response, criminal investigations, communications, response to major incidents and the administration of management and personnel data. It will examine problematic issues, impact on current laws, jurisdiction, and the potential unintended consequences of technology in criminal justice management.			
CJM	411	Multicultural Issues for the Criminal Justice Manager	4 credit hours
This course is an analysis of management responses to sensitive topics and issues related to diversity and multiculturalism in today's criminal justice organizations. The course explores the historical, theoretical, and practical aspect of gender, race, class, and ethnicity issues in criminal justice from a management perspective. As an example, the course examines management responses to multicultural issues in the form of decisions, policies, and programs.			
CJM	413	Critical Incident Management	4 credit hours
This course examines the historical, theoretical, and practical aspects of managing critical incidents commonly occurring in the criminal justice field. It explores topics such as incident command structure, interagency cooperation, crisis intervention and the National Response Plan. The course compares and contrasts the critical incident management abilities and policies, as well as the practical interaction among local, state, and federal government			

agencies in emergency situations.			
CJM	499	Capstone (CGR) Learning Experience Project	6-12 credit hours
The project draws upon all of the student's previous experience, both academic and experiential, bringing together the theoretical and practical knowledge attained over the course of the program, especially as it pertains to the major. The project will result in a major paper, article, work of art, training manual, or other product that not only provides the student with lasting educational enrichment but also develops and demonstrates background and expertise.			
ECE	305	Health, Nutrition & Safety of Young Children	2 credit hours
This course emphasizes the issues of health, safety and nutrition that affect children through the early developmental years. Cultural issues and the special needs of individual children and their families are addressed. Included is a study of the varied genetic and environmental factors that impact the health and safety of the young child.			
ECE	310	Diagnosis, Assessment & Evaluation of Young Children	3 credit hours
This course examines a variety of methods for systematic assessment that supports the learning of young children. The course is designed to survey a variety of assessment methods including observations, checklists, rating scales, and individually administered testing instruments. Focus will also be on the development of an assessment plan, utilization of appropriate methods, adapting curriculum to meet individual needs, and communication with families throughout the assessment process.			
ECE	311	Child Guidance & Management of Classrooms with Young Children	3 credit hours
This course allows students to research developmentally appropriate child guidance techniques, including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. An exploration of guidance strategies for promoting pro-social behaviors with individual and groups of children will be covered. Emphasis will be on promoting family involvement and investigating cultural influences on child guidance. Practical application through direct participation and field experiences in classrooms with young children will be a requirement of this course. Note: Students taking this course will be required to participate in direct classroom observation and related field experiences for a minimum of 30 hours.			
ECE	312	Young Children with Special Needs and their Families	3 credit hours
This course examines atypical growth and development in the young child. Attention will focus on distinguishing among exceptionalities, disorders, and conditions that place a child "at risk." Strategies for working collaboratively with families, agencies, and community groups will be explored.			
ECE	410	Developmentally Appropriate Integrated Curriculum for Ages	3 credit hours
This course will focus on the development of curriculum and instructional best-practices in the areas of literacy, mathematics, science, and social studies for children ages three to five. Strategies for integrating curriculum, creating developmentally appropriate lesson plans and units of study, and activities that will engage this age group of children will be addressed. (Field experiences are a required component of this course.)			
ECO	201	Survey of Economics	3-4 credit hours
This course focuses on the basic principles concerning production, consumption, and distribution of goods and services. Students will examine the rights and responsibilities of consumers and businesses and the interrelatedness among countries in the free enterprise			

system.			
ECO	221	Macroeconomics	4 credit hours
Macroeconomics examines the economy as a whole and offers a perspective on how government economic policies affect daily life. The course focuses on inflation, unemployment, the business cycle, the market system, fiscal policy, supply and demand, the balance of trade, comparative advantage, and money and banking. It also compares Keynesian and Classical economic theories as they relate to macroeconomic policy. (satisfies general education credit in the Social and Behavioral Science area)			
ECO	222	Microeconomics	4 credit hours
Microeconomics introduces the part of economics which studies how individuals make decisions and choices under conditions of scarcity. The course focuses on the concepts of individual market behavior, rational self-interest, cost benefit analysis, the role of supply and demand in determination of value resource allocation, and comparative advantage. Microeconomics also examines the issues of economic growth, population growth, and the environment. (satisfies general education credit in the Social and Behavioral Science area)			
ECS	280	Infant Toddler Programming	4 credit hours
Infant Toddler Programming is the study of the physical, social, emotional, cognition, and language development of young children ages six weeks up to 36 months and their application to the design and implementation of developmentally appropriate promising practices in the care, guidance, and development of the child from birth to age three.			
ECS	309	Basic Professional Practices Orientation in Early Childhood Studies	4 credit hours
This course is designed to introduce students to procedures and issues relevant in the field of education. Students will explore the origins and foundations of the field, understand the importance of individually and culturally appropriate curriculum, and develop an awareness of ethics, trends, professionalism, professional standards, and training required in education.			
ECS	310	Professional Ethics for Early Childhood Studies	4 credit hours
This course introduces the basic principles of early childhood studies to ensure that all students understand the importance of the development of integrity, responsibility, and ethical practices that demonstrate multicultural respect for all members served.			
ECS	315	Multicultural Issues in ECE Today	4 credit hours
In this course, students will study child development from a comparative perspective, considering race, gender, and disabling conditions as dimensions of diversity. Students will examine cross-cultural research and challenge the contemporary theories of child development and the implications for educational theory and practice. Students will examine cultural and family factors that shape and influence the contexts in which children develop. They will also participate in the development of multicultural curriculum activities, materials, and environments for children with a special emphasis on applying multicultural education principles to curriculum planning.			
ECS	320	The Exceptional Child	4 credit hours
This course is an introduction to the concept of exceptionality dealing with the educational implications of atypical child growth and development. Focus is given to the psychology, teaching, and effective intervention strategies for working with children with exceptionalities and learning disorders from culturally diverse backgrounds.			
ECS	325	Language, Arts, and Literacy in Early Childhood Education	4 credit hours
This course explores the importance of theory and understanding and practical implementation of promising practices to promote communication and early literacy skill acquisition in early			

childhood education, birth through the early primary years. It provides knowledge and understanding of how young children develop emergent literacy skills and language through the integration of print into the environment, use of children's literature, and writing across the early childhood curriculum. Its focus includes strategies for the plan and implementation of developmentally appropriate literacy activities, materials, and experiences into the early childhood classroom to promote children's expressive and receptive language skills. It stresses the importance of family involvement in the young child's cognitive development in language arts.			
ECS	330	Effective Mechanisms for Working with Families, Communities & Organizations	4 credit hours
The course is designed to assist ECE professionals with development of skills and knowledge that will enable them to work effectively across multiple systems. Group process, effective strategies for staffing committees, communication styles and nuances, methods for organizational assessment and planning, systems theory, and mechanisms for creating family - centered early childhood care and education environments and community partnerships will be discussed.			
ECS	405	Curriculum Development for Early Childhood Education	4 credit hours
This course presents an exploration of developmentally appropriate curriculum for young children including socio-dramatic play, sensory experiences, blocks, math, science, music, language arts and literacy, manipulatives, gross motor activities, outdoor play, cooking, field trips, and technology. Students will use their knowledge of child development to plan and present developmentally appropriate curriculum while utilizing classroom management strategies.			
ECS	410	Working with Interdisciplinary Teams in the Early Childhood Setting	4 credit hours
The current trend for education is collaboration among interdisciplinary teams, which includes a variety of members such as parents, teachers, administration, and other professionals, to produce the optimal outcome for students throughout their academic careers and development. The purpose of this course is to examine the dynamics of interdisciplinary teams, the purpose for collaboration, and the factors that must be present to make collaboration successful.			
ECS	411	Classroom Management and Organization.	4 credit hours
This course provides an introduction to developmentally appropriate methods of guiding young children's behavior including communication skills for use with young children, staff, and parents. Students will gain an understanding of appropriate and safe early care and education environments and how their design may assist in the promotion of young children's development for successful play, positive social interactions, self-regulation, and behavior management.			
ECS	412	Observation and Planning	4 credit hours
This course will focus on the growth and development (physical, socio-cultural, emotional, cognitive, language and aesthetic) of young children. It will combine observation of children and required readings to develop a better understanding of the uniqueness of individuals and how they respond in relationships with others and develop through exploration and activities across the curriculum. The early care and education profession requires an ongoing understanding of child development at different stages in order to objectively conduct planned observations and use documentation and data for evidence based assessment for quality and accountability and in planning for the individual child, groups of children, and programmatically.			
ECS	420	Intervention Strategies	4 credit hours
This course is a foundation for understanding the variation of strategies commonly used in early intervention. The alignment of intervention and program planning in relation to			

communication/language development, social/emotional development, and behavioral support will be explored. The strategies introduced will be applicable to a variety of settings (hospital, home, private or public centers and schools).			
ECS	430	Multicultural Education and Administration	4 credit hours
The course will assist students in understanding administrative practice within an environmental context of expansive diversity. Students will review the barriers and opportunities associated with multiculturalism as it relates to staffing, organizational leadership, stakeholders communication and development, garnering of funds, and the client population in receipt of services.			
ECS	440	Policy and Administrative Issues for Child Care Administrators	4 credit hours
The course provides a macro-level perspective for Early Childhood Educators interested in the development and/or the administration of the day-to-day operations of a child care program. Specific emphasis will be directed toward Human Resource Development, Board Development, Fiscal Accountability, Program Development, Licensure, Advocacy via Policy Development and Monitoring, and Community Involvement.			
ECS	499	Capstone (CGR) Learning Experience Project	6-12 credit hours
The project draws upon all of the student's previous experience, both academic and experiential, bringing together the theoretical and practical knowledge attained over the course of the program, especially as it pertains to the major. The project will result in a professional personal portfolio based on national standards for the preparation of early childhood teachers with competency in theoretical understanding and application of promising practices in early care and education environments.			
EDU	306	Curriculum Development	3-4 credit hours
In this course, students will explore various theories, principles, and practices related to curriculum content and delivery. It familiarizes the student with the historical, ideological, and philosophical bases of curriculum theory, curriculum change and development, and organization of learning experiences. It will also survey current trends in educational development and instruction nationally and in the local school districts.			
EDU	307	Sequential Developmental Skills and Concepts of Reading	3-4 credit hours
This course will focus on the foundations of research-based theories that lead to an understanding of the major components of the reading process. Students will enhance their skills by practicing a variety of techniques and strategies to improve reading instruction. Emphasis will be placed on integrating practice with theory while giving the student practical experiences with the development of reading instruction.			
EDU	308	Recognition and Diagnosis of Reading Problems	3-4 credit hours
In this course, the pre-service teacher will become familiar with a variety of formal and informal assessment measures which may be used in recognizing and formulating diagnosis for students with reading difficulties. Students will gain experience in assessing, diagnosing and providing instructional recommendations for students and will acquire an understanding of how reading develops.			
EDU	309	Methods and Materials to Improve Reading Performance	3-4 credit hours
This course is designed to provide the student with the knowledge of how to "prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically based reading research in order to increase reading performance." This course will address the learning needs of all students including those with differing profiles, with			

disabilities, and from diverse populations.			
EDU	317	Psychological Foundations of Education	3-4 credit hours
This course combines the two fields of psychology and education. It is the scientific study of human beings and the principles by which learning can be increased and directed by education. This course will present principles for prospective teachers to consider as they analyze situations and make decisions.			
EDU	322	Content and Methods of Teaching Music in the Elementary School	3-4 credit hours
This course is designed to teach music to students at the elementary grades (K-6). Teaching the methodology of basic music skills to elementary students is the basic premise of this course. The objectives outlined by the Sunshine State Standards will be utilized in lessons and implemented in planning actual preparation for class participation. Students will also review the Florida state guidelines for elementary teacher majors and the music competencies.			
EDU	323	Content and Methods of Teaching Art in the Elementary School	3-4 credit hours
This course is designed to teach art to students at the elementary level (K-6). Teaching the methodology of art skills to elementary students is the basic premise of this course. The objectives outlined by the Sunshine State Standards will be utilized in lessons and implemented in planning actual preparation for class participation.			
EDU	324	Content and Methods of Teaching Health and Physical Education in the Elementary School	3-4 credit hours
This course covers the content, knowledge, and methodology needed to teach health and physical education. Additionally, this course utilizes the Sunshine State Standards in lesson development and class preparation, as well as the Florida state guidelines for elementary teachers and health and physical education competencies.			
EDU	325	Content and Methods of Teaching Mathematics in the Elementary School	3-4 credit hours
This course will focus on methods of teaching mathematics to elementary children. Students will explore a variety of techniques and reflect on approaches most applicable to teaching and learning. During this course students will experience that there are many ways to teach mathematics and that there are various ways for students to solve mathematical situations or problems.			
EDU	326	Content and Methods of Teaching Language Arts in Elementary School	3-4 credit hours
This course is designed to teach the pre-service teacher a variety of skills to select and utilize content and materials including children's literature, to enhance the language and writing skills of K-6 students. It analyzes curriculum objectives, learning outcomes, benchmarks, and instructional methods. The students are expected to write lesson plans for reading/literature, composition, oral/listening skills, and study skills. Assigned reading will give the student a perspective of, and knowledge about, teaching language to the elementary school aged child.			
EDU	327	Content and Methods for Teaching Science in the Elementary School	3-4 credit hours
This course explores the methods and strategies for teaching science in the elementary school classroom. It examines methods for selection, presentation, and organization of appropriate and effective science units at the elementary level. In addition, the use of such techniques as demonstrations, laboratory experiments, hands-on activities, and other materials will be discussed.			
EDU	328	Content and Methods of Teaching Social Studies in the Elementary School	3-4 credit hours

This course is designed to cover the content, knowledge, and methods of teaching Social Studies in the elementary classroom (K-6). The areas to be stressed will be history, geography, government, civics and economics. Study of appropriate content, methodology and assessment will be reviewed.			
EDU	330	Classroom Management	3-4 credit hours
This course is designed to introduce the student to various educational practices used by teachers in order to maintain an orderly classroom environment. It will analyze classroom management as discipline, classroom management as a system, and classroom management as instruction. The course will present various classroom management programs. Topics of discussion will include classroom management styles, reasons for student misbehavior, strategies redirecting student behavior, classroom routines, differentiating classroom management based on needs, and creating an atmosphere where students feel that they are capable, connected, and contributing. The student will analyze statutory requirements for professionals, and create a classroom management plan for their future career.			
EDU	331	Foundations and Practices in Teaching Reading	3-4 credit hours
This course examines the scientifically based reading research and the components of Florida's formula for reading success. Emphasis will be placed on knowledge of emergent literacy as well as identifying instructional methods for developing literacy; identifying characteristics of difficulties associated with emergent literacy; and identifying methods for prevention of difficulties and for methods of intervention.			
EDU	334	Educational Assessment	3-4 credit hours
This course introduces the student to the concept of assessment in education. It discusses the importance of assessment as a measurement of progress for schools, teachers, and individual students. It shows the importance of using data to diagnose learning progress and to prescribe an individual plan for academic success. The student will analyze real data and draw conclusions for use with lesson planning.			
EDU	335	Effective Instructional Practices	3-4 credit hours
This course examines instructional techniques needed to enhance learning; knowledge of how to plan and implement lessons in a variety of learning environments; knowledge of strategies, materials and technologies that will promote and enhance critical thinking skills; knowledge of cultural, linguistic and learning style differences; and how these affect classroom practices.			
EDU	337	Methods of Teaching Secondary Mathematics	3-4 credit hours
This course is designed to equip the pre-service teacher with the knowledge and skills needed to effectively teach secondary school mathematics grades 6-12. Students will explore a variety of techniques and topics applicable to the most current research in teaching and learning. The course will also examine different learning modalities, instructional strategies, and the use of technology to design and deliver effective lessons, aligned to state and national standards.			
EDU	341	Methods of Teaching Secondary Science	3-4 credit hours
This course explores the methods and strategies for teaching life, physical, and environmental sciences in the secondary school classroom. It examines methods for selection, presentation, and organization of appropriate and effective science units at the secondary level. Various learning styles and approaches to presenting scientific material will be introduced. In addition, the use of such techniques as demonstrations, laboratory experiments, hands-on activities, field trips, technological resources, and other materials will be discussed.			
EDU	342	Methods of Teaching Secondary Social Science	3-4 credit hours
This course is designed to prepare the student to teach Social Science in the secondary classroom. The student will analyze the Sunshine State Standards for grades 6-12. The student will note that the curriculum contains objectives in the areas of history, geography,			

economics, and civics. The student will use a variety of media to plan lessons for meeting these objectives. The student will be expected to observe classes in a secondary school.			
EDU	343	Methods of Teaching Language Arts in Secondary School	3-4 credit hours
This course is designed to prepare the student to teach English in the secondary classroom. The student will analyze the Sunshine State Standards for grades 6-12. The student will note that the curriculum contains objectives in the areas of reading, composition, listening, speaking, and critical thinking. The student will use a variety of media to plan lessons for meeting these objectives. The student will be expected to observe classes in a secondary school.			
EDU	345	Curriculum Development of Secondary English	3-4 credit hours
This course will explore various theories, principles and practices related to secondary English curriculum content and delivery. It familiarizes the student with the historical, ideological and philosophical bases of curriculum theory, curriculum change and development, and organization of learning experiences. It will also survey current trends in educational development and instruction nationally and in the local school districts.			
EDU	346	Curriculum Development of Secondary Science	3-4 credit hours
This course will explore various theories, principles, and practices related to Secondary Science curriculum content and delivery. It familiarizes the student with the historical, ideological and philosophical bases of curriculum theory, curriculum change and development, and organization of learning experiences. It will also survey current trends in educational development and instruction nationally and in the local school districts.			
EDU	347	Curriculum Development of Secondary Social Science	3-4 credit hours
This course will explore various theories, principles, and practices related to secondary Social Studies curriculum content and delivery. It familiarizes the student with the historical, ideological, and philosophical bases of curriculum theory, curriculum change and development, and organization of learning experiences. It will also survey current trends in educational development and instruction nationally and in the local school districts.			
EDU	496	Capstone Foundation Workshop: Student Teaching Seminar	3 credit hours
This course is designed to assist those students who have chosen to do their Student Teaching as their senior project. It will explore techniques needed to enhance their work with students in the classroom. This is a seminar style course that will explore current research and how it applies to the actual classroom experience.			
EDU	497	Contemporary Perspectives on Classroom Organization	3-4 credit hours
This course is designed to assist those students who are not doing their student teaching. It will explore techniques needed to enhance the learning environment in the classroom. This seminar style course will expose the student to current research and scholarship related to her/his actual education area of concentration.			
EDU	498	Historical, Philosophical, and Contemporary Issues in Special Education	3-4 credit hours
This course will explore the historical, philosophical and contemporary influences on Special Education. Students will examine the historical background from the court case perspective in order to understand current trends. The philosophical issues of “all children can learn” to mainstreaming, and inclusion will be examined from a historical through a contemporary basis. How these issues affect classrooms today and the influences on public education will be the basis of an authentic research study.			

EDU	499	Capstone (CGR) Student Teaching	9 credit hours
The Student Teaching Capstone Experience matches each student with a clinical educator who has the training and expertise to work with student teachers. The Clinical Educator in conjunction with the University's Coordinator of Student Teachers work collaboratively to provide experiences that will prepare the student for the classroom. Educator evaluation techniques are used to observe and monitor student progress. Students are required to keep a reflective journal of their experience which is submitted as a portfolio.			
ENG	101	College Writing	4 credit hours
This course focuses on developing composition skills and writing techniques. Students will practice planning, drafting, and revising effective, well-organized expository and argumentative essays. Students will demonstrate an ability to use language effectively and to express themselves clearly. (satisfies general education credit in the English Composition Area)			
ENG	102	Writing and Research	4 credit hours
This course focuses on further development of composition skills and introduces skills needed when conducting library and Internet research. Students will learn to select a viable research topic, develop a thesis statement, and locate and evaluate sources of information. Topics covered also include methods of organization and development, principles of basic research, and the elements of style. (satisfies general education credit in the English Composition Area)			
ENG	144	Introduction to Poetry	4 credit hours
This course provides an introduction to poetry as a distinct literary genre. While focusing particularly on English language poetry and poetry translated into English, and examining a variety of themes, forms, movements and poets —both canonical and non-canonical— particular attention will be given to contextualizing the texts encountered within the spectrum of world literature. (satisfies general education credit in the Arts and Humanities Area)			
ENG	146	Introduction to Fiction	4 credit hours
This course introduces fiction, with an emphasis on developing skills in analyzing and interpreting novels and short stories from different periods and national literatures. Students will read works demonstrating a variety of styles, subjects, and formal approaches. (satisfies general education credit in the Arts and Humanities Area)			
ENG	150	Crime Fiction	4 credit hours
This course focuses on crime fiction, especially as it developed/develops in American literature. Given particular attention will be the detective/hardboiled, or noir novel, with readings from classic, contemporary and developing examples of the genre. (satisfies general education credit in the Arts and Humanities Area)			
ENG	205	A Survey of World Literature	4 credit hours
This course surveys world literature with a focus on literature as a reflection of diverse cultures. Literature representing various forms, including poetry, fiction, drama, and the essay, will be read. A comparative study of literary themes and expression will be pursued with special attention given to works by authors from Africa, Asia, and Latin America, and to the effects of colonialism on literature. (satisfies general education credit in the Arts and Humanities Area)			
ENG	302	Rhetoric and Research	4 credit hours
Building on skills developed in previous composition/exposition/rhetoric courses, this course integrates advanced research in rhetoric with further exploration of the scholarly apparatus needed for academic research. The student will compare and contrast various contemporary modes of recovering information and then apply the resultant sources in the composition of an extended research paper. (satisfies general education credit in the English Composition area)			
ENG	321	Western World Literature	3-4 credit hours
This course examines the literary masterpieces of the non-English speaking western world.			

The student will become acquainted with a number of writers from the European continent. The course will take a thematic approach, in which students will read literature in the genres of short stories, poetry, drama, and epics. The student will infer qualities which make literature great regardless of the language of its original authorship.			
ENG	322	British Literature I	3-4 credit hours
This course examines literary masterpieces of the British Isles from Beowulf to the Elizabethan Age. It takes a chronological view of different periods in British literature, analyzes the common themes and genres of these periods, and surveys selected works from these periods.			
ENG	323	British Literature II	3-4 credit hours
This course examines literary masterpieces of the British Isles from the post-Elizabethan Age to the present. It takes a chronological view of different periods in British literature, analyzes the common themes and genres of these periods, and surveys selected works from these periods.			
ENG	331	American Literature	3-4 credit hours
This course examines literary masterpieces of American literature. It takes a chronological view of different periods in American literature, analyzes the common themes and genres of these periods, and surveys selected works from these periods.			
ENG	345	The Short Story	3-4 credit hours
This course is designed to familiarize the student with the short story genre. The student will read short stories from various ages and countries and be able to discuss plot, characterization, setting, conflict, protagonist/antagonist relationships, and universal themes.			
ENG	380	Advanced English Grammar	3-4 credit hours
This course is designed to prepare the student to teach grammar skills in the secondary education classroom. The student will recognize the reasons behind grammatical conventions. Topics such as verb tense, correcting sentence errors, tone and voice, noun/pronoun/verb agreement, case, and diction are emphasized.			
ENG	391	Oral Interpretation	3-4 credit hours
This course is an elective alternative to the required public speaking course. The student will take established speeches and works of poetry and learn oral interpretations strategies for performing these works. The student will perform this works live and/or on tape.			
ENG	424	Shakespeare and His Plays	3-4 credit hours
This course is designed to familiarize the student with the poetry and dramatic works of William Shakespeare. It will discuss the effects of Shakespeare on the Elizabethan Age. The student will read and compare three of his famous dramatic works.			
ENV	201	Environmental Science	4 credit hours
This introductory-level physical science course focuses on global climate change, natural resources, population issues, and pollution and waste management. While this is not a mathematics intensive course, one goal of this course is to introduce the student to the scientific method. To help the student understand the scientific method, the student will complete analytical assignments using real world data (satisfies general education credit in the Natural Science Area).			
ESE	321	Foundations of Exceptional Student Education	3-4 credit hours
This course provides an overview of the history, laws, prevention and medical aspects of disabilities. Characteristics of classification of children with disabilities, intervention and educational services, trends and issues will be explored. Programmatic needs from pre-k to grade 12 will be explored. Identifying the core components and responsibilities of the IEP will be reviewed.			

ESE	322	Assessment of Exceptional Students	3-4 credit hours
This course focuses on the Assessment and Evaluation of ESE students. The screening process, eligibility determination criteria, and methods of diagnosis will be reviewed. Various types of assessment instruments common to Exceptional Student Education will be identified. Additionally, the student will become cognizant of the basics of tests and measurement, as well as acquire a basic understanding of basic statistical/data interpretation. Specifically the student will understand testing instruments such as the WISC-III, WRAT, HTP, Bender Gestalt, Woodcock and Key Math. Knowledge gleaned from diagnostic and prescriptive assessments will guide the student to write an Individual Education Plan (IEP). Student will use test results to guide data driven instruction.			
ESE	327	Language Development and Learning	3-4 credit hours
This course focuses on the language development and various speech and language disorders in children, with an emphasis on the assessment of individual problems and programming for their remediation within the classroom. Includes review of a variety of assistive technology and augmentative communication systems for facilitating communication.			
ESE	331	Educational Management of Exceptional Students	3-4 credit hours
This course is designed to teach students how to assess, design, and implement positive behavioral supports for ESE students across educational settings. Various models of positive behavior management will be considered, and students will explore the use of Functional Behavioral Assessments.			
ESE	333	Teaching Social and Personal Skills to Exceptional Students	3-4 credit hours
This course is designed to teach students how to select appropriate instructional materials and procedures for teaching adaptive life skills. Includes an introduction to observation, ecological assessments, family interviews and other student information sources and exploration of the skills necessary to assist students with disabilities to engage in self-determination and self-advocacy.			
ESE	336	Individualized Education Plans: Planning & Implementing	3-4 credit hours
This course is designed to provide students with techniques for evaluating, monitoring, and helping students to participate and gain skills in a variety of educational settings. The main focus will be writing, planning, and implementation of the Individualized Education Plans (IEP). Includes identification of instructional practices, strategies, and materials that reflect individual learning needs and creation of appropriate learning environments for students with disabilities.			
ESE	337	Transition Planning	3-4 credit hours
This course will focus on stages of career development and identify the essential domains of transition planning, working with students and families to identify family preferences for post-school outcomes and identification of resources to assist students with disabilities to function effectively in a variety of environments.			
ESE	338	Family and Community Collaboration	3-4 credit hours
This course will identify the purposes and functions of professional and advocacy organizations; will identify models of support for providing assistance to families; and will provide the research and knowledge-base of collaborative strategies for working with a variety of educational professionals to assist students with disabilities.			
ESE	339	Instructional Practices in Special Education	3-4 credit hours
This course will examine a variety of criteria for assisting students with disabilities: skills to teach interpersonal interactions with peers; personal care and hygiene; self-advocacy and adaptive life skills. Teachers will also be trained in the methods and procedures for identifying and implementing strategies for accommodating and modifying curricula for students with			

disabilities.			
ESM	401	Fiscal Management for Emergency Services Administrators	4 credit hours
This course will present the processes of budget preparation for emergency services administrators, including comparative analysis of major-line-item expenses, contractual and consultative items. It will examine the problems of governmental funding, service and equipment cutbacks, cost comparison and accessibility of federal grants.			
ESM/ PSY	402	Organizational Psychology	4 credit hours
This course applies organizational psychology theories as applied to topics which include organizational structure, motivation and job satisfaction, organizational communication, characteristics of leadership, and personnel selection, training and appraisal.			
ESM	403	Emergency Services Administration	4 credit hours
This course presents an overview of organizational and management practices in emergency services. It covers management principles and techniques, supervision and leadership styles, motivation, morale, and organizational behavior. It will prepare students for future leadership positions within their respective public service agencies.			
ESM	405	Legal, Economic, and Ethical Issues in Emergency Services	4 credit hours
This course provides an overview of the legal, strategic, political, economic, ethical, and human issues encountered in the management of disasters or major traumatic public events. This knowledge gives the emergency administrator a realistic view of the issues to expect in a disaster, how to plan accordingly, and how to manage resources and people more effectively in emergency situations.			
ESM	406	Social Dimensions of a Disaster	4 credit hours
This course provides an overview of the legal, strategic, political, economic, ethical, and human issues encountered in the management of disasters or major traumatic public events. This perspective gives the emergency administrator a realistic view of the issues to expect in a disaster, in order to plan accordingly and to manage resources and people more effectively.			
ESM	410	Contemporary Issues in Emergency Services Management	4 credit hours
This course examines major issues and current events that have or will have a significant impact on the field of Emergency Services Management. In-depth analysis of contemporary issues such as catastrophic events, public health and disasters, or homeland security issues will be the focus of this course.			
ESM	412	Natural Disasters and Defense Planning	4 credit hours
This course covers the impact of natural and manmade disaster emergencies on defense planning and details the role of various public safety agencies in such events. It analyzes how different factors (i.e., building standards, geographical location, economy, communications) play a significant role in disaster preparedness.			
ESM	420	Critical Incident Management and Response	4 credit hours
This course is designed to immerse the student in the principles of critical incident management. Special attention will be given to the emergency services agencies as complex and dynamic organizations. Emphasis will be placed on planning and preparation and application of the Incident Command System. The role of the Critical Incident Manager is to use a variety of resources, techniques, and skills to reduce the probability and impact of extreme incidents, and to restore operations quickly should an emergency occur.			

ESM	422	Emergency Services Technology	4 credit hours
This course concentrates on the introduction and use of technology in public safety and examines a variety of issues, including the impact of technology on emergency response systems. It also surveys the trends and uses of modern technology in emergency response, investigations, communications and response to major incidents. It will examine problematic issues and the potential unintended consequences of technology in emergency services.			
ESM	440	Homeland Security	4 credit hours
This course focuses on a comprehensive and up-to-date overview of homeland security. It will examine threats to homeland security, including natural and technological disasters, as well as intentional threats of domestic and international terrorism, including weapons of mass destruction. Students review the roles and responsibilities of government agencies, non-government organizations, and individual citizens in homeland security.			
ESM	442	Terrorism and Extremism	4 credit hours
This course explores the motivation, tactics, and targeting trends of terrorist and extremist groups by evaluating potential threats and identifying appropriate countermeasures to protect the community. Using case studies and discussions, the course will examine groups ranging from radical religious fundamentalists to environmental extremists and other similar special interest groups.			
ESM	444	Weapons of Mass Destruction	4 credit hours
This course examines how nuclear, biological, and chemical weapons offer both terrorists and rogue states a powerful selection of tools to shift the power in their direction. The course reviews the range and characteristics of these weapons, how they are most effectively employed, and potential impacts that are all critical to defending communities. This course provides a detailed look at history, capabilities, and tactics while exploring options available to both attacker and defender.			
ESM	499	Capstone (CGR) Learning Experience Project	6-12 credit hours
The project draws upon all of the student's previous experience, both academic and experiential, bringing together the theoretical and practical knowledge attained over the course of the program, especially as it pertains to the major. The project will result in a major paper, article, work of art, training manual, or other product that not only provides the student with lasting educational enrichment but also develops and demonstrates background and expertise.			
ESOL	321	Cross Cultural Communication	3-4 credit hours
This course will provide a study of culture upon self-identity, values, speech patterns, and non-verbal communication habits as they impact upon the process of communication among individuals.			
ESOL	322	Applied Linguistics	3-4 credit hours
This course will examine the historical background of linguistics and deal with the direction and development of second-language students. It will also give the student knowledge of applied linguistics, nature of language, and its components. Students will identify the principles of first and second-language acquisition theory.			
ESOL	323	Methods of Teaching ESOL	3-4 credit hours
This course is designed to help ESOL pre-service teachers understand the laws behind ESOL requirements, the role of the teacher in the classroom, best practices and language teaching methods, the mechanics of language acquisition/learning processes and development. It will also help pre-service teachers become acquainted with the language diversity existing in the schools and with the most effective methodology and practitioner's strategies.			

ESOL	324	Testing and Evaluation of ESOL Students	3-4 credit hours
This course provides an overview of assessment of ESOL students in the schools. Students will be able to identify factors that affect students; identify appropriate alternative assessments that measure ESOL student performance; identify cultural and linguistic bias in test questions; and identify appropriate test adaptations. This course will also provide students with knowledge about statewide assessment policies and interpretation of test data.			
ESOL	325	ESOL Curriculum and Materials Development	3-4 credit hours
This course is designed to help ESOL teachers understand the law behind the ESOL requirements, the theoretical perspective and purpose of the curriculum, curriculum selection, the ESOL curriculum, and how the correct selection of materials facilitates student development in language acquisition and learning. It will also assist teachers in becoming familiar with commercial and teacher-made materials and with the most effective practitioner's strategies to implement the curriculum.			
FAR	101	Introduction to Film Studies	4 credit hours
This course surveys the development of film during the sound era in the U.S. and abroad, with a consideration of the contributions of technological advances to the medium. Students will view and analyze films that represent a variety of styles and themes and will discuss them as reflections of society. (satisfies general education credit in the Arts and Humanities Area)			
FIN	326	Managerial Finance	4 credit hours
The course incorporates the financial management concepts of dividend policy, capital structure theory, working capital management, common stock and bond issuance, short and long-term financing, hybrid financing, mergers and acquisitions, and the theoretical perspectives of financial management.			
GEG	101	Introduction to Geography	3-4 credit hours
This course provides an introduction to peoples, places, and environments and the relationship between geography and events of the past and the present. It focuses on the relationship between location and economics. Students identify the processes that influence political divisions on the planet and use critical thinking skills to infer how geography affects political circumstances.			
GEO	120	Introduction to Earth Science	4 credit hours
This introductory-level physical science course is an interdisciplinary course combining concepts from geology, oceanography, and meteorology. Topics include the earth processes such as earthquakes, volcanoes, global climate change, hurricanes, coastal processes, and the hydrologic cycle. (satisfies general education credit in the Natural Science Area)			
GEO	301	Earth Materials	3-4 credit hours
This course introduces students to the materials that form the earth—the physical and chemical properties of minerals and mineral assemblages, such as rocks and soils and the processes of mineral formation as they relate to retrievable economic deposits.			
HIS	103	Western Civilization 1500-1815	4 credit hours
This course covers the period of Western Civilization from the end of the Renaissance to the Age of Napoleon. It includes such topics as the Protestant Reformation and Catholic Counter-Reformation, French Absolutism and English Parliamentary Monarchy, the early Industrial Revolution in Great Britain, the French Revolution and the rise and fall of Napoleon Bonaparte. It also addresses other political, economic, and cultural developments during this period (satisfies general education credit in the Social and Behavior Science area).			
HIS	104	Western Civilization 1815-Present	4 credit hours
This course covers the period of Western Civilization from just after Napoleon's fall to the present time. It includes such topics as Victorian England's industrial growth and its expanding			

colonial empire, the unification of Germany and its conflict with France, World War I, the rise of Communism and Fascism, World War II, the Cold War, and present day challenges. (satisfies general education credit in the Social and Behavioral Science area)			
HIS	105	U. S. History to 1865	4 credit hours
This course covers the history of the United States from the period of discovery through the Civil War, and includes such topics as the Revolutionary War, establishment of a government and constitution, territorial expansion, foreign relations, and domestic policies. It also addresses other political, economic, and cultural developments. (satisfies general education credit in the Social and Behavioral Science area)			
HIS	106	U. S. History: 1865 - Present	4 credit hours
This course covers the history of the United States from the period after the Civil War to the present, including such topics as Emancipation and Reconstruction, the effects of the rise of industry, reform and social change, participation in wars abroad, the Depression, and recent political, economic, social, and cultural developments. (satisfies general education credit in the Social and Behavioral Science area)			
HIS	321	American History: Federalist Period	3-4 credit hours
This course covers American history from 1775 through 1820. This period of United States history focuses in detail on the influence that the Federalist Papers had on the way we constructed our Constitution up to the party system by which we govern the United States today. Historical content focuses on political, economic, and social events in relation to America from those early years.			
HIS	322	American History: Reconstruction	3-4 credit hours
This course will delve into that period in American history known as the Reconstruction. Reconstruction was the attempt from 1865 to 1877 in U.S. history to resolve the issues of the American Civil War, when both the Confederacy and slavery were destroyed. Reconstruction addressed the return to the Union of the secessionist southern states, the status of the leaders of the Confederacy, and the constitutional and legal status of the Negro Freedmen. Violent controversy erupted over how to tackle those issues, and by the late 1870s Reconstruction had failed to equally integrate the Freedmen into the legal, political, economic and social system.			
HIS	325	African History	3-4 credit hours
This course covers the history of Africa from colonization to the present. It focuses on the colonial roots of the various countries and their fight for independence. It emphasizes the inter-relatedness of Africa with the rest of the world.			
HIS	342	Latin American History	3-4 credit hours
This course covers the history of Latin America from colonization to the present. It focuses on the colonial roots of the various countries and their fight for independence. It emphasizes the interrelatedness of Latin America with the rest of the world.			
HPM	310	Hospitality Financial Management	4 credit hours
This course emphasizes development and use of financial statements and provides an overview and understanding of the need for budgets and budgeting. This course also emphasizes the development and use of standards and calculations of actual costs used for budgeting and financial management of the various cost centers located within a hospitality operation.			
HPM	315	Hospitality Management Legal Environment	4 credit hours
The course provides a background as to why managing the legal environment in the hospitality industry is important. This course will describe why managers in hospitality institutions such as hotels and food and beverage service operators need to understand their rights and responsibilities. These include but are not limited to compliance issues, safety procedures,			

and laws and codes that are established to protect customers. Topics include contracts, business entities, ethics, and employment discrimination.			
HPM	415	Hospitality Management: Contemporary Issues	4 credit hours
The course uses the case study method to provide students with insight to address contemporary management issues affecting hospitality managers such as diversity, leadership, and empowerment programs.			
HRM	316	Employee Selection & Staffing	4 credit hours
This course addresses principles and techniques of staffing the workplace. It includes strategies and practices utilized in staffing, planning, recruiting, and selection. Topics covered include job analysis, recruitment, and selection.			
HRM	323	Human Resource Management	4 credit hours
This course examines the functions of recruitment, selection, development, training, supervision, and compensation of human resources in today's organizations. It focuses on the development of knowledge and the application of personnel/human resources management processes. Also covered is an understanding of the key functions, role, and value of human resources management within organizations.			
HRM	433	Organizational Communication	4 credit hours
This course is designed to give students a comprehensive view of communication in business. It covers the scope and importance in business today and the role of communication in establishing a favorable image outside the firm environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.			
HUM	220	Folklore of Childbirth	4 credit hours
Explore birth and breastfeeding in different cultures around the world and throughout history. This course will provide the student with a sense of social and cultural settings, as well as procedures, surrounding childbirth in traditional communities. We will then examine examples of truth and folklore within modern obstetrics. (satisfies general education credit in the Arts and Humanities Area)			
LDS	330	Leadership and Community	4 credit hours
Elements such as social change, ethics and value systems, attitudes, politics, perceptions, and personal agendas influence community leaders. This course will provide an overview and analysis of community development, structure, and management, and an examination of how leaders work to enhance their capacity to problem solve in their communities.			
LDS	340	Non-Profit Leadership	4 credit hours
This course covers the elements of a non-profit organization that leaders must understand. The course will examine how non-profit leadership is influenced by factors such as funding, board governance, program development, evaluation and assessment, human resources, public and media relations, client services, government entities, politics, and partnerships and collaborations.			
LDS	402	Ethics and Leadership	4 credit hours
This course describes the skills required as leaders encounter ethical dilemmas, process reasoned responses, confront daily and long-term ethical issues, and make a positive and progressive difference in their chosen field by relying on an ethical foundation.			
LDS	403	Assessing and Building Leadership Capacity	4 credit hours
Students will focus on self-assessment to determine their effectiveness as leaders and motivators in their environment. Emphasis will be placed on mentoring and development of subordinates and team building for maximum effectiveness.			

LDS	404	Leadership and Change	4 credit hours
This course will focus on how leaders effect change in their environments. They will also explore how to manage change. The chaos theory will also be covered at length.			
LDS	405	Leadership and Fiscal Responsibility	4 credit hours
This course demonstrates the importance of leadership with regard to fiscal accountability and decision making. Emphasis will be placed on the leader's responsibility for the planning, development, and oversight of financial resources within their control as well topics including, but not limited to, risk analysis, capital budgeting, financial statements, and deficit and surplus management.			
LDS	410	Negotiation and Conflict Resolution	4 credit hours
This course will explore why the areas of conflict negotiation, management, and resolution skills are important for leaders. Minimization and management of conflict is important to the success of leaders to enable them to achieve their goals. In addition, this course will enable students to understand the nature of conflict and examine beliefs, attitudes, and behaviors that are related to conflict.			
LDS	420	Strategic Planning for Leaders	4 credit hours
The course stresses the importance of strategic planning as an important skill for leaders impacting organizational effectiveness and change. There are universally applicable models and theories for strategic planning.			
LDS	430	Global Perspectives in Leadership	4 credit hours
This course will demonstrate the need for leaders to develop creative, visionary ideals that encompass a culturally diverse perspective in a global context. By looking at various cultures around the world, this course will give the student a perspective of what type of leadership models work in various cultures.			
LDS	499	Capstone (CGR) Learning Experience Project	6-12 credit hours
The project draws upon all of the student's previous experience, both academic and experiential, bringing together the theoretical and practical knowledge attained over the course of the program, especially as it pertains to the major. The project will result in a major paper, article, work of art, training manual, or other product that not only provides the student with lasting educational enrichment but also develops and demonstrates background and expertise.			
MAT	101	College Mathematics	4 credit hours
This course focuses on the development of analytical thinking skills. It covers a broad range of mathematical topics that have general applications in everyday life, as well as specific application in upper-level courses requiring the development and interpretation of qualitative and quantitative information. The areas covered are college-level foundational topics in algebra, geometry, trigonometry, and probability and statistics (satisfies general education credit in the Mathematics and Statistics Area).			
MAT	122	College Algebra	4 credit hours
The course prepares students for upper-level courses requiring algebra. Topics covered include the metric system, algebra, linear algebra, polynomial equations, and the binomial theorem (satisfies general education credit in the Mathematics and Statistics Area).			
MAT	201	Calculus I	3-4 credit hours
The goal of this course is to introduce the student to the basic concepts of single variable calculus. The topics covered will include rates of change and slope, limits, derivatives, chain rule, graphs and continuity, derivatives of exponential and logarithmic functions, implicit differentiation, and integration. Knowledge of functions and basic mathematics skills are a prerequisite for this course.			

MAT	202	Calculus II	3-4 credit hours
The goal of this course is to continue the study of calculus with topics in integral calculus and applications of integration. The topics covered will include integration, applications of definite integrals, principles of integral evaluation, and infinite series. Knowledge of functions and basic mathematics skills are prerequisite for this course.			
MAT	205	Geometry	3-4 credit hours
This course is designed to give a broad preparation in elementary geometry, as well as closely related topics of a slightly more advanced nature. The style of presentation and the format are designed to incorporate a flexible methodology for the teaching of geometry at the secondary-school level. Basic arithmetic skills (multiplication, division, fractions, and percentages) are prerequisites for this course.			
MAT	226	Trigonometry	3-4 credit hours
The goal of this course is to introduce the student to the subject of trigonometry. The course will cover basic trigonometric identities and functions, inverse functions, double-angle, half-angle identities, trigonometric equations, Law of Sines and Cosines, polar coordinates, and graphs.			
MAT	302	Differential Equations	3-4 credit hours
A study of the methods of solution of ordinary differential equations, first and second order, linear differential equations, series solutions, numerical methods, Laplace Transforms, and physical applications.			
MAT	304	Linear Algebra	3-4 credit hours
This course is designed to introduce the topic of linear algebra. Topics include matrices and their applications; simultaneous linear equations and elementary operations; linear dependence; vector space; rank and inverses; inner products and 'best' approximations; numerical solutions of simultaneous linear equations; Eigen values and eigenvectors; iterative methods for calculating Eigen values; and systems of linear equations.			
MAT	305	History of Mathematics	3-4 credit hours
The History of Mathematics is a course designed specifically to cover the history behind the topics typically covered in an undergraduate math curriculum. This course examines the influence early number systems play on today's understanding of mathematics principles: Egyptian, Greek, and other ancient civilizations right on up through more modern Euclidian Theory and Fibonacci and ending with modern twentieth century developments.			
MAT	306	Discreet Mathematics	3-4 credit hours
Discrete math, also called finite mathematics, is the study of mathematical structures that are fundamentally discrete, that is not supporting or requiring the notion of continuity. This course will examine countable sets, such as integers, finite graphs, and formal languages. We will also examine how discrete mathematics has become popular in recent decades because of its applications to computer science. Concepts and notations from discrete mathematics are useful to study or describe objects or problems in computer algorithms and programming languages.			
MAT	307	Business Calculus	3-4 credit hours
The goal of this course is to continue the study of math with topics in Business Calculus that include topics in Finance Mathematics and an introduction into Mathematical Analysis. The topics covered will include: Differential Calculus using polynomial, exponential and logarithmic functions, and its application to optimization; integral calculus with area and probability applications. Knowledge of functions and basic mathematics skills are prerequisite for this course.			
MCH	220	Foundations of Maternal Child Health	4 credit hours

This course provides an overview of the issues and content of maternal and child health services in the United States using an integrated developmental sequence that is organized by themes. Topic areas include children's rights, distributive justice, and advocacy in maternal and child health, historical foundations of maternal and child health, families and health, family planning, health of mothers and children through adolescence, disparities in maternal and child health in the United States, women's health through the lifespan, children and youth with special health care needs, issues in maternal and child health nutrition, international maternal and child health, advocacy and policy development in maternal and child health.			
MCH	221	Interdisciplinary Foundations of Lactation Consulting	4 credit hours
This course provides the completion of background education for students who do not have a license, degree, or registration to practice clinically in one of the health professions in order to be eligible to be accepted as a candidate for the IBLCE examination. Introductory anatomy and physiology, social and cultural diversity, psychology, counseling and communication skills, child development, nutritional and medical terminology are explored without reference to breastfeeding and human lactation.			
MCH	320	Birth and Breastfeeding	4 credit hours
Conception, pregnancy, labor and childbirth may have impacts on the establishment and on the development of the maternal child relationship including breastfeeding. This course will explore the consequences of pregnancy and birth events including infertility, perinatal loss, childbirth interventions, and unexpected birth outcomes.			
MCH	321	Developing a Lactation Support and Service Program	4 credit hours
Develop knowledge of the attitudes, business skills and clinical skills necessary to open and successfully operate a community-based private practice as a lactation consultant. Existing models will be presented and evaluated for their advantages, disadvantages, potential client populations and settings. Students will examine legal and ethical issues, professional standards and practical skills that need to be considered.			
MCH	323	Maternal-Infant Nutrition	4 credit hours
This course explores international perspectives on preconception nutrition; the role of nutrition in healthy pregnancy and postpartum recovery; nutrition for infancy and childhood; vitamin and mineral supplementation; exogenous chemicals in mother's milk; and examination and critique of current nutrition trends impacting lactating mothers and their infants.			
MCH	324	Skills & Strategies for Breastfeeding Problem Solving	4 credit hours
This course explores problem-solving skills and strategies in the context of complex breastfeeding case studies. The Healthy Children eight-level problem-solving model is used as the exemplar for this course. This model includes stages of identifying history, assessment, symptoms, problems, as well as proposing, fine-tuning and evaluating potential problem solutions.			
MCH	325	Social and Cultural Issues in Health Care	4 credit hours
This course explores social and cultural issues in health care through readings and critical examination. The student will study issues related to social implications and diversity in health care systems, including health promotion strategies, as well as enhancing preventative care and the role of culture in health care. Also considered are ways providers can enhance community health through improved communication and relationships between themselves and families.			
MCH	326	Human Milk for the Preterm/Hospitalized Infant	4 credit hours
This course examines the composition of human milk in relation to the protective and nutritional requirements of the hospitalized infant and explores strategies for helping mothers to establish and to maintain a milk supply for an infant who is unable to breastfeed or unable to transfer			

milk effectively. Also discussed are alternatives to mother's own milk for sick, premature and compromised infants as well as health policy issues related to the provision of human milk for fragile infants.			
MCH	330	Lactation Consulting: A Certificate Training Program	3 credit hours
To explore and identify factors that influence success and failure at breastfeeding, the relationship between birthing practices and breastfeeding success, maternal and infant advantages of breastfeeding, identify interventions that help mothers successfully initiate and continue breastfeeding, demonstrate the ability to use counseling skills, identify contraindications to breastfeeding, identify appropriate interventions for special circumstances, discuss national and international initiatives for the promotion, protection and support of breastfeeding, discuss ethical issues in clinical practice, and discuss professional roles and scope of practice.			
MCH	331	Maternal and Infant Assessment	2 credit hours
To identify normal maternal/infant assessment parameters, appropriate documentation skills, and to discuss ethical and legal issues of physical assessment. Major topics covered in the course are infant assessment scales, breast and maternal assessment, lexicon of assessment and documentation, normal and gross anatomy of mother and infant, normal and abnormal development of the anatomy and physiology of the breastfeeding couple, ethical and legal framework of physical assessment.			
MCH	332	Applied Teaching Methods in Lactation Educa. for Health Professionals	2 credit hours
To identify key characteristics of adult students, discuss approaches to enhance presentations to adult students and demonstrate competency as a teacher of the materials, methods and scientific evidence that form the basis of the UNICEF/WHO Baby-Friendly Hospital Initiative as implemented in the U. S. Also, teamwork strategies to overcome barriers to implementing optimal hospital practices are explored.			
MCH	389	Practicum and Professional Issues in Lactation	2 credit hours
This course allows the student to acquire a supervised, mentored 40-hour practicum focused on clinical experience in lactation management in hospital, public health or community settings. Theoretical foundations and experiences are designed to develop lactation assessment, client management, and documentation competencies. Experiences may include observation of counseling sessions, discussions with mentor, supervised practice sessions, documentation of cases, and evaluation of achievement of mastery. UI&U/Healthy Children faculty will precept and evaluate the learning outcomes.			
MCH	427	Politics & Breastfeeding	2 credit hours
This course explores sociologic, cultural, political, and economic forces impacting the practice of breastfeeding, including marketing of breast milk substitutes, workplace accommodations, and economic, social and legal pressures.			
MCH	430	Developing and Implementing Evidence-Based Clinical Practices	2 credit hours
To describe the history and framework of evidence-based models for common hospital and breastfeeding practices; discuss specific practices related to breastfeeding and the evidence or lack of evidence to support these practices; define and differentiate hospital policies, procedures, standards of care, and protocols and give examples of each; to assess, evaluate and describe problems and strengths of sample policies, describe the Baby-Friendly Hospital Initiative as reflected in hospital policies, procedures and standards of care; analyze and discuss the Ten Steps to Successful Breastfeeding in hospital practice; develop and analyze specific breastfeeding policies, procedures and standards of care for the NICU and for the storage and handling of human milk; and develop, discuss, and evaluate negotiation strategies			

and quality processes for multidisciplinary teams in hospitals.			
MCH	431	Advanced Issues in Clinical Lactation Practice	3 credit hours
To synthesize a holistic theoretical basis for integrating human lactation and lactation management practice into models of understanding the problem solving process, maternal role assumption, infant development, professional interrelationships and ethics, the relational model of psychology and the counseling process, discuss motherhood and female sexuality in a historical perspective, models of growth and development of childhood and integrate these models into case histories of lactation, personal growth of health care providers in the relational model, emerging models of clinical collaboration, and integrate all of the above into complex clinical lactation case studies. Prerequisite: HC 501 or permission of the instructor.			
MCH	451	International Perspectives in Breastfeeding and Lactation	4 credit hours
Accompany Healthy Children/UI&U faculty to visit hospitals and clinics outside of the United States and Canada. Discussion and experience of breastfeeding promotion, protection, and support strategies from a national and international perspective. Major topics covered are breastfeeding as an endangered practice in industrialized and developing countries, protection of breastfeeding for working mothers, the influence of manufactured milk and the progress of "Baby-Friendly" hospitals outside the US.			
MCH	452	Bio-Medical Ethics for the Lactation Service Provider	4 credit hours
This course explores the principles of biomedical ethics and their application to providing lactation services.			
MCH	453	Research Methods and Statistics in Lactation	4 credit hours
The student will examine various research methodologies, including quantitative and qualitative methods used in human lactation research to guide policies, procedures, and practice. The course will also explore how research methods and evidence support the U.S. Baby-Friendly Hospital Initiative's 10 Steps to Successful Breastfeeding.			
MCH	460	Internship	2-4 credit hours
Internships are optional and represent one path to the International Board Certified Lactation Consultant for those not holding the IBCLC. These independent projects enable the student to accumulate 900 internship hours of supervised, mentored clinical experience in lactation management in hospital, public health, and/or community settings. Activities include identifying possible internship sites and accumulating the internship hours. These theoretical foundations and experiences are designed to develop lactation assessment, client management, and documentation competencies.			
MCH	461	Internship II	2-4 credit hours
Internships are optional and represent one path to the International Board Certified Lactation Consultant for those not holding the IBCLC. These independent projects enable the student to accumulate 900 internship hours of supervised, mentored clinical experience in lactation management in hospital, public health, and/or community settings. Activities include identifying possible internship sites and accumulating the internship hours. These theoretical foundations and experiences are designed to develop lactation assessment, client management, and documentation competencies.			
MCH	462	Advanced Case Studies in Internship	2-4 credit hours
Internships are optional and represent one path to the International Board Certified Lactation Consultant for those not holding the IBCLC. These independent projects enable the student to accumulate 900 internship hours of supervised, mentored clinical experience in lactation management in hospital, public health, and/or community settings. Activities include identifying possible internship sites and accumulating the internship hours. These theoretical foundations			

and experiences are designed to develop lactation assessment, client management, and documentation competencies.			
MCH	499	Capstone (CGR) Learning Experience Project	6-8 credit hours
The project draws upon all of the student's previous experience, both academic and experiential, bringing together the theoretical and practical knowledge attained over the course of the program, especially as it pertains to the major. The project will result in a major paper, article, work of art, training manual, or other product that not only provides the student with lasting educational enrichment but also develops and demonstrates background and expertise.			
MGT	321	Principles of Management	4 credit hours
The course focuses on the new workplace and that managers must adopt new and different skills that are directed toward leading change, promoting a shared vision, developing teamwork, and fostering a learning environment to cope with today's global competition. The course also emphasizes the manager's traditional roles of planning, organizing, leading, and controlling. Other important topics such as ethical and social responsibility, organization change and development, employee empowerment, managing human resources, interpersonal communication, and decision making are explored in detail.			
MGT	343	Operations Management	4 credit hours
Concepts of operations in production and service organizations. The application of quantitative and qualitative techniques to quality, human resources, forecasting, inventory, and process improvement issues.			
MGT	344	Project Management	4 credit hours
The course introduces the concepts, tools, and techniques of project management. The goal is to provide the student with a fundamental knowledge of project planning, budgeting, scheduling, work break down structures, rick analysis, project monitoring, and project control/termination.			
MGT	347	Managing Change	4 credit hours
This course examines management of change in the fast paced 21st century. It will focus on description and assessment of current conditions, an articulation of desired future conditions, and the development of a benchmarked pathway to journey through the change. Both management and leadership change considerations will be explored.			
MGT	348	Modern Organization Management & Leadership	4 credit hours
This course focuses on organizational development concepts for the 21st Century. The course emphasizes best management and leadership practices, knowledge, skill, and talent requirements, and behavioral and technical considerations needed to support effective and efficient organizational development.			
MGT	350	Management of Financial Resources	4 credit hours
In this course, students will explore the fundamental financial concepts and skills of a successful financial manager. The course will focus on long-term investment decisions, cost of capital leverage, as well as long and short-term financing decisions.			
MGT	420	Theory & Practice of Leadership	4 credit hours
This course will focus on leadership, management, and organizational concepts in use in business today. It will expand the management principles of the last century, taking into consideration knowledge, behavioral, and technological changes that have recently occurred. The student will learn why and how quality improvements, visionary leadership, and customer-driven enterprises have caused change in business. This course also describes a new way to operate without control or compliance and thus improve service to the business organization, while maximizing corporation profit.			

MGT	425	Organizational Behavior & Culture	4 credit hours
This course focuses on management and leadership of organizations and people in organizations. The course emphasizes the need to promote a shared vision, developing a collaborative work environment, fostering a learning organization, effective management/employee relationships, effective communications, interpersonal communications, win/win management, intrinsic motivation, effective work teams, and self-directed work teams.			
MGT	434	Problem Solving in Organizations	4 credit hours
This course investigates alternative problem solving processes in use in business today. The course examines individual and team problem solving and the "who, what, when, where, why, and how" of effective problem solving. It also studies the implications of various decision-making methods used in problem solving.			
MGT	440	Social & Ethical Issues in Management	4 credit hours
This course covers ethical awareness, ethical analysis and decision making, contemporary ethical issues, and ethical management in organizations. It describes the skills required as leaders encounter ethical dilemmas, process reasoned responses, confront daily and long-term ethical challenges, and make a positive and progressive difference at work by relying on an ethical foundation. The course explores the emotional influence on behavior and decisions, and it explains how to learn from successes and failures.			
MGT	450	Strategic Management & Business Policy	4 credit hours
Strategic Management & Business Policy examines strategy formulation and implementation issues from a general manager's viewpoint, providing an integrative framework for, and building upon, the functional business areas. Those interested in general management, entrepreneurship, or functional specialties will find this course valuable in understanding what makes organizations successful or not.			
MGT	499	Capstone (CGR) Learning Experience Project	6-12 credit hours
The project draws upon all of the student's previous experience, both academic and experiential, bringing together the theoretical and practical knowledge attained over the course of the program, especially as it pertains to the major. The project will result in a major paper, article, work of art, training manual, or other product that not only provides the student with lasting educational enrichment but also develops and demonstrates background and expertise.			
MIS	322	Management of Organization & Technology	4 credit hours
This course provides students with an understanding of the issues surrounding the development and commercialization of new technologies. The student will focus on the concepts and frameworks for analyzing how organizations can create, commercialize, and capture value from technology-based products and services. Topics covered include technological change and how it affects competition between new and existing firms, strategies for firms competing in high-technology industries, and how to create and manage an innovative organization.			
MIS	325	Systems Analysis and Design	4 credit hours
This course provides systematic methodologies for developing and analyzing information systems in organizations. Students will explore the value of working in teams on systems analysis and design tasks, and learn how to prepare systems analysis reports.			
MIS	326	Database Management	4 credit hours
This course provides an introduction to concepts and principles of database management from a management perspective. This course will give future managers an understanding of physical and logical representations, data modeling, implementation, and data management.			

MIS	327	Telecommunications – Networking	4 credit hours
This course combines the basic concepts of data communications, telecommunications, and networking with managerial aspects and practical applications. Students will cover a broad base of knowledge which includes legal, managerial, marketing, financial, and ethical dimensions to make appropriate business decisions.			
MIS	328	Information Security	4 credit hours
This course covers technical and business aspects of information security. Students will study managerial aspects of securing computer networks and will understand IT controls in a business environment.			
MIS	330	Software Business Planning	4 credit hours
This course examines the basic framework required to establish and operate an eCommerce business. Topics include the process and responsibilities of incorporation; developing a business plan and defining marketing services; the process of responding to requests for proposals; proposal writing and tendering; drafting and interpreting contracts and the principles of contract law; costing and financial management issues; and professional development. Also, within this framework, students will examine the process of selecting and using business planning and operations software.			
MIS	420	Project Management & Change	4 credit hours
In this course, students will examine the managing of projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project. Project integration, scope, time, cost, quality control, and risk management, as well as managing the changes in organizations resulting from introducing or revising information systems are studied. Identifying project champions, working with user teams, training, and documentation, and the change management role of the information systems specialist are considered.			
MIS	422	Managing Information Resources	4 credit hours
This course explores managerial and technical issues facing IS professionals. Students will explore how organizations respond to the challenges of information systems management, and cover issues such as selection and management of human and technical resources, ethics, privacy, intellectual property, and knowledge management.			
MKT	321	Principles of Marketing	4 credit hours
Course focuses on the marketing environment and the contemporary concepts and practices of marketing goods and services. The managerial concepts of marketing, specifically, planning, implementing, product management, determining price strategies, distribution, promotion, advertising, and meeting customer demands are emphasized.			
MKT	380	Marketing Analysis & Strategies	4 credit hours
This course will provide an overview of contemporary marketing concepts, practices, and strategies while exploring the fundamentals and managerial aspects of the marketing process. Emphasis is placed on the marketing environment and effective management of that environment.			
MKT	426	Global Marketing	4 credit hours
This is a case-based course in global marketing management designed to develop global marketing research and analytical skills. This course will help the student handle marketing strategy issues across national and cultural boundaries.			
MKT	430	Market Research	4 credit hours
This course is designed to help students to examine the role and methodology of market research in the business environment. Students will explore the use of data collection, evaluation and presentation methods, and examine the decision-making process used to			

generate market research information.			
MUS	101	Music Appreciation	4 credit hours
This course focuses on developing an appreciation of music and an understanding of some of the basic elements of music, including forms and compositional techniques from different periods. The course will cover world music from the medieval and renaissance periods to the present, including such modern forms as jazz and rock. Students will develop listening skills while listening to musical examples of all of the periods. (satisfies general education credit in the Arts and Humanities Area)			
NUT	223	Introduction to Nutrition	4 credit hours
This course examines the impact of nutrition on human health, the processes of digestion, absorption and metabolism, the nature and composition of carbohydrates, fats, proteins and micronutrients, the characteristics of a healthy diet and weight control, and the role of nutrition in pregnancy, lactation, infancy, childhood, and the adult lifecycle will be explored in this introduction to human nutrition.			
PHI	110	Ethics and Social Responsibility	4 credit hours
This course explores ethical issues and dilemmas facing us individually and as a society. Students will apply philosophical approaches to questions of right and wrong, duty and obligation, good and evil. Students will analyze and evaluate issues affecting our world at the global level and at personal, local community, and business levels. This course enables students to use personal experiences in order to develop and/or expand critical thinking skills. (satisfies general education credit in the Arts and Humanities Area)			
PHI	201	Introduction to Philosophy	4 credit hours
The student will become familiar with the various kinds of philosophical thinking through this survey of the different branches of philosophy, such as ethics, knowing, metaphysics, cosmology, religion, aesthetics, and logic. The focus will be on the introduction of the philosophical point of view through the exploration of some key philosophers, beginning with Plato. (satisfies general education credit in the Arts and Humanities Area)			
PHI	210	Critical Thinking	4 credit hours
This course is an introduction to the philosophical principles of critical thinking and moral reasoning. This course emphasizes making practical decisions about issues that have ethical or moral implications while applying critical thinking in the context of the student's academic, professional, and/or career development. (satisfies general education credit in the Arts and Humanities Area)			
PHI	301	Philosophy of Science	3-4 credit hours
In this course, students will explore models of science and their theoretical components found in natural, chemical, and physical sciences. They will examine science on a philosophical level as well as the works of scientists throughout history. Various approaches to scientific inquiry will be introduced.			
PHS	110	Introduction to Physical Science	4 credit hours
This introductory-level science course introduces the student to the fundamental properties of energy and matter. Topics include fundamental concepts of physics, chemistry, astronomy, and geology. While this is not a mathematics intensive course, one goal of this course is to introduce the student to the scientific method. To help the student understand the scientific method, the student will complete analytical assignments using real world data. (satisfies general education credit in the Natural Science Area)			
PHS	111	Introduction to Astronomy	4 credit hours
This introductory-level physical science course includes a general survey of astronomy. Topics include the sun and planets, evolution of the solar system, galaxies/nebulae, and stellar			

evolution. (satisfies general education credit in the Natural Science Area)			
PHS	301	Meteorology	3-4 credit hours
This course provides a quantitative introduction to the Earth's atmosphere. Topics include tropical and mid-latitude weather, clouds and convection, solar and infrared radiation, general circulation and climate, and an overview of meteorological dynamics.			
PHY	121	Introduction to Physics	3-4 credit hours
This course is designed as an introductory, non-calculus-based course in physics. The course covers basic topics in dynamics, including kinematics in one and two dimensions, forces and Newton's Laws of Motion, work and energy, impulse and momentum. Basic skills in mathematics, including algebra and trigonometry, are required for this course.			
POS	103	Introduction to Political Science	4 credit hours
This course introduces the basic concepts and theories of political science with an emphasis on political ideologies and comparative political systems. This knowledge will be applied to develop critical thinking skills about politics, law, government and society. The learning objectives will be accomplished through reading a core political science textbook and by exploring a variety of topics in political science. (satisfies general education credit in the Social and Behavioral Science area)			
POS	201	American Government	4 credit hours
This course is designed to introduce the student to the structure and function of the United States government. Knowledge about the U.S. Constitution and political culture is then applied to develop critical thinking skills about American politics and legal society. (satisfies general education credit in the Social and Behavioral Science area)			
PSY	101	Introduction to Psychology	4 credit hours
The course is an overview of psychology and integrates the multiple schools of thought and sub-disciplines along with the important findings of each. The student will gain an understanding through critical analysis of topics and themes such as senses and perception; memory; language, cognition; emotion and behavior; human development; health and stress; personality; pathology; therapies and treatment. A main focus of this course is on the scientific method, which allows the student to evaluate and interpret a mixture of speculation, logical deduction, and empirical data collection. (satisfies general education credit in the Social and Behavioral Science area)			
PSY	301	Statistics in Psychology	4 credit hours
Provides an overview of statistical reasoning and application of basic procedures in psychology. Includes both descriptive and inferential statistics with emphasis on parametric techniques and provides an introduction to theories and history of statistics and the fundamentals of descriptive and inferential statistics, especially as they apply to the behavioral and social sciences. Uses real-world examples to illustrate how the science of statistics works.			
PSY	307	Developmental Psychology	4 credit hours
Introduction to the psychological development of the person from the prenatal period through old age with emphasis on theory and research as they relate to changes in physiological, cognitive, and affective processes throughout the lifespan.			
PSY	308	Psychotherapy: Theories & Methods	4 credit hours
This course is an introduction to the perspectives, research, and empirical findings of psychology. Topics covered include self and identity, social influence, attribution theory, attitudes and attitude change, personal relationships, gender, age and race, and their application in mental health.			
PSY	314	Psychology and the Law	4 credit hours

Provides an overview of the role and responsibilities of a clinician when working within the legal system. Issues of confidentiality, eye witness accuracy, competence to stand trial, jury selection, and the insanity defense are explored.			
PSY	325	History of Psychology	4 credit hours
Provides an overview of the major historical schools of psychological thought and their relationship to the present-day discipline of psychology.			
PSY	328	Theories of Personality	4 credit hours
This course introduces the primary theoretical perspectives that guide contemporary research on personality and individual differences, while also reviewing a wide range of contemporary scientific findings on personality. The topics covered are genetic, environmental, and pathological determinants of personality; parsimony and research relevance of the theories; three general approaches to research; and alternative approaches. Of the many approaches to looking at personality, this course covers psychodynamic approaches; phenomenological theory; trait approaches; biological foundations of personality; behaviorism and learning approaches; cognitive and social-cognitive theory; the context of culture and personality.			
PSY	330	Social Psychology	4 credit hours
In this course, students explore the cognitive processes, roles, communication and persuasion, aggression and interaction of individuals within small and large groups are studied from a psychological perspective. Acknowledges the psychological components of common social behaviors including the psychological aspects of contemporary social problems.			
PSY	336	Transpersonal Psychology	4 credit hours
In this course, students explore the study of mystical experiences as psychological rather than religious phenomena from Jung and Maslow theoretical approach.			
PSY	339	Ethical Issues in Psychology	4 credit hours
This course provides the knowledge and skills which meet the obligations of an addictions counselor to adhere to accepted ethical and behavioral standards of conduct and continuing professional development. The Florida Certification Board (FCB) Professional Code of Ethics is the guides for this course. Case examples, role-play, and ethical dilemma problem solving are used to round out this course.			
PSY	345	Crisis Intervention Techniques	4 credit hours
Intervention strategies will be discussed when dealing with volatile populations; emphasis is placed on managing aggressive outbursts and life threatening experiences.			
PSY	349	Cognition and Learning in Early Childhood	4 credit hours
This course explores early childhood cognition and development. This course takes a multicultural approach to both learning and development in the early years. Designed for future teachers, this text explores birth to age eight child development with cognitive development embedded in the context of development. Specific topics include cognitive development from infancy through school age literacy, language, and schooling. Challenges of special education and atypical development are included.			
PSY	370	Research Methods in Psychology	4 credit hours
This course introduces the student to empirical methods and paradigms of scientific inquiry. Focus is placed on framing research questions and hypotheses, data collection, and analysis.			
PSY	380	Mood Disorders in the Perinatal Period	4 credit hours
This course describes the causes, consequences of and treatment options for postpartum mood disorders. It will describe the three-part stress response (catecholamine, HPA axis, and immune response), and how maternal stress and inflammation increase the risk of depression and other mood disorders. In addition, a range of complementary and alternative treatments will be described including Omega-3 fatty acids, exercise, SAM-e, herbal antidepressants, and			

antidepressant medications. All treatments will be discussed regarding their impact on breastfeeding.			
PSY	401	Abnormal Psychology	4 credit hours
This course is designed to introduce the student to the dynamics and treatment of pathological syndromes and what is considered abnormal behavior disorders that include neuroses, psychoses, character and developmental disorders, personality disorders, etc. This course includes updated information on eating disorders; health problems and behavior; and schizophrenia. Includes expanded coverage and explanation of research methodology and mental retardation, using case studies. Therapeutic modalities are described and interpreted from alternative viewpoints.			
PSY/ ESM	402	Organizational Psychology	4 credit hours
This course applies organizational psychology theories to topics which include organizational structure, motivation and job satisfaction, organizational communication, characteristics of leadership, and personnel selection, training and appraisal.			
PSY	495	Current Issues in Psychology	4 credit hours
This course will cover contemporary ideas and current issues that either maintain themselves in the area of psychology or have likewise arisen recently in the field of psychology. It is likely that some of these issues in psychology will conflict, which only adds to the excitement of this field of study.			
PSY	496	Foundational Workshop: Capstone Project Proposal	3 credit hours
This course guides the student in the development and completion of a proposal for the capstone learning experience. The foundational workshop assists students to develop a detailed description of a researchable topic.			
PSY	499	Capstone (CGR) Learning Experience Project	6-12 credit hours
The project is a personal, academic, and professional presentation of a student's knowledge, competence, and achievements in the major. This course encompasses development and completion of the capstone project. The capstone project involves a detailed description of the topic chosen for the applied research and a report on the completed study.			
PUA	320	Foundations of Public Administration	4 credit hours
This course is an introduction to the study of public administration and its various roles in society. We will examine the historical foundation of public administration (theories and concepts), ethical issues, and theory of public administration to understand their relationship to the administration of government. The course examines public policies and programs and how they are developed and administered. We will also explore public budgeting concepts important to understanding the fiduciary relationship of government and society. Using current events, the course explores the roles of bureaucratic and democratic theories in our society, concepts of administrative power, intergovernmental relations, and the difference between public administration in America and other countries.			
PUA	323	Case Studies in Public Administration	4 credit hours
This course allows students to integrate the theory and practice of public administration. The public administration theories of organization behavior, decision making, policy administration, management, personnel administration, and leadership will be applied to case studies in the public sector.			
PUA	333	Cultural Diversity in Public Administration	4 credit hours
This course is an analysis of management responses to sensitive topics and issues related to			

diversity and multiculturalism; it focuses on the range of cultural differences and organizational interventions resulting from the vast range of growing cultures. Course attention will be given to race, ethnicity, gender, disability and sexual orientation. The course explores the historical, theoretical, and practical aspect of gender, race, class, and ethnicity issues in public administration from a management perspective. The course will also address institutional perceptions of multiculturalism in public administration concerning discrimination and equality policies, minority views of barriers, access to training and advancement, and the general social climate within the bureaucracy.			
PUA	350	Financial Management in the Public Sector	4 credit hours
This course will explore the fundamental financial concepts of successful financial planning in the public sector. It will provide the student with knowledge and skills to prepare and analyze financial statements. The course will also focus on long-term investment decisions, the cost of capital leverage, and long and short-term financing decision making.			
PUA	402	Organizational Development and Strategic Change	4 credit hours
This course provides students with the basic principles of organizational theory and behavior. It is designed to present students with valuable perspectives in understanding the significance of organizations in society and in analyzing and solving managerial problems in government sectors. It will include techniques for developing and improving organizational management from a holistic management approach. The course focuses on individuals and groups, their behavior in formal settings such as government bureaucracies, and ways to achieve or modify behavior to accomplish organizational goals.			
PUA	404	Public Administration Practices & Policies	4 credit hours
This course consists of a study of public policy theory and various practices used in the formulation and implementation of public policy within the framework of the administrative functions of a government bureaucracy. It specifically includes policy and practices related to the human resource area in the public sector, which is bound by administrative law.			
PUA	440	Social & Ethical Issues in Public Administration	4 credit hours
This course covers ethical awareness, ethical analysis in decision-making, contemporary ethical issues, and ethical management of public organizations. It describes the skills required to make a positive and progressive difference in the work environment, as leaders encounter ethical dilemmas, process reasoned responses, and confront daily and long-term ethical challenges. The course explores emotional influence on behavior and decisions and explains how to learn from successes and failures.			
PUA	450	Business, Government, and Society	4 credit hours
This is a broad survey course that introduces the student to theories and concepts in the relationships among business, government, and society. Concepts to be examined include models of business and government relations, business ethics, social responsibility, government regulation, and global forces shaping the government and business environment.			
PUA	452	Administrative Law	4 credit hours
This course will focus on administrative law in the context of public administration. The course will assist the student in defining administrative law and exploring the origins and meaning of administrative law. It will investigate the constitutional authority and practical applications in public and non-profit agencies. It will also explore practical problems and evaluation of administrative law.			
PUA	499	Capstone (CGR) Learning Experience Project	6-12 credit hours
The capstone project allows students to investigate the problem identified in the foundational workshop course. Students will conduct a thorough review of the literature related to the problem, conduct original research, and write a capstone project report.			

REL	101	Introduction to Religion	4 credit hours
This introductory course will explore a variety of religions and questions fundamental to the study of religion. The student will consider the nature of religious experience and how religion shapes the actions of individuals and communities (satisfies general education credit in the Arts and Humanities Area)			
SCI	322	Oceanography	3-4 credit hours
This course introduces students to the various aspects of the world's oceans: composition of seawater and the ocean's layered structure. Students will look at the formation of oceanic plates and the geology of the ocean floor. The course will include a discussion of the history of oceanography, and students will compare and contrast ocean waves, ocean circulation, and ocean currents as they relate to the continental shelves and coastlines.			
SOC	101	Introduction to Sociology	4 credit hours
This survey course examines society in terms of the interactions of groups and cultures including a consideration of family, government, education, religion, culture, society and perspectives derived through the investigation of sociological foundations, major social change movements and their causes, and social traditions both within the United States and the outside world. (satisfies general education credit in the Social and Behavioral Science area)			
SOC	203	Social Problems	4 credit hours
This course is designed to introduce various theoretical propositions and causal models to allow the student to examine specific social problems in American society and to understand how solving one social problem can also help ameliorate another social problem. (satisfies general education credit in the Social and Behavioral Science area)			
SOC	204	Marriage and the Family	4 credit hours
This course includes an examination of family development and the variables that affect its life cycle. The course places primary emphasis on understanding of factors conducive to successful marital and family relations. The course analyzes a balance between the sociological and ecological or family systems theoretical perspectives, while including coverage of family dynamics and interpersonal relationships. Students examine problem-solving and communication patterns, and rich variations in different temporal, structural, and socio-cultural contexts. (satisfies general education credit in the Social and Behavioral Science area)			
SOW	101	Introduction to Social Work	4 credit hours
This course introduces the history, evolution, and purpose of the social work profession, and examines professional values, knowledge base, and skills for culturally competent, generalist social work practice. Emphasis is given to the ecological framework for understanding the scope of social work practice at the micro, mezzo, and macro levels.			
SOW	322	Human Behavior and the Social Environment (I & II) 16 weeks	4 credits hours
HBSE Part I: This foundational course, the first in a two-part sequence, focuses on the life-span approach to examine the biological, social, cultural, psychological, and spiritual factors that influence behavior, normal development, health, and well-being from conception to adolescence. Ecological/systems theories focus the "person-in-environment" as the context for biopsychosocial assessment and exploring the impact of human diversity, oppression, social and economic inequality. **(Prerequisite: BIO 101)** HBSE Part II: Human Behavior and the Social Environment The second in a two-part sequence focusing on the life-span, examines the biological, social, cultural, psychological, and spiritual factors that influence individual development, personality, and psychosocial adaptation from young adulthood to later adulthood.			

SOW	323	Generalist Practice I – Social Work Practice with Individuals	4 credit hours
This foundational course examines the knowledge, ethics, and skills for generalist social work practice with individuals. Special emphasis is given to the person and environment construct, and the ecological framework for understanding the biological, social, cultural, psychological, and spiritual dimensions that shape individual development and behavior. Students will model the stages of the planned changed process focusing on the essential qualities of a professional helping relationship, beginning interviewing principles and techniques, use of self, counter transference, empathy, and related interpersonal skills.			
SOW	324	Generalist Practice II – Social Work Practice with Families	4 credit hours
The course introduces the generalist/strengths perspective, family life cycle, assessment factors, and various structural, strategic, theoretical and evidence-based models and interventions for culturally-competent social work practice with families and extended family/natural support systems. **(Prerequisite: SOW 323)**			
SOW	327	Ethical Issues in Social Work	4 credit hours
The course introduces the value base and ethical standards of social work professional practice derived from the Code of Ethics for Social Workers (National Association of Social Workers, 1999). Students will examine personal values and gain knowledge of the dimensions of ethical decision making, apply guidelines for ethical reasoning and resolving ethical dilemmas related to social workers' obligations to clients, colleagues, society, social work profession, society, and the practice setting. The course focuses on ethical practices and activities, including privacy and confidentiality, legal duties, client rights, civil rights, informed consent, professional judgment, competence, impairment, social welfare, and political action.			
SOW	329	Multicultural Issues in Social Work	4 credit hours
This course provides a theoretical framework for understanding the dimensions of diversity, ethno cultural, socioeconomic, and social structures that shape human experience, and contribute to differences in power relations among individuals and multicultural groups in the United States. Emphasis is given to influential societal values and mechanisms of oppression that may marginalize, stigmatize, alienate, or mediate access to privilege, power, and acclaim among individuals and vulnerable groups. The course examines macro level change in promoting social and economic justice, human and civil rights, and empowerment concepts for eliminating poverty and discriminatory practices due to age, class, color, culture, disability, ethnicity, gender, immigration status, political ideology, race, religion, and sexual orientation.			
SOW	345	Generalist Practice III - Social Work Practice with Communities and Organizations	4 credit hours
The course applies the generalist/empowerment perspective in examining roles, relationships, and communication skills for working with communities and organizations, including the use of the planned change process - a systematic model guiding assessment, planning, problem-solving, and intervention techniques in macro social work practice. **(Pre-requisite: SOW 324)**			
SOW	370	Research Methods in Social Work I	4 credit hours
This course, the first of a two-course sequence, introduces the student to the basic terms, concepts, research designs, and applications of social work research methods. Emphasis is placed on critical thinking and identification of the stages of scientific inquiry, focusing concepts, terminology and topics in problem formulation, development of research questions or hypotheses, research designs, methods of data collection, statistical tests, and data analysis.			
SOW	425	Introduction to Social Welfare Policy & Services	4 credit hours
This course introduces the historical and theoretical foundations of social welfare policy and social programs in the United States. Emphasis is given to the concepts, principles, competing			

values, ideas, beliefs, including mechanisms of oppression, that shape policy development and influence the decision-making, implementation, and financing of social welfare systems. The course examines the dual nature of social workers' roles and professional obligations, both as contributors to social welfare policy development and as change agents, in promoting social justice, equality, community and individual well-being.			
SOW	450	Social Welfare Policy Analysis	4 credit hours
The course introduces the theoretical framework and models for social welfare policy analysis. Students will analyze contemporary policy structures, economic concepts, federal and state initiatives that impact social work programs, practice, planning, and social service delivery systems related to social insurance, health care, child welfare, and aging. Students will identify the leadership, collaborative, and advocacy roles engaged by social workers at the macro level, and strategies for advancing human rights, civil rights, social and economic justice.			
SOW	470	Research Methods in Social Work II	4 credit hours
The course, the second of a two-course sequence, develops skills in analyzing research designs and evaluating social work program outcomes, including measures of practice effectiveness. Emphasis is placed on the development of analytical writing skills and critique of published empirical studies. **(Prerequisite: SOW 370)**			
SOW	487	Social Work Field Practicum I	2 credit hours
This course, Part I of a two-course sequence, integrates the theoretical and conceptual foundation of classroom instruction with practice methods, training, and skills for generalist social work practice. Students will demonstrate the core components through placement within a qualified practice setting, and complete a minimum of 200 practicum hours under the supervision of a licensed social worker with an advanced degree in social work.			
SOW	488	Social Work Field Practicum II	2 credit hours
Part II of the two-course Field Practicum requirement. This course integrates the theoretical and conceptual foundation of the classroom instruction with practice methods, training, and skills for generalist social work. Students will complete a minimum of 200 practicum hours. This course places primary emphasis on evaluation of the student's professional effectiveness, mastery of the core competencies, and readiness to engage in evidence-informed practice.			
SOW	489	Social Work Field Integrative Seminar	2-4 credit hours
The Social Work Field Integrative Seminar is designed to guide the student's engagement and integration of social work theory with field instruction for beginning generalist social work practice. Through an interactive group process, the seminar offers a confidential setting for discussing current experiences in the practicum, information-sharing, problem-solving, and evaluating professional effectiveness, values, ethical and work adjustment issues, interviewing, and communication skills. Students are required to maintain participation in the field seminar for the entire period of enrollment in SOW 487 and SOW 488.			
SOW	496	Foundational Workshop	3 credit hours
This course guides the student in the development and completion of a written proposal for the capstone learning project. The proposal details a comprehensive description of the project and a plan for its successful implementation.			
SOW	499	Capstone (CGR) Learning Experience Project	6-9 credit hours
The Capstone Learning Experience Project is a personal, academic, and professional presentation of a student's knowledge, competence, and achievements in the major. Students will demonstrate a comprehensive understanding of the field of study and core competencies for generalist social work practice.			
SPE	201	Public Speaking	3-4 credit hours
This course is designed to give the student a full understanding/appreciation of the techniques and approaches to public speaking. The student will discriminate between good and poor			

speeches, will understand the planning required to deliver a good speech, and will deliver speeches for different purposes and audiences.			
SPM	315	Sport Administration & Organizational Theory	4 credit hours
This course will explore, assess, and identify various organizational theories and structures and their application in sport environment. The course will examine the management process, including theoretical and philosophical aspects of management in a sport setting and review the role of character development in sport management. The course will also examine the importance of relationships within sport management, such as client, employee, and community relations, and analyze physical education, recreation, wellness, health promotion, sport and fitness as micro components in sport administrations as it relates to society as a whole.			
SPM	320	Economics & Fiscal Responsibility in Sport Management	4 credit hours
This course will identify principles of finance specific to budgeting and operations in connection with business decision-making in various sport-related organizations. The course will expose students to various financial principles as they relate to professional, collegiate, and high school sport programs. In addition, this course will provide students with practical application of financial management, including principles and financial statements as they pertain to planning, administration, and reporting the financial performance of a sport-related organization.			
SPM	410	Law and Ethics in Sport Management	4 credit hours
This course provides an understanding of the American legal system with an emphasis on the resolution of sport business legal disputes by means of civil litigation, mediation, arbitration, and trial procedures. The course will examine the legal structure of the sport industry. This course provides an understanding of the laws affecting professional sports and provides a philosophical viewpoint of the ethics, professional codes of conduct, and ethical professional responsibilities of leaders in the sport environment.			
STAT	221	Statistics	4 credit hours
This course covers concepts of probability theory, random variables and their distributions, sampling theory, understanding variation, and testing for differences in sample means. Emphasis is on practical work applications and the display and interpretation of data used in organizations to test for stability and improvement of work processes. (satisfies general education credit in the Mathematics and Statistics Area)			
STAT	321	Advanced Statistics and Probability	3-4 credit hours
The goal of this course is to familiarize the student with the fundamentals of statistics and allied topics in probability. The course will focus on the topics of displaying data, calculation of central tendency, methods of determining the spread of the data, sampling techniques, basic probability, binomial probability distributions, and the interpretation of normal distributions and estimation of confidence. This course emphasizes using statistical reasoning. **(Prerequisite: Statistics 221)**			
STAT	322	Statistical Process Control & Improvement	4 credit hours
This course focuses on statistical methods used to determine if processes are predictable or not and the similarities and differences of improving predictable versus unpredictable processes. It covers the concepts of central tendency, understanding variation, sampling theory, probability theory, and testing for differences in sample means. Through the selection, development, and analysis of a work-related project, emphasis is placed on real, practical applications. (satisfies general education credit in the Mathematics and Statistics area)			
STAT	323	Regression Analysis	3-4 credit hours
This course presents a balance of theory and application of linear regression models and			

statistical analysis. The topics covered include simple and multiple linear regression, partial correlation, residual analysis, stepwise model building, multi-co-linearity and diagnostic methods, indicator variables. This course assumes familiarity with basic statistics.
(Prerequisite: an introductory statistics course or STAT 221)

MASTER OF ARTS DEGREE PROGRAMS

- Master of Arts with concentrations in Psychology and Counseling
- Master of Arts-Online

MASTER OF ARTS WITH CONCENTRATIONS IN PSYCHOLOGY AND COUNSELING

CERTIFICATE OF ADVANCED GRADUATE STUDY WITH CONCENTRATIONS IN PSYCHOLOGY AND COUNSELING

Dean: William Lax, Ph.D., ABPP
Program Director: Nicholas D. Young, Ph.D., Ed. D.

Program Overview

Credits to Degree: 48-60 depending on option.
Transfer Credits: Up to 12
Enrollment Dates: July 2011, Starting in 2012 Winter, Spring/Summer and Fall Trimesters
Minimum Time to Degree: 24-30 months depending on option

Academic Program Location
Master of Arts
Brattleboro Academic Center
Union Institute & University
3 University Way, Suite 3
Brattleboro, VT 05301-3669
Toll-free: 800.336.6794
Local: 802.257.9411
http://www.myunion.edu/academics/ma-psych/

Concentrations and Licensure Tracks
The Master of Arts program offers the following academic concentrations:

- Clinical Mental Health Counseling
- Counseling Psychology
- Developmental Psychology (non-licensure)
- Educational Psychology (non-licensure)
- Industrial and Organizational Psychology (non-licensure)

The Master of Arts Student Handbook is available on the UI&U website at http://www.myunion.edu/academics/handbooks/MA_Psych_handbook.pdf.
Students should refer to the M.A. student handbook for a more in-depth description of requirements involving research and writing assignments, scholarly papers form and style, student presentations, the master's portfolio, and internship/practicum/field experiences.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/forms/map000.pdf.

Program Mission Statement

Program faculty strive both to enhance and disseminate the science of psychology and the art of the helping professions, while also contributing to the overall service to the Union Institute & University and its mission. To advance that mission, the program emphasizes the professional development of graduate students, the growth of both graduate students and faculty as scholar-practitioners, and faculty service to the university and to the profession.

The program mission and purpose align with Union Institute & University's mission and purpose in several important ways. First, the program is innovative in the sense that it is constructed to prepare licensure-bound students to meet increasingly detailed specifications for credentialing, while keeping at the heart of each plan of study the unique scholarly, professional, and personal questions that motivate the individual student. Second, its brief residency model permits wide outreach to adult students: those who live geographically closer to the Brattleboro campus and/or who desire more frequent face-to-face contact may opt for the Weekend Option, while geographically far-flung students may attend the National Option twice annually. In either option, there are opportunities for mentored study, as well as interaction with faculty and their peer learning community. The high quality of the program is maintained by the faculty, who themselves are engaged in both scholarly and professional pursuits within the university and in the field.

Philosophy

The program's conceptual framework was developed to align with the mission of the larger institution in the promotion of high quality, accessible, innovative, brief-residency programs for adult students across the country, and even throughout the world. The philosophical underpinnings of the program subscribe to the rationale of adult higher education and its expression in practice. This wide rationale includes seminal thinking on adult education that flows from a constructivist view, in which learning is the process of making meaning and includes the current, innovative considerations of narrative learning, non-Western perspectives, and critical theory.

The Master of Arts will help to prepare scholar-practitioners who will be effective, visionary leaders in their organizations and communities. Drawing on innovative ideas about professional education, advanced skills in scholarship, research, and practice will be cultivated and assessed. Applied educational training will support professionals in understanding and working with cutting-edge information and practice. To this end, the program offers updated and advanced courses in a variety of important areas of study. Licensure track programs of study are offered in both Counseling Psychology and Clinical Mental Health Counseling.

Admission Criteria and Procedures

Admission to the Master of Arts with concentrations in Psychology and Counseling program is open to applicants who hold a bachelor's degree from a regionally accredited institution or a recognized international institution of higher education. The admission decision is based upon the following:

- A grade point average of 3.0 or better (on a 4.0 scale) in the major field of study and in all subsequent graduate work. Under special circumstances, a candidate with an extensive work history or other overriding qualifications may be admitted with a slightly lower G.P.A. An official transcript with the baccalaureate degree noted from the school(s) attended must be sent directly from the undergraduate school to the admissions office.
- An interview with the program director, or a member of the faculty, if deemed necessary.
- A completed application detailing personal and professional goals and reasons for pursuing graduate study.
- Three professional recommendations, one of which should be from a person qualified to evaluate clinical potential or appropriateness for advanced mentored study.
- English proficiency is required of all applicants whose native language is not English. Most students fulfill the English requirement by taking the Test of English as a Foreign Language (TOEFL). At both the graduate and undergraduate levels, our TOEFL requirement is 79 on the Internet-Based Test. See http://www.myunion.edu/admissions/english-proficiency.html and http://www.myunion.edu/academics/international-learner/index.html.
- Non-refundable application fee included with the application materials.
- The admissions committee reviews and acts upon completed master's program application folders on a monthly basis. There is a pre-screening procedure that narrows the applicant pool prior to start of the formal application process. The admissions procedure has several other stages such as the formal application and review by the admissions committee and the program director.
- Application materials, including recommendation forms and other supporting information about the master's program, are available online or by contacting the admissions director of the Brattleboro Center at 802.257.9411.
- All application materials will be held for one year only. If an applicant's file is not completed and forwarded to the admissions committee within that time period, all materials will be discarded.

Admissions committee decisions
The admissions committee makes the final decision on all matters pertaining to admissions. The master's program follows the practice of not discussing reasons for rejecting an application.

Transfer Credits

By petition, a student may be allowed to transfer up to 12 graduate credits from a regionally accredited institution into the program of studies, under the following conditions:

- A request to transfer acceptable graduate credits was made at the time of enrollment as part of the application process.
- All transfer graduate level credits were earned in the past five years from a regionally accredited institution of higher education.
- Transfer credits were not previously used toward the completion of another degree or certificate program. For example, no credits used toward an earned master's degree will be accepted for graduate credit at Union.
- The transfer credits are deemed by the associate program director to be applicable and relevant to the internal degree and concentration requirements in effect at the time of request.
- Potential transfer credits were earned at the graduate level, with a B or better grade earned in each course to be credited.

- Applicants wishing to learn prior to admission about the acceptance of transfer credit should submit official transcripts and a description of each course to be credited to the associate program director for approval.
- Transfer credit from a quarter system institution will be converted to semester-hours.
- It is recognized that the program will not accept transfer credits if one or more of the aforementioned stipulations do not apply.
- All transfer credits that are accepted toward the M.A. program are used to determine the remaining maximum timeframe in the program.
- For transferring credits from the M.A. program to another school, earners should be aware that credits awarded by UI&U are transferable only at the discretion of the receiving school.

MASTER OF ARTS PROGAM CHANGES (Effective January 1, 2012)

The Master of Arts with concentrations in Psychology and Counseling will be changing from a two-term, mentored studies format to a trimester, blended/hybrid delivery model effective January 1, 2012. The new model will consist of courses delivered online integrated with brief, weekend residencies offered at our Brattleboro, Vermont campus three times annually (September, February and June). Students will still benefit from having an assigned mentor and have numerous opportunities to work with all faculty members and their peers in completing required and elective courses. The reorganized program will remain a 60-credit program of study and will be offered with full- and part-time options to meet the needs of working professionals. There will be two entrance points annually: August and January. Students may complete all degree requirements in two years of full-time study, while students who desire more time may opt for a three-year or longer program. Consistent with the history of the program, the new delivery model continues to prepare students to meet national counseling credential and state licensing requirements, appreciating that no institution of higher education can promise external licensure.

Please note that all students who are enrolled in the program prior to the January 2012 enrollment date will have the choice of remaining with their current delivery model or transitioning in January to the new blended delivery model. Students who enter the program in January will start only in the new blended delivery model.

A summary of the changes is outlined below:

- Beginning in January 2012, the program transitions from a two-semester model to a trimester model, with two start dates (fall and winter) instead of four.
- Delivery of courses will be in a blended/hybrid model, expanding the use of online courses.
- The length of the program is shortened to two years; students have an option to attend part time, extending the program to three years. The credit hours remain at 60.
- The program will only offer the concentration in Counseling Psychology, discontinuing the concentrations in Educational Psychology, Developmental Psychology, and Industrial/Organizational Psychology. This does not affect current students and those enrolled prior to January 2012.
- The program will discontinue the CAGS. This does not affect current students and those enrolled prior to January 2012.

- The distinctions between the Weekend and National Options will be dropped. Beginning in January we will have three (3) residencies per year, one per term, each three (3) days long (Friday through Sunday) for all students.
    - Winter term: Feb 17-19, 2012; Spring/Summer term: June 29-31, 2012; Fall term, September 19-21, 2012.
- In the new model, typically full-time MAP students complete three (3) courses for the equivalent of nine (9) credits during the fall term; three (3) courses for the equivalent of nine (9) credits during the winter term; and the equivalent of twelve (12) credits during the summer term (this may include Internship) for a total of 60 credits over two years.

More information on this organized program can be found on our website at http://www.myunion.edu/academics/ma-psych/index.html.

Registration for Academic Terms

Approximately six weeks before the beginning of the each academic term, the student will be asked to complete a registration form, which is submitted to their advisor. The registration form must be signed by the student, or the student must submit an email to their advisor giving permission for registration for the listed courses. The student must be careful to list the exact course titles, which have been verified against the student's Academic Program Plan (APP). The advisor submits the registration forms to the program director, who signs and then forwards the forms to the M.A. program office for processing.

Students with past due balances must obtain financial clearance though the Business Office prior to the term start date for the registration to be processed.

Enrollment Status

Students carry a full-time credit load, consisting of twelve (12) term hours per six-month term for a total of twenty-four term hours per calendar year. Beginning in January 2012, full-time status will be nine (9) semester hours.

Any student who wishes to discontinue studies from the program must, depending upon intent, complete and submit the Withdrawal Form to the respective academic advisor and director. The Business Office will ensure that the student is current with all financial obligations and then upon request a transcript will be issued by the Registrar's Office. No leaves of absence are granted by the program. A student's enrollment status is either enrolled or withdrawn.

Students accepted into the M.A. program are expected to remain in continuous enrollment until the completion of nine or more credit hours per term.

Drop / Add and Program Withdrawal

Drop/Add of Courses
Students should check their registration forms carefully before submitting them to their advisors. To receive a tuition refund (see Schedule of Tuition Refunds below), students must drop individual courses no later than 30 days after the start of the academic term. Courses dropped prior to 30 days will not appear on the student's academic transcript. Students are permitted to add courses up to 14 days after the start of the academic term. The effective date of a drop/add

is either the date of postmark or the date of the written or oral request arrives at the student's program office. Drop/adds can impact continuing financial aid eligibility, so students should contact the Office of Financial Aid immediately to determine the effect, if any, on their financial status. All drop/add requests must be approved by the student's instructor(s) in the course(s) dropped and/or added and the academic advisor.

All learning activities dropped after 30 days from the start of the academic term will remain on the student's academic record with a W (for withdrawal) grade.

Withdrawal Policy
Tuition is partially reversed or refunded when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

The following table shows the percentage of tuition to be reversed for course drops or complete withdrawals from the program:

Schedule of Tuition Refunds for Dropped Courses/Program Withdrawal

	6-month term	4-month term
Week One	100%	100%
Week Two	100%	100%
Week Three	75%	75%
Week Four	75%	50%
Week Five	50%	25%
Week Six	50%	0%
Week Seven	25%	0%
Week Eight	25%	0%
After Week Eight	0%	0%

Satisfactory Academic Progress Review Policy

Monitoring and assessing student progress
Student progress in the program is assessed in a variety of ways, including oral and written feedback from faculty advisors. One of the primary tasks of both faculty advisors is to assist the student in making steady progress toward the goals outlined in the Academic Program Plan. To assure good progress, the core advisors will offer regularly scheduled feedback on academic progress through each phase of graduate studies. It is the responsibility of the student to contact the first core advisor at a minimum of twice per month to update the advisor on academic progress.

At the completion of each term of enrollment, the first core faculty advisor must notify the registrar that progress has been sufficient to maintain good standing in the program. Given the strict deadlines of the Registrar's Office and the Office of Financial Aid, students must submit final drafts of all work to be credited for the term to both advisors no less than two weeks prior to the official term end. Work that is submitted after this date, or which needs significant revision, will result in an Incomplete grade for the course in question.

If a student completes fewer than nine credits in any term, the student will be placed on academic probation. If a student's progress remains unsatisfactory at the end of the probationary period or the student receives a second grade of U, the student will be dismissed from the program. Any Incomplete (I) grades remaining six months beyond a term's end will be transformed into Unsatisfactory (U) grades.

- Although a student has six months beyond the end of a term to remove Incomplete grades, no work will be accepted by advisors for a subsequent term until all previous Incomplete grades have been removed.
- A student who is making satisfactory academic progress by the end of the probationary term will be removed from financial aid probation and from academic probation, via the first core advisor's submitting a revised transcript report to the registrar.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

The M.A. program grades on a satisfactory/unsatisfactory (S/ U) grading system. A grade point average is not calculated with an S/ U grading option. In the M.A. program, a satisfactory (S) grade is considered equivalent to a B or above letter grade. All registered learning activities will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

Grade	Criteria
S	S indicates successful completion of a term study. Credit for which the student is enrolled is granted.
U	U indicates a term of study was attempted but was unsuccessful. No credit is granted. U may also indicate that an I was automatically changed to a U because outstanding work for a term was not completed satisfactorily within the prescribed time period. No credit is granted.
I	Incomplete may be assigned if a course is not completed within the enrollment period. The faculty determines whether or not to assign an I grade. An I grade allows an additional term from the last day of the previous term to complete the coursework. **If the student has not satisfactorily completed the work by the end of the one-term extension, the I grade will convert to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines.** No credit is earned for the I grade until it is converted to the final grade.
W	W indicates a student withdrew from a term before the term was

Grade	Criteria
	concluded. No credit is granted.
N	N indicates no grade has been reported for a term at the conclusion of the term. N is a temporary code, which converts to one of the above codes once the necessary program information has been reported to the office of the registrar. No credit is granted for a term as long as it is coded with the N.

(Note: Refer to the University Attendance & Engagement Policy in this catalog.)

Curriculum, Courses, Sequences

The program has developed an innovative approach to completion of course work that involves a unique, highly individualized and constructivist approach to learning. In order to maximize the experience and diverse needs of graduate students in the program, each course is uniquely defined as part of a larger program framework and tailored to meet the student's professional and personal goals and interests. A course is an experience involving the acquisition of information and skills related to a particular domain within a specified period of time in order to achieve the aims outlined in the Academic Program Plan. Every course experience is the result of a collaborative effort between student and core advisor aimed at satisfying the criteria for graduation and the student's goals for professional preparation as described in the Academic Program Plan.

The Academic Program Plan (APP)

In collaboration with the core advisor(s), each student develops and delineates a sequence of courses built on a generically described framework (template) of activity that leads to: (1) completion of graduate degree requirements; and (2) allows for specification of student's goals, anticipated competencies, and specialization. Upon admission, students will prepare an initial draft of an Academic Program Plan and subsequently meet with their first core advisor to review the intended sequence of study in the context of students' expressed aims and relevant external criteria, such as state licensing requirements. In essence, the Academic Program Plan offers a detailed map for each graduate student in achieving academic and professional goals. Preparation and review of this written document alleviates much of the uncertainty and confusion that are associated with the complexity of information that many graduate students experience in pursuing a comprehensive course of study. The Academic Program Plan is subject to review and revision with changes in the graduate student's life plans and situation. Students must complete a satisfactory final Academic Program Plan within 60 days of admission to the program.

The student handbook needs to be referenced for program specifics regarding the capstone project, final project, the master's portfolio, internships, and practicum requirements.

Program Delivery

Students enrolled in the master's program complete course requirements through a combination of guided tutorials and in-residence classroom instruction. The initial Academic Program Plan outlines the required course readings and academic expectations that are further clarified during residencies and/or ongoing communication between the student and their team of advisors. All courses will involve a combination of tutorial, independent study, and on-campus instruction.

Minimum / Maximum Program Length

The Master of Arts is a: (1) Two-and-a-half year, five-term, 60-credit hour degree program, or (2) two-year, four-term, 48-credit hour degree program, or (3) in rare cases (with the approval of the program director), a one-and-a-half year, three-term, 36-credit hour program.

- The maximum timeframe for completion of the 60-credit hour program is seven years.
- The maximum timeframe for completion of the 48-credit hour program is six years.
- The maximum timeframe for the completion of the 36-credit option is five years.

All transfer credits that are accepted toward the M.A. program are used to determine the remaining maximum timeframe.

Academic Calendar

The Master of Arts program operates on a six-month calendar until January 2012. Registration is required prior to the start of each enrollment term. Students may register for the following term options:

- Summer/Fall July 1 – December 31, 2011 (final six-month term)
- Winter Trimester January – April
- Spring/Summer Trimester May – August

Registration follows approval of tuition payment agreements by the Business Office and receipt of a signed enrollment agreement form.

Residency Requirements

Residencies are a critical component of the M.A. brief residency program. They fulfill the total academic picture at Union Institute & University by offering seminars, cohort engagement, time with mentors and an overall environment designed to support the student in engaging with theory and practice in their chosen fields. All students are required to attend all residencies corresponding to their particular model/option (national or weekend model) of residency per academic year. Residency schedules are emailed to students approximately three weeks prior to each residency to allow students to plan their on-campus seminar attendance and activities.

The program offers students a choice between the following two on-campus schedules:

- **National Option Schedule:** Students who enroll in the National Option attend one, five-day residency on the Brattleboro Campus during each term of enrollment, for a total of two five-day residencies per year. Additionally, students in the National Option may be required to attend one weekend orientation during their first month of enrollment.
- **Weekend Option Schedule:** Students attend five, two-day weekend residencies annually.

The campus-based residency at Brattleboro includes the following activities:

- Research Seminars
- Professional Seminars
- Core Groups
- Content Seminars
- Student Presentations
- Degree Planning
- Thesis Presentation

Non-Residency Activities / Mentored Study

During times when students are not in residency, they work with core faculty advisors and a field supervisor to fulfill the academic and professional requirements stipulated in the approved

Academic Program Plan. The following activities are characteristic of those which take place between residencies:

- Participation in regular and frequent contact with their core faculty advisors
- Completion of Academic Program Plan, in consultation with core advisors
- Completion and submission of all assigned readings and writings for each course in accordance with the Academic Program Plan
- Internship/field experience/experiential learning
- Preparation of the final professional presentation

Program Concentrations

Licensure procedures for those students matriculating into licensure-bound studies are articulated in the student handbook. A brief description of the academic concentrations is as follows:

Clinical Mental Health Counseling

Clinical mental health counseling was developed as a specialty field within the larger field of counseling. Its recent popularity has earned it independent status. Several states differentiate between the required training and experience of community counselors and clinical mental health counselors, and the National Board for Certified Counselors has also created separate certification and examination requirements. Simplistically, clinical mental health counseling places greater emphasis on the counseling needs of clinical populations than do other fields of counseling, making clinical mental health counselors more likely to work in clinical settings with clients suffering from mental illness. The clinical mental health counselor academic concentration should be of interest to those wishing to work as counselors in traditional clinical settings and/or those who reside in states that require this type of counselor training for certification or licensing purposes.

Counseling Psychology

The field of counseling psychology's mission is to work with normal developmental, adjustment, and vocational issues and was developed to offer a contrast to the mental health orientation of clinical psychology. The American Psychological Association established Division 17 in 1952 to advocate for the field of counseling psychology. This division has been instrumental in the growth and development of the counseling profession. Although this field has much in common with the field of counseling, counseling psychologists often have more extensive training in social science research, norm-referenced evaluation instruments, and psychological theory. The concentration should be of interest to those wishing to practice counseling and work with clients with normal adjustment issues or less severe mental illness.

Developmental Psychology

Developmental psychology is a field encompassing lifespan development and topics pertaining to human development and the aging process. Developmental psychologists seek to understand all aspects of emotional, physical, intellectual, language, spiritual, social, and moral development and functioning from infancy to late life. Human development in birth through young adulthood has always been a primary focus of this field; however, attention is being directed increasingly to issues involving adult development and aging. Although this academic concentration identifies a core curriculum, students have the opportunity, depending on their professional and personal interests, to further focus their studies on one end of the lifespan through the selection of elective courses. The American Psychological Association's Division 7 was created to advocate for this field of psychology. As the content undergirding developmental psychology has wide application, this academic concentration may be of interest to prospective

psychologists, teachers, educators, future leaders, administrators who wish to view supervision through a developmental lens, or to those interested in studying an academic discipline that centers on human development and the aging process.

Educational Psychology

Educational psychology as a field of study and practice literally exists between education and psychology. Its aim is to strengthen learning theory as applied to educational instruction and/or the therapeutic process. It has its roots in the writings of such well-regarded authors as William James and John Dewey. As the study of learning processes has become fundamental to the field of psychology, and the use of learning paradigms to explain and enhance therapeutic procedures grows more popular, educational psychology has gained prominence. While some educational psychology programs choose to focus almost exclusively on the learning process, learning disorders, and/or various learning difficulties, this concentration was conceived to train clinicians to apply learning theory to both educational and clinical settings. As such, the courses required to satisfy this concentration were designed to expose our students to (1) the application of psychological principles to educational settings, and (2) the use of learning principles to guide and enhance the practice of psychology in clinically oriented settings. This academic concentration may be of interest to teachers seeking a greater understanding of learning theory and the application of learning principles to instruction and/or curriculum development; to administrators wishing to broaden their knowledge of educational and learning research; to prospective psychologists planning to work with the learning disabled population in educational settings at the secondary or postsecondary level; or to prospective psychologists interested in using a learning theory lens to guide the therapeutic process in private practice or other clinical settings. Due to the changing professional practice landscape, many consider educational psychology to be one of the more flexible and versatile fields of psychology.

Industrial and Organizational Psychology

Industrial and organizational psychology is a relatively new specialty field that is interested in using psychological theory and principles to improve individual and organizational workplace performance through the systematic study of individual, group, and organizational processes. Industrial/organizational psychologists frequently view the organization as the client and perform many diverse and fascinating functions such as executive coaching; consulting on contract negotiations; designing office or factory environments to maximize employee satisfaction, performance, and well-being; assessing group dynamics; developing hiring and personnel evaluation tools and procedures; and creating high-performance teams.

Because of the scope of this field of psychology, this academic concentration may be of interest to professionals wishing to work as psychologists in business, government, or academic settings; or to those seeking an in-depth understanding of organizational theory and interventions. Those pursuing executive or human resources positions that require breadth and depth of knowledge of personnel selection, performance appraisal, and/or organizational evaluation and improvement methods, practices, and strategies will also be interested in this field.

Academic Concentrations—Overall Purpose

Specific information regarding the academic concentrations above, including course descriptions, course objectives, and readings, are included within the concentration-specific Academic Program Plan template provided to each student upon entry into the program. The program is designed with several purposes in mind. The first is to offer academic concentrations which included professional courses and supervised internship experiences that are increasingly required by state and national agencies and credentialing bodies. Licensure track

students follow a program of studies leading to state licensure as master's level counseling professionals. The program does not lead to licensure as a psychologist. The second purpose of the program is to support practitioner-scholars in non-licensure programs. The program of study is designed to augment the student's knowledge base and professional skills through structured plans of study. The plans of study link the student's interest with current scholarship and applied field experiences in their chosen area of study.

Licensure and Certification

While no program can guarantee licensure or certification to any person, numerous external requirements were used in the design of the academic concentrations. These include academic course requirements shared by states and stipulations made by national credentialing bodies for types of national certification. The prospective psychology or counseling students should review their state's licensing requirements before matriculating into licensure-bound studies at Union Institute & University. The ultimate responsibility regarding licensure or certification lies with the individual student and not with the institution.

Non-licensure Studies in the Program

Currently, the program offers two licensure and three non-licensure concentration tracks leading to the master's degree. Students choose a non-licensure track in developmental psychology, educational psychology, or industrial and organizational psychology as academic preparation for further graduate study or as professional preparation for teaching, consulting or writing. Although each student's Academic Program Plan reflects his/her professional and academic interests, all students in the both licensure and non-licensure tracks must complete graduate coursework in research methodologies and program evaluation, social and cultural diversity, the psychology of human development, and professional ethics. In addition to these core courses, the student will complete additional specialized coursework in his/her academic concentration.

Curriculum Distribution

The following is a sample credit distribution:

Course Title	Credits
Term 1:	
Counseling Theory and Practice	3
Abnormal Psychology	3
Psychology of Human Growth and Dev.	3
Professional Orientation and Ethics	3
Term 2:	
Psychology of Learning	3
Helping Relationships	3
Appraisal and Diagnostic Procedures	3
Personality Theory and Development	3
Term 3:	
Research Methods and Program Evaluation	3
Family Therapy	3
Social Bases of Beh/Cultural Diversity	3
Biological Bases of Behavior	3

Practicum in Counseling Psychology	1 *(Optional as determined by state regs.)
Term 4:	
Group Work and Therapy	3
Tests and Measurements	3
Thesis in Counseling Psychology I	3 *(2 credits, if practicum is selected)
Counseling Psychology Internship I	3
Term 5:	
Master's Portfolio	3
Career and Lifestyle Development	3
Thesis in Counseling Psychology II	3
Counseling Psychology Internship II	3
Total Credits	60

****Elective Courses (may be substituted if state requirements permit)**
Psychopharmacology
Human Sexuality for Counselors
Crisis Intervention
Substance Abuse and Addictive Disorders
Psychopharmacology and Substance Abuse

Commencement

Commencement (participation in the certificate presentation ceremony) is held twice per year at the February and June national residencies. Commencement ceremonies are typically held on Sunday afternoon during the residency. Participation in the commencement ceremony is contingent upon approval by the student's committee no less than four weeks prior to the commencement date. Those who do not meet the four-week minimum are welcome to attend a later commencement. Students who are eligible to participate in commencement will receive information in advance. M.A. graduates are invited to participate in the National Commencement held each fall in Cincinnati, Ohio.

Course Descriptions

Course prefixes used for this program are PSY and COU with #500 level courses. Courses are 3 semester credit hours with the exception of thesis and practicum which are variable credit hour.

Term 1:
Foundations of Clinical Mental Health Counseling – includes a foundational overview of the interventions and considerations within the context of clinical mental health counseling. Topics and readings include the understanding of the functions, roles, and professional identity of clinical mental health counselors, the current trends in clinical mental health counseling, and the professional issues that are unique to clinical mental health counseling. Also reviewed are the credentialing bodies, considerations, and public policy issues relevant to the practice of ethical and legal mental health counseling practice.
Psychology of Human Growth and Development – examines the course of human development through the lifespan as well as the interaction between genetic and biological

factors in the environment. Specific topics covered include physical development, cognitive development, learning, intelligence, language development, emotional development, and the growth of personality. Current theories are also examined.
Professional Issues and Ethics – examines the history of professional ethics and the issues surrounding psychotherapy, law, code of conduct, and institutional guidelines for protecting human subjects in research. Topics such as client rights, confidentiality, sexual issues, diversity, managed care, and issues in group work and family therapy are reviewed.
Personality Theory and Development – includes studies of the major theories of personality, with major special attention to the three major schools of personality: the psychodynamic, behavioral, and humanistic. Through the study of the DSM-TR, the symptomology associated with the major psychiatric disorders as well as the causes and nature of different personality types is examined.

Term 2:
Appraisal and Diagnostic Techniques – provides a general introduction to the basic testing concepts and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group tests, behavioral observations, clinical interviews, and computer-managed and computer-assisted methods.
Helping Relationships – includes studies of the basic building block skills that are fundamental to the counseling process as well as the collaborative nature of the helper-client relationship. A three-stage model will be examined that drives the client problem-managing and opportunity-developing action phases: (1) helping clients tell their stories; (2) helping clients determine what they need and what they want; and (3) helping clients develop strategies to accomplish their goals. The basic helping skills, including non-verbal and reflecting skills, will be considered. There is also a residency requirement intended to facilitate proficiency with counseling skills by providing an opportunity to role play, video tape, and simulate counseling situations.
Abnormal Psychology – includes studies of the various approaches to the systematic description of psychological disorders: historical, sociopolitical, medical, behavioral, and epidemiological. This exploration includes the various patterns of pathological behaviors as well as the nosological system (DSM-IV-TR), the differential diagnosis among its subcategories, knowledge of etiology, and possible alternatives to the existing system.
Contextual Dimensions of Clinical Mental Health Counseling – includes advance study of a range of issues of importance to the practice of clinical mental health counseling. Topics include the roles of clinical mental health counseling with a focus on the functions and relationships among interdisciplinary treatment teams and an understanding of the historical, organizational, legal, and financial dimensions of public and private mental health care systems. The principles, theories, and practices of community interventions, including the concepts of primary, secondary and tertiary interventions are explored. Programs for inpatient, outpatient, partial treatment, aftercare, and community-based human service networks will be considered. The management of clinical mental health care systems and programs, including the administration, finance, and budgeting in the private sectors will be examined, and the principles and practices for establishing and maintaining independent private practice, procedures for determining outcomes, accountability, and cost containment in private practice will also be investigated.

Term 3:
Group Work and Therapy – includes studies of the basic elements of group process and dynamics as well as strategies and methods commonly used to facilitate group therapy sessions. Ten theoretical approaches and key concepts to group counseling will be included, while the practice applications of these theoretical models to group work will be considered. Additionally, the historical and cultural context in which these theories were developed as well

as the ethical and professional implications of employing these paradigms in practice will be considered.
Clinical Consultation – includes studies that examine the role of mental health counselors and psychologists as consultants in community, educational, and mental health settings. Various consultation models are considered, including case consultation, interdisciplinary team involvement, and the mental health professional as an expert working with diverse populations. Consultation as it applies to individuals, groups, and organizations are also studied. Consideration is also given to issues related to contact, gathering information, evaluation, diagnosis, models of intervention, and follow-up services.
Career and Lifestyle Development – includes studies of the skills and knowledge needed to help clients consider a wide array of career and lifestyle choices. The application of career development theory and research in counseling and educational settings will be considered. Emphasis will be placed on the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career exploration techniques.
Advanced Counseling Methods and Practice – includes studies of the integration of clinical mental health principles and techniques while emphasizing the development of advanced diagnostic and clinical interventions, skills and procedures. Such topics as how to complete an intake interview, conduct a comprehensive mental health status evaluation, and facilitate a bio/psycho/social and mental health history report will be considered. Guidelines for treatment planning and caseload management will also be examined. A 100-hour practicum will also be required.

Term 4:
Internship in Clinical Mental Health Counseling I – this is an off-campus, supervised internship in clinical mental health counseling designed to integrate theoretical understanding with direct, hands-on exposure to praxis. The purpose of this fieldwork is to practice the skills of clinical mental health counseling in an applied setting under the supervision of an experienced practitioner. Students must complete a minimum of 450 hours of internship at a site approved by the faculty in order to complete this three-credit requirement. All aspects of counseling practice—appraisal, therapeutic intervention, and consultation—will receive exposure in this experience. Both a site and college supervisor will closely monitor the activity of the student throughout this internship and will ensure that all internship activities are appropriate to this field of counseling. The college and site supervisor will also evaluate the progress of the student. Expected outcomes include submission of an internship log and reflective essay that chronicles the student's growth and development, as well as a satisfactory field evaluation.
Social Basis of Behavior and Cultural Diversity – includes studies that cover a number of advanced topics in social psychology including cultural, ethnic, and group processes, sex roles, organizational behavior, group dynamics, status role, and attribution theory. Socially inherited and transmitted patterns of pressure, expectations, and limitations learned by individuals will be considered. Issues and trends in a pluralistic society will be examined. Emphasis will be placed on understanding cultural diversity including, but not limited to, facilitating awareness of attitudes and beliefs that may negatively impact relationships with persons who are sensitive to issues of discrimination.
Research Methods and Program Evaluation – includes studies that provide an understanding of types of research methods, basic descriptive and inferential statistics, and ethical and legal considerations in research. The fundamentals of program evaluation will also be considered. Emphasis will be placed on an understanding of the steps involved in designing and implementing a research design as well as how to evaluate the effectiveness of programs using both qualitative and quantitative methods.

Thesis in Clinical Mental Health Counseling I – is the first three-credit block of required thesis writing in clinical mental health counseling designed to produce an approved proposal and introductory chapter. The thesis proposal must have the potential to demonstrate scholastic excellence and depth and breadth of understanding. All written products must adhere to the professional writing guidelines published in the APA Style Manual 5th edition.

Term 5:

Psychopharmacology and Substance Abuse – includes studies that provide an introduction to the field of psychopharmacology as well as the study of drug interactions with the brain, which impact cognitive processing and behavioral states. Pharmacokinetics and chemical neurotransmission are considered. Specific classes of drugs and their applications to the treatment of psychological disorders, including anxiety, depression, and bipolar disorder, are emphasized. Substance use and abuse and such related topics as neurophysiology, addiction behaviors and interventions, and the effects of licit and illicit drugs are investigated.

Internship in Clinical Mental Health Counseling II – is the second required three-credit experience in clinical mental health counseling encompassing an additional 450 hours of internship, bringing the supervised total to 900 hours.

Thesis in Clinical Mental Health Counseling II – is the second, three-credit block of required thesis writing in clinical mental health counseling designed to produce the literature review and research or applied section chapter.

Thesis in Clinical Mental Health Counseling – is the third, three-credit block of required thesis writing in clinical mental health counseling designed to produce chapters 4 and 5. Credit will not be awarded until the student: submits the full edited and approved version of his/her thesis to the Department's Graduation Review Committee, and the student formally and successfully presents his/her thesis findings.

Master's Portfolio – Students begin constructing their Master's Portfolio throughout their program of study. Submission and approval of the completed portfolio project is worth 3 credits, and is a prerequisite for completion of the degree program. Portfolios are organized according to the core competency requirements of the Master's program, and reflect the individual student's development and synthesis of scholarship and experimental learning processes.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)

WITH CONCENTRATIONS IN PSYCHOLOGY AND COUNSELING

Dean: William Lax, Ph.D., ABPP
Program Director: Nicholas D. Young, Ph.D., Ed.D.

Program Overview

Credits to Certificate Completion: 36 or 48 semester credits, depending on option
Transfer Credits: Up to 12 semester credits
Calendar: Six-month terms
Enrollment Dates: July 2011, Starting in 2012 Winter, Spring/Summer and Fall Trimesters
Minimum Time to Degree: 24 months

Note: The CAGS certificate program will be discontinued for new students beginning with enrollment for the January 2012 term.

Academic Program Location
CAGS Program
Brattleboro Academic Center
Union Institute & University
3 University Way, Suite 3
Brattleboro, VT 05301-3669
Toll-free: 800.336.6794
Local: 802.257.9411
http://www.myunion.edu/academics/cags/index.html

Academic Concentrations and Tracks

- Professional Counseling (Licensure Track)
- Counselor Education and Supervision (Licensure Track)
- Human Development and Wellness (Non-Licensure Track)
- Psychology Education (Non-Licensure Track)

The CAGS with concentrations in psychology and counseling program is offered from the Brattleboro, Vermont Academic Center, in conjunction with the M.A., with concentrations in psychology and counseling.

This CAGS program's purpose is to meet the needs of those students who require additional graduate specialty coursework to fulfill state and national credentialing requirements; those who seek pre-doctoral preparatory studies; and to support scholar-practitioners in non-licensure programs who desire a program of studies, which can be uniquely tailored to their own goals and interests.

Licensure and certification procedures for those students matriculating into licensure-bound studies are articulated in the CAGS Student Handbook.
http://www.myunion.edu/academics/handbooks/cags-handbook.pdf

Admission Criteria and Procedures

Admission to the program is open to applicants who hold a master's degree from a regionally accredited institution or a recognized international institution of higher education. The admission decision is based upon the following:

- A grade point average of 3.0 or better (on a 4.0 scale) in the major field of study and in all subsequent graduate work. Under special circumstances, a candidate with an extensive work history or other overriding qualifications may be admitted with a slightly lower GPA.
- An interview with the director of the program or a member of the faculty, if deemed necessary, based on academic track record.
- A completed application detailing personal and professional goals and reasons for pursuing graduate study.
- Three professional recommendations, one of which should be from a person qualified to evaluate clinical potential or appropriateness for advanced mentored study.
- A score of 500 on the paper based TOEFL for students whose native language is not English.
- Applicants seeking admission to any of the four postgraduate tracks must hold a master's degree in psychology, counseling, or a closely related field, or have completed a minimum of 12 prior graduate level credits in counseling, psychology, or a closely related field prior to acceptance. In certain circumstances, exceptional applicants may be accepted without meeting this prerequisite.

The admissions committee reviews and acts upon completed application folders on a monthly basis. There is a pre-screening procedure that narrows the applicant pool prior to start of the formal application process. The admission procedure has several stages, including the formal application and review by the admissions committee and the program director.

A packet with an application, recommendation forms, and other supporting information about the program is available upon request by contacting the director of Brattleboro admissions at (802) 257-9411.

Transfer Credits

By petition, a student may be allowed to transfer up to 12 graduate or postgraduate credits into their program of studies, under the following conditions:

- A request to transfer in acceptable graduate or postgraduate credits was made at the time of enrollment as part of the application process.
- All transfer graduate level credits were earned in the past five years from a regionally accredited institution of higher education.
- Transfer credits were not previously used toward the completion of another degree or certificate program. For example, no credits used toward an earned master's degree will be accepted for postgraduate credit at Union for the CAGS.
- The transfer credits are deemed by the faculty to be applicable and relevant to the internal degree and concentration requirements in effect at the time of the request.
- Potential transfer credits were earned at the graduate level, and in order to be accepted for transfer, must have been assigned a grade of B or better.

- It is the first core advisor's responsibility to examine the appropriateness of the transfer credit in light of the criteria stated above, including how the request to transfer courses fits into the overall academic concentration. If a student is seeking knowledge of transfer credit acceptance prior to admission, the student must consult with the program director regarding the proposed transfer credit.
- It is recognized that the faculty will not accept transfer credits if one or more of the aforementioned stipulations do not apply.

Credits obtained at Union Institute & University, to be transferred to another institution, are transferable only at the discretion of the receiving school.

Registration for Academic Terms

Approximately six weeks before the beginning of a student's academic term, the student will be asked to complete a registration form, which is submitted to the first core advisor. The registration form must be signed by the student, or the student must submit an email to the first core advisor giving permission for registration for the listed courses. The student must be careful to list the exact course titles, which have been verified against the student's Academic Program Plan (APP). The first core advisor submits the registration forms to the program director, who signs and then forwards the forms to the program office for processing.

Academic Calendar
Refer to the academic calendar changes in the M.A. with concentrations in psychology and counseling program.

Enrollment Status (Full-time / Part-time)

Students carry a full-time credit load, consisting of 12 semester hours per six-month term for a total of 24 semester hours per calendar year. As the program does not offer part-time status, all students matriculated into the program are required to carry a full-time credit load during each term of enrollment.

Any student who wishes to discontinue studies from the program must, depending upon intent, complete and submit the Withdrawal Form to the respective academic advisor and director. The Business Office will ensure that the student is current with all financial obligations and then, upon request, a transcript will be issued.

Students accepted into the CAGS with Concentrations in Psychology and Counseling program are expected to remain in continuous enrollment until the completion of their certificate. Continuous enrollment is defined as successful completion of nine or more credit hours per six-month term for both terms within the calendar year.

To remain eligible for federal financial aid, a student must meet program standards for academic progress. These standards include successful completion of a minimum of 18 credit hours per year.

The Residencies: Requirements and Schedule
Residencies are a critical part of each student's program. They fulfill the total academic picture at Union Institute & University by offering seminars, cohort engagement, time with mentors, and an overall environment designed to support the student in engaging with theory and practice in their chosen fields. All students are required to attend all residencies corresponding to their

particular model/option (national or weekend model) of residency per academic year. Residency schedules are emailed to students approximately three weeks prior to each residency to allow students to plan their on-campus seminar attendance and activities. Program students may choose between the following two on-campus schedules:

National Option Schedule
Students who enroll in the national option attend **one, five-day** residency on the Brattleboro Campus during each term of enrollment, for a total of **two five-day residencies per year.** Additionally, students in the national option may be required to attend one weekend orientation during their first month of enrollment.

Weekend Option Schedule
Students attend **five two-day** weekend residencies annually. These residencies begin on Friday evening, include classes all day on Saturday, and conclude by noon on Sunday.

Drop / Add and Program Withdrawal

Drop/Add of Courses
Students should check their registration forms carefully before submitting them to their advisors. To receive a tuition refund (see Schedule of Tuition Refunds below), students must drop individual courses no later than 30 days after the start of the academic term. Courses dropped prior to 30 days will not appear on the student's academic transcript. Students are permitted to add courses up to 14 days after the start of the academic term. The effective date of a drop/add is either the date of postmark or the date of the written or oral request arrives at the student's program office. Drop/adds can impact continuing financial aid eligibility, so students should contact the Office of Financial Aid immediately to determine the effect, if any, on their financial status. All drop/add requests must be approved by the student's instructor(s) in the course(s) dropped and/or added, and the academic advisor.

All learning activities dropped after 30 days from the start of the academic term will remain on the student's academic record with a W grade (for withdrawal).

Withdrawal Policy
Tuition is partially reversed or refunded when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

The following table shows the percentage of tuition to be reversed for course drops or complete withdrawals from the program:

Schedule of Tuition Refunds for Dropped Courses/Program Withdrawal

	6-month term	4-month term
Week One	100%	100%
Week Two	100%	100%
Week Three	75%	75%
Week Four	75%	50%
Week Five	50%	25%
Week Six	50%	0%
Week Seven	25%	0%
Week Eight	25%	0%
After Week Eight	0%	0%

Academic Satisfactory Academic Progress

Review Academic Monitoring and Assessing Student Progress
Progress in the program is assessed in a variety of ways, including feedback, both oral and written, from advisors. One of the primary tasks of both faculty advisors is to assist the student in making steady progress toward the goals outlined in the Academic Program Plan. To assure good progress, the first core advisor will offer regularly scheduled feedback on academic progress through each phase of the postgraduate studies.

It is the responsibility of the student to contact the first core advisor, at a minimum of twice per month, to update the advisor on academic progress made.

- Students submit written documentation of learning to the first and second core faculty advisors each term—academic papers, critical annotations, and internship evaluations (during the applicable terms)—for approval and feedback. Students will also make three oral presentations during their tenure at Union Institute & University.
- At the completion of each term of enrollment, the first core faculty advisor must notify the registrar that progress has been sufficient to maintain good standing in the program. Given the strict deadlines of the Registrar's Office and the Office of Financial Aid, **students must submit final drafts of all work to be credited for the term to both of their advisors no less than two weeks prior to the official term end. Work that is submitted after this date, or which needs significant revision, will result in an Incomplete (I) grade for the course in question.**

If a student completes fewer than nine credits in any term, s/he will be placed on academic probation and may experience an interruption in financial aid payments.

- If a student's progress remains unsatisfactory at the end of the probationary period or the student receives a second grade of U, the student will be dismissed from the program. Any I grades remaining six months beyond a term's end will be transformed into U grades.
- Although a student has six months beyond the end of a term to remove Incomplete grades, no work will be accepted by advisors for a subsequent term until all previous Incomplete grades have been removed.
- A student who is making satisfactory academic progress by the end of the probationary term will be removed from financial aid probation and from academic probation via the first core advisor's submitting a revised transcript report to the registrar.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

The CAGS program grades on a Satisfactory/Unsatisfactory (S/ U) grading system. A grade point average is not calculated with a S/ U grading option. A Satisfactory (S) grade is considered equivalent to a B or above letter grade. All registered learning activities will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

Grade	Criteria
S	S indicates successful completion of a term study. Credit for which the student is enrolled is granted.
U	U indicates a term of study was attempted but was unsuccessful. No credit is granted. U may also indicate that an I was automatically changed to a U because outstanding work for a term was not completed satisfactorily within the prescribed time period. No credit is granted.
I	Incomplete may be assigned if a course is not completed within the enrollment period. The faculty determines whether or not to assign an I grade. An I grade allows an additional term from the last day of the previous term to complete the coursework. If the student has not satisfactorily completed the work by the end of the one-term extension, the I grade will convert to a U grade. The U grade will be posted automatically by the Registrar's Office when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade.
W	W indicates a student withdrew from a term before the term was concluded. No credit is granted.
N	N indicates no grade has been reported for a term at the conclusion of the term. N is a temporary code, which converts to one of the above codes once the necessary program information has been reported to the Registrar's Office. No credit is granted for a term as long as it is coded with the N.

(Note: Refer to the University Attendance & Engagement Policy in this catalog.)

Completion of the Program/Certification
When the student has met all academic requirements for the program and submitted the final evaluations and forms needed for completion of the program, the first core advisor will present the student's work to the Certificate Review Committee.

When the Certificate Review Committee has evaluated the documents and approved the certificate, the recommendation is reviewed by the Committee on Academic Standing and Degrees and then sent to the Registrar's Office with a recommendation to grant the CAGS certificate.

Licensure and Certification

While no program can guarantee licensure or certification to any person, numerous external requirements were used in the design of courses. Prospective psychology or counseling students should review their state's licensing requirements before matriculating into licensure-bound studies at Union Institute & University. **The ultimate responsibility regarding licensure or certification lies with the individual student and not with the institution.**

Licensure and Non-Licensure Studies in the Program
The program offers two licensure and two non-licensure tracks leading to the CAGS. Students choose a non-licensure track in Human Development and Wellness or Psychology Education as academic preparation for doctoral study; as professional preparation for teaching, consulting or writing; or as advanced study to augment current practice in counseling, coaching, education, and the helping professions. Although each student's Academic Program Plan reflects professional and academic interests, all students in the both licensure and non-licensure tracks must complete advanced coursework in Advance Research: Quantitative and Qualitative Methods; Cultural Diversity: Power, Privilege, and Justice; Human Growth and Development: Advanced Topics; Professional Orientation and Ethics in the 21st Century. In addition to these core courses, the student will complete additional specialized coursework in an academic concentration that will include electives in a wide variety of specializations including: coaching, sports psychology, transpersonal psychology, life coaching, substance abuse, child and adolescent wellness in the schools, among others.

Licensure Track Academic Concentrations
Professional Counseling
Includes studies that prepare professionals for work in a variety of mental health or human services settings, including mental health care facilities, training and vocational rehabilitation settings, child welfare and family counseling agencies, institutions for the aging, and other social and community organizations. This concentration would be of particular interest to students who hold a master's degree in counseling, counseling psychology, or a closely related field and wish to complete remaining coursework or supervised internship requirements to meet licensing or certification standards, or for preparation for doctoral level study.

Counselor Education & Supervision
Includes studies that prepare students to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. This concentration would be of particular interest to students who hold a master's degree in counseling, counseling psychology, or a closely related field and wish to pursue the national clinical supervisor credential (ACS).

Non-Licensure Track Academic Concentrations
Psychology Education
Includes studies of advanced psychological theory, research, and practice in an educational arena. As such, this concentration may be appealing to individuals interested in academic psychology or to those wishing to develop an area of specialization within the broad helping profession. This concentration is open to students who possess a master's degree in general psychology, educational psychology, developmental psychology, counseling psychology, or a closely related field.

Human Development and Wellness
Includes studies in positive growth and wellness over the lifespan. Studies address cognitive, affective, physical and/or spiritual aspects of lifespan development. Students may focus this concentration on such topics as resiliency, successful aging, spiritual development, parenting, and psycho-educational approaches that support wellness across the lifespan. This concentration is open to students who possess a master's degree in general psychology, developmental psychology, educational psychology, counseling psychology, or a closely related field.

Curriculum, Courses, Sequences / Academic Program Plan

Each student is assigned a first and second core faculty advisor—regular members of the faculty—at the time of matriculation. The duties of these advisors are spelled out in the student handbook. Students meet regularly with their advisors during residencies, both in core group settings and in one-to-one meetings. The core group consists of all students assigned to a particular faculty member in the first and second core roles.

Following orientation, students are required to write an Academic Program Plan that highlights personal and professional objectives for undertaking postgraduate study. When completed, the plan is sent to the first and second core advisors for feedback and approval. Once those approvals have been secured, the Academic Program Plan is forwarded to a consultant for further review before being mailed to the director for final approval.

Licensure track students are required to consult their respective licensure board requirements when constructing their Academic Program Plans to ensure that state standards are satisfied. **It is the responsibility of the student to align the program of study with the intended credentialing organization and/or state licensing board requirements and to make sure that the program of study will be accepted by that body.** In constructing the Academic Program Plan, students will decide on a 36- or 48-credit program of study, and the APP will reflect this.

Students will complete coursework requirements; write and submit comprehensive topic papers, critical annotations, and other forms of documentation; give scholarly presentations to fellow students; and engage in internship or field work activities (depending on academic track).

During the last term of enrollment, students will complete their final professional presentations and all remaining coursework and internship requirements.

Curriculum: Postgraduate Courses

The CAGS program has developed an innovative approach to completion of course work that involves a unique, highly individualized and constructivist approach to learning. In order to

maximize the experience and diverse needs of postgraduate students in the program, each course is uniquely defined as part of a larger program framework and tailored to meet the student's professional and personal goals and interests. A course is an experience involving the acquisition of information and skills related to a particular domain within a specified period of time in order to achieve the aims outlined in the Academic Program Plan. Every course experience is the result of a collaborative effort between student and core advisor aimed at satisfying the criteria for completion and the student's goals for professional preparation as described in the Academic Program Plan. For every CAGS program, there are a number of required courses, as well as a full range of electives. In addition, independently designed electives may be included to meet the unique needs of the student. Every course is an advanced study, suitable for postgraduate work.

The Academic Program Plan (APP)

In collaboration with the core advisors, each student develops and delineates a sequence of courses built on a generically described framework (template) of activity that leads to (1) completion of postgraduate certificate requirements; and (2) specification of the student's goals, anticipated competencies, and specialization. Upon admission, every student will prepare an initial draft of the Academic Program Plan and subsequently meet with the first core advisor to review the intended sequence of study in the context of the student's expressed aims and relevant external criteria such as state licensing requirements. **All students must complete a satisfactory final Academic Program Plan within 60 days of admission to the program.**

The documentation of learning section in the Academic Program Plan details the academic requirements that must be fulfilled for a course to be deemed complete. In most instances, students are required to write critical annotations for all required readings (a minimum of four annotations per course) and to write a comprehensive topic paper (two per term or one longer synthesized paper). Some courses, such as Research & Program Evaluation: Quantitative & Qualitative Methods, may include take-home projects or competency assessment in lieu of the comprehensive topical paper. Experiential learning activities may also be substituted for one or more of the standard course requirements.
Students need to refer to the CAGS Program Handbook for the specific details and requirements involving the APP.

Course Prefix / Numbering System

Prefixes
PCN = Professional Counseling track
CPE = Psychology Education track
HDW = Human Development & Wellness track
CES = Counselor Education & Supervision track

Courses are 3 semester credit hours each.

Course Numbering System
Core Course Numbers (600 – 630)
600 - 603 = Term 1 (course names to be individualized by student)
604 - 607 = Term 2 (course names to be individualized by student)
608 - 611 = Term 3 (course names to be individualized by student)
612 - 615 = Term 4 (course names to be individualized by student)
616 - 619 = Courses beyond Term 4 (course names to be individualized by student)

Field Experience Course Numbers (640 – 646)
640 - Internship I
641 - Internship II
642 - Field Experience I
643 - Field Experience II

Research/Professional Presentation Course Numbers
680 – Final Professional Presentation

Additional Comments
Under this numbering system, a professional counseling track student would use the prefix PCN, and the course numbers above would be applied to his/her individualized program of study. Course titles would be attached to the course numbers listed above, and individualized course descriptions, without prefixes and numbers, would continue to be attached to the final transcript in the form of a Course Description Appendix.

Core Courses

Seven core courses are taken by all students enrolled in the program:

- Research & Program Evaluation: Quantitative/Qualitative/Methods
- Issues in Cultural Diversity: Power, Privilege, and Justice
- Professional Orientation and Ethics in the 21st Century
- Human Growth and Development: Advanced Topics
- CAGS Portfolio
- Final Professional Presentation
- Internship/Field Work

An additional required core course for Counselor Education & Supervision CAGS is Counselor Supervision: Theories and Methods.

Elective Courses
Elective courses are designed to give postgraduate level depth of knowledge on a topic of the student's interest and related to his/her academic and professional goals.

Internship or Field Work
Each student will complete a supervised internship or engage in field work, as determined by his/her professional goals and relevant credentialing requirements.

Final Professional Presentation Requirement
Final Professional Presentation: each student will give a culminating professional presentation before his/her peers and faculty. The capstone presentation is focused on a topic of interest and synthesizes theory and research on the topic, as well as applications for practice in the field.

Core CAGS Courses Common to all CAGS Programs

Research & Program Evaluation: Quantitative/Qualitative/Methods
Includes advanced studies of a range of research methods, basic descriptive and inferential statistical analyses, needs assessment, ethical and legal considerations in research, steps of research design and implementation, and the fundamentals of program evaluation through use of qualitative and quantitative methods.

Issues in Cultural Diversity
Power, Privilege, and Justice: Includes the development of personal awareness and sensitivity to issues of diversity and the dimensions of culture. Includes advanced studies in models of cultural competency and individual cultural competence skill areas; individual, family, and institutional racism and prejudice; assimilation and acculturation; ethnic and racial identification; language barriers; parenting in a multicultural society; unique characteristics of individuals, couples, families, ethnic groups and communities (mental characteristics, physical characteristics, age, education, family values, religious values, spiritual values, and socioeconomic status); counseling and psychotherapy with disabled clients; issues related to gender and sexual orientation.

Professional Orientation and Ethics in the 21st Century
Includes the study of ethical issues in a variety of settings, including the moral and legal bases for ethical codes; guidelines for human service professionals; personal values and biases as related to the counseling relationship and ethical and professional conduct, standards, and practices; conflicts among client, counselor, and societal, legal, and cultural values; methods and practices for recognizing and resolving ethical dilemmas.

Human Growth & Development
Advanced Topics: Includes advanced studies of current theories of human lifespan development as influenced by genetic, biological, and environmental factors. Includes overview of physical, cognitive, intellectual, language, behavioral, emotional, memory and learning, and personality aspects of human development, as well as the nature and needs of individuals in contexts at all levels and stages of development.

CAGS Portfolio
Over the course of the Certificate in Advanced Graduate Studies program, students compile a CAGS Portfolio for presentation to their advisors. While it is not due until the final semester, students are encouraged to begin constructing their portfolios throughout their program of study. Submission and approval of the completed portfolio project is a prerequisite for completion of the degree program. Portfolios are organized according to the program's core competency requirements and reflect the individual student's development and synthesis of scholarship and experiential learning processes. Such competencies include communication, critical and creative thinking, ethical and social responsibility, social and global perspectives, and program specific outcomes, including inquiry-based learning and knowledge of best practices within the profession. Upon compilation of the elemental documentation for the CAGS Portfolio, students submit the CAGS Portfolio Approval Form to their first and second core advisors for signatures. The final approved portfolio is archived on campus at the Brattleboro Academic Center.

Final Professional Presentation
The Final Professional Presentation (FPP) is the culminating work required of a CAGS candidate. In order to complete this three-credit course, each student is required to make a final

oral presentation before colleagues and faculty at a residency held during the student's final term of enrollment. The presentation serves as a demonstration of mastery in the following areas: depth and breadth of knowledge of theory and research within the area of academic concentration, the ability to apply theory to professional practice, awareness of opposing points of view or controversy surrounding the question under study, and future directions for application of the work and/or study.

Additional required core course for Counselor Education & Supervision CAGS only

Counselor Supervision: Theories and Methods

Includes studies in a range of educational topics and theories related to the supervision of professional counselors; supervision techniques; methods of evaluation of the counselor supervisee; legal and ethical issues related to service delivery; diversity in client populations and treatment settings; and program and clinical leadership.

Electives

Helping Relationships: Trends, Issues, and Applications
(a.k.a. "Counseling Theories and Techniques" for NBCC's NCC)

Includes advanced studies of counseling skills; the collaborative nature of the helper-client relationship; advanced consultation skills; nonverbal and reflecting skills; and the three-stage helping model that drives the client's problem-managing and opportunity-developing action: helping clients tell their stories, helping clients determine what they need and want, and helping clients develop strategies to accomplish their goals.

Current Trends in the Theory and Practice of CMHC

Includes advanced studies of major theories (e.g., Psychodynamic, Humanistic, Behavioral, Transpersonal, Personality), approaches and procedures in counseling and psychotherapy; historical and cultural contexts; case conceptualization and applications with various client populations; specific counseling approaches used in contemporary therapeutic systems (e.g., Cognitive Behavior Therapy, Psychoanalysis, Family Systems, Solution Focused Therapy, Rational Emotive Therapy) and their respective limitations; and ethical and professional issues associated with counseling theories and practices.

Psychopathology: Diagnosis, Assessment & Treatment for Clinicians

Includes advanced studies of the etiology and categorization of pathological behavior patterns; historical, sociopolitical, medical, behavioral, and epidemiological approaches to the systematic description of psychological disorders; use of the nosological system (DSM-IV-TR) in differential diagnosis; potential alternatives to the existing system; the roles of assessment and treatment planning in intervention; and the use of related services, intake interviews, and psychological reports.

Advanced Appraisal, Tests, and Measurements in Counseling

Includes the advanced study of theory, models, methods, and practice of appraisal; issues of reliability and validity; evaluation procedures and test administration, including clinical and practical aspects of individual and educational testing and clinical diagnosis; integration and interpretation of data from a variety of appraisal procedures; report writing; and the professional communication of appraisal results. Includes praxis, analysis, and critique of actual case appraisals from clinics, inpatient settings, and organizations. Includes legal, ethical and social/ cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, and personality and neurological conditions; and computer-managed and computer-assisted methods.

Group Therapy: Innovative Methodologies
Includes advanced studies of theoretical approaches to key concepts of group counseling and their practical applications to counseling; advanced elements of group dynamics and process; advanced group counseling methods, strategies, and skills; historical and cultural contexts in which models were developed; and ethical and professional issues associated with group counseling theory and practice.

Career & Lifestyle Development
Issues and Practice: Includes advanced studies of career development theory and research; advanced career development exploration techniques; applications in a range of contemporary counseling and educational settings; approaches to career decision-making processes; relationships between career development and a range of life factors; advanced skills for helping individuals consider career choice and lifestyle options; and sources of occupational and educational information.

Advanced Treatment Modalities
Includes advanced studies that provide an advanced understanding of specific treatment approaches such as Cognitive Behavioral Therapy, Feminist Therapy, Narrative Therapy, and Psychoanalytic Psychotherapy; specialized focus on one or more modalities; application of theories to practice, case conceptualization, and corresponding therapeutic interventions; legal, ethical, and diversity aspects of treatment for individuals, families, and groups.

Advanced Topics in Crisis Intervention and Trauma
Includes studies of various theoretical frameworks of crisis prevention and intervention; posttraumatic stress disorder; child abuse laws and reporting procedures; system-wide crisis management; lifespan and cultural issues in relation to suicide, death, and trauma; suicide assessment; self-injury; domestic violence; sexual assault; bereavement, and grief.

Fundamentals of School Counseling
Includes studies in the organization of the delivery systems used by school counselors, group activities, counseling, testing programs, and the management of school counseling services; student services such as educational programming, pre-college counseling, career development, testing, and social and emotional counseling.

Advanced Topics in Substance Abuse and Addictions
Includes advanced studies of historical and societal aspects of drug use and abuse; the etiology of drug abuse; core concepts and advanced terminology of substance use, abuse and dependence; neurophysiology of addiction; effects of licit and illicit drugs; assessment, diagnosis, and treatment of substance abuse and dependence; boundary issues in intervention; and effectiveness of treatment methods and preventive strategies for addictions to food, sex, alcohol, drugs, work, gambling, and relationships.

Therapy Through the Expressive Arts
Includes studies of the expressive arts therapies; the systematic use of the expressive arts (art, dance, music, poetry, movement, ritual, storytelling, drama); the diagnosis and psychotherapeutic treatment of children from specialized populations through play therapy; multicultural viewpoints in the expressive arts; a theoretical survey of play therapy models and their history; the integration of dance, movement, creative arts and expression, and play therapy approaches in psychotherapy with couples, families, children, adults, and adolescents.

Transpersonal Psychology
Includes studies in transpersonal psychology theory and practice as a framework for counseling and human services based on integrating the spiritual and psychological aspects of the self in the service of human growth; examination of the history of transpersonal psychology; its role as an alternative counseling orientation per the limits of reductionistic and dualistic understandings in counseling.

Instructional Theories for Counselor Education
Includes studies in a range of educational topics and theories related to the education of professional counselors; the supervisor-supervisee relationship; professional roles; historical and contemporary paradigms of supervision; technical expertise development strategies; and legal and ethical issues related to counselor education and supervision with diverse populations.

Ethical and Legal Issues in Counselor Education and Supervision
Includes studies in ethical and legal factors in the practice of counselor education and supervision; legal and ethical issues related to supervision of service delivery with specific and diverse populations; methods for identifying and addressing legal and ethical concerns; professional liability and responsibility; and regulatory and credentialing bodies in the field of professional counseling.

Psychological Consultation
Theories and Practice: Includes studies in a range of psychological consultation theories, models, and practices; parameters of the consultant role with counselors and other professionals across clinical and educational settings; systemic issues in community mental health centers, private clinics, hospitals, school systems, and other service delivery organizations; and consultation across the lifespan with diverse populations.

Organization, Administration, and Supervision of Guidance Service
Includes studies in administrative and organizational models of supervision for guidance and counseling programs in educational settings; lifespan development issues in supervision of services in educational settings including primary, secondary, and post-secondary schools; administrative policy in the public and private sectors; organizational dynamics; ethical practice; and administration and supervision of guidance services for diverse populations.

Understanding Testing and Assessment in Counseling
Includes studies in psychological testing and assessment theories and practice; integration of assessment knowledge with applied clinical practice supervision; instructional methods for teaching assessment to counselors; historical and contemporary models of educational, achievement, psychological, behavioral, vocational, cognitive, and performance evaluation with diverse populations across various settings; legal and ethical issues in assessment for the counselor supervisor.

Supervision Methods in Industrial and Organizational Systems
Includes studies in psychological consultation models and methods in small and large systems, institutions, and agencies; organizational dynamics in the public and private sector; parameters of the counselor supervisor role in industrial, business, government, and related organizational systems; the integration and application of systems theories and social psychology models to organizational systems; models for corporate coaching and employee assistance programs; legal and ethical issues related to work with a diverse population.

Models of Wellness
Includes studies in historical and contemporary paradigms of the wellness construct; theoretical underpinnings and key concepts; differences among physical, emotional, mental, and spiritually-based models; ethical issues in the delivery of wellness services; identification of topics specific to diverse populations across the lifespan; lifestyle factors; and individual, family, institutional/ organizational, and social and global applications of wellness theory and practice.

Child and Adolescent Wellness in the Schools
Includes studies in social, environmental, and biological influences of developmental health and wellness; the role of schools and other institutions in advocating for child and adolescent physical and mental health; teacher-student and other classroom dynamics that promote healthy growth and development; school consultation; and diversity and ethics in school systems.

Workplace Wellness
Includes studies in the theory and practice of vocational selection, career development, and workplace wellness; physical and social environmental factors; employer-employee relations; team dynamics and processes; conflict resolution; institutional policies and procedures affecting workplace stress, health, and wellness; accommodating disabilities and diversity in the workplace; and employee assistance programs and consultation in the workplace.

Professional Renewal and Enrichment
Includes studies in the conceptual framework and identification of professional burnout; professional and personal hazards confronting the practicing counselor; an overview of the relevant history, theoretical perspectives, methodological, and organizational contexts; and examination of intrapersonal and interpersonal dynamics related to professional stages. Includes studies in the techniques and methods for avoiding and coping with burnout; consultation applied methods for remediation and minimization of burnout, and the enhancement of counselor performance and productivity.

Sports Psychology
Includes studies in psychological theories and research on affect, cognition, and behavior related to sports participation; the influence of psychological factors on involvement and performance in sports; the role of sports in small and large social systems and institutions; leadership and management; self-confidence; aggression; team dynamics; anxiety and arousal; goal setting; and imagery and motivation.

Positive Psychology
Includes studies in the historical and contemporary theories of positive psychology; social and cultural factors in the field of positive psychology; applications in clinical settings; positive emotion and life satisfaction; intervention/ coaching strategies for specific life challenges; key concepts of strengths-orientation, optimum functioning, virtues, happiness, learned optimism, and resiliency; and the well-being of individuals, communities and institutions. Includes studies in methods of counseling practice with diverse populations across multiple settings.
Wellness Consultation: Includes studies in models of service delivery to systems to promote systemic wellness through organizational efficacy and leadership; communication skills; negotiation strategies; problem-solving techniques; stress management skills training; and conflict resolution. Includes studies in analysis, action, and outcome assessment; and factors related to diversity in small and large organizational systems.

Counseling and Spirituality
Includes studies in a range of religious and spiritual worldviews; methods for achieving counselor awareness of clients' spiritual values and beliefs; techniques for integrating spirituality with counseling goals and methods; issues of spirituality, including the personal meaning of death, reactions to suffering, the search for personal meaning, personal relationship with the transcendent, and constructs of guilt and evil.

Health Psychology
Includes studies in the impact of psychological factors on health and disease; the biopsychosocial model for understanding health and illness; biological, psychological, and social factors in chronic illness and morbidity across the globe; the role of psychology in illness prevention and wellness promotion; cultural and other diversity factors in health care attitudes, beliefs, and practices.

Successful Aging
Includes studies of historical and contemporary theories of human lifespan development and aging; biological, psychological, social, and spiritual factors in aging; ethical issues in counseling and educating aging populations; the family lifecycle; medical and behavioral health services for the aging; stage theories of adult development; and population-specific and diverse phenomena of adult development.

Human Resiliency
Includes studies in theories of stress and resiliency in individuals, families, communities, institutions, and organizations; measures and assessments of resiliency; developing support systems and identifying resources; lifespan and lifestyle variables affecting resiliency; promoting resiliency in public and private sectors; cross-cultural and global perspectives, and the phenomenology of human resiliency.

Measuring Wellness
Includes studies in a range of philosophical and theoretical approaches to the definition and assessment of wellness; individual and social factors affecting the measurement of psychological and physical well-being; methods and instruments for measuring wellness; techniques for promoting wellness with various and diverse populations; applications of wellness measurement in public and private sectors, and programmatic outcome design and evaluation.

Biological Bases of Wellness
Includes studies in the human biological systems that modulate stress, illness, and wellness; immune system responses; hormonal and neurochemical factors; medical and behavioral health; techniques for optimizing wellness through biological interventions; topics in special populations; the human body across the lifespan; issues of ethics; and diversity.

Professional Orientation to Psychology Education
Includes introductory studies in the professional practice of psychology education at the secondary school, community college, and college/university level; membership in professional associations and regulatory bodies for best practice in psychology education; access to online resources for teaching, curriculum development, and assessment in psychology education; and legal and ethical issues in providing psychology education services to diverse populations.

Foundations of Psychology Teaching
Includes studies in the foundations of teaching and learning at the secondary or college level; historical and philosophical issues in psychology education; learning theories; models of learning across the lifespan; diversity and ethics in teaching and learning; history and philosophy of teaching psychology; introduction to effective teaching methods; and identification of personal motivations for teaching psychology.

Psychology Curriculum Development and Assessment
Includes studies in the development and assessment of effective curriculum; teaching methodologies; evaluation techniques for either the secondary- or college-level student; teaching models and strategies, and student and teacher behaviors; learning outcomes; methods of evaluation; instructional improvement techniques; and issues of diversity in curriculum development and assessment.

Focused Curriculum Development
Preparing a Psychology Course
Includes studies in preparation for teaching a psychology course at the secondary, community college, or college/university level; issues of course design, resource selection, scope, sequence, course activities, interactions with students, and methods of assessment; development of a course syllabus and supporting materials for a student selected psychology course; and issues of diversity and ethics in course development and preparation.

Advanced Curriculum Development in Psychology
Includes advanced specialized studies in teaching psychology at the secondary, community college, or college/university level; identification of academic, professional, and research resources; defining course scope, sequence, and activities; materials design and development; interactions with students as individuals and groups; special methodologies for addressing diversity in course content and process; and issues of diversity and ethics in course development, preparation, and delivery.

Psychology Teaching Practicum
Includes experiential learning in the field through a teaching practicum that includes psychology instruction at the secondary, community college, or university level. The student will work with her/his faculty team to locate an appropriate setting, articulate learning objectives, select readings, secure supervision, and list products that document learning. The practicum is equivalent to 300 hours of applied work in the field.

Special Topics in Secondary Psychology Education
Includes studies in advanced topics in secondary curriculum development determined by the individual student's interests and specialization; course content areas and syllabus development; learning activities for various modalities; technology in the psychology curriculum; and classroom management, assessment, and teaching methodologies with diverse students in a range of secondary education environments and settings.

Special Topics in Community College Psychology Education
Includes studies in advanced topics in community college curriculum development determined by the individual student's interests and specialization; course content areas and syllabus development; learning activities for various modalities; technology in the psychology curriculum; and classroom management, assessment, and teaching methodologies with diverse students.

Special Topics in Psychology Education at the College Level
Includes studies in advanced topics in college/university level curriculum development determined by the individual student's interests and specialization; course content areas and syllabus development; learning activities for various modalities; developing teaching assistantships; technology in the psychology curriculum; academic and professional resource identification and access; and classroom management, assessment, and teaching methodologies with diverse students at various levels of college education.

Life Coaching
Includes studies of history of coaching, coaching definitions, populations served, and basic parameters of the field. Includes studies of difference and similarities between coaching and counseling, ethical guidelines for coaching and formats, and skill sets used in coaching.

Coaching Practices
Includes studies of classic coaching techniques, goal orientation, techniques, and processes for coaching work. Includes core strategies for coaches. Includes studies of the forms in which coaching happens, including online, telephone, and in person. Includes study of the coach/ client relationship including goals and boundaries.

Coaching and Psychological Theory
Includes studies of counseling theories and techniques uniquely suited for coaching. Includes study of interface of coaching practice with the fields of counseling and psychology.

Private Practice, Issues, and Marketing
Includes overview of private practice, including title and practice laws, business orientation, legal and ethical mandates, and personal orientation in the field. Includes basic marketing practices, networking, and promotion, with specific note of ethical issues in advertising.

MASTER OF ARTS-ONLINE

Dean: Dan J. Lerner, Ph.D.
Associate Dean: Brian P. Webb, D.Mus.

Program Overview

Credits to Degree - 36
Transfer Credits - Up to six
Enrollment Dates - October and April
January and July accelerated three-month sessions
Minimum Time to Degree – 18 months

Academic Program Location
Master of Arts - Online
Montpelier Academic Center
Union Institute & University
62 Ridge St., Suite 2
Montpelier, VT 05602
Toll-free: 800.336.6794
Local: 802.828.8500
http://www.myunion.edu/academics/master-of-arts/

Concentrations

- History and Culture
- Literature and Writing
- Leadership, Public Policy, and Social Issues
- Health and Wellness
- Psychology (non-licensure)
- Creativity Studies
- Education (non-licensure)

The Master of Arts - Online Student Handbook
is available on the UI&U website at http://www.myunion.edu/academics/handbooks/MA_handbook.pdf. Students should refer to the program's handbook for a more in-depth description of requirements for the final document's submission, format, and presentation.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/forms/mao000.pdf.

Degree Program History

The Master of Arts - Online was conceived as a distance learning program for adults. Previously, students met on a regular basis with their faculty in regional meetings in various geographical locations across the country and abroad. Between meetings, student and faculty members maintained contact, primarily by mail, telephone, and more recently, online. In 1994, a weekend option was established at Vermont College's Brattleboro site and later at the Montpelier site, allowing students to receive monthly face-to-face contact with their faculty advisor and peers.

Beginning in October 2006, the program entered a new era by offering the Master of Arts degree totally online. As long as students have access to the Internet, they are able to pursue studies toward the Master of Arts degree in an online delivery option.

Philosophy

The fundamental philosophy of the program is based on principles set forth by the progressive Vermont educator, John Dewey (1859–1952). Three of his principles - experiential learning, respect for the individual student, and a democratic approach to learning - have been central precepts of the program since its inception.

The relationship between actual experience and education is a central tenet of the program. By focusing on experience, there is a continual interaction between one's inner subjective self and the outer objective environment. Libraries and online learning spaces provide rich resources but need to be supplemented and tested by wider experience. The program aims at scholarship rooted in ordinary experience that may extend, illuminate, and even transform ordinary experience.

Respect for the individual is built into the program's design. After providing foundational learning in academic scholarship and in the student's chosen area of concentration, the program offers opportunities for individualized learning, allowing the student to tailor the course of study to meet unique personal and professional goals and objectives. In this way, the educational process has the potential to unlock each student's potential for new vision, new forms of art, and new forms of justice that might contribute to the betterment of this world.

In line with the program's commitment to individuality and the free pursuit of learning is a commitment to the democratic arrangements that maximize freedom, especially freedom to search, to question, and to discuss. The program recognizes that scholarship is a cooperative enterprise, constructed among individuals who affirm each other's rights, learn from each other's point of view, and appreciate mutual responsibilities.

Admissions Criteria, Requirements, and Procedures

Admissions Criteria

To be considered for admission, the applicant must demonstrate:

- Completion of a baccalaureate degree from a regionally accredited college, university or foreign equivalent, as evidenced by an official transcript with the baccalaureate degree noted, sent directly from the sending institution to the admissions office;
- Evidence of relevant academic achievement in transcripts (and/or relevant postgraduate experience) to indicate potential for success in graduate study;
- Evidence, in letters of reference from persons who know the applicant academically or professionally, that the applicant is regarded as having potential to succeed in graduate study;
- Evidence of graduate-level writing skills and command of the English language; and
- Access to email and the Internet.

Admission

Once all application documents have been received and the application file is complete, the documents are reviewed by an admissions committee. The admissions committee may accept or reject the applicant, or request further information about the applicant's preparation for

graduate study. At the discretion of the admissions committee, a telephone interview with the applicant may be required.

Enrollment

- Enrollment must occur within 12 months of acceptance.
- Enrollment occurs on the dates listed in the program calendar (refer to program handbook).
- Enrollment is confirmed when the program office processes the student's signed registration form and the business office has processed tuition and fees.

Transfer Credit

External Transfer Credit

Students wishing to transfer credits from another institution of higher learning are governed by the following transfer credit policy:

- The program will determine the acceptance of transfer credit.
- Up to six graduate-level transfer credits may be accepted.
- To qualify for acceptance, the credits must:
    - Be listed on an official transcript from a regionally accredited college, university or foreign equivalent, sent directly from the sending institution to the admissions office;
    - Be granted by an accredited institution of higher learning or equivalent;
    - Be clearly identified on the transcript as graduate level;
    - Be closely related to the course of study as judged by the program;
    - Be of a grade B (or equivalent) or better;
    - Be listed in whole semester hour credits, or if listed in quarter credits, then they will be converted into semester hour credits;
    - Not have been applied to any other earned degree.

Internal Transfer Credit

Students who have earned graduate-level credits in another program of Union Institute & University may apply those credits to their program of study, subject to the following limitations:

- The program will determine the acceptance of internal transfer credit.
- To qualify for acceptance, such credits must:
    - Be graduate-level credits;
    - Be closely related to the course of study as judged by the program;
    - Be of a grade of B (or equivalent) or better;
    - Not have been applied to any other earned degree.

No more than 12 internal and external transfer credits combined will be accepted. In no case will enrollment in the program be less than 12 months. Exceptions to this policy may be made at the discretion of the program director and provost.
Transfer Credit Request Form: http://www.myunion.edu/forms/MAO005.pdf

Credits Applied to a Previously-Earned Degree

If credits applied to a previously-earned degree are closely related to one or more of the core courses, the student may petition the associate dean to replace up to six credits of the core courses with additional applications credits.

Registration

Master of Arts - Online students are required to register prior to the beginning of each term by submitting to the program office a completed and signed Academic Registration Form.
Academic Registration Form: https://secure.myunion.edu/Forms/MAOnline/MAREgistration.aspx.

Students' with a past due balance must obtain financial clearance from the Business Office prior to the term's start date.

Full-time enrollment status in the Master of Arts - Online is defined as 12 credits per term. Students may also enroll with three-quarter-time status (nine credits per term) or half-time status (six credits per term). Tuition is prorated accordingly. Refer to the current Registration and Tuition Policies.

The student's academic year is determined by the term of initial registration. The first day of the term is the matriculation date throughout the student's program. Registration forms are initiated by the student and must be approved by the associate dean. Signatures of both the student and associate dean are required. Once registered, enrollment normally occurs in contiguous terms.

Course Drop / Add Policy

Students have 40 days from the beginning of the term to drop courses. New MA online students in an early start three-month session have 20 days to drop from the beginning of a session. Tuition and technology fees will be reduced to the appropriate tier level as noted on the tuition and fee schedule for drops that occur within the drop period. Students have 10 days from the term start date to add courses that change their status to three-quarter time or to full time. Tuition and fees will be increased to the next tier level for additions. The effective date of a drop/add is either the date of postmark or the date the written request arrives at the program office. If the number of credit hours added equals the number dropped, there will be no change in tuition and technology fee assessed. Drop/adds can impact continuing financial aid eligibility. Students receiving financial aid and especially federal student loans should contact the Office of Financial Aid if they plan to drop or add courses to determine the effect, if any, on their financial aid eligibility. All drop/add requests must be approved by the associate dean.
Drop/Add Form: http://campusweb.myunion.edu/ICS/eForms/MA_Online_Add_or_Drop.jnz.

Withdrawal Policy

Tuition is partially reversed or refunded when students drop courses or withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

The following table shows the percentage of tuition to be reversed for complete course drops or withdrawals from the program:

Schedule of Tuition Refunds for Course Drops/Program Withdrawal		
	26-week/6-month term	13 week/3-month accelerated term
First Week of Term	100%	100%
Second Week of Term	100%	100%
Third Week of Term	100%	75%
Fourth Week of Term	75%	50%
Fifth Week of Term	50%	25%
Sixth Week of Term	50%	0%
Seventh Week of Term	25%	0%
Eighth Week of Term	25%	0%
After Week Eight	0%	0%

Satisfactory Academic Progress Review Policy (SAP)

Satisfactory Academic Progress (SAP) requirements are reviewed each term by the program office for students matriculated in the program. A grade point average is not computed for the Master of Arts - Online degree. A student is making satisfactory academic progress when a satisfactory rating (S) is received and recorded on the student's official university transcript with the applicable earned credit hours. A rating of satisfactory (S) is the equivalent of a B grade or better (3.0 or better on a 4.0 scale). If the work for a course is unsatisfactory, a rating of unsatisfactory (U) and no credit hours will be awarded.

- A student who receives a U rating, or multiple U ratings in the same term, is not making satisfactory academic progress and will be placed on academic probation.
- A student who receives additional U ratings in a subsequent term will be administratively withdrawn from the program. The associate dean will notify the Office of Financial Aid of any student who is administratively withdrawn for academic reasons.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

Courses registered and attempted each term are ultimately evaluated on a satisfactory (S) or unsatisfactory (U) grading scale. S or U grades are used to document the overall completion of courses each term, and several other grading codes are used to indicate the specific status of each course at any time. All courses registered will receive one of the following grade/status codes at the conclusion of each term. The following summary provides definitions for each grade or status that may be found in a student's registration record.

Note: Grades of U, I and W may adversely affect a student's satisfactory academic progress.

S The S grade indicates satisfactory completion of all prescribed learning activities for a course, as evidenced by performance equivalent to B or better on a standard letter grading scale (3.0 or better on a 4.0 scale). An S grade results in credit being earned for that course.

U The U grade is recorded for a course in the following circumstances:

- Unsatisfactory performance, defined as any performance less than B on a standard letter grading scale (less than 3.0 on a 4.0 scale).
- A course previously graded as Incomplete (I) is not successfully completed within an approved additional time period and results in credit not being earned for that course.
- The U grade appears on the official transcript.
- A course graded as U may be repeated for credit in a subsequent term.
- A student who receives a U grade after receiving one or more U grades in a previous term will be administratively withdrawn for academic reasons.

I The I (Incomplete) status (excluding final document) indicates that the student has been making positive academic progress toward completion of the course (at least 70% completed satisfactorily as determined by the instructor), but needs additional time beyond the end of the published course end date in which to complete successfully all learning activities. Students may petition the instructor for an additional 30 days to complete course requirements. If additional time beyond 30 days is needed, students must receive approval from both the faculty advisor and the associate dean. Under no circumstance will an additional time period extend beyond the end of the subsequent term.

- No credit is earned for the I grade until such time as it might be converted to a final S grade.
- An I grade automatically changes to a U grade if learning activities for a course are not satisfactorily completed at the conclusion of the approved additional time period.

W The W status indicates that the student has withdrawn from a course prior to the course end date. If the student withdraws from the program prior to the end of the term, the W grade is awarded for all courses attempted in that term.

- No credit is earned for the W grade.

N Indicates no grade has been reported for a course at the conclusion of the term. The N designation is a temporary grade indicator that converts to a final grade once reported to the Registrar's Office.

(Note: Refer to the University Attendance & Engagement Policy in this catalog.)

Program Structure

Program Length

The Master of Arts - Online program is a 36-semester hour program. The minimum timeframe for completion is 18 months.

Academic Calendar

Union Institute & University operates its Master of Arts - Online on a 12-month academic year calendar with two six-month terms:

- Fall/Winter (October 1-March 31 Year/ 7D term)
- Spring/Summer (April 1-September 30 Year/ 8D term).

In addition, there are two accelerated three-month terms:

- Winter (January 1 – March 31 Year/7D1 term)
- Summer (July 1 – September 30 Year/8D2 term)

The accelerated three-month sessions are only available to students enrolling for the first time. Course offerings are restricted to MAP 508 Elements of Scholarship (3 credits) and MAP 509 Research Methods (three credits).

Orientation
Students enrolling in the program for the first time participate in a five-day online orientation session. They have the opportunity to introduce themselves to fellow students and faculty, participate in a teleconference, learn about the history of the university and the program and are exposed to e-learning and instructed on how to access and use the university library. The orientation also introduces the student to the CampusWeb learning management system.

Courses of Study
Students may enroll on a full-time (12 credits per term), three-quarter-time (nine credits per term) or half-time (six credits per term) basis.

Students who choose to take ***12 credits per term,*** normally take the following courses over three terms:

First Term	
Disciplinary Foundations	6 cr
Elements of Scholarship	3 cr
Research Methods	3 cr
Second Term	
Field of Study	6 cr
Applications I	3 cr
Advanced Research Methods/ Final Document Proposal	3 cr
Third Term	
Applications II	3 cr
Final Document	9 cr

Students who choose to take ***9 credits per term***, normally take the following courses over four terms:

First Term	
Disciplinary Foundations	6 cr
Elements of Scholarship	3 cr
Second Term	
Field of Study	6 cr
Research Methods	3 cr
Third Term	
Applications	6 cr
Advanced Research Methods/ Final Document Proposal	3 cr
Fourth Term	
Final Document	9 cr

Students who choose to take ***6 credits per term***, normally take the following courses over six terms:

First Term	
Elements of Scholarship	3 cr
Research Methods	3 cr
Second Term	
Disciplinary Foundations	6 cr
Third Term:	
Field of Study	6 cr
Fourth Term	
Applications I	3 cr
Advanced Research Methods/ Final Document Proposal	3 cr
Fifth Term	
Applications II	3 cr
Final Document I	3 cr
Sixth Term	
Final Document II	6 cr

It is possible to register for a different number of credits (12, 9, or 6 credits) in successive terms.

Prefixes

Elements of Scholarship and Research Methods are taken by all students, regardless of area of concentration and have the designated prefix **MAP**. The prefixes for all other courses reflect the student's area of concentration:

- HISC History and Culture
- LITW Literature and Writing
- LPPS Leadership, Public Policy, and Social Issues
- HWEL Health and Wellness
- PSYC Psychology
- CRST Creativity Studies
- EDUC Education

Core Courses

Elements of Scholarship, Research Methods, and Disciplinary Foundations are core courses taken by all enrolled students. They provide the underpinning for subsequent advanced courses. The syllabi of these courses are more prescriptive than those of the advanced courses. Learning occurs online through the CampusWeb learning management system.

MAP 508 – Elements of Scholarship 3 credits
This course provides graduate-level concepts and processes of critical thinking, academic writing, and reading strategies.

MAP 509 – Research Methods 3 credits
This course explores information literacy and surveys primary research modes, designs, and methods (quantitative and qualitative).

[Concentration Prefix] 511 – Disciplinary Foundations *[Area of Concentration]* 6 credits
A course designed to give graduate-level breadth of knowledge in the student's area of concentration. The student will work with the instructor of this course to identify his/her field of study by the completion of this course. **A field of study title, approved by the instructor must be submitted to the program office prior to enrollment in [Concentration Prefix] 520 Field of Study.**

Advanced Courses

After completion of the core courses, remaining courses are tutorial-based, with the student working with an instructor, one-to-one or in small student cohorts. Instruction begins with the student and instructor working together to create a learning agreement for each course. The instructor submits the approved learning agreement within 30 days of the date the course begins.

[Concentration Prefix] 520 – Field of Study 6 credits
A course designed to give graduate-level depth of knowledge in a specific field of study. The student works one-to-one or in a small student cohort with a qualified instructor. Emphasis is on student initiative, guided reading, and consultations with the instructor.
Prerequisite: Disciplinary Foundations

Prior to the completion of Disciplinary Foundations, students will have worked with their Disciplinary Foundations instructor to identify a field of study by the completion of said course. Where Disciplinary Foundations gives breadth of knowledge in the student's area, Field of Study gives an opportunity to explore an aspect of the student's area in greater depth. The field identified should not be so broad that graduate-level depth cannot be achieved. At the same time, it should not be too narrowly focused—the final document will present an opportunity to further focus the study.

Listed below are some examples of field of study titles:

- American History
- Educational Psychology
- Human Services
- Humanitarian Aid
- Gender and Culinary History
- Leadership for Non Profits

A relatively wide field of study can be narrowed down by period, location, or by some other parameter:

- British History: Tudor/Stuart Period
- Nutrition Studies: Indonesia
- Literature: Victorian Novel

The field of study title is listed on the transcript. **Whatever title is chosen for the field of study, it should be brief and accurately reflect the focus of the study.**

[Concentration Prefix] 620 – Advanced Research Methods/Final Document Proposal 3 credits

A graduate-level course designed to provide the student with in-depth knowledge of research methods appropriate to the field of study. As part of the course, the student develops and completes an approved final document proposal. The student works with a qualified instructor, one-to-one or in a small student cohort.

Prerequisites: Elements of Scholarship and Research Methods

The final document proposal serves as a blueprint for the paper and allows student and faculty advisor to come to an agreement on its content. All planned research projects and studies involving human participants or subjects must be reviewed and approved by the Institutional Review Board (IRB) prior to beginning any research project or study. (IRB policies are outlined on the university website at http://www.myunion.edu/irb.)

The final document proposal must be approved by the faculty advisor and a copy submitted by the faculty advisor to the program office.

A template for the final document proposal is presented in the student handbook.

[Concentration Prefix] 527 – Applications 6 credits

An examination of the professional, academic, and social significance of the student's study. The course may have an applied component and is designed by the student in conjunction with an instructor.

[Concentration Prefix] 525 – Applications I 3 credits
[Concentration Prefix] 526 – Applications II 3 credits
These two courses divide the content of Applications over two terms. **Applications I is a prerequisite for Applications II.**

The Applications course gives the student the opportunity to design part of the study around personal and professional goals. The course can take a number of forms. Some examples follow:

- A student studying the essays of Victorian women authors wrote a series of essays in the style of that period.
- A high school history teacher created and implemented a curriculum dealing with the Vietnam War.
- A marine archeologist incorporated a summer internship at a marine research center.
- A student working for an international corporation researched global communications within that corporation.

Final Document

[Concentration Prefix] 630 – Final Document 9 credits
A substantial research and writing project that includes extended critical exposition. The final document may take a variety of forms, including that of a traditional thesis. The official title of the final document is listed on the academic transcript.
Prerequisites: All Core Courses; Advanced Research Methods/Final Document Proposal.

[Concentration Prefix] 628 – Final Document I 3 credits
[Concentration Prefix] 629 – Final Document II 6 credits
These two courses divide the content of Final Document over two terms. **Final Document I is a prerequisite for Final Document II.**

Students are required to present to their committee a coherent, analytical, and substantial document that includes extended critical exposition. The final document (document) stands as the culmination of a student's study and provides evidence that university outcomes and competencies have been met.

[Concentration Prefix] 597 - Teaching Writing I: Theory and Writing Center Practicum 3 credits
Teaching Writing I introduces students to current theories and practices of teaching writing. Offered in partnership with the UI&U Writing Center, students have the opportunity to work as writing consultants in a supported practicum. This course may be taken in place of, or in addition to, Applications I or Applications II.
Requirements: Recommendation of the student's faculty advisor and acceptance of the instructor

[Concentration Prefix] 598 – Teaching Writing II: Theory and the Composition Course 3 credits
This course is designed to follow Teaching Writing I and focuses on theory and best practices for developing a college composition course. Expanding on the one-on-one tutoring experiences of Teaching Writing I, students consider ways to create writing assignments and learning activities. They also continue their supervised practicum at the university's writing center. This course may be taken in place of, or in addition to Applications II.
Requirements: Recommendation of the student's faculty advisor and acceptance of the instructor.
Prerequisite: Teaching Writing I

PCX 599 - Program Completion Extension 0 credits

If additional time is needed to complete the final document, a student may register for PCX 599 Program Completion Extension. This extension allows one additional six-month term to complete the final document, approved by the final document advisor and the second reader. This extension maintains the student in a registered active status, but at zero (0) credit hours. Students registered for PCX 599 are not eligible to receive financial aid and will be reported to external agencies as registered for less than half-time. Therefore, students on financial aid will begin to have their loans processed for repayment by their lenders.

MASTER OF EDUCATION DEGREE PROGRAMS

Dean: Arlene Sacks, Ed.D.
Director: Jay Keehn, Ph.D.

- Master of Education (Florida) and Educational Specialist Certificate
- Master of Education-Online
- Master of Education (Vermont)

Program Specific Outcomes

Students who successfully complete requirements for the M.Ed. program will be able to:

- Access educational theory, ideas, and data from a variety of sources, including electronic; to analyze this information critically; and to use it effectively for the students' stated purposes.
- Apply knowledge of a variety of research methods.
- Identify a problem in educational practice, to conduct appropriate action and library research into the problem, and to pose practical solutions to the problem.
- Work collaboratively with colleagues, students, and community members, including providing feedback to others.
- Critique major debates in education philosophy, in pedagogy, and in education reform.
- Describe key dimensions of individual differences among students and their implications for teaching, learning, and education environments.

Master of Education / Educational Specialist Programs

Mission Statement

The Union Institute & University Master of Education program with locations in Miami and Vermont share a common mission statement and criteria for the M.Ed. degree.

The mission of this program is to foster the development of educational leaders who make meaningful, positive change within their communities and who are committed to life-long inquiry. Related to this mission, program goals are to prepare knowledgeable, thoughtful, and effective teachers, counselors, and administrators; to enliven, challenge, and strengthen practicing educators; to promote the development of educators who are leaders, inquirers, and reformers; to generate knowledge; and through all of these goals, to improve schools and communities.

To reach these goals, the program is innovative in its approaches by providing more effective modes of learning and teaching within models that are accessible for adult students. The program offers avenues to inquiry that are meaningful, as they stem from the student's own questions and address real problems and issues in the world. The program is aimed both at educators seeking professional development in their own specific fields of study and at individuals seeking licensure/certification in teaching, guidance and counseling, and administration.

Principles and Practices of the M.Ed. / Ed.S. Programs
We value *student centered* education based on a view that effective teaching and learning work from the student's context and towards the student's goals. As such, the program provides for individually designed study in a close working relationship with a program director and faculty advisor.

We value *problem-focused* learning. The program supports the student's exploration of real problems, often in settings in which the student is working, and provides for final products which may be useful in the student's work in schools.

We value *interdisciplinary study* which allows the student to bring more lenses to bear on the issue at hand, to probe questions more fully, or to approach a problem more creatively than would examination of the problem through only one discipline.

We value *our students' understanding that education requires knowledge of and respect for individual differences and diversity* of race, class, gender, ethnicity, sexual orientation, modes of knowing and learning, and ability. Related to this view, *we value highly the critical examination of curriculum, pedagogy, and school organization* as these are embedded in a political, economic, and cultural context.

We value *critical examination of both theory and practice as essential to effective leadership in education.* Educators should neither accept the ends and means of their work as given nor view their professional education as merely technical; rather, they must examine critically their purposes and approaches in order to develop their own "professional identity" (Beyer et al., 1989) and to become agents of change and improvement in their setting.

We value *critical inquiry in education that emphasizes both theory and practice, as well as the integration of theory and practice*. We view a strong, rigorously researched knowledge base and ongoing reflection on one's practice to be essential to one's effectiveness as an educator and to school reform and organizational change. We should not, as schools of education have been known to do, lose sight of and involvement in actual practice for the sake of emphasis on theory; nor should we forsake theoretical inquiry as we examine problems in practice. Rather, each is essential to and informs the other.

Thus, we value and have designed programs that accommodate both *college-based and site-based study*, that support the student in both theoretical inquiry and action research, and that provide for students to come together in both settings.

We value not only the importance of many roles to the complex enterprise of education but also *the ways in which these areas of inquiry and roles are necessarily related to one another.* Thus, we offer programs aimed at teachers, administrators, counselors, and researchers, and view the M.Ed. program's inclusion of this variety of fields, interests, and roles within education to be important to its mission.

We value and will work to build *meaningful relationships with schools.* Through identifying and building on what each culture – the graduate college and the school – offers and attempts, we hope both to provide the student with an enhanced learning environment and to engage in collaborative inquiry with the schools. Further, through, "professors and professionals" working together and through practitioners in schools teaching in the M.Ed. program, we hope not only to strengthen the relationship between the graduate college and the school but also to acknowledge and tap the expertise of practitioners in the field.

As we strive to generate knowledge and build understanding regarding the complex questions in education, we also aim to fulfill both the students' goals for learning and the university's research goals for improvement.

MASTER OF EDUCATION (FLORIDA RESIDENCY PROGRAM)

AND EDUCATIONAL SPECIALIST CERTIFICATE PROGRAM

Program Overview

Master of Education (M.Ed.) Degree/Educational Specialist (Ed.S.) Certificate

Credits to Degree: 36-45
Full-time Option: Nine semester hours
Part-time Option: Six semester hours
Transfer Credits: Up to six
Calendar: Trimester calendar with two eight-week sessions within each 16-week trimester
Minimum Time to Degree: One year for a 36-credit-hour program or one and one-third years for a 45-credit hour program

Academic Program Location
Union Institute & University
Florida Academic Center
16853 NE 2nd Avenue, Ste. 202
North Miami Beach, FL 33162
Toll-free: 800.294-8884
Local: 305.653-6713
http://www.myunion.edu/academics/master-of-education/florida.html

Specializations
- Adult Education
- Educational Leadership
- Guidance and Counseling
- Exceptional Student Education
- Reading

The Master of Education/Educational Specialist Certificate – Florida Student Handbook is available on the UI&U website at http://www.myunion.edu/academics/handbooks/MED-FL-handbook.pdf

Students should refer to the M.Ed./Ed.S. Florida Program Handbook for a more in-depth description of requirements involving the learning plan structure, the guidance and counseling internship, and the capstone portfolio experience.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/forms/med000.pdf.

Educational Specialist Certificate Distinction

The Educational Specialist (Ed.S.) Certificate program is offered from the Florida Center in conjunction with the Florida M.Ed. program. This post-master's certificate prepares educational

leaders, who are committed to lifelong inquiry, to make meaningful, positive change within their institutions. Working collaboratively with a faculty advisor, students will design an individualized plan of study and be part of a unique community that supports, challenges, and enhances their learning process.

The Educational Specialist Certificate program may be pursued by students after completing a Master of Education degree. The Ed.S. program builds on the master's degree covering the same material focused toward the same areas of specialization as the courses for the M.Ed. program. However, students are expected to achieve a higher level of competencies and outcomes as they pursue additional certification. Syllabi designated for the Ed.S. courses include additional and more rigorous academic assignments and research than the master's course work in order to demonstrate proficiency of Ed.S. outcomes and competencies. Just as the Florida M.Ed., the Ed.S. meets state requirements for state certification. The Ed.S. courses are 600-level courses to indicate the difference.

Florida M.Ed. / Ed.S. Admission

Criteria for M.Ed./Ed.S. Admission
To be considered for admission, the applicant must demonstrate:

- M.Ed. applicants must submit completion of a regionally accredited baccalaureate degree by submission of an official transcript with the baccalaureate degree noted. Ed.S. applicants must submit an official transcript from an accredited institution with an earned master's degree noted.
- Readiness to undertake independent study and take responsibility for using program resources effectively.
- Knowledge of resources in applicant's community, including access to research materials.
- Access to necessary tools such as the Internet and email.
- Competence in the use of information and communication technologies.
- Competence in oral and written communication skills.
- Strong interest and clearly formed purposes in the field of education as evidenced by the application narrative essay.
- Potential to undertake graduate study successfully and to make a contribution to the field of education, as evidenced by academic record (including GPA of 2.7 or above) and two letters of reference from people who can comment on the applicant either academically or professionally (at least one reference must pertain to the applicant's accomplishment or potential as an educator).

Transfer Credit Policies

Up to six graduate credits (the equivalent of two courses) from a regionally accredited university are eligible to be reviewed by the admissions committee for approval of transfer. Transfer credits accepted toward the Ed.S. certificate may be from courses taken above the master's level. The transfer courses must have been completed in the past five years with an equivalent grade of B or above. These transfer credits must be specifically applicable to the student's area of specialization.

Transferability of credit to another institution is at the discretion of the accepting institution. It is the responsibility of the student to determine if credits earned while enrolled at Union Institute & University will be accepted by another institution.

Registration

The Florida M.Ed./Ed.S. program operates on a trimester calendar. M.Ed./Ed.S. students will register for two eight-week sessions (two courses/six credit hours) prior to the beginning of each trimester. Each session within the 16-week trimester is eight weeks in length. A registration form accepting financial liability for tuition obligation and detailing payment arrangements must be filed in the M.Ed. program office by the published deadline in order to remain in the program. Under special circumstances, other certifications may be required. Registrations are processed in the Florida M.Ed. program office.

The Learning Plan

The Learning Plan for each student delineates the courses and total credit hours to be completed during the student's matriculation in the M.Ed. or Ed.S. program. All seminars and individual courses (with prefixes and numbers) are identified within this plan. The adjunct faculty responsible for evaluating each course is also identified. In addition, any credits transferred into the student's graduate program are included in this document. Should a Learning Plan need to be modified a new document will be written and signed by all the aforementioned parties and copies will be sent to the Office of Financial Aid and the Registrar's Office.

Drop / Add Policy

Students may add a course through the first 15 days of an eight-week session. Courses may be dropped through the end of the eight-week session; however, tuition is not refunded for courses dropped after the drop/add date for the session. Tuition will be adjusted for courses dropped prior to the published drop/add date. Students can drop or add a course after registration by completing, signing, and processing the drop/add section of the Change of Status Form. This serves as an addendum to the original registration form and becomes a part of the official registration record. Drops of individual courses after the drop/add deadline date are assigned a W (for withdrawal) on the academic transcript. All drops and adds require the approval of the program director. The effective date of a drop/add is either the date of postmark or the date the written request arrives at the student's center. Drop/adds can impact continuing financial aid eligibility, so students should contact the Office of Financial Aid immediately if they plan to drop below full-time status (below nine term credit hours) if they are receiving grants. Students who drop below half-time status (below 4.5 term credit hours) should contact the Office of Financial Aid if they are receiving loans.

Dropping or adding courses by the published deadline may alter the student's tuition charges for the semester in the following manner. (See also Tuition Policies.)

- If the number of semester credit hours added equals the number dropped, no change in tuition will be assessed.
- If the number of semester credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full semester/ session.
- If a student fails a seminar or directed study, that student is placed on academic probation and must register for that seminar or directed study again the following semester. This might require a drop/add form if the student has already registered for the following semester.
- If the number of semester credit hours dropped is greater than the number added, tuition will be assessed for the difference based upon the following refund schedule.

The starting point for determining any tuition refund is the term start date. No adjustments to this schedule will be made for late registrations. There is no adjustment of tuition for a dropped course after the drop/add date.

Withdrawal Policy

Tuition is partially reversed or refunded when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

The following table shows the percentage of tuition to be reversed for course drops or complete withdrawals from the program:

Schedule of Tuition Refunds for Course Drops/Program Withdrawal		
	Full Semester	**Session**
Week One	100%	100%
Week Two	100%	50%
Week Three	75%	25%
Week Four	50%	0%
Week Five	25%	0%
Week Six and thereafter	0%	0%

Satisfactory Academic Progress Review

To remain in satisfactory academic standing, the M.Ed./Ed.S. program requires a cumulative GPA of 2.50 for students who have earned less than 19 credit hours and 3.0 for students who have earned 19 or more credit hours. Special reviews indicate that a student is at risk of not successfully completing the program. Special reviews may be initiated at any time by a faculty member or university administrator through written communication with the student. Students will receive notice that they will be subject to a special review that will be initiated 30 days after notification of the following circumstances:

- The student is placed on academic probation if the term GPA noted above is not achieved.
- The student has received a second grade of C that may put the student at risk for academic dismissal if the GPA falls below 2.5.
- The results of the portfolio reviews are not satisfactory.
- The student has violated program and/or institutional policies, such as not attending a residency event.
- The student commits a breach of the Academic Integrity Policy or Student Code of Conduct.

Special Review Process

The program director will form a special review committee of three university faculty members appropriate to the concern to be reviewed and will provide the committee with documentation pertinent to the issue to be considered. Special review can result in academic dismissal. The Special review committee will make a written recommendation to the dean of education. In cases where the committee has recommended academic dismissal, the dean of education and the university provost will be consulted.

Academic Appeals

An academic appeal relates to disagreement concerning academic issues (e.g., evaluation, grading, advising). Issues related to sexual harassment and discrimination are handled through grievance and appeals procedures. Appeals concerning academic issues should follow the procedure described below.

Step 1: When students question an academic decision, they must first discuss the matter with the faculty member as an informal complaint. Only if the result of that discussion is unsatisfactory should a formal academic appeal be pursued. Students have a 30-day limit after the end of each semester to initiate Step 1 of the academic appeal process.

Step 2: If the complaint is not mutually resolved, students may file a written appeal to the M.Ed. program director. Following the completion of Step 1, students have another 30 days to initiate Step 2 of the academic appeal process. The appeal must describe the problem, summarize the circumstances surrounding it, and indicate what has already been done to resolve it. The faculty member is to be given a copy of the appeal and must respond to the M.Ed. program director in writing. The M.Ed. program director shall convene an Academic Appeal Committee (composed of three faculty) who will review the allegation and all other relevant material. The Academic Appeal Committee must maintain confidentiality concerning all information related to the appeal and must submit their findings to the M.Ed. program director within 15 days of receipt of all information. The student will receive a response from the M.Ed. program director no later than 15 days after the recommendation of the Academic Appeal Committee. With the agreement of both parties, the time limits indicated here can be extended.

Students are expected to continue enrollment during the academic appeal process. Students may withdraw the appeal/or stop the appeal process at any time by making a written request to the M.Ed. program director.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

Evaluation and grading are an integral part of the learning process. The syllabus for each course specifies the learning documentation, and its associated weight, to be completed for evaluation. The affiliated faculty use a Course Proficiency Form to evaluate the required documentation to determine the extent to which proficiency is met and assign a final grade. Narrative evaluations of each student's studies are done at the end of every term by program faculty. Evaluations of completed studies result in the assignment of a letter grade A, B, C, or U.

All registered learning activities will receive one of the following grade codes at the conclusion of each semester. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE – Grades of U, I, and C may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	*Academic work reflects* impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. **4.0 Quality Points**
B	*Academic work reflects* accurate grasp of major concepts, theories, and prevailing knowledge; evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. **3.0 Quality Points**
C	*Academic work reflects* adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. **2.0 Quality Points**
U	*Academic work reflects* insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the master's level. If a student is unable to complete 60% of the academic work in a seminar, the student will receive a U grade. **0.00 Quality Points**
I	*Academic work reflects* substantial completion (at least 60%) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. In addition, the adjunct must verify that the student has maintained communication during the semester. Students must initiate a request in writing for an Incomplete grade with their adjunct and the program director. Students have an additional 30 days, one month, to submit final documentation to their adjunct professor. Upon the final evaluation of the adjunct, I grades will be converted to final grades, even if the student withdraws the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade. **0.00 Quality Points and does not calculate into the GPA**

Grade	Criteria
W	*Academic work reflects* the student has withdrawn from the program (either officially or unofficially) at a time when learning activities remain open. The W grade is also posted to indicate term registration that is dropped. **0.00 Quality Points and does not calculate into the GPA**

(Note: Refer to the University Attendance & Engagement Policy in this catalog.)

The grade point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit.

Completed Learning
Academic work completed must be evaluated, graded, and recorded by the end of the semester by utilizing the Course Proficiency Form. The instructor reviews and evaluates the academic work to determine that the student has satisfactorily completed the requirements for the learning activity. Faculty submit all Course Proficiency Forms to the program director.

Program Length

Students admitted into the Florida Master of Education or Educational Specialist Certificate program complete a minimum of 36 semester credits (or a minimum of 45 semester credits for Guidance and Counseling in order to meet the Florida state requirements for this specialization) beyond their bachelor's degree.

The Master of Education/Educational Specialist program (Florida Academic Center) is a: (1) one-year, 36-credit hour degree program, or (2) a one and a one-third years, 45-credit hour degree program. The maximum timeframe for completion of the 36-hour credit program is three years. The maximum timeframe for completion of the 45-credit hour program is three and a half years. All transfer credits that are accepted toward the degree program are used to determine the remaining maximum timeframe.

Academic Calendar

The Florida M.Ed./Ed.S. program follows a 13-week trimester calendar. There are two eight-week sessions within each 16-week trimester. Students will register prior to the beginning of each term for both eight-week sessions (two courses/six credits). Full-time enrollment status is defined as registering for nine or more credit hours per trimester.

Academic Year Registration Period
Fall Semester = August – December
Fall Session I = First eight weeks August – October
Fall Session II = Second eight weeks October – December

Winter Semester = January - April
Winter Session I = First eight weeks January – February
Winter Session II = Second eight weeks March – April

Spring/Summer Semester = May-August
Spring/Summer Session I = First eight weeks May-June
Spring/Summer Session II = Second eight weeks June-mid-August

Areas of Specialization

Students admitted into the Florida Master of Education or Educational Specialist program complete a minimum of 36 semester credits (or a minimum of 45 semester credits for Guidance and Counseling in order to meet the Florida state requirements for this specialization) beyond their bachelor's degree. Completion of the M.Ed. program awards the Master of Education degree or an Educational Specialist Certificate with the following specialization options:

- Adult Education
- Educational Leadership
- Exceptional Student Education
- Guidance and Counseling
- Reading

Each area of specialization offers courses developed to meet state certification and content standards and to enhance and refine the skills of the individual whether an administrator, classroom teacher, or counselor.

Adult Education
This program is tailored for those students who wish to become effective educators in the adult education setting. The curriculum examines the psychological principles and methodologies guiding adult education as well as explores psychosocial changes in the adult life span. The history of adult education and current trends, practices, and challenges are also integrated throughout the new learning experiences.

Educational Leadership
The Educational Leadership program integrates the knowledge, competencies, and skills that characterize accomplished educational leaders. The most current issues facing today's leaders are explored, and students are provided with opportunities to examine theory as it relates to praxis. The state's defined requirements and competencies for leadership serve as the genesis for curriculum, and students will develop the skills critical to organizational, operational, and instructional leadership.

Exceptional Student Education
This program specialization offers a comprehensive background for educators who currently work with, or seek to work with, children and youth with exceptionalities. Students will explore a variety of exceptionalities and enhance their skills in the planning and collaboration critical to the appropriate programming for students with learning and/or behavioral problems. Emphasis is placed on meeting the needs of culturally and/or linguistically diverse students with exceptionalities.

Guidance and Counseling
This program specialization offers the courses required toward state certification in Guidance and Counseling. The program is designed to provide students with the philosophical foundation, practical skills, and competencies that are required to be an effective school guidance counselor. Research and practice (including a three-credit hour internship) are integrated throughout the student's program and the curriculum has been developed to ensure that each student understands the ethical standards, techniques, and theories that guide the school guidance and counseling profession.

Reading
The M.Ed. and Ed.S. program in reading incorporates coursework that focuses on current evidence-based best practices for teaching and learning. The components of Florida's formula for reading success are integrated throughout the curriculum. Each student's program is developed taking into consideration prerequisite courses they completed prior to UI&U matriculation.

Academic Program Requirements

Union Institute & University's M.Ed./Ed.S. program utilizes a distributed learning model that combines directed study with face-to-face meetings, academic residencies, and online seminars. The residencies and seminars establish a foundation upon which the directed studies are developed. A seminar is an experience that requires the students to either: (1) be present in the classroom for a specific period of time (usually five days), or (2) participate in an online learning experience. Courses are directed studies that students will complete independently under the guidance of a faculty member. Courses are individualized to each student's area of specialization. Seminars are required for the entire cohort of students and often look at more global pedagogical issues. The program is designed to present learning activities in an organized manner, with the clearly delineated assignments completed each term.

Core Seminars	12 credit hours
• EDUO 501 - Practice to Scholarship	3 credit hours
• EDUO 502 - Technology & Learning	3 credit hours
• EDUO 503 - Teaching Praxis and Social Change	3 credit hours
• EDUO 504 - Research Methodology	3 credit hours
Directed Study	21 – 30 credit hours
Internship for Guidance and Counseling Specialization	3 credit hours
E-Portfolio	3 credit hours

UI&U's M.Ed. program consists of the following components:

- Four core foundational courses.
- Directed study related to the student's area of specialization.
- An Electronic Portfolio.
- Praxis (connecting theory to practice through the internship experience for the Guidance and Counseling students).

*M.Ed. Courses and Sequence**

Educational Leadership

Core Courses

- EDUO 501 - Practice to Scholarship
- EDUO 502 - Technology & Learning
- EDUO 503 - Teaching Praxis and Social Change
- EDUO 504 - Research Methodology
- EDUO 512 – E-Portfolio

Specialization Courses

- EDL 521 - Human Resource Development
- EDL 523 - Educational Finance
- EDL 525 - Computer Technology for Educational Leadership
- EDL 527 - Organizational Management and Development in Instructional Leadership
- EDL 530 - School Leadership: Vision and Community and Partners
- EDL 533 - Instructional Leadership: Diversity and Accountability
- EDL 535 - Operational Leadership: Law, Ethics and Decision Making

Course Sequence

First Trimester / First Term
- EDUO 501
- EDUO 502

First Trimester / Second Term
- EDUO 503
- EDU 504

Second Trimester / First Term
- EDL 525
- EDL 535

Second Trimester / Second Term
- EDL 521
- EDL 523

Third Trimester / First Term
- EDL 530
- EDL 533

Third Trimester / Second Term
- EDL 527
- EDUO 512 E-Portfolio

Exceptional Student Education

Course Sequence

- EDUO 501 - Practice to Scholarship
- EDUO 502 - Technology & Learning
- EDUO 503 - Teaching Praxis and Social Change
- EDUO 504 - Research Methodology
- EDUO 512 – E-Portfolio

Specialization Courses

- ESE 520 - Foundations of Exceptional Student Education
- ESE 521 - Educational Assessment of Exceptional Students
- ESE 522-Instructional Practices in ESE
- ESE 523 - Management Strategies for Students with Disabilities
- ESE 525 - Collaboration with Families, Schools, and Communities
- ESE 526 - Teaching Social and Personal Skills to Disabled Students
- ESE 550 - Language Development and Communication Disorders

Course Sequence

First Trimester / First Term
- EDUO 501
- EDU 502

First Trimester / Second Term
- EDUO 503
- EDU 504

Second Trimester / First Term
- ESE 520
- ESE 521

Second Trimester / Second Term
- ESE 522
- ESE 523

Third Trimester / First Term
- ESE 525
- ESE 526

Third Trimester / Second Term
- ESE 550
- EDUO 512 E-Portfolio

Guidance & Counseling

Core Courses

- EDUO 501 - Practice to Scholarship
- EDUO 502 - Technology & Learning
- EDUO 503 - Teaching Praxis and Social Change
- EDUO 504 - Research Methodology
- EDUO 512 – E-Portfolio

Specialization Courses

- CNSL 520 - Principles, Philosophy, Organization Administration of Guidance
- CNSL 523 - Learning Personality Theory & Human Development
- CNSL 527 - Legal, Ethical & Current Issues in Counseling
- CNSL 521 - Administration & Interpretation of Standardized Tests in Student Appraisal
- CNSL 522 - Education & Career Development Information & Systems
- CNSL 524 - Counseling Theories & Individual Counseling Techniques
- CNSL 525 - Group Counseling & Guidance Techniques
- CNSL 526 - Consultation Skills & Techniques
- CNSL 528 - Counseling Techniques for Working with Special Population & Their Families
- INTP 591 - Counseling Practicum

Course Sequence

First Trimester / First Term
- EDUO 501
- EDUO 502

First Trimester / Second Term
- EDUO 503
- EDU 504

Second Trimester / First Term
- CNSL 520
- CNSL 521

Second Trimester / Second Term
- CNSL 522
- CNSL 523

Third Trimester / First Term
- CNSL 524
- CNSL 525

Third Trimester / Second Term
- CNSL 526
- CNSL 527

Fourth Trimester / First Term
- CNSL 528
- INTP 591 (First and Second Term)

Fourth Trimester / Second Term
- INTP 591 (cont.)
- EDUO 512 E-Portfolio

Reading

Core Courses

- EDUO 501 - Practice to Scholarship
- EDUO 502 - Technology & Learning
- EDUO 503 - Teaching Praxis and Social Change
- EDUO 504 - Research Methodology
- EDUO 512 - E-Portfolio

Specialization Courses

- EDU 531 - Remediation of Reading Disabilities
- EDU 535 - Measurement and Evaluation in Education
- EDU 538 - Administration and Interpretation of Instructional Assessment in Reading
- EDU 539 - Reading in Content Area
- EDU 540 - Psychology of Reading
- EDU 560 - Foundations of Research Based Practices in Instruction
- INTP 590 - Reading Practicum

Course Sequence

First Trimester / First Term
- EDUO 501
- EDU 502

First Trimester / Second Term
- EDUO 503
- EDU 504

Second Trimester / First Term
- EDU 560
- EDU 531

Second Trimester / Second Term
- EDU 535
- EDU 538

Third Trimester / First Term
- EDU 539
- EDU 540

Third Trimester / Second Term
- INTP 590
- EDUO 512 E-Portfolio

(*Ed.S. courses are #600 level – see course descriptions.)

Electronic Portfolio Experience
The Electronic Portfolio is presented as the program's culminating experience. E-Portfolio will allow the student to reflect upon the spectrum of coursework completed throughout the program. Pre-selected documentation from each course will be used as evidence demonstrating the student's mastery of the university outcomes and competencies, the core propositions statements from NBPTS, as well as the development of one's own conception of social justice. The E-Portfolio is a capstone document marking the student's success in the program. The portfolio is part of the student's final semester.

Guidance and Counseling Internship
The internship in Guidance and Counseling is a 150-clock hour (minimum) experience that occurs in the final semester of all Guidance and Counseling academic programs.

Course Descriptions

Course Numbering System
M.Ed. courses are #500-599
Ed.S. courses are #600-699

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

Each course is 3 semester credit hours.

CNSL 520/620 – Principles, Philosophy, Organization, and Administration of Guidance
This course will examine the interventions, practices, delivery, planning and structure of a comprehensive school guidance program model. Focus will be on the philosophical foundation of counseling and the administrative and clinical responsibilities of the guidance counselor in the elementary and secondary school setting.

CNSL 521/621 – Administration and Interpretation of Standardized Tests in Student Appraisal
The course will examine the development, administration, and interpretation of standardized tests used in counseling. The student will also address the reliability and validity of these tests in the assessment of culturally diverse populations and students with behavior and/or emotional problems. This course will provide the student with the basis for development in the scoring, administration, and interpretation of standardized assessment tools used in the counseling profession.

CNSL 522/622 – Education and Career Development Information Systems
This course will explore theories of occupational choice and career development with a focus on interventions, assessments, and other related issues. Additionally, the course will examine the foundations of an individual career development and planning model. The integration of technology in career planning will also be explored.

CNSL 523/623 – Learning Personality Theory and Human Development
This course will survey various behavioral, humanistic, cognitive, psychodynamic, existential and family systems theories of personality development. The learning will provide an overview of personality changes and disorders in conjunction with an examination of the nature and needs of individuals at all developmental stages.

CNSL 524/624 – Counseling Theories and Individual Counseling Techniques
The course will provide the student with the skills and strategies necessary to offer basic individual counseling to students in school settings. A focus will be on major theoretical concepts in counseling, interventions, relationship building, role-playing, and interviewing with an emphasis on ethical considerations.

CNSL 525/625 – Group Counseling and Guidance Techniques
The course will provide an overview of various theories and basic aspects of group process. The student will examine the role of group counseling as a vehicle for interpersonal learning, counselor's facilitative techniques, group dynamics, selection and composition of groups and stages of group counseling. The student will develop the skills necessary to provide effective services to students in grades K-12.

CNSL 526/626 – Consultation Skills and Techniques
This course is an introduction to a theoretical framework and the various models for consultation. The new learning experience will provide the opportunity to develop skills and techniques in establishing and maintaining consultative relationships in a variety of settings.

CNSL 527/627 – Legal, Ethical, and Current Issues in Counseling
This course will explore the standards for professional conduct in school counseling. It considers ethical and legal decisions that school counselors must make such as confidentiality, legal rights of students, duty to warn and protect, and value differences with students. The new learning will focus on the necessary skills and information to address legal, professional, and ethical issues that affect the counseling process. Standards related to principles of ethical behavior, liability risks, and elements of professionalism will also be examined.

CNSL 528/628 – Counseling Techniques for Working with Special Populations and Their Families
This course is an overview of the issues related to providing counseling services in a multicultural society. It will critically examine the current trends and issues in counseling toward serving special needs populations such as cultural and ethnic minorities; students with disabilities; bilingual children; gay and lesbian youths; and children from rural, migrant, and homeless families.

EDL 521/621 – Human Resource Management and Development
This course will explore how high-performing leaders recruit, identify and nurture personnel. Strategies for retaining and mentoring personnel and the development of professional growth plans for all those working within a school site will be examined. The maintenance of personnel records and the collective bargaining process will also be incorporated.

EDL 523/623 – Educational Finance
This course will examine how high-performing leaders manage the learning environment as it relates to funding of Florida schools and financial accounting, auditing, and reporting procedures.

EDL 525/625– Computer Technology for Educational Leadership
This course will focus on the leader's role in planning and implementing the integration of technological and electronic tools in the design and delivery of instruction and student learning. The role of technology in management, communication, and research will also be examined.

EDL 527/627 – Organizational Management and Development in Instructional Leadership
This course will examine how high-performing leaders manage the organization, operations, facilities, and resources in ways that optimize the use of resources in an instructional institution and facilitate a safe, efficient, legal, and effective learning environment.

EDL 530/630 – School Leadership: Vision and Community Partners
This course will explore how high-performing leaders collaborate with families and community stakeholders and impact and respond to the personal, political, social and diverse cultural relationships within their educational community. An analysis of the principles and techniques for communicating the leader's vision to this population will also be examined. Additionally, Florida statutes specifically relating to the rights and responsibilities of students, parents, and guardians will be analyzed.

EDL 533/623 – Instructional Leadership: Diversity and Accountability
This course will examine how high-performing leaders ensure accountability for the diverse participants engaged in the educational process. A focus will be on ESE and ESOL students and how these leaders respond and influence the personal, political, social, economic, legal, and cultural relationships within their educational setting.

EDL 535/625 – Operational Leadership: Law, Ethics, and Decision Making
This course will examine federal and state laws for education and schooling and their relationships to leadership practice, decision making, and ethical behavior. A focus will be on high-performing leaders and their ability to act with integrity, fairness, and honesty in the operation of school business and their decision-making practices.

EDU 531/631 – Remediation of Reading Disabilities
This course acquaints the student with instructional methods, materials, and strategies to be used for the purpose of correcting reading deficits. Use of diagnostic procedures as well as small-group instruction will also be a focus.

EDU 535/635 – Measurement and Evaluation in Education
This new learning will include an examination of principles and methods of measurement and evaluation in the schools. It will include the administration, scoring, and interpreting of standardized tests and construction of teacher-made tests.

EDU 538/638 – Administration and Interpretation of Instructional Assessment in Reading
This course focuses on the administration and interpretation of instructional assessments with instructional strategies and materials based upon scientifically-based reading research for the prevention and remediation of reading difficulties.

EDU 539/659 – Reading in Content Area
This course will address classroom instructional strategies for improving the reading abilities of students across the curriculum with emphasis on content areas such as social studies, science, language arts, and mathematics.

EDU 540/640 – Psychology of Reading
This course will provide the student with an understanding of reading as cognitive and affective processes, as well as a comprehension of the strong role emotional reactions play in learning to read. The student will obtain a better grasp of these relationships, thereby preparing the student to become a reading teacher who can plan for a strongly motivating reading situation. Since the sensory factors play a predominate role in the perceptual dimension of reading, these factors

will come under careful study within this new learning. Additionally, the interrelationship of the principles of psychology and linguistics combining to explain a psycholinguistic basis for learning will be examined.

EDU 555/655 – Psychological Perspective of the Educator
Everyone views education and the role of an educator differently. An individual's specific viewpoint may be reliant upon whether that individual is a parent, a teacher, a student, an administrator, a psychologist, etc. This course is meant to educate toward a common concept of what it means to be an educator from a psychological perspective. Toward that end, the following questions will guide this new learning: (1) Is there a pool of knowledge that an educator could or should pull from while performing an educational investigation activity, such as teaching a classroom full of students? and (2) What are the personal psychological challenges that an educator may be confronted with in attempting to create reasonable approaches to solving educational quandaries? The answers to these questions will lead the student to be able to draw a portrait of the psychology of the educator that would be understandable to everyone, regardless of an individual's specific viewpoint. Consequently, both the psychology of teaching and the psychology of learning will be explored.

EDU 557/657 – The Adult Student
This course concentrates on identifying principles and practices of adult learning and examines the research in the field. The implications of the physiological, psychological, and psychosocial changes in the adult life span will also be central to this learning experience.

EDU 558/658 – Adult Education in the Social Context
This course will examine key current and historical, sociological, and political factors that shape theory and practice in adult education. Adult education will be analyzed within its social context to include analysis of issues relating to class, race, and gender and how they impact the role of adult education in our society.

EDU 559/659 – Methods of Teaching Adult Education
This course explores the methods and techniques employed in effective programs for adult students. Focus will be the process of designing and delivering effective individual and group learning experiences for adult students, application of methods to learning objectives, and the role of the teacher in an adult education setting.

EDU 560/660 – Foundations of Research Based Practices in Reading Instruction
This course will examine the principles of scientifically-based research in reading that serve as the basis for comprehensive instruction that both synchronizes and scaffolds the components of the reading process that are essential to student mastery. A focus of this new learning will be on the diverse student population including those with limited English proficiency (LEP), students with disabilities, struggling readers as well as basic general education students. This new learning will investigate an assortment of fundamental paradigms and findings, employing them to directly analyze instances closely associated with the field of education.

EDU 567/667 – Adult Education in the U.S.
This course will examine the educational movement for adults in the U. S. from its inception to present day. Factors, including economic and cultural, with be explored from a historical perspective and implications for future trends will be incorporated.

EDU 568/668 – Adult Learning and Assessment
This course explores the psychological principles, theories, and methodologies guiding adult education as they apply to teaching and learning. The prediction, comprehension, and control of fundamental principles of learning and assessment in adult education will be focused on in this course.

EDU 569/669 – Continuing Education in Higher Education
This course will explore the history, relevant research, and the current practices in higher education continuing education program and administrative units.

EDU 613 - Authentic Assessment of Research Data in Education
This Ed.S. course is designed to provide a broad overview of statistical concepts and procedures commonly used in education. Course participants will learn how to analyze and act on student performance data to improve classroom instruction and student performance. Students will also understand the role of leaders to develop staff competencies for data analysis and implementation of instructional strategies and practices based on data and trend analysis.

EDU 614 - Analysis of Selected Topics in Education
This Ed.S. course will explore current issues in the practice of education, analyzing those issues in the context of social and philosophical foundations of education. A focus will be on changing social conditions, cultural influences, and values that impact educational practice and policy.

EDU 615 - Historical and Recent Models in Educational Reform
This Ed.S. course examines the forces leading to school reform; the social, economic, political, historical, legal, legislative, and educational foundations behind those forces; key strategies used in reform efforts; and the research findings on the effectiveness of some of those strategies. There will be a focus on urban school reform including some multi-cultural emphases. The plight of urban school districts will be considered Kozol's work as a major resource. Effective school-level strategies and teacher-level strategies will be examined using Marzano's work as a guide.

EDU 616 – Analysis of Selected Topics in Social Justice
This Ed.S. course will provide a moral foundation from a critical perspective of targeted topics in educational as it relates to social justice and other responsible areas within our society.

EDU 617 – Building Online Learning Communities
Emphasis in this Ed.S. course focuses on community building at the start of a course and how it is a means of promoting a more collaborative experience. Focus is on creating and building inclusive online learning communities. Additional emphasis is placed on the role of social networking and other Web 2.0 applications in the promotion of human-to-human content which is of utmost importance to the on-line learning process. The use of synchronous media and virtual classrooms has grown and is affecting how we view classrooms. Focus is on synchronous media and its role in community building.

EDUO 501 – Practice to Scholarship
The initial course provides learning experiences regarding online community culture, philosophy and writing components, case-based problem solving, critical thinking, and reflective experiences, using examples modeling National Board of Professional Teaching Standards (NBPTS). Discussions will encourage how to utilize the Internet to: (1) build a community of students, and (2) incorporate learning processes that consider individual learning styles. Additionally, a focus will be on conceptions of social justice and viewing the teacher as a leader.

Finally, this course will include an introduction of the E-Portfolio process as both a repository and a developmental learning tool.

EDUO 502 - Technology & Learning
Exposure to technology and its integration in all phases of instruction with special attention to realistic application in the classroom. Emphasis focuses on curriculum and technology and its role in creating and building inclusive online learning communities. Additional emphasis is placed on the role of social networking and other Web 2.0 applications in the promotion of social justice.

EDUO 503 - Teaching Praxis and Social Change
This course provides students the opportunity to analyze change in existing paradigms of social justice, exploring the interplay of the classroom, the larger school community, and the wider society. Students will reflect upon their own existing practice within the context of change and how education itself is a process of change. The student will undertake both a journey inward toward a more coherent understanding of social justice and a journey outward toward the potential for enhancing teaching and the community by incorporating social justice concepts. Emphasis will be on such questions as what social justice is, why we should pursue it, what social justices encompasses, and how various teaching strategies address social justice education. This course parallels FL M.Ed. course EDU 510 - Trends and Issues in Educational Practice and VT M.Ed. course MED 523 - Critical Theory in Education: Social Political and Economic Issues in Schools.

EDUO 504 – Research Methodology
Directed reading, reports, and discussions of the current literature in the field of education, a critical analysis of research techniques, terminology and methodologies. Focus upon using differentiating types of research, together with the steps necessary to the solution of research problems in the field. This course explores the perspective that questions should drive the research rather the research driving the questions.
This course parallels FL M.Ed. course EDU 512 - Research Methods.

EDUO 512 – E-Portfolio
The Electronic Portfolio will be presented as the program's culminating experience. The E-Portfolio will allow the student to reflect upon the spectrum of coursework completed throughout the program. Pre-selected documentation from each course will be used as evidence demonstrating the student's mastery of the university outcomes and competencies, the core propositions statements from NBPTS, as well as the development of one's own conception of social justice. The E-Portfolio is a capstone document marking the student's success in the program.

ESE 520/620 – Foundations of Exceptional Student Education
This course provides a history of laws, prevention and medical aspects of disabilities, characteristics, classification of children's interventions and educational services. In addition the course provides information pertaining to educational programs and issues driving the field of Exceptional Student Education (ESE).

ESE 521/621 – Educational Assessment of Exceptional Students
This course introduces formal and informal evaluation techniques for the purpose of instructional planning. The student will gain an understanding of how to interpret, apply, and communicate testing results of exceptional students. The course will examine all the phases of assessment procedures - from the calculations of chronological age scores and raw scores to

writing effective objectives required for individual education programs. Areas to be focused upon include introduction to assessment, technical prerequisites of understanding assessment, assessing students, and interpreting assessment for educational intervention. Implications for evaluation, educational planning, and program development will be discussed.

ESE 522/622 – Instructional Practices in ESE
This course examines the different approaches and strategies for teaching students with learning disabilities and behavioral problems. The student will develop special approaches to teaching functional skills. Opportunities for implementation of specialized teaching strategies and techniques will be examined for teaching emotionally handicapped, learning disabled, and mildly mentally handicapped students.

ESE 523/623 – Management Strategies for Students with Disabilities
This course familiarizes the student with information and skills needed to increase their knowledge of advanced methods, models, and techniques of classroom management procedures. The course is designed to provide current research-based methods of several behavior management techniques that will allow the student to choose the method that works best for their classroom.

ESE 525/625 – Collaboration with Families, Schools, and Communities
This course will provide an overview of the effective methods for preparing educators to communicate, consult, collaborate, and work as a team for the education of students with special learning and behavioral needs. Students will examine the who, what, and how questions of conducting consultation. Areas such as ethics and advocacy will be explored. Additionally models and functional aspects of consultation will be reviewed.

ESE 526/626 – Teaching Social and Personal Skills to Disabled Students
This course will introduce a variety of educational choices available to exceptional students and their families. These choices include academic skills, personal skills, social skills, employability skills and daily living skills, which exceptional students need if they are to actualize their potential and become contributing members of society. This course will include coverage of transition content ranging from legislative policy to specific transition activities. The student will examine a whole-life approach to meeting the transitional-functional needs of persons for whom a practical, career oriented educational environment is optimal. A focus will be on the widely used Life Centered Career Education (LCCE) program, which includes areas that encompass the daily living, personal/social, and occupational skills for secondary students and adults.

ESE 550/650 - Teaching Language Development and Communication Disorders
This course explores language development in children and youth with special needs. Formal and informal evaluation procedures are examined; intervention strategies appropriate to the language impairment are reviewed; and language arts strategies are developed. It includes an overview of major communication disorders and supportive strategies as well as normal language and speech development for classroom teachers.

INTP 590/690 – Counseling Practicum
This new learning is a supervised counseling practicum in a public school setting. The student will be supervised in the school by a certified guidance counselor, and additional mentoring will be provided by the adjunct faculty professor. This course emphasizes competencies in individual and group counseling, consultation, and school guidance activities. Legal and ethical issues confronting school counselors will be explored through case study analysis and during supervision provided by the faculty professor.

INTP 591/691 – Reading Practicum
This course provides the student with the opportunity to apply the scientific method to a school improvement project. The student will engage in a problem-solving experience which will give him/her opportunities to utilize strategies, methods, and teaching and learning techniques. The practicum process is systematic and involves the following: 1) submission of a practicum proposal; 2) active involvement in the implementation and research; 3) evaluation of the practicum activities; and 4) submission of the final practicum product.

MASTER OF EDUCATION – ONLINE

Program Overview

Credits to Degree: 36
Transfer Credits: Up to six
Minimum Time to Degree: 12 months
Full-time Status: Nine semester credits

Academic Program Location
Union Institute & University
Florida Academic Center
16853 NE 2nd Avenue, Suite 202
North Miami Beach, FL 33162
Toll-free: 800.294.8884
Local: 305.653.6713
http://www.myunion.edu/academics/master-of-education-online/

Instructional Delivery Option
The M.Ed. Online is delivered entirely online.

The Master of Education-Online Student Handbook is available on the UI&U website at http://www.myunion.edu/academics/handbooks/MED-FL-handbook.pdf.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/forms/med000.pdf.

Program Length

The Master of Education Online program is a one year, 36-credit hour degree program. The maximum timeframe for the completion of the 36-credit hour program is three years. All transfer credits that are accepted toward the degree program are used to determine the remaining maximum timeframe. Full-time status is nine semester hours, and part-time status is six semester hours for this program.

Academic Calendar

The M.Ed. Online program follows a trimester calendar. The 12-month academic year is divided into three 16-week semesters. There are two eight-week sessions within each 16-week semester. There are two courses, three credits each, offered in both eight-week sessions each

semester. Therefore, a total of 12 courses, 36 credit hours are completed in 12 months to complete the degree.

Admissions

Admissions Criteria
To be considered for admission, the applicant must demonstrate:

- Completion of a regionally accredited baccalaureate degree;
- Readiness to participate in online instruction and become a member of an online community of inquiry;
- Access to necessary tools such as the Internet and email;
- Competence in the use of information and communication technologies;
- Competence in written communication skills;
- Strong interest and clearly formed purposes in the field of education; and
- Potential to undertake graduate study successfully and to make a contribution to the field of education.

Admissions Procedure
To apply, the student must submit:

- Application;
- Narrative essay;
- Official transcript with the baccalaureate degree noted;
- GPA of 2.7 or above; and
- Two letters of reference from people who can comment on the applicant either academically or professionally (at least one reference must pertain to the applicant's accomplishment or potential as an educator).

Transfer Credit Policy

Up to six graduate credits (the equivalent of two courses) from a regionally accredited institution are eligible to be reviewed by the Admissions Committee for approval of transfer. The transfer courses must have been completed in the past five years with an equivalent grade of B or above. These transfer credits must be specifically applicable to courses in the M.Ed. Online program.

Transferability of credit to another institution is at the discretion of the accepting institution. It is the responsibility of the student to determine if credits earned while enrolled at Union Institute & University will be accepted by another institution.

Academic Year Registration Period
Fall Semester = August - December
Fall Session I = First eight weeks August - October
Fall Session II = Second eight weeks October - December

Winter Semester = January - April
Winter Session I = First eight weeks January - February
Winter Session II = Second eight weeks March - April

Spring/Summer Semester = May - August
Spring/Summer Session I = First eight weeks May - June
Spring/Summer Session II = Second eight weeks June - mid-August

Registration

M.Ed. Online program students are required to register for both eight-week sessions (two courses/six credit hours) prior to the beginning of each 16-week semester. Registration and billing authorization forms are sent to each student at least one month before the start of the new term. This correspondence will include term and session timelines and course schedules for the new term of registration. M.Ed. registrations are processed in the M.Ed. program office.

Drop / Add Policy

Students may add a course through the first 15 days of an eight-week session. Courses may be dropped through the end of the eight-week session; however, tuition is not refunded for courses dropped after the drop/add date for the session. Tuition will be adjusted for courses dropped prior published drop/add date. Students can drop or add a course after registration by completing, signing, and processing the drop/add section of the Change of Status Form. This serves as an addendum to the original registration form and becomes a part of the official registration record. Drops of individual courses after the drop/add deadline date are assigned a W (for withdrawal) on the academic transcript. All drops and adds require the approval of the program director. The effective date of a drop/add is either the date of postmark or the date the written request arrives at the student's center. Drop/adds can impact continuing financial aid eligibility, so students should contact the Office of Financial Aid immediately if they plan to drop below full-time status (below nine term credit hours) if they are receiving grants. Students who drop below half-time status (below four and a half term credit hours) should contact the Office of Financial Aid if they are receiving loans.

Dropping or adding courses by the published deadline may alter the student's tuition charges for the semester in the following manner. (See also Tuition Policies.)

- If the number of semester credit hours added equals the number dropped, no change in tuition will be assessed.
- If the number of semester credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full semester/ session.
- If a student fails a seminar or directed study, that student is placed on academic probation and must register for that seminar or directed study again the following semester. This might require a drop/add form if the student has already registered for the following semester.
- If the number of semester credit hours dropped is greater than the number added, tuition will be assessed for the difference based upon the following refund schedule:

The starting point for determining any tuition refund is the term start date. No adjustments to this schedule will be made for late registrations. There is no adjustment of tuition for a dropped course after the drop/add date.

Withdrawal Policy

Tuition is partially reversed or refunded when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

The following table shows the percentage of tuition to be reversed for course drops or complete withdrawals from the program:

Schedule of Tuition Refunds for Course Drops/Program Withdrawal		
	Full Semester	**Session**
Week One	100%	100%
Week Two	100%	50%
Week Three	75%	25%
Week Four	50%	0%
Week Five	25%	0%
Week Six and thereafter	0%	0%

Satisfactory Academic Progress Review

Special Review and Academic Dismissal
To remain in satisfactory academic standing, the M.Ed. program requires a cumulative GPA of 2.50 for students who have earned less than 19 credit hours and 3.0 for students who have earned 19 or more credit hours. Special reviews indicate that a student is at risk of not successfully completing the program. Special reviews may be initiated at any time by a faculty member or university administrator through written communication with the student. Students will receive notice that they will be subject to a special review that will be initiated 30 days after notification of the following circumstances:

- The student is placed on academic probation if the term GPA outlined above is not achieved.
- The student has received a second grade of C, which may put the student at risk for academic dismissal if the GPA falls below 2.5.
- The results of the portfolio reviews are not satisfactory.
- The student has violated program and/or institutional policies, such as not attending a residency event.
- The student commits a breach of the Academic Integrity Policy or Student Code of Conduct.

Special Review Process
The program director will form a special review committee of three university faculty members appropriate to the concern to be reviewed and will provide the committee with documentation pertinent to the issue to be considered. A special review can result in academic dismissal. The special review committee will make a written recommendation to the dean of education. In cases where the committee has recommended academic dismissal, the dean and the university provost will be consulted.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

Evaluation and grading are an integral part of the learning process. The syllabus for each course specifies the learning documentation, and its associated weight, to be completed for evaluation. The adjunct faculty use a Course Proficiency Form to evaluate the required documentation to determine the extent to which proficiency is met and to assign a final grade. Evaluations of completed studies result in the assignment of a letter grade A, B, C, or U.

All registered learning activities will receive one of the following grade codes at the conclusion of each eight-week session. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE – Grades of U, I, and C may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	*Academic work reflects* impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. **4.0 Quality Points**
B	*Academic work reflects* accurate grasp of major concepts, theories, and prevailing knowledge; evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. **3.0 Quality Points**
C	*Academic work reflects* adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. **2.0 Quality Points**

Grade	Criteria
U	*Academic work reflects* insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the master's level. If a student is unable to complete 60% of the academic work in a seminar, the student will receive a U grade. **0.00 Quality Points**
I	*Academic work reflects* substantial completion (at least 60%) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. In addition, the adjunct must verify that the student has maintained communication during the semester. Students must initiate a request in writing for an Incomplete grade with their adjunct and the program director. Students have an additional 30 days (1) month to submit final documentation to their adjunct professor. Upon the final evaluation of the adjunct, I grades will be converted to final grades, even if the student withdraws the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade. **0.00 Quality Points and does not calculate into the GPA**
W	*Academic work reflects* the student has withdrawn from the program (either officially or unofficially) at a time when learning activities remain open. The W grade is also posted to indicate term registration that is dropped. **0.00 Quality Points and does not calculate into the GPA**

(Note: Refer to the University Attendance & Engagement Policy in this catalog.)

The grade point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit.

Completed Learning
Academic work completed must be evaluated, graded, and recorded by the end of the semester by utilizing the Course Proficiency Form. The instructor reviews and evaluates the academic work to determine that the student has satisfactorily completed the requirements for the learning activity. Faculty submit all Course Proficiency Forms to the program director.

Academic Program Requirements

Curriculum Sequence

M.Ed. Online Curriculum Sequence	
Course Number/Name **Semester I – Session I (8 weeks)**	
EDUO 501 Practice to Scholarship	3 cr
EDUO 502 Technology and Learning	3 cr
Semester I – Session II (8 weeks)	
EDUO 503 Teaching Praxis and Social Change	3 cr
EDUO 504 Research Methodology	3 cr
Semester II – Session I (8 weeks)	
EDUO 505 Art, Education, and Social Justice	3 cr
EDUO 506 Social Justice for Teacher Leaders, Administrators, and Community Leaders	3 cr
Semester II – Session II (8 weeks)	
EDUO 507 Learning, Culture, and Curriculum	3 cr
EDUO 508 Cognitive Development and Curriculum	3 cr
Semester III – Session I (8 weeks)	
EDUO 509 Differentiated Instruction and Distinguishing Learning Differences	3 cr
EDUO 510 American Social Movements and Education	3 cr
Semester III – Session II (8 weeks)	
EDUO 511 Research as a Force for Social Change	3 cr
EDUO 512 E-Portfolio	3 cr
Total	36 cr

Final Culminating Experience
EDUO 512 - E-Portfolio (3 semester credit hours)
The Electronic Portfolio will be presented as the program's culminating experience. The E-Portfolio will allow the student to reflect upon the spectrum of coursework completed throughout the program. Pre-selected documentation from each course will be used as evidence demonstrating the student's mastery of the university outcomes and competencies, the core propositions statements from NBPTS, as well as the development of one's own conception of social justice. The E-Portfolio is a capstone document marking the student's success in the program.

Course Descriptions

Course Numbering: Courses numbered 500-699 are master's level credit and are not open to undergraduate students.

EDUO 501 – Practice to Scholarship 3 semester credit hours
The initial course provides learning experiences regarding online community culture, philosophy and writing components, case-based problem solving, critical thinking, and reflective experiences using examples modeling National Board of Professional Teaching Standards (NBPTS). Discussions will encourage how to utilize the Internet to: (1) build a community of students, and (2) incorporate learning processes that consider individual learning styles. Additionally, a focus will be on conceptions of social justice and viewing the teacher as a leader. Finally, this course will include an introduction of the E-Portfolio process as both a repository and a developmental learning tool.

EDUO 502 – Technology and Learning 3 semester credit hours
Exposure to technology and its integration in all phases of instruction with special attention to realistic application in the classroom. Emphasis focuses on curriculum and technology and its role in creating and building inclusive learning online communities. Additional emphasis is placed on the role of social networking and other Web 2.0 applications in the promotion of social justice.

EDUO 503 – Teaching Praxis and Social Change 3 semester credit hours
This course provides students the opportunity to analyze change in existing paradigms of social justice, exploring the interplay of the classroom, the larger school community, and the wider society. Students will reflect upon their own existing practice within the context of change and how education itself is a process of change. The student will undertake both a journey inward toward a more coherent understanding of social justice and a journey outward toward the potential for enhancing teaching and the community by incorporating social justice concepts. Emphasis will be on such questions as what social justice is, why educators should pursue it, what does it encompass, and how various teaching strategies address social justice education. *This course parallels FL M.Ed. course EDU 510 - Trends and Issues in Educational Practice, and VT M.Ed. course MED 523 - Critical Theory in Education: Social Political and Economic Issues in Schools.*

EDUO 504 – Research Methodology 3 semester credit hours

Directed reading, reports, and discussions of the current literature in the field of education, a critical analysis of research techniques, terminology and methodologies. Focus upon using differentiating types of research, together with the steps necessary to the solution of research problems in the field. This course explores the perspective that questions should drive the research rather the research driving the questions.

This course parallels FL M.Ed. course EDU 512 - Research Methods, and VT M.Ed. course MED 528 - Research Institute.

EDUO 505 – Art, Education and Social Justice 3 semester credit hours

This course explores approaches to the analysis and study of social justice (including visual and cognitive analysis) as a focus, with an attention to the understanding of social justice issues as it affects and impacts educational issues. Issues presented for analysis, study, reflection, and ultimately social action will include poverty, cultural diversity, race and identity politics, gender equity, immigration, urbanization, affirmative action, income distribution, free speech vs. hate speech, and globalization. In any work of art, often simultaneous and conflicting views of social justice are presented in order to suggest (on the part of the artist) a form of social praxis which often serves as a vehicle for social change. Students will engage in the study of alternative approaches to the systematic analysis of social justice ideas and consider the implications of the various views for the field of education.

This course parallels VT M.Ed. seminar - Ethics in Education

EDUO 506 – Social Justice for Teacher Leaders, Administrators, and Community Leaders 3 semester credit hours

The traditional role of the school as the heart of community life and organization will be examined and how that role has gained renewed importance. This course focuses on effective strategies for leading and managing current challenges in educational and community settings. Federal/local mandates and policies, and analysis of social, political, and economic environments will be examined in the framework of constructive social action and ethical decision making. The values, vision, and mission of the school setting also will be enhanced through the Interstate School Leader Licensure Consortium (ISLLC) standards which will provide additional conceptualization and structure for teacher leaders and education administrators. Collaborative and inclusive models of sustained leadership and case studies from diverse school and community venues will be emphasized.

This course parallels FL M.Ed. course EDL 520 - Educational Leadership, and VT M.Ed. course MED 559 - Educational Leadership.

EDUO 507 – Learning, Culture and Curriculum 3 semester credit hours

While most public systems assume a universal context for key concepts such as assessment, curriculum, and pedagogy, many researchers say educators should question these assumptions as education has many different meanings across the cultural spectrum. This course will examine key educational concepts such as curriculum, assessment, cognition, pedagogy and other areas for the diversity of their interpretations across cultures and communities. Particular attention will be paid to areas of conflict where the child's cultural context impacts school performance and learning. Students will analyze and synthesize pedagogy and curriculum development, and design meaningful assessment activities focusing on diverse student populations. A focus will include cognitive development and its application to learning styles (i.e., multiple intelligence) as well as motivation. Journals will be kept in order to provide connections between readings and classroom observations.

This course parallels FL M.Ed. course EDU 511 - Teaching Curriculum and Change, and VT M.Ed. course MED 503 - Curriculum, Instruction, and Assessment.

EDUO 508 – Cognitive Development and Curriculum 3 semester credit hours

This course will introduce the study of cognition—including topics such as perception, attention, memory, categorization, language and consciousness. In particular, these will link the topics to an understanding of visual cognitive analysis—that is, how do we interpret the visual field in the ways in which we do and to what end? Finally, the course will connect these strategies to key educational concepts such as curriculum, assessment, pedagogy, and other diverse areas that contextualize culture and communities. They will consider how thought processes are organized and how they affect everyday behavior.

This course parallels FL M.Ed. course EDU 550 - Cognitive Psychology and Methods of Teaching and Learning.

EDUO 509 – Differentiated Instruction and Distinguishing Learning Differences 3 semester credit hours

This course focuses on remediating cultural and individual learning differences in the classroom. Students will differentiate components of the learning process through curriculum, learning styles and preferences, and evidentiary pieces of assessment in order to support better instructional practices. Additional focus will be on creating effective learning environments where respecting differences are modeled through integrating differentiation strategies into instruction. Examples of interventions which accommodate learning differences will be RIR and RTI; curriculum modifications will focus on UDL.

This course parallels VT M.Ed. course MED 556 - Differentiated Instruction.

EDUO 510 – American Social Movements and Education 3 semester credit hours

This course offers a historical survey of the integration of social justice and change concepts in major American social movements. The focus will be on thinkers and leaders who have emphasized education as a key institution in creating change. The genesis and development of these various schools of thought, including the influence of significant international thinkers and comparison to contemporary movements in other countries, will be addressed. An examination of how these movements have "won or lost," what role they have played in actual reform, and how they have continued to evolve, or not, in present form are integral to the course.

EDUO 511 – Research as a Force for Social Change 3 semester credit hours

This course involves a research project designed by students in their own professional environment to foster the experiential component advocated by NBPTS as significant to the assessment process.

EDUO 512 – E-Portfolio 3 semester credit hours

The Electronic Portfolio will be presented as the program's culminating experience. The E-Portfolio will allow the student to reflect upon the spectrum of coursework completed throughout the program. Pre-selected documentation from each course will be used as evidence demonstrating the student's mastery of the university outcomes and competencies, the core propositions statements from NBPTS, as well as the development of one's own conception of social justice. The E-Portfolio is a capstone document marking the student's success in the program.

MASTER OF EDUCATION (VERMONT RESIDENCY PROGRAM)

Program Overview

Credits to Degree: 36 – 48 semester hours
Transfer Credits: Up to six credits
Minimum Time to Degree: Two years for a 36 credit hour program or two and two-thirds years for a 48-credit hour program for the school counseling concentration
Part-time Status: Six semester credits
Calendar: The program follows the trimester calendar with three 16-week terms and two eight-week sessions within each 16-week term (Fall/Winter and Spring/Summer)
Residencies: Fall semester for new students; Winter and Spring/Summer semester residency for all students

Academic Program Location
Master of Education, VT
Montpelier Academic Center
Union Institute & University
62 Ridge St., Suite 2
Montpelier, VT 05602
Toll-free: 800.336.6794
Local: 802.828.8500
http://www.myunion.edu/academics/master-of-education/vermont.html

Master of Education-VT Areas of Concentration
Students admitted into the Vermont Master of Education program complete a minimum of 36 graduate credits (or a minimum of 48 graduate credits for School Counseling). Completion of program requirements leads to the Master of Education degree with the following concentration options. Each student will enroll in one of these areas, three of which include licensure:

- Adult and Higher Education.
- Curriculum and Instruction (including teaching licensure options).
- Educational Leadership (including administrative licensure option).
- Issues in Education.
- School Counseling (including school counseling licensure option).

The Master of Education – Vermont Student Handbook is available on the UI&U website at http://www.myunion.edu/academics/handbooks/MEd_vt_handbook.pdf. Students should refer to the M.Ed. Vermont Program Handbook for a more in-depth description of requirements involving the study plan construction, independent studies, the thesis style and review, and documentation processes.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/forms/med000.pdf.

The M.Ed. program seeks to be a culture of inquiry, a center for renewal, and a community of students. Through thinking critically about issues that matter, reflecting on practice, engaging in meaningful dialogue, working collaboratively, and exploring questions of personal concern and social significance, our goals are to foster the development of educators who are inquirers, reformers, and leaders; to advance theory and practice in education; and to promote real school reform - all, to help us create a better world.

Program Specific Accreditation and Vermont Educator Licensure

The Vermont Master of Education program is approved by the Vermont Department of Education's Results Oriented Program Approval (ROPA) process to recommend candidates for licensure. For more information, see the Department of Education's list of programs approved for preparation of educators at
http://education.vermont.gov/new/html/licensing/approved_teacher_prep.html.

Specifically, the M.Ed. program is approved to recommend for Vermont Educator Licensure with endorsement in:

Teaching

- Art
- Early Childhood
- Elementary Education
- English
- Math
- Middle Grades
- Science
- Social Studies
- Special Education

Administration

- Principal

School Counseling

- School Counseling

Affiliation Agreements

The Vermont-based M.Ed. program maintains affiliation agreements with the organizations described below.

Courage and Renewal

The M.Ed. program serves as the institutional host to the Vermont Chapter of Courage to Teach. Students are invited to apply to join the Courage to Teach retreat cycle and/or to enroll in our graduate course The Heart of a Teacher offered periodically. To accommodate educators in the field who seek to move into leadership roles in their schools, UI&U offers a cohort model for educators to pursue their master's degree while taking courses and working with colleagues on site. Drawing on the work and approaches of Courage to Teach and Critical Friends Groups, this option supports educators in their professional development and renewal while preparing them for licensure as principal or for other leadership roles in their school.

Vermont Middle Grades Professional Development Collaborative

The M.Ed. program is affiliated with the Vermont Middle Grades Professional Development Collaborative and invites M.Ed. students to participate in the Vermont Middle Grades Professional Development Collaborative summer institute, through which they can earn up to six credits toward their M.Ed. degree.

Admissions Criteria and Procedures

Criteria for Admissions
To be considered for admission, the applicant must demonstrate:

- Completion of an accredited baccalaureate degree;
- Readiness to undertake faculty approved independent study and take responsibility for using program resources effectively;
- Knowledge of resources in applicant's community, including access to research materials;
- Access to necessary resources, including the Internet;
- Competence in the use of information and communication technologies;
- Competence in oral and written communication skills;
- Strong interest and clearly formed purposes in the field of education as evidenced by the application essay;
- The potential to undertake graduate study successfully and to make a contribution to the field of education, as evidenced by academic record (including GPA of 2.7 or above);
- Three letters of reference from people who can comment on the applicant either academically or professionally (at least one reference must pertain to the applicant's accomplishment or potential as an educator).

Decisions regarding admissions are made by an Admissions Committee, consisting of at least two core faculty members, the assistant director, and one member of the admissions staff.

Preliminary Assessment
Applicants who are seeking licensure submit transcripts of all prior college learning. The licensure coordinator will review these documents to assess the student's preparation and to provide information on the areas of study and the number of terms needed in order to complete the degree and licensure requirements.

Transfer Credit Policy

Students may transfer up to six graduate credits, which are related specifically to their area of concentration and in which they have earned a grade of B or better. Students seeking licensure in school counseling may transfer up to 12 credits, which are related specifically to their area of concentration and in which they have earned a grade of B or better.

Courses contributing to another degree may not be transferred. All applications for transfer credit for prior coursework must be submitted prior to the end of the student's first year in the program. Students who wish to take courses during their M.Ed. studies must include these courses in their study plan for graduate study as a whole. Credit eligible for transfer must have been completed within the last seven years. Students must submit the application for transfer credit and must include both official transcripts from a regionally accredited institution and the sending institution's course descriptions. It should also be noted that accepted transfer credit will not advance the student's graduation date if the full six (or eight for school counselor) terms are needed to fulfill degree and/or licensure requirements. Applications will be reviewed by the M.Ed. Education Committee after the student's Study Plan for Graduate Study as a Whole has been approved.

Transferability of credit to another institution is at the discretion of the accepting institution. It is the responsibility of the student to determine if credits earned while enrolled at Union Institute & University will be accepted by another institution.

Registration Procedures

M.Ed. program students are required to register for six credit hours prior to each term. Registration and billing authorization forms are sent from the M.Ed. program office to each student at least one month before the start of the new term. This correspondence will include term timelines and seminar schedules for the new term of registration. Registration forms are submitted to the VT M.Ed. program office for processing. Refer to the program's Registration and Tuition Policies http://www.myunion.edu/forms/med000.pdf.

Drop / Add Policy

Students may add a course through the first 15 days of an eight-week session or through the first 30 days of a 16-week course. Courses may be dropped through the end of the eight-week session or through the end of a 16-week term; however, tuition is not refunded for courses dropped after the drop/add date for the session/term.Tuition will be adjusted for courses dropped prior published drop/add date. Students can drop or add a course after registration by completing, signing, and processing the drop/add section of the Change of Status Form. This serves as an addendum to the original registration form and becomes a part of the official registration record. Drops of individual courses after the drop/add deadline date are assigned a W (for withdrawal) on the academic transcript. All drops and adds require the approval of the program director or designee. The effective date of a drop/add is either the date of postmark or the date the written request arrives at the student's center. Drop/adds can impact continuing financial aid eligibility, so students should contact the Office of Financial Aid immediately if they plan to drop below full-time status (below nine term credit hours) if they are receiving grants. Students who drop below half-time status (below four-and-a-half term credit hours) should contact the Office of Financial Aid if they are receiving loans.

Dropping or adding courses by the published deadline may alter the student's tuition charges for the semester in the following manner. (See also Tuition Policies.)

- If the number of semester credit hours added equals the number dropped, no change in tuition will be assessed.
- If the number of semester credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full semester/ session.
- If a student fails a seminar or directed study, that student is placed on academic probation and must register for that seminar or directed study again the following semester. This might require a Drop/Add Form if the student has already registered for the following semester.
- If the number of semester credit hours dropped is greater than the number added, tuition will be assessed for the difference based upon the following refund schedule:

The starting point for determining any tuition refund is the term start date. No adjustments to this schedule will be made for late registrations. There is no adjustment of tuition for a dropped course after the drop/add date.

Withdrawal Policy

M.Ed. Program Withdrawal
A student wishing to withdraw must notify the M.Ed. program office in writing of the decision. The date of withdrawal is defined as the day on which the M.Ed. program office receives official written notification of withdrawal by the student or such later date as the notification of withdrawal may indicate. *See Refund Policy in Fees and Financial Policies brochure for specifics on receiving any refund of tuition paid.* A student may not use university resources after the date of withdrawal.

A student is automatically withdrawn from the M.Ed. program following a second consecutive dropped and/or incomplete term; after any two terms evaluated as either unsuccessful or only marginally successful by the student's advisor; or if a student does not enroll for three consecutive terms.

Tuition is partially reversed or refunded when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

The following table shows the percentage of tuition to be reversed for course drops or complete withdrawals from the program:

Schedule of Tuition Refunds for Course Drops/Program Withdrawal		
	Full Semester	**Session**
Week One	100%	100%
Week Two	100%	50%
Week Three	75%	25%
Week Four	50%	0%
Week Five	25%	0%
Week Six and thereafter	0%	0%

Note: *Students receiving student loans should contact the Office of Financial Aid to learn the effect withdrawing will have on their aid.*

Note: *Licensure candidates who withdraw for a term must fulfill any revised or additional requirements for licensure that were implemented during the time of their withdrawal.*

Note: *Upon returning to the M.Ed. program, licensure candidates who have been away for more than one year must complete at least one term of study prior to applying to undertake the internship.*

M.Ed. Program Readmission
A student who wishes to be readmitted to the M.Ed. program after withdrawal or separation may apply for readmission. Contact the M.Ed. office for the application form and information on required materials. A separated student may reapply to the M.Ed. program after a one-term absence from the M.Ed. program.

Academic Satisfactory Progress Review

Each term, a student's academic progress and eligibility for credit will be evaluated by an advisor in relation to the goals articulated in the study plan and the university outcomes and

master's competencies. The advisor will record if the student has satisfactorily completed the work of the term or not satisfactorily completed the work of the term. A student judged by the advisor to have completed the work of the term and met the criteria, as appropriate to each term, will be assigned credit and will advance to the next term. Students who only marginally complete the work of the term as noted in the narrative evaluation will advance to the next term on probation and receive a warning letter. A student is automatically withdrawn from the M.Ed. program after any two terms evaluated as unsuccessful or only marginally successful by the student's advisor. Students should note that the faculty evaluation is part of the academic transcript for the term.

Reviews
At three points in the student's progress through the M.Ed. program, the advisor and a committee of second readers will review the student's work.

First, the preliminary "Plan for Graduate Study as a Whole" will be reviewed during the student's first residency by a faculty committee, who will offer critical feedback on the plan; the revised "Plan for Graduate Study as a Whole" will be submitted to the advisor by the end of the residency and when necessary reviewed again by the faculty committee.

Second, the preliminary "Proposal for the Thesis" will be reviewed during the second summer residency by a faculty committee, who will offer critical feedback on the proposal; the revised "Proposal for the Thesis" will be submitted to the advisor at the end of the second summer residency for approval.

Third, the final product will be read and responded to by both the advisor and a second reader during the student's final term; both readers must approve the completed final product and present the student's work to the full faculty for approval.

Licensure candidates, during the term prior to the internship, will be reviewed by the M.Ed. Licensure Coordinator regarding their readiness to undertake the internship.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

Full time in the M.Ed. program is considered to be six credits per term, three 16-week terms per year (or 18 credits). Six credits are granted for each successfully completed satisfactory (S) graded term. No credit (U) is granted for an unsatisfactorily completed or an incomplete term.

A term for which work has been satisfactorily completed will receive credit; the evaluation will read "satisfactorily completed"; the transcript will record the grade of S. An S (Satisfactory) is equivalent to a letter grade of B or above. A term for which work has not been completed will not receive credit. Students who have not submitted a 1st packet by the end of the eighth week of the term will be withdrawn for the term and receive a grade of W. Students who have not

submitted two-thirds of the work of the term by the end of the 12th week of the term will not be eligible for an extension and will receive a grade of U.

A term for which work has been completed but not satisfactorily will not receive credit; the evaluation will read “not satisfactorily completed”, and the transcript will read U.

The faculty advisor’s evaluation of the student’s work for the term serves as an addendum to the official academic transcript which includes the title of the term’s study.

(Note: Refer to the University Attendance & Engagement Policy in this catalog.)

Academic Residencies

- Fall term: a weekend residency for new students only.
- Winter term: a one-week residency in February.
- Spring/Summer term: a one week residency in July.

Processes for Study

The student works both individually with a faculty advisor and with an advising group during the residencies in the summer and winter.

Prior to the summer residency, students complete substantial readings in preparation for core seminars and brief readings in preparation for workshops. Prior to the winter residency, students complete substantial readings in preparation for a research seminar and brief readings in preparation for workshops.

In addition, students new to the M.Ed. program will complete a worksheet for their “Study Plan for Graduate Study as a Whole,” to submit to the program office in advance of their first residency. Guidelines and dates for doing the plan are sent to the student in the orientation packet.

Advising

All students will be assigned a faculty advisor for their graduate study based on their area of study. Students working with a particular advisor constitute an advising group.

Intake Advising
Students seeking licensure will meet with their advisor at the beginning of their first residency to discuss their plans for fulfilling licensure requirements. Together, the student and advisor will review prior study, identify areas the student will need to address, and begin to plan graduate study as a whole**.** For detailed information about licensure requirements, please see the *M.Ed. Program Guidelines for Licensure Options*.

Academic Calendar and Term-Based Program

The Vermont Masters of Education program follow a trimester calendar with three 16-week terms and two eight-week sessions within each 16-week term. Students will register for:

- Fall Term - August – December
- Winter Term - January – April
- Spring/Summer Term – May – August

There will be a weekend residency for only new students in the fall term. In the winter term, there will be a one-week residency to be held in February. The spring/summer term one-week residency will be scheduled in July.

Minimum / Maximum Program Length

The Vermont Center's Master of Education program (M.Ed.) is a two-year, 36-credit hour degree program **or** a two and two-thirds years, 48-credit hour degree program for students in the School Counseling concentration.

- The maximum timeframe for completion of the 36-credit hour program is five years.
- The maximum timeframe for completion of the 48-credit hour program is six years.

All transfer credits that are accepted toward the M.Ed. program are used to determine the remaining maximum timeframe.

The Curriculum

UI&U's M.Ed. program consists of the following components:

- Areas of concentration.
- Academic residencies in Montpelier.
- Core seminars.
- Independent study related to the student's area of concentration, planned and conducted under the supervision of a faculty advisor.
- Praxis (connecting theory to practice, through pre-practicum observations and the internship experiences and/or through work experiences in educational settings).
- Portfolio (for those pursuing licensure).
- Capstone document (thesis).

Areas of Concentration

The M.Ed. program includes five areas of concentration related to fields of inquiry and roles in education. Each student will enroll in one of these areas, three of which may include licensure.

Adult and Higher Education
Designed specifically for students interested in developing skills and knowledge specific to the fields of adult education or higher education, this concentration entails study of the unique qualities of adult students and the tools available to support them. Students may elect to study topics related to other concentrations, such as counseling adult students or curriculum and instruction in higher education. Those who select this concentration pursue careers in areas such as alternative programs serving adult students or university support services.

Curriculum and Instruction (including teaching licensure options)
All students pursuing teaching licensure endorsement areas are advised to follow the curriculum and instruction area of concentration. This concentration is designed to meet Vermont state competencies such as those related to understanding students, developing curriculum, planning instruction, assessing learning, creating learning communities, and communicating with parents. Students in this concentration are supported in developing their own philosophical views of curriculum, instruction, and assessment and in applying these views through internships, or in the case of those pursuing professional development, through refinement of ongoing practice.

Educational Leadership (including administrative licensure option)
Through a concentration in leadership, students hone their skills as leaders and practice them in a variety of educational settings. The M.Ed. program recognizes that good leadership takes many forms. This concentration considers different leadership models, theories that support them, and case studies demonstrating their applications. Specific areas investigated by students through coursework and practicum experiences include educational reform, policy, finance, ethics, and sustainability.

Issues in Education (examples include Social Foundations, Multicultural Education, Organizational Development and Change)
This concentration is designed to allow educators pursuing professional development to apply knowledge and skills developed through M.Ed. coursework to specific areas of interest or need. For example, a student might use skills developed in the summer seminar titled Ethics in Education to examine school environments that hinder students in an institution from reaching their full potential, and then use further studies to explore ethical ways to address this challenge.

School Counseling (including school counseling licensure option)
This area of concentration not only supports those pursuing licensure in school counseling but also provides professional development opportunities for educators wishing to improve their skills in counseling theory and practice. Specific skills include active listening, effective questioning, and empathic communicating—all useful for developing helping relationships in classrooms and schools, for responding to students' emotional needs, and for resolving interpersonal conflicts.

Core Seminars

Below are titles and brief descriptions of the core seminars; faculty will provide specific and complete descriptions, including content, reading lists, and writing requirements. While core seminars reflect areas of central importance to the M.Ed., they strive to accommodate the needs of both entry-level and advanced students and to balance the value of exploring shared topics and inquiry and of pursuing individual learning goals. The M.Ed. program works toward each of these balances through the shape of the offerings as a whole during each residency and through the design of each core seminar. All seminars include dialogue, discussion, and experiential activities and engage students actively in the process of learning. Related to a basic tenet of the M.Ed. program, students are encouraged to consider all seminars, including those which they might perceive to be outside their roles in schools.

Critical Theory in Education: Social, Political, and Economic Issues in Schools
The purpose of the seminar is to examine schools and education more broadly as social institutions, embedded in, reflecting, and affecting our communities and culture. Participants look critically at school purpose, curriculum, pedagogy, and organization and consider the educational and social effects of barriers to equity and justice, such as, but not limited to, classism, racism, and sexism. Students are encouraged to examine their current and future work contexts in light of critical theory and explore ways to apply their increased understanding.

Curriculum, Instruction and Assessment: Frames of Good Pedagogy
The purpose of this seminar is to offer frames through which to examine the different theories and practices of curriculum, instruction, and assessment. Few educators are offered a conceptual view of curriculum that exposes and clarifies the roots of varying educational philosophies. Many teachers consider instruction to be curriculum, while it is actually part of a larger framework. Curriculum asks: What will we learn/teach? Instruction speaks to: How will we learn/teach? And assessment wonders: How will we know what we learned/taught? Participants are asked to ground their own views of curriculum, instruction, and assessment philosophically and to prepare to apply their grounded views to practice.

The Educator as Counselor: Theory, Skills, and Practice
This seminar serves as an introduction for educators to counseling theory and practice and to the use of counseling skills in our roles as teachers, administrators, and guidance counselors. Participants work to develop the knowledge and skills needed for building helpful relationships in classrooms and schools, for responding to students' emotional needs, and for resolving interpersonal conflicts, including skills needed for active listening, effective questioning, and empathic communicating. The seminar includes active role-playing and other experiential learning activities.

Ethics in Education
Using classical and more recent theories of ethics, participants are introduced to the theory and practice of ethics in educational and social service settings. Students work through their own and others' ethical case studies, explore a variety of theories of moral development, examine the possible and various roles of schools and teachers in moral and character development, and learn systems to work through ethical questions. Emphasis is placed on clarifying questions, thorough exploration through dialogue and reflections, and finding and articulating our own "principled positions."

Group Processes in Education
This seminar explores group processes in education, as applied to the classroom, to the school as an organization, and to working groups of teachers and other school professionals. Topics studied include social styles, group development, team-building, norms, conflict, diversity, leadership, power, communication, and decision-making. Participants work in large and small groups to study group development, team-building, norms, conflict, diversity, leadership, power, communication, and decision-making during class sessions. Post-residency writing assignments provide participants with opportunities to apply, synthesize, and reflect on their learning in the areas of group development, team building, and decision making.

Human Relations for Educators
Every facet of education; whether in the classroom, in meetings or interacting with colleagues, administrators, and parents; involves using communication and group skills. When used knowledgeably, these skills can enhance the interaction and allow for more successful relationships and smoother meetings. Seminar topics include group structure and facilitation, classroom expectations and norms, communication skills such as reflective listening, conflict management and collaborative learning. Professional boundaries, FERPA norms and other areas related to confidentiality and privacy of individual students will also be considered as part of a profession repertoire. Seminar participants will explore the impact of group processes in education on effective teaching, student motivation, and school/classroom climate. This seminar is designed to help educators to interact more effectively in one-on-one interactions and to facilitate effective group process skills within the classroom and in other group settings.

Theory and practice are combined through the use of readings, self-reflection, small group dialogue and collaborative activities.

Introduction to Philosophy of Education
This seminar explores the philosophical underpinnings of education, and provides tools of the discipline to analyze current issues in a variety of educational settings. Readings and other resources represent a wide variety of perspectives, including idealism, realism, existentialism, perennialism, essentialism, progressivism, and reconstructivism. Participants draw upon these to develop their own informed statements of educational philosophy. Particular emphasis will be placed on the application of philosophy to school and classroom experience, and on the discovery of the foundations of educational beliefs and practices.

Issues in Education (Changing topics)
Drawing on several streams of thought and on current thinking about education, this seminar will examine selected questions concerning the aims of education and the content and process of education in relation to those aims. Exploring questions related to, for example, the individual and society or responsibility and choice, we will attempt to understand and examine theoretical foundations underlying existing educational practices and issues.

The Student: New Research
The purpose of this seminar is to deepen understanding of learning and how human beings grow and develop. New theories of intelligence, recent research on the brain, and ongoing inquiry by insightful developmentalists offer fresh “lenses” that we can adapt or adopt to help understand our students. While fields of learning theory and developmental theory are vast, they are rooted in different traditions—both worthy of our attention.

Looking at Leadership
Leadership is practiced in the classroom, in the school and in the community—sometimes boldly and sometimes subtly. This seminar examines leadership from a variety of perspectives and asks participants to critically reflect on theories and concepts as they apply to themselves. Through the study of leadership and its practice, teachers, administrators, and guidance counselors can increase their influence and effectiveness in the quest of achieving desirable educational goals.

Reflection as Empowerment: From Awareness to Agency
In this seminar students reflect on themselves, their practice, and their context to increase an awareness of an identity as educators and to develop personal potential as advocates and agents of change in education. Drawing on personal experiences, on the literature of autobiographical narrative, critical reflection and critical pedagogy, and on models for reflection, students identify values, views, and vision; examine the contradictions, obstacles and opportunities presented by context; and discover the possibilities for action and reform in our settings.

Research Methodology
This seminar is designed to engage the student in the practical purposes and design of educational research. Particular attention is paid to the impact of research on areas such as teaching, instructional design/curriculum, the learning process, schools, and some applications to the broader field of education outside of schools. Problems in educational research examining ethics, alternative paradigms, and critical literature are explored. The seminar is structured in a hybrid format with the first five modules done independently and online and the sixth module as a face to face delivery at the residency. The research methods and experiences

covered in this seminar are designed to meet the requirements of the Vermont Student Teaching Portfolio and competencies.

Dialogue, Planning, and Practice (required for all students during July residency)
Through a series of learning experiences, including workshops on educational practice, individual and group meetings with their advisors, workshops, and sessions, students clarify learning and professional goals, develop an appropriate plan for achieving these goals, and assess their progress in relation to these goals.

Individual and Group Planning Meetings
Individual and group planning meetings with advisors provide opportunities for students to examine and assess prior learning and professional experiences, to formulate educational and professional goals, and to develop plans of study.

Workshops
Workshops offer students opportunities for exploring a variety of interests and meeting educational goals, emphasizing the exchange of ideas and focusing on bringing theory to practice as students broaden their repertoire of technique and gain skill. Typically, workshops meet for six hours in a given week and include only minimal outside preparation.

Sessions
Sessions offer students opportunities to explore specific topics, usually about aspects of the M.Ed. program itself and are intended for students' information. Each session is conducted by a M.Ed. faculty member, runs from one to two hours in length, and requires no special preparation. Students should plan to attend those sessions relevant to their study plans and programs.

Study Plan for Graduate Study as a Whole

Students complete and submit a rough draft of their Study Plan for Graduate Study as a Whole during the first week of their first residency. That study plan is then revised and submitted to a faculty review committee for feedback and to the advisor for approval by the end of the residency. Any student whose Study Plan for Graduate Study as a Whole has not been approved by the end of their first residency must resubmit the plan within two weeks and must complete an approvable plan by the end of their first term. Any student whose plan has not been approved by the end of Term 1 will not be allowed to enroll in Term 2.

Study Plan for One Term of Graduate Study
In addition, students submit a study plan for each of their fall and spring terms. As study titles eventually appear on the transcript, students should keep titles for each term's study brief and frame them carefully to reflect the focus of the term.

Independent Studies
During the fall and spring terms, students carry out their individually designed studies from their home setting. Each term, students submit three packets of work to their faculty advisor, who responds with feedback, questions, and ideas for further exploration.

The Thesis
The thesis is intended to be the capstone of the student's studies in the M.Ed. program. While it may take many forms, such as a case study, a curriculum, a program design, or a purely theoretical thesis, it should focus on a central question, problem, or issue that has meaning for the student and will contribute to the field. The thesis includes personal and professional reasons for undertaking the project; a review of the literature; analysis, interpretation, and results/findings; and conclusion(s), including implications for practice and further study.

Licensure candidates should note that the thesis may also contribute directly to their preparation for licensure and may serve to meet certain licensure requirements. For a full discussion of the thesis and thesis proposal guidelines, see the M.Ed. Program Thesis Guidelines in the M.Ed. Vermont Student Handbook.

Graduation

Upon fulfillment of all expectations and criteria for the degree, students will have earned the Master of Education degree. Graduation ceremonies are held once a year during the summer residency. The presentation of the thesis to students and faculty, which is necessary to earning the degree, may be done during either the February or the summer residency.

DOCTORAL DEGREE PROGRAMS

- Doctor of Education (Ed.D)
- Doctor of Philosophy in Interdisciplinary Studies (Ph.D.) – Cohort
- Doctor of Psychology (Psy.D.)
- Doctor of Philosophy in Interdisciplinary Studies (Ph.D.) – Pre-Cohort teach-out

DOCTOR OF EDUCATION (ED.D.)

Dean: Arlene Sacks, Ed.D.

Program Overview

Total Program Credits: 66 semester hours
Minimum Required Time in the Program: Three years
Transfer Credits: Up to 12 semester credits
Full time Status: Nine semester hours

Specializations

- Educational Leadership (Pre K-12)
- Higher Education

Academic Program Location
Doctor of Education
Cincinnati Academic Center
440 E. McMillan Street
Cincinnati, OH 45206-1925
Toll-free: 800.861.6400
Toll-free: 800.294.8884, ext. 2172
www.myunion.edu/academics/edd/

The Doctor of Education Student Handbook
is available on the UI&U website at www.myunion.edu/academics/handbooks/EDD-handbook.pdf. Students should refer to the Ed.D. Program Handbook for a more in-depth description of requirements involving E-Portfolio expectations, internships, all phases of the dissertation, and dean's review.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/academics/edd/.

Program Mission

The mission of the Ed.D. program is to support education professionals to acquire advanced knowledge of scholarship in the field and to develop the skills and attributes that will help them become effective researchers and professionals in their area of specialization (Educational Leadership (Pre K-12) or Higher Education). An additional distinctive purpose relates to the program's emphasis on social justice. The Ed.D. program prepares students who, on

completion of the program will have: (1) a critical understanding of alternative conceptions of social justice; (2) the ability to assess the implications of different views of social justice; and (3) the ability to serve as facilitators among various constituencies for discussion of issues of education related to social justice.

The Ed.D. program supports individuals who seek to acquire the scholarship and skills required for them to serve as educational researchers, advocates, and leaders. The program's blend of core, specialized, and praxis experiences through professional development practica and internship is intended for individuals with significant experience in and knowledge of the field and profession of education, who seek to explore, explain, and possibly resolve the challenges they face within their organizations and communities.

Thus, the Ed.D. program continues Union Institute & University's historical commitment to provide doctoral education that brings advanced knowledge to bear on critical social issues within an academic delivery model that acknowledges and meets the circumstances of adult students.

Admissions Criteria

To successfully apply to the UI&U Doctor of Education Degree program, applicants must have:

- An earned master's degree from a regionally accredited institution. While it is expected that most applicants will hold master's degrees in education, individuals with master's degree in related fields, such as business, health sciences, social sciences, and other professional areas may also be considered.
- A minimum of one graduate research course appropriate for an individual preparing to begin a doctoral study program.

The complete application will include the following:

- Completed application form, signed and dated by the applicant (apply online).
- Application fee (non-refundable).
- Official transcripts from all previously attended postsecondary educational institutions;
- Three letters of reference, written by individuals able to attest to the applicant's knowledge and experience in the field of education. At least one of these of letters must be submitted by an individual with a doctorate in the field of education or a related field.
- An application portfolio, to include:
  - Cover letter requesting consideration for admission
  - Current resume/curriculum vitae
  - An intellectual essay sharing an account of thinking over the last 10 years regarding issues in education, especially those issues that touch one's career and also ways that point to the need for social justice in education from Pre-K through post-secondary levels. The essay should be five pages and should include at least three key readings (books and journal articles) that helped develop the student's thinking. Applicants must use the APA Style Manual (6th ed.) for formatting citations and references.

The essay is an example of the student's best academic writing and thinking. The program is looking for the following attributes in the reflective essay:

- A proficient introduction that states the education issues to be discussed.
- A well researched essay with at least three readings from professional and scholarly sources.

- Consistent connections between evidence, subtopics, thesis/ topic, and counterarguments.
- Good analysis.
- Solid transition between paragraph.
- Substantial development of subtopics.
- Proper grammar, spelling, and punctuation.
- Proper APA format.

Transfer Credit Policy

Up to12 semester hour credits (the equivalent of four doctoral level courses) from a regionally accredited university are eligible to be reviewed by the Admissions Committee for approval of transfer. The transfer courses must have been completed in the past five years with an equivalent grade of B or above. Courses applied towards an earned master's degree are not eligible to be reviewed for transfer.

A Transfer Credit Petition Form and official transcripts must be submitted as part of the Ed.D. in Educational Leadership (Pre K-12) or Higher Education application package. Union Institute & University reserves the right to apply, or not apply, acceptable transfer credit toward its degree requirements. In no case will transfer credit negate the 36-month time in program length. Union Institute & University operates on a six-month term system; therefore, courses taken at colleges operating on the quarter system are converted to semester credit hours.

Registration

Union Institute & University operates its Ed.D. program on a two-semester, 12-month academic year calendar. Ed.D. program students are required to register prior to the beginning of each academic term through the use of registration and billing authorization forms. The dean will approve registration based on the curriculum for the selected area of specialization and confirm the student's attendance and engagement at the semester's residency as part of the registration approval process.

Students must register for the sequence of courses/seminars as described in the curriculum. Full time is defined as nine credit hours and tuition is charged per credit hour. Students' academic year is determined by the month of their Initial Academic Residency (IAR). The first day of the IAR is the matriculation/entry date throughout the student's program. Registration forms are initiated by the student and must be approved by the dean, then processed in the ED.D. program office. Tuition is due on term basis by the first day of each new term.

Drop / Add and Program Withdrawal

Students can drop or add a course after registration by completing, signing, and processing the drop/add section of the Change of Status Form. This form serves as an addendum to the original registration form and becomes a part of the official registration record. Students must drop individual courses no later than 14 days after the start of the academic term for courses to be removed from the academic transcript. Students are permitted to add courses during the academic residency only. The effective date of a drop/add is either the date of postmark or the date the written or oral request is received by the dean‘s office. Drop/adds can impact continuing financial aid eligibility, so students should contact the Office of Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their Financial Aid status. All drop/add requests must be approved by the student's instructor(s) in the course(s)

dropped and/or added, the academic/faculty advisor and the dean‘s office. Any course(s) dropped after 14 days from the start of the academic term will remain recorded on the student’s registration record and a grade of W (for withdrawal) will be posted to the grade field for each course dropped.

Dropping or adding courses by the published deadline may alter the student’s tuition charges for the term in the following manner. If the number of term credit hours added equals the number dropped there will be no change in tuition assessed. If the number of term credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full term/session. If the number of term credit hours dropped is greater than the number added, an adjustment in tuition will be made including a refun, if applicable.

There is no refund of tuition for a dropped course after the drop/add date. Students who are withdrawing from the Ed.D. program should consult the Tuition Policy for the Schedule of Tuition Refunds.

If a student is concerned that personal needs may prevent completion of all courses in a six-month term, s/he should consult with the faculty advisor to determine whether withdrawal is the best option or whether s/he can complete enough courses with a passing or Incomplete (I) grade to allow progression to the next term.

Tuition is partially reversed or refunded when students drop courses or withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal. The following table shows the percentage of tuition to be reversed for dropped courses or complete withdrawals from the program:

Schedule of Tuition Refunds for Dropped Courses/Program Withdrawal		
Week One	100%	
Week Two	100%	
Week Three	75%	
Week Four	50%	
Week Five	25%	
Week Six and thereafter	**0%**	

Course Extension Registration

There are two options for students who have not finalized their dissertation by the conclusion of Term VI. Dissertation Supervision (DIS 780/781) is for students who have additional research and writing to perform. Program Completion Extension (PCX 799) is designed for students who need additional time to respond to recommendations for edits as a result of the dissertation defense meeting or dean’s review.

Dissertation Supervision (DIS-780/781)

If a student registered for RSCH-901 Dissertation in Term VI does not complete the research and writing of the dissertation by the end of Term VI, s/he must register for Dissertation Supervision. The dissertation chair must approve the registration form. Dissertation Supervision is a non-credit course which is considered the equivalent of full-time academic work for

registration status. Students may register for Dissertation Supervisions DIS–780/781 up to four times while completing research and writing of the dissertation. Any Dissertation Supervision beyond four must be approved by a Dean's Waiver. In no case may a student exceed the seven-year maximum time-in-program. The dissertation chair is expected to monitor the student's engagement by completion and submission of the Dissertation Supervision Engagement Form for each DIS 780/781 term registered. The form should be submitted no later than the end of the second week of the term, which confirms the student's full-time engagement in the academic completion of their research/dissertation. A student would register for DIS 780 twice, and then DIS 781 twice if utilizing the maximum of four times that Dissertation Supervision can be taken.

Program Completion Extension (PCX 799)
When a doctoral student reaches the end of their intended final term of full-time academic enrollment (last registered term of 9.00 or more credit hours or Dissertation Supervision) and needs additional time to prepare final documents for dean's review/approval, the student is required to register for PCX 799 Program Completion Extension (0.00 credits) for the subsequent six-month term. In order for a student to have this six-month completion extension approved, the student must have successfully completed all prior enrollment terms.

The program completion extension affords a student additional time to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review. The extension period is not a new term of enrollment for academic credit. Registration of PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two (2) extension terms will be approved. The PCX 799 Program Completion Extension does not qualify a student for financial aid. The Registrar's Office is required to report students on this extension as registered for less than half-time status to external agencies. No new academic course work/credits can be taken during a PCX 799 registered term.

Satisfactory Academic Progress Review

Special Review and Academic Dismissal
Special reviews indicate that a student is at risk for not successfully completing the program. Special reviews may be initiated at any time by a faculty member or university administrator through a written request to the graduate college. The student will receive notice that the student is undergoing special review. Special reviews will always be initiated 30 days after notification of the following circumstances:

- The student is placed on academic probation when the academic term GPA falls below 3.00.
- The student has received a grade of C. Two C grades received in the program puts the student at substantial risk for academic dismissal.
- The student has not formed their dissertation committee by the end of Term 4.
- The student has received I grades in consecutive semesters or in two or more seminars in a given semester.
- The results of the portfolio reviews are not satisfactory.
- Evidence that the student has violated program and/or institutional policies, such as not attending a residency event.
- The student commits a breach of the Academic Integrity Policy or Student Code of Conduct.

Special Review Process
The Ed.D. program dean will form a special review committee of three university faculty appropriate to the concern to be reviewed and will provide the committee with documentation pertinent to the issue to be considered. Special Review can result in academic dismissal.

The special review committee will make a written recommendation to the Ed.D. program dean. The Ed.D. program dean will consider the recommendation of the special review committee, consulting with committee members as needed and, in cases where the committee has recommended academic dismissal, with the university's provost.

Readmission after Academic Dismissal
Ordinarily academic dismissal is permanent. However, the Ed.D. program dean will review requests for readmission after academic dismissal on a case-by-case basis.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

The Ed.D. program uses a plus/minus (+/-) letter grade system. The syllabus for each seminar will specify the learning documentation to be completed for evaluation. The faculty assigned to each seminar will evaluate the documentation required, determine the extent to which proficiency is met and assign a final grade. While the A, B, C, U grades are used to document the overall completion of learning activities each term, other grading codes (W, I) are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each semester. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE – Grades of U, I, and C may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	*Academic work reflects* Impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. **4.0 Quality Points**
A-	Criteria for A work not fully met. **3.70 Quality Points**
B+	Criteria for B work are more fully met.

Grade	Criteria
	3.30 Quality Points
B	*Academic work reflects a*ccurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. **3.0 Quality Points**
B-	Criteria for B work are not fully met. **2.70 Quality Points**
C+	Criteria for C work are more fully met. **2.30 Quality Points**
C	*Academic work reflects* adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. **2.0 Quality Points**
U	*Academic work reflects* insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. If a student is unable to complete 60% of the academic work in a seminar, the student will receive a U grade. **0.00 Quality Points**
I	*Academic work reflects* substantial completion (at least 60%) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. Students must initiate a request for an Incomplete grade with their instructor, by completing the **Petition For An Incomplete Grade Form,** which indicates work to be completed. Students have six (6) months (the end of the next semester) to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade. **0.00 Quality Points and does not calculate into the GPA**
AU	Any learning activities in addition to the required 66 credit hours do not bear credit and must be registered for “audit.” Courses may be audited on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. Learning activities taken for “audit” earn zero credits and are not calculated into the grade point average. **0.00 Quality Points and does not calculate into the GPA**
W	*Academic work reflects* the student has withdrawn from the program (either officially or unofficially) at a time when learning activities remain open. The W grade is also posted to indicate term registration that is dropped.

Grade	Criteria
	0.00 Quality Points and does not calculate into the GPA
S	*Academic work reflects* satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for Field Proficiency Review, Dissertation Research, and RSCH 901 Dissertation. **0.00 Quality Points and does not calculate into the GPA**

(Note: Refer to the University Attendance & Engagement Policy in this catalog.)

Ed.D. Program Grade Point Average (GPA)
The grade point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit (excluding RSCH 900). To remain in good academic standing, the Ed.D. program requires a cumulative GPA of 3.00. See the Satisfactory Academic Progress Review for the relationship between GPA and academic probation.

Completed Learning
Academic work completed must be evaluated, graded, and recorded by the end of the semester. The instructor reviews and evaluates the academic work to determine that the student has satisfactorily completed the requirements for the learning activity. Faculty submit grades via on-line web grading using CampusWeb.

Graduation Policy

Following the Ed.D. dean's review, members of the Administrative Review Committee inventory all academic requirements and financial records. The academic record is reviewed in the UI&U Registrar's Office; the UI&U Office of Financial Aid checks the status of financial aid, if applicable; and the UI&U Business Office audits the financial records (student account).

Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. The conferral date is the last day of the term when the Ed.D. dean approves graduation. Therefore, in the final term, a student must be registered for nine (9) or more credit hours in Dissertation Supervision DIS 780/781, or PCX 799. The final transcript and diploma will be released when all academic and financial clearances have been completed.

The Ed.D. Degree Program Structure

Students admitted into the Ed.D. program complete 66 credits beyond the master's degree. The minimum time to complete the degree is three years (six semesters). UI&U's Ed.D. program consists of the following components:

- Foundational interdisciplinary seminars related to ethics, social justice and research;
- Academic studies that include a core curriculum and advanced study within educational leadership (pre k-12) and higher education;
- ***Praxis*** - connecting theory to practice through the Professional Development Practica (PDP) and Internship;
- Study in research methods;
- Individualized study that is directly related to the student's area of study, professional interests, and dissertation research; and
- Dissertation research that, when completed, contributes new knowledge to the student's field of study.

Cohort-Based, Low-Residency Model

Twice each year new students are admitted to the Ed.D. program. Student's meet online for a three-day, mid-semester Professional Development Practica (PDP). The students begin and move through the Ed.D. program as members of cohorts that are formed within and across the program's two areas of specialization, Educational Leadership (Pre K-12) and Higher Education.

Learning centers on a series of academic residencies that convene on two occasions (January and July) each year and that meet at the same time as the Initial Academic Residency for newly admitted students. The academic residencies include the following learning activities:

- The beginning of a required sequence of seminars that are completed through online teaching.
- Lectures by leading scholars.
- Panel discussions that address important intellectual, professional, and social issues.
- Professional/creative activities that bring together theory and practice.

The Ed.D. cohort model leads to the formation of academic communities through regular and sustained interaction among students and between students and faculty. These communities begin to form at the Initial Academic Residency and are strengthened through online learning activities, through email and telephone conversations, and through the one-on-one and small group conversations that occur when students return and meet each other and faculty again during the semi-annual academic residencies.

Professional Development Practica (PDP)
PDP's are three-day, mid-semester residency events offered each semester. In addition to their emphasis on social justice, PDP's also include a variety of other activities such as continuation of academic work assigned during the seven-day academic residency that took place in the beginning of the semester.

Areas of Specialization

Students focus their studies in one of the two areas of specialization:

- Educational Leadership (Pre K-12)
  The goals and objectives of the Educational Leadership (Pre K-12) specialization are met through core and advanced seminars that provide the knowledge base and professional skills needed for students to serve effectively in a wide range of educational settings. The specialization in Educational Leadership (Pre K-12) also places a primary emphasis on issues of ethics and social justice. Students who pursue the specialization in Educational Leadership (Pre K-12) complete a program of academic study and professional training that is strongly aligned with the National Council for Accreditation of Teacher Education (NCATE) standards for an advanced program in Educational Leadership. Learning goals and objectives for the specialization in Educational Leadership (Pre K-12) are designed to educate students who are able to serve as effective leaders within the social, organizational, and educational contexts of the present and foreseeable future.
- Higher Education
  The over-arching goal of the Higher Education specialization is to enable students, through their advanced understanding of social, cultural, organizational, and ethical/justice issues, to guide the development of education in a complex, dynamic and diverse society. An accepted set of curricular and program standards for a specialization in Higher Education, is

based upon Higher Education professional organizations and parallel doctoral programs in Higher Education. The learning goals and objectives of the specialization in Higher Education are met through academic residencies, core and advanced seminars, professional development practica, an internship experience, and original dissertation research.

Expectations of students pursuing Educational Leadership (Pre K-12) or Higher Education specializations will complete a program of study aligned with the core values of UI&U and the Ed.D. program; achieve proficiency in general principles and approaches to doctoral inquiry; acquire both core and advanced knowledge; develop field/research proficiency; and conduct doctoral level research completing a dissertation meeting national standards for research at the doctoral level.

Upon successful completion of degree requirements, Ed.D. doctoral students will be awarded the degree of Doctor of Education (Ed.D.) with a specialization in Educational Leadership (Pre K-12) or Higher Education. The transcript will denote the degree, area of specialization, and dissertation title. The Doctor of Education in Educational Leadership (Pre K-12) or Higher Education degree is awarded in recognition of advanced research and demonstrated abilities in a field of study.

Program Degree Requirements

Union Institute & University utilizes a distributed learning model that combines online learning with face-to-face meetings (at academic residencies) with faculty, colleagues, and other professional educators. The program is designed to present learning activities in an organized manner with the work completed each semester building upon learning experiences of previous semesters.

Seminars are equivalent to courses in the Ed.D. program. They commence during each semester's residencies and continue online throughout the semester. The residency seminars are taught by faculty and explore significant topics and issues from an educational perspective. Faculty will address relevant topics, learning goals, planned activities, and academic requirements for each seminar at the time they begin. Seminar content is presented in a way that leaves room for divergent points of view with faculty positioning the topic in its conceptual, historical, and methodological contexts.

The Ed.D. with specializations in Educational Leadership (Pre K-12) or Higher Education is composed of seminars in the following areas:

- Foundational knowledge
- Core knowledge
- Advanced knowledge
- Research methodology

The syllabus for each seminar will specify the learning documentation to be completed for evaluation. The faculty assigned to each seminar will evaluate the documentation required, determine the extent to which proficiency is met, and assign a final grade. (See the Grading Policy.) Students must complete each seminar according to academic and curriculum program requirements.

Academic Residency Requirements

As a member of the Ed.D. program community, students have an important contribution to make to its growth. The program is designed so that the student's knowledge and experience, as well as that of other students, will be available to the community. Academic residencies provide formal opportunities for students to interact with faculty and other students in mutual sharing and learning. A variety of learning activities occur at academic residencies. In addition to the introductory meetings of the seminars students complete in the semester, the residencies will include such activities as an overview of Union's administrative processes, lectures by visiting speakers, presentations, roundtable discussions and panels organized by students and faculty, academic advising, and presentation and discussion of dissertations. Networking, collaborative learning, and peer learning are essential features of the Ed.D. program educational process.

Academic Program Requirements

FOUNDATIONAL SEMINAR
(9 credit hours)
Students register for three required foundations seminars in their first semester:

- Education and Social Justice 3 cr
- Ethical Leadership 3 cr
- Educational Research Design and Methods 3 cr

CORE SEMINARS
Core seminars in Educational Leadership (12 credit hours)

- Leadership and Change in Schools and Educational Systems 3 cr
- Legal Issues in Education Pre K-12 3 cr
- Current Issues in Education Pre K-12 3 cr
- Literature Review 3 cr

Core Seminars in Higher Education (12 credit hours)

- Leadership and Change in Institutions of Higher Education 3 cr
- Legal Issues in Higher Education 3 cr
- Current Issues in Higher Education 3 cr
- Literature Review 3 cr

ADVANCED SEMINARS
Advanced Seminars in Educational Leadership (15 credit hours)

- Educational Policy Implementation 3 cr
- Resource Management in Education 3 cr
- Educational Technology 3 cr
- Schools, Society, and Culture 3 cr
- Education and Sustainability 3 cr

Advanced Seminars in Higher Education (15 credit hours)

- History of Higher Education in America 3 cr
- Resource Management in Higher Education Settings 3 cr
- Educational Technology 3 cr
- Schools, Society and Culture 3 cr
- Education and Sustainability 3 cr

RESEARCH METHODS SEMINARS

Three Research Methods Seminars (9 credit hours)

There are three required research methods seminars:

- Quantitative Methods in Educational Research 3 cr
- Qualitative Methods in Educational Research 3 cr
- Focused Research Design Project 3 cr

INTERNSHIP

Internship (6 credit hours 300 clock hours required) 6 cr

Dissertation (15 credit hours)

Each doctoral student must make a significant, original contribution to human knowledge by preparing a dissertation.

- Dissertation Research* 6 cr
- Dissertation** 9 cr

*Dissertation Research: If a student does not successfully complete their dissertation proposal which is a part of the Focused Research Design Project (FRDP) in semester 4, the student will: (1) receive an Incomplete (I) grade for the FRDP course; (2) not be permitted to register for dissertation research in semester 5; (3) be required to register for the two required seminars in semester 5; and (4) complete the dissertation proposal as part of the incomplete FRDP in semester 5.

**Dissertation: As a part of the Dissertation course, students are required to present a central idea, aspect, or argument related to their dissertation during the semester 6 Professional Development Practica (Educational Leadership (Pre K-12) or Higher Education).

Academic Calendar

The academic year for the UI&U Ed.D. program is 12 months. The academic year is divided into two 6-month semesters. Doctoral students' academic year is based on their start date (Initial Academic Residency). Students register for specific learning activities each semester based on program requirements. Full-time enrollment status is defined as registering for nine or more credit hours per semester.

Academic Calendar – Year Registration Period:

- July start date:
  1st registration semester is 8A July 1 thru December 31
  2nd registration semester is 7A Jan. 1 thru June 30

- January start date:
  1st registration semester is 7A Jan. 1 thru June 30
  2nd registration semester is 8A July 1 thru December 31

Once registered, enrollment is presumed to be continuous.

Minimum / Maximum Program Length

Union Institute & University defines the minimum amount of time for a student to complete and earn a doctoral degree as three academic years of full-time enrollment (36 months). The

program length is 66 credit hours. Any academic work in excess of 66 credit hours will carry zero credit. Students must register for the sequence of courses/seminars as described in the curriculum. Full-time is defined as nine credit hours and tuition is charged per credit hour.

Students must complete all requirements for the Ed.D. program within a minimum of three years (six semesters) and a maximum of seven years (14 semesters) of the date of first enrollment. The 36-month time in program length will be not compromised. The Ed.D. degree program is 66 credit hours. Any learning activities in addition to the required 66 credit hours do not bear credit and must be registered for "audit." Courses may be audited on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. Learning activities taken for "audit' earn zero credits and are not calculated into the grade point average. The maximum amount of time allotted for a student to earn a doctoral degree is seven years from the date of first enrollment in the program. Students who do not complete the degree requirements within the seven-year timeframe will be subject to academic dismissal from the program.

Students may petition the dean for an extension of up to two semesters to complete the dissertation; petitions for extensions must be submitted to the dean at least three months prior to the end of the seventh year of enrollment in the program**.** The petition for extension must receive the support of a majority of program faculty, including the dissertation chair.

Students who do not complete the degree requirements within the three-year expected timeframe and who have not petitioned for and been granted an extension will be dismissed from the program. Students who have been granted an extension and fail to meet all program requirements within the extended time period will be dismissed from the program.

Curriculum Sequence

Ed.D. Curriculum Sequence		
	Learning Activity	**Credit Hours**
	Year One	
Semester 1	EDU 700 Academic Residency: Education and Social Justice	3
	EDU 701 Ethical Leadership	3
	EDU 783 Educational Research Design and Methods	3
	Professional Development Practicum I	0
	Total	9
Semester 2	EDU 702 Legal Issues in Education Pre K-12 OR EDU 703 Legal Issues in Higher Education	3
	EDU 784 Quantitative Methods in Educational Research	3
	Specialized seminar 1: EDU 823 Resource Management in Education OR EDU 843 Resource Management in Higher Education Settings	3
	Specialized seminar 2: EDU 824 Education Technology	3

Ed.D. Curriculum Sequence		
	Learning Activity	**Credit Hours**
	Professional Development Practicum II	0
	EDU 860 Portfolio II	0
	Total	12
	Year Two	
Semester 3	EDU 891 Literature Review	3
	EDU 785 Qualitative Methods in Educational Research	3
	Specialized seminar 3: EDU 821 Leadership and Change in Schools and Educational Systems OR EDU 841 Leadership and Change in Institutions of Higher Education	3
	INTP 790 Internship Part I	3
	Professional Development Practicum III	0
	Total	12
Semester 4	EDU 786 Focused Research Design Project: Dissertation Proposal	3
	Specialized seminar 4: EDU 822 Educational Policy Implementation OR EDU 842 History of Higher Education in America	3
	Specialized seminar 5: EDU 825 Schools, Society, and Culture	3
	INTP 791 Internship Part II or EDU 850 Art of Social Justice and Leadership	3
	Professional Development Practicum IV	0
	EDU 860 Portfolio III	0
	Total	12
	Year Three	
Semester 5	RSCH 880 Dissertation Research	6
	EDU 897 Education and Sustainability	3
	EDU 704 Current Issues in Education Pre K-12 OR EDU 705 Current Issues in Higher Education	3
	Professional Development Practicum V	0
	Total	12
Semester 6	RSCH 901 Dissertation	9
	Professional Development Practicum VI	0
	Total	9
	Total (minimum) credits	**66**

Faculty Advising

During the Initial Academic Residency (IAR), a faculty advisor is assigned to each student. Students meet face-to-face as well as online via Adobe Connect with their faculty advisor at each academic residency. The faculty advisor will work closely with the student until they are ready to begin their dissertation research.

The dissertation committee should be formed by the end of Semester 3. The dissertation chair will then become the student's final faculty advisor for the remainder of the student's program.

Dissertation

Refer to the program handbook and dissertation guide for in- depth information about the dissertation process and guidelines.

Dissertation Guidelines

The dissertation integrates and adds to the learning accomplished in other phases of her/his program. It addresses the appropriate intellectual, cultural, and/or artistic traditions of the field and signifies grounding in the theoretical and critical scholarship in this field. It allows students to exercise their originality and creativity so the work provides new knowledge and approaches to the larger scholarly community.

Students may incorporate qualitative and quantitative research methods or mixed methods appropriate to the research problem and the discipline(s) involved. Regardless of which research design and methods the student may choose, the dissertation proposal must include an explicit, detailed discussion of the proposed research methods and a rationale for the selection of methods. Discussion of methods should be framed in such a way that other scholars will understand the methods discussed and can critically evaluate them. In order to develop a sound proposal for the dissertation, the student must be conversant with both general research methods and the research methods that characterize the field of study. When appropriate to the dissertation topic, the student must also achieve and document knowledge of statistics. A thorough grounding in research methods, both quantitative and qualitative, and in the literature related to the area of inquiry, will prepare the student to read and evaluate the research of others in order to conduct their own doctoral level research. To achieve proficiency in research design and methodology, the student must complete four research courses before engaging in her/his own research.

Where doctoral work involves human subjects, the dissertation must include a section that addresses procedures for the protection of research subjects. That section should address any risks to research participants, informed consent, issues of confidentiality, and any other ethical or human subjects matters normally addressed within the disciplines or professions most closely related to the student's area of inquiry. (See section on Research with Human Subjects: Institutional Review Board.)

The completed dissertation must demonstrate an advanced level of knowledge: critically examine a problem, integrate information, operationalize concepts, implement a research project, and communicate the essential aspects of the study. The dissertation must be relevant to the advancement of knowledge about a professional practice in education.

Traditional Dissertations

Traditional dissertations require a review of the literature and the collection and analysis of data. Traditional dissertations may use quantitative or qualitative methodologies. The dissertation can include the implementation and evaluation of an intervention or training program; a needs assessment; a correlational examination of a set of related variables; or in-depth interviews that can elucidate an important issue among other approaches. The final product must demonstrate that you can critically examine a problem, integrate information, operationalize concepts, implement a research project, and communicate the essential aspects of the study. The

dissertation will help you to develop the critical thinking skills and writing skills essential for professional practice in education.

Dissertation Proposal

Once the dissertation committee has been formed, students should consult regularly with committee members as they develop their proposal, obtaining guidance on the manageability of the topic and general consensus on its direction and suitability. Students submit the written dissertation proposal first to the dissertation committee chair; then, with the approval of the chair, to other members of the committee. Dissertation committee members are expected to provide timely feedback to students regarding their proposals.

Internship

(6 credit hours)

The internship with a specialization in Educational Leadership (Pre K-12) or Higher Education is a 300 clock hour (minimum) experience that occurs in the second year of each student's academic program (150 hours in Term 3 and 150 hours in Term 4). The student's initial preparation for the internship begins during training and discussions at the academic residency that occurs at the beginning of the third academic semester. The faculty advisor and other program faculty assists with the development of an appropriate internship. The internship must be overseen and evaluated by a qualified field supervisor at the internship site; the internship will also be evaluated by a member of the Ed.D. program faculty.

Seminar / Course Descriptions

DIS 780/781 – *Dissertation Supervision (zero credits).* Non-credit extension term to complete dissertation research and writing supervised by the dissertation chair. There is a maximum of four (2 DIS 780 and 2 DIS 781).

EDU 700 – Education and Social Justice 3 Credit Hours

The seminar examines alternative conceptions of ethics and social justice and explores their implications for education. The seminar provides students with a theoretical grounding that will serve to inform their leadership practices in PK-12 and higher education contexts. Through readings, dialogue, and written work, students will engage in ongoing reflection on their assumptions and perspectives regarding social justice issues in education.

EDU 701 – Ethical Leadership 3 Credit Hours

This seminar has three key elements: (1) overview of the nature of ethics and the concept of the common good and how they relate to leadership; (2) exploration of the nature and sources of moral courage and how they relate to leadership; and (3) examination of historical examples that underscore the essential nature of ethics and courage for those who aspire to advance positive change for the common good.

EDU 702 – Legal Issues in Education Pre K-12 3 Credit Hours

Decision-making practices within the educational setting are impacted by myriad factors; law is one such factor that permeates every aspect of public school administration. This seminar addresses significant legal considerations that Pre K-12 educational leaders may encounter in their decisions regarding students, teachers, staff, curriculum and other aspects of public schooling. The focus is on practical application in the context of ethical leadership and an attention to social justice.

EDU 703 – Legal Issues in Higher Education 3 Credit Hours
Decision-making practices within the educational setting are impacted by myriad factors; law is one such factor that permeates every aspect of higher education administration. This seminar addresses significant legal considerations that leaders in higher education may encounter in their decisions regarding such issues as human resources, faculty, academic freedom, student discipline, admissions, and free speech. The focus is on practical application in the context of ethical leadership and an attention to social justice.

EDU 704 – Current Issues in Education Pre K-12 3 Credit Hours
This seminar focuses on examination of factors influencing education in today's society with emphasis on the public school's role within society, the politics of education, finances, and other factors involved in equity, such as historical and philosophical impact of common and idealized values, choices with public education, and questions of policy and leadership. A variety of perspectives and issues will be considered in terms of problems and possibilities for transformative education in schools and society.

EDU 705 – Current Issues in Higher Education 3 Credit Hours
This seminar involves a close study and careful analysis of current issues in higher education. It takes an interdisciplinary approach to exploration of such issues as: state and national policies, equity, accessibility, accountability, finance, collaboration, and educational partnerships.

EDU 783 – Educational Research Designs and Methods 3 Credit Hours
This seminar focuses on construction of a research design and the appropriate use of research methods. It includes the logical steps of the research method, alternative forms of data analysis, and ethical issues related to research with human subjects.

EDU 784 – Quantitative Methods in Educational Research 3 Credit Hours
This seminar focuses on quantitative research, beginning with experimental design, followed by other quantitative methods – correlation, causal-comparative, and survey research. For each design data analysis through measures of central tendency and parametric and nonparametric statistics are discussed.

EDU 785 – Qualitative Methods in Educational Research 3 Credit Hours
This seminar has three major components. First, Creswell's (2007), *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* will be utilized to explore, compare and contrast the following research approaches: grounded theory, ethnography, phenomenology, narrative inquiry and case study. Second, examples of the various approaches to qualitative inquiry and evaluation of their appropriateness for different kinds of research questions will be examined. Third, engagement in a practice research project using Creswell's five approaches will be conducted.

EDU 786 – Focused Research Design Project: Dissertation Proposal 3 Credit Hours
The purpose of this seminar is to facilitate students in designing their dissertation study. The culminating project is a dissertation proposal consisting of the first three chapters of the dissertation (Introduction, Literature Review, and Methodology).

EDU 821 – Leadership and Change in Schools and Educational Systems 3 Credit Hours
This seminar focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in schools and

educational systems. Includes exploration of the relationship of a school's leader and the school's effectiveness.

EDU: 822 – Educational Policy Implementation 3 Credit Hours
This seminar focuses on the role of the educational leader in implementing educational policy, disseminating information about the effect of policy decisions on schools, and collaborating with policymakers for advancement and reform of education.

EDU 823 – Resource Management in Education 3 Credit Hours
This seminar is designed to aid in preparing educational professionals to assume leadership/ administrative/management positions in educational related organizations. The primary focus of the seminar is on the role and functions of administrators/managers in their responsibilities related to resource management and allocation, with special reference to human resource management especially as it related to the facilitation and support of student learning and achievement in educational organizations.

EDU 824 – Education Technology 3 Credit Hours
This seminar's focus is on exploring existing and emerging technologies and applications and designing them into student centric learning experiences and to facilitate the integration access, use, and understanding of new technologies and information resources for continued learning and development.

EDU 825 – Schools, Society, and Culture 3 Credit Hours
This seminar focuses on the importance of creating strong programs for encouraging successful relationships among the school, the community, and the wider society. Includes examination of examples of efforts involving teachers, parents, the community, business, and government in supporting the missions of Pre K-12 educational institutions.

EDU 841 – Leadership and Change in Institutions of Higher Education 3 Credit Hours
This seminar explores the changing role of leadership in higher education, including analysis of participatory leadership, the place of personal goals and values, complexities of higher learning, organizing in the 21st century, and examination of real life situations.

EDU 842 – History of Higher Education in America 3 Credit Hours
This seminar focuses on the development of higher education in the United States, including: review of sociological, political, and economic influences that have been major forces for development and change in higher education.

EDU 843 – Resource Management in Higher Education Settings 3 Credit Hours
This seminar is designed to aid in preparing educational professionals to assume leadership/ administrative/management positions in educational related organizations. The primary focus of the seminar is on the roles and functions of administrators/managers in their responsibilities related to resource management and allocation, with special reference to human resource management especially as it relates to the facilitation and support of student learning and achievement in educational organizations.

EDU 850: Art of Social Justice & Leadership 3 Credit Hours
This seminar examines reflective practices of reasoning and skill-based critical thinking to explore alternative, refreshing, and new solutions to old problems. Visual cognitive skills, social justice theories through the lens of art, and leadership principles through visual culture will lead to new implications for problem-solving in education.

EDU 889: Education and Sustainability 3 Credit Hours
This seminar's focus is on the education and actions required by educators and their institutions to educate, advocate, and provide leadership for integrated solutions that "…meets the needs of the present without compromising the ability of future generations to meet their own needs" (Report of the World Commission on Environment and Development to the United Nations, 1987).

EDU 891 – Literature Review 3 Credit Hours
Students will gain a deeper understanding of the significant role of the literature review in a dissertation and review alternative approaches to organizing the chapter. Students will use the literature review to develop a dissertation prospectus.

INTP 790-791 – Internship/Practicum 6 Credit Hours
Synthesis of academic learning with practical experiences appropriate to area of specialization.

PCX 799 -- *Program Completion Extension (zero credits).* No-credit extension term for students to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review. Supervised by dissertation chair.

RSCH 880 – Dissertation Research 6 Credit Hours
Collection and analysis of data for dissertation.

RSCH 901 – Dissertation 9 Credit Hours
Presentation of the research project representing a culmination of the student's program and area of specialization: provides evidence of ability to address an educational challenge. May take the form of a traditional (empirical) dissertation, but may also be a case study or historical analysis.

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES – COHORT

Dean: Larry Preston, Ph.D., M.F.A.
Associate Dean: Toni A. Gregory, Ed.D.
Assistant Dean: Tara Scherner de la Fuente, M.A.

Program Overview

Credits to Degree: 66 semester hours
Transfer Credits: Up to nine semester credits
Calendar: Six-month terms with enrollment dates in January and July
Minimum Time to Degree: 36 months
Full- time Status: Nine semester hours
Less than Full- time Status: Six semester hours

Concentrations

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

Academic Program Location
Cohort Ph.D.
440 East McMillan Street
Cincinnati, OH 45206
Phone: 800.861.6400 ext. 1162
www.myunion.edu/academics/cohort

The Cohort Doctor of Philosophy in Interdisciplinary Studies Student Handbook is available on the UI&U website at www.myunion.edu/academics/handbooks/cohort_handbook.pdf. Students should refer to the Cohort Ph.D. Program Handbook for a more in-depth description of requirements involving the comprehensive examination process and procedures, plus all phases leading up to the dissertation manuscript and dean's review.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/forms/phd000.pdf.

Cohort Ph.D. Program History and Mission

Since its inception four decades ago, Union Institute & University's Ph.D. program has been committed to providing interdisciplinary and socially relevant doctoral education for adult students pursued within the context of a mentoring-based pedagogy while also supporting inquiry related to each student's specific research interest.

The Ph.D. program's commitment to interdisciplinary and socially engaged knowledge remains a driving part of its mission and vision. The distinctive role of UI&U's Ph.D. program in American higher education, for now and the foreseeable future, is to retain its grounding in humanistic inquiry while bringing together recently developed and developing interdisciplinary fields of study in ways that draw from and advance understanding of ethics, the creative process, and

the problems and possibilities of institutional and social change. Union Institute & University's Cohort Ph.D. program offers a new generation of adult students advanced understanding of alternative intellectual and cultural traditions, while also providing these students with the foundations for thoughtful and creative engagement with fundamental dimensions of their individual and public lives.

Grounded firmly in the belief that students need to interrogate the knowledge base and approach to discovery of more than a single academic discipline, the foundations of the Ph.D. in Interdisciplinary Studies are: (1) a commitment to academic excellence and advanced scholarship are expected at all levels of learning, research, teaching, and administration; (2) all study is interdisciplinary; (3) for matters of fact and value, a variety of views are at issue, hence there is a need to explore and acquire familiarity with a range of interpretations related to academic areas of concentration and research; (4) intellectual inquiry and creative efforts are carried on within and are inseparable from social contexts. In addition, Union Institute & University's Cohort Ph.D. in Interdisciplinary Studies emphasizes praxis, the co-involvement of theory and practice, through exploration of the several dimensions of this co-involvement while also providing an opportunity, through internships and other experiences, to engage theoretical understanding within the context of practical circumstances.

Cohort Ph.D. Admissions Process

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

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

Transfer Credit Policy

Up to nine semester hour credits (the equivalent of three doctoral-level courses) from a regionally accredited university are eligible to be reviewed by the admissions committee for approval of transfer. The transfer courses must have been completed in the past five years with an equivalent grade of B or above. Courses applied towards an earned master's degree are not eligible to be reviewed for transfer.

A **Transfer Credit Petition Form**, official transcripts, syllabi and all written assignments 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 Cohort Ph.D. program seminar. Union Institute & University reserves the right to apply, or not apply, acceptable transfer credit toward its degree requirements. In no case will transfer credit negate the 36-month minimum time for program completion. Union Institute & University operates on a six-month term system; therefore, courses taken at colleges operating on the quarter system are converted to semester credit hours.

Registration

Union Institute & University operates its Cohort Ph.D. program on a two-term, 12-month academic year calendar. Cohort Ph.D. program students are required to pre-register each term prior to their onsite academic residency through the use of registration and billing authorization forms. The graduate college will approve registration based on the curriculum for the selected area of concentration.

The student's academic year is determined by the month of the Initial Academic Residency (IAR). The first day of the term is the matriculation date throughout the student's program. Registration forms are initiated by the student and must be approved by the graduate college.

The sequence of courses for full-time registration is detailed in the section titled "Curriculum/Course of Study." The sequence of courses for less than full-time registration is specified by the dean's office for the first four terms (example shown below). After that, the registration will vary and is determined in consultation with the faculty advisor and the dean's office. Students must register for at least six credit hours per term. A typical sequence of courses for a student who chooses to register for the minimum credit hours per term (six) for the duration of the program follows below. For students enrolling for less than full time, the cohort model will remain intact through term four.

Terms 1 – 4: Specified

Term 1 (Original Cohort):	FNDS 701, Ethics and Social Justice	3 credits
	FNDS 703, Engaging Difference	3 credits
		6 credits
Term 2 (Original Cohort):	FNDS 702, The Creative Process	3 credits
	RMTH 705, The Logic of Inquiry	3 credits
		6 credits
Term 3:	RMTH 707, Qualitative Inquiry or RMTH 709, Inquiry in the Humanities (Original Cohort)	3 credits
	Primary Concentration Core/700 Series	3 credits
		6 credits
Term 4:	FNDS 704, Interdisciplinarity (Original Cohort)	3 credits
	Primary Concentration Core/700 Series	3 credits
		6 credits

Terms 5 – 11
May vary as determined by advising

Term 5:	ACS 700, Critical Writing & Thinking I	3 credits
	Primary Concentration Advanced/800 Series	3 credits
		6 credits
Term 6:	ACS 705, Critical Writing & Thinking II	3 credits
	Primary Concentration Advanced/800 Series	3 credits
		6 credits
Term 7:	Primary Concentration Advanced/800 Series	3 credits
	Elective	3 credits
		6 credits
Term 8:	Primary Concentration Advanced/800 Series	3 credits
	Elective	3 credits
		6 credits
Term 9:	Individualized Study I	3 credits
	Elective	3 credits
		6 credits
Term 10:	Individualized Study II	3 credits
	Comps	3 credits
		6 credits
Term 11:	ACS 897, Critical Writing & Thinking III	3 credits
	Dissertation	3 credits
		6 credits

TOTAL CREDITS = 66 (five-and-a-half years). A maximum of 14 terms is allowed for completion of the program (including comprehensive examination and dissertation) for students registering for six credit hours per term. International students may not register for less than full time.

Registration for Extensions

Comprehensive Examination Extension (CEX-799)

If a student fails to successfully complete the comprehensive exam during Term VI and the faculty recommends a retake of the exam, the student must register for Comprehensive Examination Extension during the subsequent term to study and prepare for a retake of the comprehensive exam. Upon successfully retaking and passing the comprehensive exam, students may register for subsequent dissertation extension terms during which work on the dissertation, including the dissertation proposal defense as well as the dissertation defense, must be completed. No additional credits may be registered or earned during the extension term. Students cannot advance beyond Term VI without successfully completing the comprehensive exam. Comprehensive exam extension (CEX-799) does not qualify for financial aid. Students registered for CEX 799 will be reported as enrolled less than half time to external agencies. The dean's office must approve CEX-799 registration.

Dissertation Supervision (DIS-780-781)
If a student registered for RMTH-900 Dissertation in Term VI does not complete the research and writing of the dissertation by the end of Term VI, s/he must register for Dissertation Supervision. Dissertation Supervision is a non-credit course which is considered the equivalent of full-time academic work for registration status. The dissertation committee must recommend registration for Dissertation Supervision (DIS-780-781) by approval of the dissertation chair. Students may register for a maximum of two (2) DIS 780's and a maximum of two (2) DIS 781's for a total maximum of four (4) Dissertation Supervisions while completing research and writing of the dissertation. Any Dissertation Supervision beyond four must be approved by a dean's Waiver. In no case may a student exceed the seven-year maximum time-in-program.

Program Completion Extension (PCX 799)
When a doctoral student reaches the end of his/her intended final term of full-time academic enrollment (last registered term of Dissertation Supervision) and needs additional time to prepare final documents for dean's review/approval, s/he is required to register for PCX 799 Program Completion Extension (0.00 credits) for the subsequent six-month term. In order for a student to have this six-month completion extension approved, the student must have successfully completed all prior enrollment terms.

Registration of PCX 799 is required as follows: (1) The program completion extension affords a student additional time to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review. No new academic learning activities may be undertaken during or after this program completion extension registration period. The extension period is not a new term of enrollment for academic credit. Registration of PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two (2) extension terms will be approved. PCX 799 does not qualify for financial aid. The Registrar's Office will report students on PCX 799 extension as less than half time to external agencies.

Drop/ Add and Program Withdrawal

Drop/Add of Courses
Students can drop or add a course after registration by completing, signing, and processing the drop/add section of the Change of Status Form. The Change of Status Form serves as an addendum to the original registration form and becomes a part of the official registration record. To receive a tuition refund, students must drop individual courses no later than 14 days after the start of the academic term for the course(s) to be removed from the academic transcript. Students are permitted to add courses during the academic residency only. However, students must attend at least one session of the seminar being added while at the academic residency. The effective date of a drop/add is either the date of postmark or the date the written or oral request is received by the dean's office. Drop/adds can impact continuing financial aid eligibility, so students should contact the Office of Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their financial aid status. All drop/add requests must be approved by the student's instructor(s) in the course(s) dropped and/or added, the academic/faculty advisor, and the dean's office. All learning activities dropped after 14 days from the start of the academic term will remain recorded on the student's academic record and a grade of W (for Withdrawal) will be posted to the grade field for each course dropped.

Dropping or adding courses by the published deadline may alter the student's tuition charges for the semester in the following manner. If the number of term credit hours added equals the number dropped there will be no change in tuition assessed. If the number of term credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full term/session. If the number of term credit hours dropped is greater than the number added, an adjustment in tuition will be made including a refund if applicable.

There is no refund of tuition for a dropped course after the drop/add date. Students who are withdrawing from the Cohort Ph.D. program should consult the Tuition Policy for the Schedule of Tuition Refunds for Withdrawal.

Withdrawal from the Program
Tuition is partially reversed or refunded when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal. The following table shows the percentage of tuition to be reversed for dropped courses or complete withdrawal from the program:

Schedule of Tuition Refunds for Course Drops/ Program Withdrawal	
Date 1st – 15th month one	100%
Date 16th – end month one	88%
Date 1st – 15th month two	76%
Date 16th – end month two	64%
Date 1st – 15th month three	52%
Date 16th – end month three	40%
Date 1st – 15th month four	28%
Date 16th – end month four	16%
Fifth and sixth months	0%

Reinstatement for Cohort Ph.D. Students
Students who have been administratively withdrawn for financial reasons for a period of 18 months or less may apply for reinstatement by letter to the dean. A clearance form will be sent by the graduate college to the Business Office. Both offices must indicate clearance before reinstatement can be processed for approval. A letter from the dean will be sent to the student indicating the date and term of reinstatement. A copy will be forwarded to the faculty advisor and to the Registrar's Office. The Registrar's Office will post date of reentry The date of reentry is most commonly the first day of the new registration period. The reinstated student will be assigned to the appropriate year/term registration group based on the reentry date. Reinstatement by the graduate college within 18 months will not require reappointment of previous dissertation committee members, unless the dissertation committee members are not able to continue serving on the student's committee. Students who have been administratively withdrawn for a period greater than 18 months should follow the readmission procedures.

Readmission for Cohort Ph.D. Students
A student who has been administratively withdrawn from the Cohort Ph.D. program at Union Institute & University for a period greater than 18 months is only readmitted by formal consideration and action of the graduate college admissions committee and the dean of the graduate college. Students considered for readmission to the Cohort Ph.D. program in Interdisciplinary Studies must follow the revised as of July 1, 2009, degree requirements. All readmitted students will enter under the current academic and administrative policies at the time

of readmission. It is the student's responsibility to be informed and to adhere to all current policies. Before applying for readmission, students must resolve all prior financial and administrative obligations. Students must also contact the dean's office as soon as they intend to apply for readmission. They will begin processing the **Readmission Clearance Form**, which determines whether the student has met all prior financial and administrative obligations and is eligible to apply for readmission. The dean's office will contact the students as soon as they are cleared to apply for readmission. Students may then prepare the application for readmission. Students who are approved for readmission will enter the program during the term (January or July) when the seminars they need are offered. Therefore, they will join a new cohort.

The application for readmission includes the following items:

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

Satisfactory Academic Progress Review

First-Year Review

To identify recurring problems more clearly and to accurately assess a student's progress, the Cohort Ph.D. in Interdisciplinary Studies program has implemented a review process that traces the overall performance of first-year students across seminars based upon specific criteria, which are deemed predictors of eventual success within the program. The goal of this review is to recognize and describe a student's potential academic deficiencies early on so as to provide meaningful narrative feedback and, if necessary, devise an intervention plan. All faculty members teaching seminars in terms one and two will evaluate the respective academic strengths and weaknesses of each of their students based on the review criteria listed in the instrument. To capture the nuances and subtleties of a student's performance, faculty members are also asked to supply brief narrative assessments. At the end of terms one and two respectively, faculty members will complete a First-Year Review Evaluation form for each of their students.

Following the end of each two-term cycle, a three-person initial review committee will carefully review the collected First-Year Review Evaluation forms. The initial review committee is charged with three tasks: (1) noting recurring problems and/or weaknesses of individual students, (2) identifying individual students who have consistently failed to meet review criteria across seminars and/or fail to show improvement over time, (3) convening meetings with the faculty members who have taught the students thus identified to gauge the seriousness of the problem and to discuss possible intervention strategies. At the minimum, students whose work is considered deficient will receive short written notifications, pointing out which aspects of their academic work require special attention. If a student has received unsatisfactory grades and become the subject of an automatic special review, the deficiencies documented through the first-year review will serve as one basis for the special review.

Special Review and Academic Dismissal

Special reviews indicate that a student is at risk for not successfully completing the program. Special reviews may be initiated at any time by a faculty member or university administrator. The student will receive notice that the student is undergoing special review. Special reviews will always be initiated 30 days after notification of the following circumstances:

- The student is placed on academic probation when the academic GPA for a term falls below 3.0
- Student is not making satisfactory academic progress by the end of the probation period.
- The student has received a grade of C. Two C grades received in the program put the student at substantial risk for academic dismissal.
- The student has received I grades in consecutive terms or in two or more seminars in a given term.
- Evidence that the student has violated program and/or institutional policies.

Special Review Process

The dean will form a special review committee appropriate to the concern to be reviewed and will provide the committee with documentation pertinent to the issue to be considered.

Special review can result in academic dismissal. The special review committee will make a written recommendation to the dean. The dean will consider the recommendation of the special review committee, consulting with committee members as needed and, in cases where the committee has recommended academic dismissal, with the university provost.

Readmission After Academic Dismissal

Ordinarily academic dismissal is permanent. However, the dean will review requests for readmission after academic dismissal on a case-by-case basis.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term in which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

The Cohort Ph.D. program uses a plus/minus (+/-) letter grade system. The syllabus for each seminar will specify the learning documentation to be completed for evaluation. The faculty assigned to each seminar will determine the extent to which proficiency is met and assign a final grade. Grades will be submitted via CampusWeb no earlier than 10 days before the term ends. Changes to grades will be made via CampusWeb. While the A, B, C, U (and S (Satisfactory) for specific courses listed in the S grade criteria chart) grades are used to document the overall completion of learning activities each term, other grading codes (W, I) are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE – Grades of U, I, and C may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	*Academic work reflects* impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. **4.0 Quality Points**
A-	Criteria for A work not fully met. **3.70 Quality Points**
B+	Criteria for B work is more fully met. **3.30 Quality Points**
B	*Academic work reflects* accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. **3.0 Quality Points**
B-	Criteria for B work is not fully met. **2.70 Quality Points**
C+	Criteria for C work is more fully met. **2.30 Quality Points**
C	*Academic work reflects* adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. **2.0 Quality Points**
U	*Academic work reflects* insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. If a student is unable to complete 60% of the academic work in a seminar, the student will receive a U grade. **0.00 Quality Points**

Grade	Criteria
I	*Academic work reflects* substantial completion (at least 60%) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. Students must initiate a request for an Incomplete grade with their instructor, by completing the **Petition For An Incomplete Grade Form,** which indicates work to be completed. Students have six months (the end of the next semester) to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade. **0.00 Quality Points and does not calculate into the GPA**
AU	Any learning activities in addition to the required 66 credit hours do not bear credit and must be registered for "audit." Courses may be audited on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. Learning activities taken for "audit" earn zero credits and are not calculated into the grade point average. **0.00 Quality Points and does not calculate into the GPA**
W	*Academic work reflects* the student has withdrawn from the program (either officially or unofficially) at a time when learning activities remain open. The W grade is also posted to indicate term registration that is dropped. **0.00 Quality Points and does not calculate into the GPA**
S	*Academic work reflects* satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for ACS 897, ECL/HMS/PPS 841, 850, 860, MLK 800, MLK 890 and RSCH 900 Dissertation. **0.00 Quality Points and does not calculate into the GPA**

(Note: Refer to the University Attendance & Engagement Policy in this catalog.)

Cohort Ph.D. Program Grade Point Average (GPA)
The grade point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit (excluding when there is an S/U grade). To remain in good academic standing, the Cohort Ph.D. program requires a cumulative GPA of 3.00. When a student's GPA falls below 3.0, the student will be placed on academic probation.

Program Degree Requirements

(See Program Handbook for Degree Requirements for Students Matriculating Prior to July 1, 2008)

- Interdisciplinary Foundational Seminars (12 credit hours, four seminars)
- Academic Skills Seminars (nine credit hours, three seminars)
- Core Seminars in Primary Area of Concentration (six credit hours, two seminars)
- Advanced Seminars in Primary Area of Concentration (12 credit hours, four seminars)

- Optional Seminars in Secondary Area of Concentration (cannot choose a Secondary Area of Concentration and an Area of Specialization) – completed through electives (six credit hours, two seminars)
- Optional Seminars in approved Area of Specialization (cannot choose an Area of Specialization and a Secondary Area of Concentration) – completed through electives and Individualized Study (number of credits and seminars must meet the requirements of the specialization)
- Research Methods Seminars (six credit hours, two seminars)
- Electives (nine credit hours, three seminars) – chosen from Cohort Ph.D. program seminar listings under supervision of the primary area of concentration chair.
- Individualized Studies (six credit hours, two seminars) – can be completed as individualized study or through successful completion of a seminar from the program seminar listings. 3 credits are supervised by the primary area of concentration chair and 3 credits are supervised by the dissertation chair. Students in the MLK Studies specialization are required to complete three (3) credits of internship in lieu of Individualized Study I.
- Comprehensive Examination (three (3) credit hours; written and oral components)
- Dissertation (includes one three-credit seminar plus proposal, data collection, analysis and writing of the dissertation)

Areas of Concentration

Students focus their studies in one of the three areas of concentration:

Ethical and Creative Leadership (ECL):
An exploration of the intersection of the ethical and creative qualities of effective leaders. To this end, alternative theories of leadership along with historical models of strong, creative, and moral leadership are explored. Because leadership is profoundly situated within a context, political dynamics of power and ethical dilemmas faced by leaders must be considered. Ethical and creative leadership involves moral choice and responsibility, thus giving rise to challenges and possibilities for creative approaches to change.

Humanities and Culture (HMS) (For students matriculating prior to January 1, 2010, the applicable concentration title is "Humanities and Society"):
An exploration of critical ideas and ideals as developed by key individuals and groups within the intellectual life of different cultures; the sources of our beliefs and values as represented by alternative linguistic, religious, and secular approaches and traditions; historical and ongoing patterns of justice and injustice as reflected in theoretical ideas, public policies and social practices, economic concepts and institutions, and public constitutional precepts and political practices.

Public Policy and Social Change (PPS) (For students matriculating prior to January 1, 2010, the applicable title is "Public Policy and Social Issues"):
An exploration of the historical, economic, and social contexts of policy; the constitutional and legal framework of policymaking at the local, state, national, and international levels; the dynamics of politics and the policy process; the character of conflict and the bases and patterns of power relationships; approaches to conflict resolution; ideals and practices of democracy and democratic decision making; selected issues in public policy, such as education, criminal justice, health care, housing, employment, and immigration.

Area of Specialization

Martin Luther King Studies (MLK):
Students enrolled in the Martin Luther King Studies specialization complete the same academic program as all students admitted to the program with at least twenty-five percent of their study and assignments in core and advanced seminars devoted to an exploration of the seminar's content in relation to the ideas, ideals, and practices of Dr. King. Additionally, MLK Studies students participate in a series of workshops at each academic residency that address various aspects of Dr. King's work and that are cumulatively credit bearing. Students also have a choice of electives for even more focused study into the intellectual, spiritual, moral, leadership, policy, and political issues addressed by Dr. King in his writing and political activities and participate in an examination of the extensive scholarly literature that has developed regarding Dr. King's profoundly important intellectual, ethical, and public contributions.

It is expected that most students enrolled in the MLK Studies specialization will complete, within a specific institutional context, three (3) credits of an internship or related experience in which they examine and try to extend a central idea, ideal, or political/policy/leadership approach associated with the intellectual and creative legacy of Dr. King.

Program Delivery Mode, Cohort-Based, Low-Residency Model

The academic year for the Cohort Ph.D. program is divided into two six-month terms: January 1 to June 30 and July 1 to December 31. At the beginning of every January and July new students and all returning students come together at an academic residency. The students move through the doctoral program as members of cohorts that are formed within and across the program's three areas of concentration. The cohort model leads to the formation of academic communities through regular and sustained interaction among students and between students and faculty.

The program incorporates a cohort model for delivery of its academic content. The program's academic content is delivered via a hybrid learning model that incorporates interdisciplinary study, the integration of theory and practice with a structured curriculum that allows for flexibility of student interests through electives, and individualized study. Except for the academic residencies, coursework in the program is delivered at a distance by way of synchronous and asynchronous modalities. Students work on individual and group projects. Students in the program have access to the university's library with electronic access to readings and resources. Faculty members deliver course content using audio and video presentations. Students and faculty have frequent contact through teleconferences and online discussions. Coursework is submitted electronically using electronic course sites.

Academic Year and Term

The academic year for the UI&U Cohort Ph.D. program is 12 months. The academic year is divided into two six-month terms: January 1 to June 30 and July 1 to December 31. Each doctoral student's academic year is based on the individual start date (Initial Academic Residency). The first day of the term is the matriculation date throughout the student's program. Students register for specific learning activities each term based on program requirements. Full-time enrollment status is defined as registering for nine or more credit hours per term. Less than full-time enrollment status is defined as registering for at least six but less than nine credit hours per term.

Academic Year Registration Period:
July start date:
1st registration term is 8A July 1 thru December 31
2nd registration term is 7A Jan. 1 thru June 30
January start date:
1st registration term is 7A Jan. 1 thru June 30
2nd registration term is 8A July 1 thru December 31

Minimum / Maximum Program Length

Union Institute & University defines the minimum amount of time for a student to complete and earn a doctoral degree as three academic years of full-time enrollment (36 months). There are no exceptions to the minimum time for completion of the program. It should be remembered that, although it is possible to complete the program within the minimum time required, time to completion is an individual consideration and is likely to be longer for the majority of students. The time required to conduct and complete the dissertation research will vary widely. The degree program is 66 credit hours. Any learning activities in addition to the required 66 credit hours are non-credit bearing. The maximum amount of time allotted for a student to earn a doctoral degree is seven years whether completing the program, on a full-time basis, on a combination of full time and less than full time, or entirely on a less than full-time basis. Students who do not complete the degree requirements within the seven-year time frame will be subject to academic dismissal from the program. Maximum time allotted for completion does not include terms when the student is not registered or withdrawn from the program.

Academic Residency

Academic Residency Requirements
As a member of the Cohort Ph.D. program community, students have an important contribution to make to its growth. The program is designed so that the student's knowledge and experience, as well as that of other students, will be available to the community. Academic residencies provide formal opportunities for students to interact with faculty and other students in mutual sharing and learning. A variety of learning activities occur at academic residencies. In addition to the introductory meetings of the seminars you will complete in the term, the residencies will include such activities as an overview of UI&U's administrative processes, lectures by visiting speakers, presentations, roundtable discussions and panels organized by students and faculty, academic advising, and presentation and discussion of dissertations. Networking and collaborative learning are essential features of the Cohort Ph.D. program educational process. Academic residencies are held at sites arranged by the graduate college. Academic residencies include the following activities:

Orientations: Presentation of and ongoing updates of academic requirements, policies, and procedures. Explanation of and training related to library resources, use of technology, eCollege and related services.
Initial Seminar Meetings: Introduction of seminar syllabi, reading and assignments as well as preliminary discussion of seminar-related questions and themes.
Conference Day: Students and faculty present their scholarship and promote discourse around intellectual, professional, and social issues, which is followed by a required sequence of seminars that are completed at a distance through online learning activities, email, and telephone conversation.

Engagement with the Program Themes: Presentations by leading scholars and experiential/ creative activities that include principle stances toward social justice, engaging difference, and creativity, while uniting theory and practice

Community Building: New cohort orientation, evening faculty conversations, one-on-one meetings between faculty and students.

Scholar In Residence: Over a two- or three-day period during each residency, lectures and seminar discussions presented by a noted scholar with expertise within one or more of the areas of concentration and/or program themes.

Academic Residency Attendance Policy

Students in the Cohort Ph.D. program must be present at all academic residencies during their matriculation in the Cohort Ph.D. program from beginning to end and engaged with the academic work for the current term, as verified by faculty and program administrators via the **Attendance & Engagement form**. All students, whether enrolled full time or less than full time, are required to be in attendance, in person, for at least six consecutive Cohort Ph.D. academic residencies beginning with the student's initial academic residency. After having attended six consecutive academic residencies in person, students enrolled less than full time have the option of attending future academic residencies in person or continuing their academic studies entirely through electronic means. The daily schedule during the academic residencies is determined by the graduate college. In addition, students are asked to be in residence without spouse or guests for the duration of each academic residency. Attendance at all scheduled activities (unless indicated as optional) during in-person attendance at an academic residency is required for continuation in the program. Students who miss a substantial number of academic residency activities, as determined by program administrators, will be required to sit out the term and/or will be administratively withdrawn from the program for that term.

Faculty Advising

An interim faculty advisor is assigned to all new students in Term 1. The faculty advisor helps the student to maintain an administrative link with the graduate college. Once the student begins Term 2, the chair of the primary area of concentration serves as the faculty advisor and assists the student in developing a plan for electives and individualized study. Beginning with Term 4, the dissertation chair takes responsibility for advising the student and becomes the final faculty advisor throughout the remainder of the program and guides the dissertation process. In addition to faculty advisors, students are encouraged to work with program administrators on matters related to progress in the program.

Comprehensive Examination

In the sixth term, students will register for ECL, HMS, or PPS 841: Comprehensive Examination. The comprehensive examination is administered in two parts: written and oral.

Comprehensive Examination Philosophy

The comprehensive examination is intended to test students' knowledge in their primary area of concentration. Students are expected to demonstrate comprehensive knowledge: familiarity with a wide range of texts and the ability to draw on main ideas of important thinkers and writers in their fields of study, linking them together in interesting and relevant ways to other scholars working in the field. In addition, students are expected to demonstrate depth of knowledge: the ability to engage, critically and substantively, with texts that both respect and interrogate the

students' claims, positions, and arguments. Finally, students are expected to demonstrate advanced academic skills, including (but not limited to) the ability to develop and sustain a line of argument that is coherent and supported with viable, text-based evidence, while writing clear scholarly prose. See program handbook for the comprehensive exam structure.

Dissertation

Expectations of students pursuing study in a selected area of concentration are to complete a program within a limited area of study aligned with the core values of the university and the Cohort Ph.D. program; achieve proficiency in general principles and approaches to doctoral inquiry; acquire both core and advanced knowledge; develop field/research proficiency; and conduct doctoral-level research completing a dissertation meeting national standards for research at the doctoral level.

Upon successful completion of degree requirements, doctoral students will be awarded the degree of Doctor of Philosophy in Interdisciplinary Studies (Ph.D.) The transcript will denote the degree, primary area of concentration, secondary area of concentration and/or area of specialization, if applicable, and dissertation title. The Doctor of Philosophy in Interdisciplinary Studies degree is awarded in recognition of advanced research and demonstrated knowledge in a field of study.

Dissertation Guidelines

The dissertation integrates and adds to the learning accomplished in other phases of the program. It addresses the appropriate intellectual, cultural, and/or artistic traditions of the field and signifies grounding in the theoretical and critical scholarship in the field. It allows students to exercise originality and creativity so the work provides new knowledge and approaches to the larger scholarly community.

If conducting research for a traditional dissertation or social action project, students may incorporate qualitative and quantitative research methods or other methods appropriate to the research problem and the discipline(s) involved. Creative dissertations will likely not involve a research methodology. However, they are still expected to be grounded in the relevant literature. Regardless of which research design and methods the student may choose for traditional dissertations or social action projects, the dissertation proposal must include an explicit, detailed discussion of the proposed research methods and a rationale for the selection of methods. Discussion of methods should be framed in such a way that other scholars will understand the methods discussed and can critically evaluate them. In order to develop a sound proposal for the dissertation, the student must be conversant with both general research methods and the research methods that characterize the field of study. When appropriate to the dissertation topic, the student must also achieve and document knowledge of statistics. A thorough grounding in research methods, both quantitative and qualitative, and in the literature related to the area of inquiry, will prepare the student to read and evaluate the research of others in order to conduct their own doctoral-level research. To achieve proficiency in research design and methodology, students must complete at least two research courses before engaging in research.

Where doctoral work involves human subjects, the dissertation must include a section that addresses procedures for the protection of research subjects. That section should address any risks to research participants, informed consent, issues of confidentiality, and any other ethical or human subjects matters normally addressed within the disciplines or professions most closely

related to the student's area of inquiry. (See section on Research with Human Subjects: Institutional Review Board.)

Union Institute & University accepts a dissertation in several forms, including a traditional dissertation, a creative/artistic project, or a social action project. Regardless of form, the dissertation must add to the learning accomplished in other phases of the program. Finally, the dissertation must demonstrate academic excellence. Refer to the program handbook for details about each type of dissertation and the dissertation process.

Graduation and Beyond

The graduation process has two stages: 1) dean's review, and 2) submission of graduation materials to the graduate college.

Stage One: Dean's Review

Once the student has held the dissertation defense meeting, the student must submit any necessary revisions back to the dissertation committee for review and approval. Once the dissertation has been formally approved, the dissertation chair should submit the **Dissertation Recommendation and Approval Form,** the **Graduation Recommendation and Approval Form** (signed and dated by each member of the dissertation committee) and two unbound, hard copies of the dissertation to the graduate college. Each hard copy of the dissertation should include an original (not copied) dissertation title page and signature page.

The dean will review the dissertation and the take final inventory of the academic record**.** The dean may accept the dissertation committee's recommendation for graduation or may determine that additional work is needed.

Stage Two: Student's Submission of Graduation Materials

After the student has successfully completed the dissertation defense meeting and has made all corrections required by the committee, the following materials must be sent to the graduate college:

- An electronic copy and two hard copies of the dissertation in MS Word format (emailed to the dean's office).
- Dissertation Recommendation and Approval form.
- Graduation Recommendation and Approval form.
- One check made payable to ProQuest with the current fee amount required for microfilming. Contact the graduate college for information on the current fee.
- If copyrighting is desired, the current fee required may be combined with the microfilming fee. A completed UMI (University Microfilm, Inc.) form (available from the graduate college).

All of the above (except for the electronic copy of the dissertation) should be sent to the graduate college at Union Institute & University in one package using certified mail or other method verifying the date of shipment.

One unbound copy of the dissertation will be sent from the Registrar's Office to University Microfilms Inc./ProQuest (UMI) where it becomes the original version that UMI will use to create both a microfilm archival copy as well as the digitized PDF version that is added to UI&U's

online dissertation database linked from UI&U's Library homepage. UMI also accepts electronic versions of the dissertation, submitted as a PDF file on a CD. UMI stores the microfilm version of each dissertation at their production facility in Michigan for archival purposes on UI&U's behalf. The second unbound copy of the dissertation is forwarded to the university registrar for storage in the student's permanent academic record.

Graduation Policy

Following the dean's review, members of the administrative review committee inventory all academic requirements and financial records. The academic record is reviewed in the Registrar's Office; the Office of Financial Aid checks the status of financial aid, if applicable; and the Business Office audits the financial records (student account). Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. The conferral date is the last day of the month in which the dean's review is completed. The final transcript and diploma will be released from the Registrar's Office when all clearances of the administrative review have been completed.

Curriculum / Course of Study

Term One	
Course Name	**Credits**
» Academic Skills: ACS 700 Critical Thinking and Writing I: Explorations	3 credits
» Foundations: FNDS 701 Ethics and Social Justice	3 credits
» Foundations: FNDS 703 Engaging Difference	3 credits
Total	**9 credits**
Term Two	
» Academic Skills: ACS 705 Critical Writing and Thinking II: Analysis and Synthesis as Inquiry	3 credits

» Foundations: FNDS 702 The Creative Process	3 credits	
» Research Methods I: RMTH 705 Foundations of Inquiry	3 credits	
»Core Seminar Primary Concentration: ECL, HMS or PPS 700 Series (total of six credits or any two Core Seminars, in any sequence) By mid-point of Term 2, students should, in conjunction with the academic advisor, plan for their use of electives. Electives may not be used in place of advanced seminars in the primary concentration without approval from the academic advisor. Six total credits in any two seminars in a secondary area are required for a secondary concentration.	3 credits	
	Total	**12 credits**
Term Three		
» Research Methods II: RMTH 709: Inquiry in the Humanities (HMS) RMTH 710: Qualitative, Quantitative and Mixed Methodologies (ECL/PPS)	3 credits	
» Core Seminar Primary Concentration: ECL, HMS or PPS 700 Series	3 credits	
» Advanced Seminar Primary Concentration: ECL, HMS or PPS 800 Series (except 841, 850, 860) (total of four credits or any four Advanced Seminars, in any sequence)	3 credits	

» Elective (can be taken from any seminars outside of the Primary Concentration and can be used for Secondary Concentration, Specialization, specialized research training or creative writing seminars) .	3 credits
Total	**12 credits**
Term Four	
» Individualized Study I: ECL, HMS or PPS 850 Supervised by Concentration Chair	3 credits
» Foundations: FNDS 704 Interdisciplinarity	3 credits
» Advanced Seminar Primary Concentration: ECL, HMS or PPS 800 Series (except 841, 850, 860)	3 credits
» Elective (can be taken from any seminars outside of the Primary Concentration and can be used for Secondary Concentration, Specialization, specialized research training or creative writing seminars)	3 credits
Total	**12 credits**
Term Five	
» Advanced Seminar Primary Concentration: ECL, HMS or PPS 800 Series (except 841, 850, 860)	3 credits
» Advanced Seminar Primary Concentration: ECL, HMS or PPS 800 Series (except 841, 850, 860)	3 credits

» Individualized Study II: ECL, HMS or PPS 860 Supervised by Dissertation Chair	3 credits	
» Elective (can be taken from any seminars outside of the Primary Concentration and can be used for Secondary Concentration, Specialization, specialized research training or creative writing seminars)	3 credits	
	Total	**12 credits**
Term Six		
Comprehensive Examination: ECL, HMS or PPS 841	3 credits	
» Academic Skills: ACS 897 Critical Writing and Thinking III: Scholarly Writing for Presentation and Publication	3 credits	
» Dissertation: RMTH 900	3 credits	
	Total	**9 credits**
	Curriculum Total	**66 credits**
Term Seven and Beyond (Optional)		

» Program Completion Extension: PCX 799 or » Dissertation Supervision: DIS 780-781 Students who do not complete their dissertation within six terms must register for one or more extension terms. When that is the case, depending on what is left to do on the dissertation (minor edits vs. major research and writing), the student registers for the seventh term and, in some cases, perhaps an eighth term for either a program extension (minor edits) or dissertation supervision (major work); this is determined by the student and the dissertation committee. Program Completion Extension includes a fee (see UI&U Tuition and Fees Schedule) and receives zero credits and ***is not*** eligible for financial aid. Dissertation Supervision includes a fee (see UI&U Tuition and Fee Schedule) and receives zero credits and ***is*** eligible for financial aid.	0 credits

Seminar Descriptions

ACS 700 ***Critical Writing and Thinking I: Explorations (three credits).*** Introduction to alternative approaches to writing within the context of advanced study. Focuses on processes of revision for the purpose of strengthening the perspective or argument within a body of writing.

ACS 705 ***Critical Writing and Thinking II: Analysis and Synthesis as Inquiry (three credits).*** Builds on the skills and techniques acquired in ACS 700. Focuses on providing practical guidance in synthesizing literature. Also focuses on the further strengthening of writing through alternative approaches (fiction, creative non-fiction, poetry, analysis and argument) to the development of insights, the generation of interpretations or the development of arguments.

ACS 897 ***Critical Writing and Thinking III: Scholarly Writing for Presentation and Publication (three credits).*** Advanced writing seminar. Focuses on developing techniques and skills for presentation at conferences and submission of articles to academic journals including engaging in the peer review process.

CEX 799 ***Comprehensive Examination Course Extension (zero credits).*** Non-credit extension term. Preparation for retake of the comprehensive examination supervised by a faculty mentor.

DIS 780/781 ***Dissertation Supervision (zero credits).*** Non-credit extension term to complete dissertation research and writing supervised by the dissertation chair.

ECL 710 ***Foundations of Ethical and Creative Leadership (three credits).*** Introduction to classic and contemporary theories and models of leadership. Focuses on (1) the intersection of

leadership, ethics and creativity, (2) the historical, philosophical and moral contexts of leadership, and (3) leader/follower relationships in the attainment of organizational and societal goals.

ECL 720 Ethical and Creative *Leadership in Group Dynamics, Organizations and Society (three credits).* Introduction to theories and models of leadership within groups, including small informal groups, groups within communities and organizations, and groups within society. Focuses on analysis of group dynamics and processes within the contexts of power, conflict, cooperation, creativity, diversity, ethics and values, and change.

ECL 801 *Diversity and Global Leadership (three credits).* Advanced study in the theory and practice of leadership in global organizations and societies. Focuses on developing an understanding of the dynamics and challenges of human behavior in a multicultural global context .

ECL 802 Leadership and Development (three credits). Exploration of the relationship between leadership and development. Focuses on the complexity and creativity of individuals and groups within the context of cultural, structural and systemic influences. Topics such as Spiral Synamics and Integral Theory are considered.

ECL 803 *Leadership and Social Movements (three credits).* Interdisciplinary study of the impact of social movements on public policy and social change. Focuses on the role, responsibility, and influence of leaders in social movements such as Dr. Martin Luther King and the African-American civil rights movement.

ECL 804 *Leadership and Diversity (three credits).* Examination of the complexities of leading in an increasingly interdependent global environment. Focuses on developing an understanding of the multidimensionality of diversity dynamics and social justice issues and the implications for leaders.

ECL 805 *Civic and Political Leadership (three credits).* Study of the underdeveloped and developing area of civic and political leadership. Focuses on the central concepts, most important topics, and most current thinking in the field.

ECL/HMS/PPS 806 *Leadership and the Arts (three credits).* Exploration of leadership and the arts by considering issues of leadership THROUGH the arts (examining the ways art and literature model, provoke, reflect, reinforce and challenge existing leadership norms, paradigms and innovations) and IN the arts (exploring the ways the special function of art percolates, or doesn't, into leadership by artists, within arts organizations, and by arts organizations). Focuses on the creative and ethical issues that develop in target communities, within public policy and in the art world, focusing in particular on social justice advocacy, community-based arts/leadership and educational change initiatives by arts leaders.

ECL/PPS/MLK 807 *Women, Leadership and Policy (three credits).* Study of the intersection and interaction between and among woman, leadership and public policy. Focuses on a review of theory and case analysis to explore how women have influenced public policy in a variety of arenas, i.e., social welfare environment, health, arts, economics, international affairs and government.

ECL/PPS 808 *Ethical and Creative Leadership: Exemplars in Action (three credits).* Exploration of the efficacy of interdisciplinary approaches to ethical and creative leadership

through the lens of exemplars. Employs critical analysis of the educational backgrounds, philosophies, and outcomes of leaders as agents of change in theory and practice.

ECL/PPS 809 ***Leadership and Social Justice (three credits).*** Exploration of the process of change within social movements. Focuses on the processes leaders of social movements use to find and define problems and mobilize resources to address them.

ECL/HMS/PPS 810 ***Cultural Resources in Ethics and Moral Genius: Leadership Models in American Literature (three credits).*** Exploration of the values that inform public policy and law relating to progress in civil and human rights, human development, and war and peace. Focuses on looking at American literature through the lens of a communal set of values. Aspects of deep structure and potential for transformative ethics-based growth may be critically examined, including compassion and empathy as the bedrock of an implicit and explicit social contract. Looks at the way social justice and political issues are addressed in such writers as Crevecoeur, Thomas Jefferson, Nathaniel Hawthorne, Herman Melville, Emerson, Thoreau, Emily Dickinson, Edith Wharton, Harriet Beecher Stowe, Kurt Vonnegut, and others. Critically compares three novels for their intersections of conscience and implications for each of our own roles of leadership in our communities and organizations: *The Adventures of Huckleberry Finn*, *The Invisible Man*, and *Catcher in the Rye*, together with the poetry and music of Louis Armstrong (and Fats Waller), Langston Hughes, and Pete Seeger.

ECL 811 ***Leadership and Performance (three credits).*** Exploration of performance theory as both a lens for leadership and as a research methodology that offers possibilities for creative expression and social change. Examination of how gender, race, age, ability and sexuality can be viewed as constructed performances.

ECL 813 ***Special Topics (three credits).*** Examination of various topics of interest in Ethical and Creative Leadership.

ECL 821 ***Community Based Leadership (three credits).*** Study of the principles and approaches to community based leadership. Focuses on concepts of community based leadership such as empowerment, stewardship, chosen accountability and reconciliation of community and examines various approaches to community based leadership such as that of Peter Block.

ECL 822 Integral Leadership (three credits). Application of Integral Theory to leadership studies. Focuses on an exploration of stage theory and an integral or meta framework within the context of leadership studies. Examines the work of such theorists as Jane Loevinger, Ken Wilber, and Clare Graves.

ECL/HMS/PPS 841 ***Comprehensive Examination (three credits).*** Assessment of students' knowledge in the primary area of concentration. Focuses on the demonstration of advanced academic skills, including (but not limited to) the ability to develop and sustain a line of argument that is coherent and supported with viable, text-based evidence, while writing clear scholarly prose.

ECL/HMS/PPS 850 ***Individualized Study I (three credits).*** Individualized and advanced study of specific questions and issues of importance within the context of students' individual experiences and professional lives supervised by the chair of the primary area of concentration. Focuses on students' individual intellectual pursuits and interests.

ECL/HMS/PPS 860 ***Individualized Study II (three credits).*** Individualized and advanced study dedicated to students' individual research objectives supervised by the dissertation chair. Focuses on generation of individual reading lists specific to the dissertation topic and preparation for writing the dissertation prospectus/proposal.

FNDS 701 ***Ethics and Social Justice (three credits).*** Examination of alternative conceptions of ethics and exploration of the implications for social justice. Focuses on developing a theoretical foundation and critical engagement of classic texts and contemporary theories.

FNDS 702 ***The Creative Process (three credits).*** Exploration of historical and contemporary theories regarding the source, nature, and development of creativity. Focuses on examining the creative person, process, product, and environment by viewing these through the eyes of creative individuals themselves as well as through those of the most eminent theorists, philosophers, and researchers in the field.

FNDS 703 ***Engaging Difference (three credits).*** Exploration of the dimensions and dynamics of difference and their implications for interdisciplinary study and social change. Focuses on the various ways in which "self" and "other" are constructed and interact within multiple theoretical perspectives and worldviews.

FNDS 704 ***Interdisciplinarity (three credits).*** Examination of the current debates surrounding interdisciplinarity. Focuses on the theories and practices, promises and potential shortcomings of interdisciplinary study so as to arrive at a working definition of interdisciplinary research as it pertains to students' specific scholarly interests and projects.

HMS 710 ***Building the Canon: Historical Survey (three credits).*** Examination of some of the ideas that have shaped human history from ancient times to the Enlightenment. Focuses on a broadly inclusive approach to the study of humanities looking at philosophy, religion, music, painting, architecture, sculpture, and tapestry, as well as multiple genres of literature – poetry, history, epic, sacred scripture, drama, short story, essay, treatise, and novel.

HMS 711 ***The Human Condition: The Pursuit of Happiness (three credits).*** Exploration of contemporary theories that consider how the constructs of gender, race and class have formed and deformed limits and aspects of the good life. Focuses on deepening the understanding of the idiosyncratic nature of the pursuit of happiness.

HMS 720 ***Critiquing the Canon: The Idea of Progress (three credits).*** Exploration of the idea of progress from a multitude of disciplinary perspectives (history, philosophy, economics, biology, literature, the arts, etc.) and investigation of its uses and abuses.

HMS/MLK 801 ***The Art of Protest (three credits).*** Exploration of the rich tradition of protest literature in the United States, India, and South Africa, as well as other regions of the world. Focuses on the study of the production and consumption of dissent as a site of progressive social critique, examines the historical links between modes of protest and meanings of literature, and explores how various expressions of dissent function as aesthetic, performative, rhetorical, and ideological texts within specific cultural contexts.

HMS 802 ***Memoir and Identity (three credits).*** Examination of the origins, evolution, and contemporary practice of life-writing (with references to autobiography, biography, and other related forms) with specific focus on personal, social, and cultural identities. Introduces the core

questions and issues raised in memoir writing particularly as related to identity, diversity issues, and social justice and the relationship between public and private identities.

HMS 803 ***Gender, Identity, and Social Efficacy of the Constructed Self (three credits).*** Development of a conceptual foundation for an interdisciplinary inquiry into the gendered self as read through the lenses of French feminism, Lacanian and other Neo-Freudian psychoanalytic thought, deconstructionist theory and contemporary media studies. Focuses on how human subjectivity is grounded in situated narratives of the self and explores current applications of gender theory within and outside of academia in terms of race relations, social justice, political discourse, and pedagogy.

HMS 804 ***ReWriting Nations: Nationalism, Postcolonialism, and the Politics of Literary Representation*** *(three credits).* Investigation of the roles the arts and literature (broadly defined) have played in shaping and contesting as well as adopting and adapting a range of national and postcolonial projects of the 19th and 20th centuries. Builds upon the foundations laid in HMS 710 and HMS 720.

HMS/PPS 805 ***Poetry and Politics (three credits).*** Exploration of the many complexities of any proffered/accepted social or political accounts of reality, the possibility, through use of poetic approaches to language, of examining the resemblances rather than identities among the pieces of what we experience as social or political reality (Wallace Stevens), the movement between familiar and comfortable accounts and strange, dissonant ones (Robert Hass, Richard Hugo), and the importance of a concentrated internal linguistic/experiential exploration (Jane Hirschfield, Louise Gluck, Jorge Borges, et al.) as central to the poetic exploration of the many realities that accompany our efforts to explore and revisit familiar as well as unfamiliar accounts of social/political life.

HMS 807 ***Visual Culture (three credits).*** Introduction to the history, methods, and central debates within the field of visual studies. Explores how scholars from various disciplines have focused attention on both the cultural specificity of vision and on the ever-widening array of images and objects available for viewing.

HMS 808 ***Creative Writing I (three credits)***. Study of creative writing, examining multiple genres of literature—poetry, drama, short story, essay and novel—and multiple ways of understanding the written word. Focuses on supporting the needs of students who are interested in writing a Creative Dissertation that will involve their own poetry, novel, short stories, play or creative nonfiction. Creative Writing seminars are to be taken as electives and/or individualized study, unless otherwise approved by HMS chair.

HMS 809 ***Critical Theory (three credits).*** Exploration of the most basic questions about literature and reading. Focuses on the relationship between literary representation and "reality." Examines the kinds of relationships possible between a literary text and a reader and the political and cultural work of literature.

HMS 811 ***Global Women Writing: Art, Culture and Social Justice (three credits).*** Exploration of women writers of the non-Western world in short story, poetry, and personal narratives, which address post-colonial/contemporary issues and ideas. Global regional writing is capped by American authors whose backgrounds express themes of immigration/migration and cultural aspects of their original countries, demonstrating creative, intellectual, and political connections. Addresses both primary and secondary/critical sources reflecting the interplay of

art, culture, and social justice in what some critics call "emerging literature." Focuses on women's lives, issues, and creative challenges.

HMS/MLK 812 ***Philosophy and Social Ethics of Religion (three credits).*** Focus on the psychology, social ethics and world-transforming dimensions of religion. Exploration of religion's moral and social dimensions, stressing how religion's social ethics can be connected with questioning power relations and pursuing political justice. Survey of religious pluralism and the various ways that humanity's liberation has been pursued in many world religions.

HMS 813 ***New Media and Social Change (three credits).*** Inquiry into societal conditions that are interrelated with media. Exploration of theories of mass communication and recent work in cultural studies. Examination of the global and local dimensions of the relationship between media and social change, and the implications and impacts of, as well as the determinants and obstacles to, medial change on a global scale.

HMS 815 ***Special Topics (three credits).*** Examination of various topics of interest in humanities and culture.

HMS 821 ***Ethics After Postmodernism (three credits).*** Exploration of the underlying "ethical-political" commitments of the various postmodern thinkers, commitments often obscured by the focus on negative critique that dominated previous debates. Focuses on the assessment of the postmodern legacy, with particular attention to the possibilities of postmodernism in an affirmative mode.

HMS 822 ***Humanities and Sustainability: The Boundaries and Intersections of Nature and Culture (three credits).*** Examination of the history and representation of nature and the natural and man's alienation from nature from the primitive to the postmodern. Focuses on scrutinizing the meanings of key terms often taken for granted in sustainability discussions, such as the environment, the economy, nature, culture, preservation, and progress.

HMS 823 ***Creative Writing II (three credits).*** This seminar is for students incorporating a creative component into their dissertation. Exploration of the political consequences of creative compositions. Focuses on peer review and thorough and substantive reactions and constructive suggestions for revision. Examination will be of assigned texts for students to note and be instructed by the use of particular techniques and elements, the ways in which texts revise and/or reaffirm socio-political constructs for the purpose of increasing awareness of the technical and ideological aspects of one's work, and the tendency to elide the inevitable political dimension of creative work. Address issues of hegemonic power and violence in the contexts of colonialism, caste, class, gender and institutionalized racism and challenge the underpinnings of the earlier canonical texts. Creative Writing seminars are to be taken as electives and/or individualized study, unless otherwise approved by HMS chair.

MLK 800 ***Internship (three credits).*** The internship experience provides an opportunity for students to deepen, broaden, and strengthen their knowledge and professional experiences or acquire skills and knowledge relevant to their areas of concentration. Students in the MLK Studies specialization are expected to integrate theory and practice in a setting that provides opportunities to reflect and implement the strategic work of Dr. King.

MLK 802 MLK and Social Change ***(three credits).***
Introduction to the life, sermons, speeches and thoughts of Reverend Dr. Martin Luther King, Jr. Exploration of the cultural roots of the civil rights movement and the African-American

religious traditions as they influenced Dr. King and his cohorts. Additional focus on the struggle of African-Americans to obtain their civil rights and to achieve racial equality in the United States from the "Jim Crow" Era to the 1980s.

MLK 890 ***Capstone Seminar (three credits).*** This seminar is intended to provide the student with the opportunity to explore salient themes engaged in the MLK workshops, courses and selected readings. The student is expected to develop a thoughtful paper that integrates scholarly inquiry, creative analysis, and an original contribution to the discussion of the legacy of Dr. King. The culminating essay/paper is expected to include reflection and synthesis, as well as original thinking. Students may be asked to present their final papers during the residency. Student topic selection and content outline should receive prior approval from the faculty of record.

PCX 799 ***Program Completion Extension (zero credits).*** No-credit extension term for students to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review. Supervised by dissertation chair.

PPS 711 ***Policy Processes and Social Change (three credits).*** Examination of the public policy process from four theoretical perspectives (democratic pluralism; elite theory; public choice or market-based theory; and deliberative democracy) as related to the American constitutional, political, and economic contexts. Focuses on examination of the underlying assumptions, values, and views of political reality associated with each perspective.

PPS 733 ***Policy Analysis (three credits)****.* Introduction to the theoretical and methodological ideas, characteristics, and assumptions of different types of policy analysis and policy analytic techniques. Focuses on approaches that represent traditional and contemporary forms of policy analysis.

PPS 801 ***Conflict Resolution: Negotiation, Power and Influence (three credits).*** Study of the different levels and aspects of conflict, how conflict escalates and de-escalates and the techniques and processes whereby conflicts have been or can be resolved. Focuses on social conflict and international issues, negotiation, and problem solving.

PPS 802 ***Public Policy and Human Rights (three credits).*** Explores the evolution of human rights in theory and practice, particularly the practical implications and applications for public policy. Focuses on its foundations, major theoretical debates, as well as current practices.

PPS 817 Special Topics (three credits). Examination of various topics of interest in public policy and social change.

PPS 822 ***Democracy and Difference (three credits)*****.** Exploration of the meanings of democracy for different segments of society as viewed through the lenses of alternative philosophical orientations.

PPS 823 ***Public Policy and Social Justice (three credits).*** Examination of ideological conflicts surrounding the definition of social problems as well as examination of conventional and unconventional political solutions to society's most pressing social problems. Focuses on the understanding of policy formulation and how policy impacts the lives of at-risk people.

RMTH 705 ***Research Methods I: Foundations of Inquiry (three credits).*** Development of skills in interpreting and applying the principles of research methods in the social sciences and

related humanities fields. Focuses on examining the basic philosophical assumptions of the major research paradigms and how these assumptions influence research questions, data collection, data analysis, verification, and the use of theory and literature.

RMTH 709 ***Research Methods II: Inquiry in the Humanities (three credits).*** Critical exploration of various rhetorical models of thought to explore, compare and contrast ways of thinking, ways of seeing, and ways of characterizing cultural experiences in one or more of five major areas: the arts, literature, history, foreign language, and cultural studies. Focuses on how humans make meaning of their experience.

RMTH 710 ***Research Methods II: Qualitative, Quantitative and Mixed Methodologies (three credits).*** Examination of how and when to use quantitative, qualitative, and mixed methods in research. Explores various aspects of different research designs such as outcome studies, randomized controlled blinded studies, interviews, polling, cross-over study designs, and surveys, among others. Reviews examples of study designs from social science, psychology, health studies, education, public policy, and business.

RMTH 880 ***Topics in Research (three credits).*** Examination of various types of research methodologies in the context of program themes of 1) Ethics and Social Justice, 2) Engaging Difference, 3) The Creative Process, and 4) Interdisciplinarity.

RMTH 900 ***Dissertation (three credits).*** Completion of an original research study, artistic or creative project or a social action project that makes a contribution to the student's field and to human knowledge.

DOCTOR OF PSYCHOLOGY DEGREE (PSY.D.)

CONCENTRATION IN CLINICAL PSYCHOLOGY

Dean: William Lax, Ph.D., ABPP
Director of Clinical Training: Margarita O'Neill, Ed.D.

Program Overview

Credits to Degree: 124 semester hours
Transfer Credits: Up to 30
Calendar: Trimester – Three 16-week terms (Sept.-Dec. Fall Semester); (Jan.-April Winter Semester); (April-Aug. Spring/Summer Semester)
Minimum Time to Degree: Three years

Academic Program Locations
Doctor of Psychology
Cincinnati Academic Center
440 E. McMillan Street
Cincinnati, OH 45206-1925
Toll-free: 800.861.6400
Local: 513.861.6400

Doctor of Psychology
Brattleboro Academic Center
28 Vernon St., Suite 112
Brattleboro, VT 05301
Toll-free: 800.336.6794
Local: 802.254.0152
http://www.myunion.edu/academics/psyd/

The Doctor of Psychology *Student Handbook* is available on the UI&U website at http://www.myunion.edu/academics/handbooks/PsyD-handbook.pdf. Students should refer to the Psy.D. Program Handbook for a more in-depth description of program requirements, involving the curriculum, clinical training (practicum and internship), and the dissertation.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/forms/FORM566.pdf.

Practitioner-Scholar Training Model

The Psy.D. program follows a practitioner-scholar model, with the professional practice of psychology informed by scholarly inquiry as the program's primary training focus. Program requirements are consistent with a definition of a science-practice relationship that includes "the productive interaction of theory and practice in a primarily practice based approach to inquiry" (Hoshmand & Polinghorne, 1992). As such, students are encouraged to use the scientific method in clinical thinking and to critically assess their clinical practice.

The training model itself is based on the National Council of Schools and Programs of Professional Psychology (NCSPP) model and is designed to promote a set of "core competencies." This model has guided the development of the program's objectives, each with its own specific competencies, vital to the practice of psychology.

The program employs a developmental training approach where expectations of minimum competency increase as students proceed through the sequence of coursework, supervised clinical practice, and completion of other requirements including the doctoral dissertation. Congruently, students are evaluated and assessed at different stages of their development: principally at the pre-practicum and pre-internship levels. Graduates of the program are thus expected to be able to function as competent and ethical psychologists, capable of providing psychological services to individuals, groups and organizations, consistent with the goals as specified below.

Psy.D. Mission Statement

Union Institute & University's Psy.D. program provides educational opportunities and services to diverse adult populations with distinct and varied needs. Using multiple modalities of education delivery, Union Institute & University actively seeks to identify and reach those underserved by traditional doctoral education.

The Psy.D. program offers a doctoral degree with a concentration in clinical psychology, designed to educate and train students in preparation to become professional psychologists, functioning as independent practitioners and educators who are informed consumers of research. The program maintains an alignment with the university's mission and commitment to pedagogical innovation within the practitioner-scholar model of training for the practice of psychology. The program specifically provides and supports the development of personal and professional awareness and knowledge of diversity and issues of social responsibility.

Learning Outcomes and Competencies

University Doctoral Learning Outcomes and Competencies
The goals and objectives of the Psy.D. program are consistent with the mission and values of Union Institute & University, as adopted by the Board of Trustees in 2007. These university mission and values include a focus on social relevance, critical thinking, an interdisciplinary approach, and the practitioner-scholar model. These apply to all doctoral programs at UI&U, but individual programs may extend them further or adjust for greater specificity. University learning outcomes and competencies are reviewed on a university level, utilizing data from multiple components of the Psy.D. program.

Psy.D. Program Goals, Objectives and Competencies
The Psy.D. program includes a set of goals, objectives and competencies specific to its training model, which is based on the practitioner-scholar training model of the National Council of Schools and Programs of Professional Psychology (NCSPP). The two primary goals of the Psy.D. program at Union Institute & University are:

1. To train competent and ethical practitioners of clinical psychology to provide comprehensive psychological services to a broad range of clientele. This training includes an integration of science and practice, with an awareness of the individual, systemic and larger socio-political contexts within which we live.

2. To foster personal and professional awareness and knowledge of diversity and issues of social justice and social responsibility in order to competently and respectfully provide services to diverse clientele, as well as be agents of social change.

The program has designated the following objectives to meet its goals:

1. **Social justice and individual and cultural diversity**: Students will competently and effectively provide professional services to individuals, groups, and organizations who represent various cultural backgrounds and characteristics, maintaining an awareness of issues of social justice, including the dynamics of power, privilege and oppression, and function as agents of social change.
2. **Relationship**: Students will develop and maintain effective, collaborative, and respectful interpersonal relationships with clients, peers, community organizations, and professionals in a range of settings, becoming self-reflective practitioners, aware of their biases, limitations and power differentials.
3. **Research and evaluation**: Students will develop the knowledge, skills, and attitudes for critical thinking as consumers of research, with the ability to apply research and scholarship to the practice of psychology.
4. **Assessment**: Students will competently and ethically use various methods of psychological assessments, including psychological tests and interviewing, accurately interpret the results of those assessments and effectively communicate their results and recommendations to both consumers and professionals, taking into consideration the cultural and personal characteristics of the clients.
5. **Intervention**: Students will have the knowledge, skills, and attitudes to conceptualize, plan, explain, implement, evaluate, and modify intervention approaches consistent with ethical evidence-based practices and appropriate to diverse characteristics of their clients.
6. **Management and supervision**: Students will develop the knowledge, skills and attitudes to conduct effective clinical supervision, management, and clinical consultation with other professionals and within organizations.
7. **Education and consultation**: Students will develop the knowledge, skills, and attitudes to understand and effectively design and implement educational programs and consultations with clients and colleagues.

To meet these goals and objectives, the program provides a broad and general training to students through their participation in the program's curriculum, practicum and internship training experiences, mentoring experiences, dissertation research and writing, informal faculty-student interactions, and the program's overall learning environment. The program provides training that is graded and sequential, evaluated and assessed at different stages of the student's development: the pre-practicum, pre-internship, and after completion of the doctoral degree. The attainment of these goals and objectives is demonstrated in specific identifiable competencies as defined by the program and specified in the individual learning activities. Inherent in each of these goals is a professional standard of ethical competence, including the knowledge of ethical codes, standards and legal regulations and case law relevant to professional practice. Program graduates are trained to engage with diverse populations and will demonstrate the knowledge necessary to treat clients and other professionals in an ethical, legal, and professionally competent manner.

In addition, the curriculum is designed to provide the required knowledge areas as specified by the American Psychological Association (APA) Commission on Accreditation (CoA), including: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research

methodology and techniques of data analysis; individual differences in behavior; human development; dysfunctional behavior or psychopathology; professional standards and ethics; psychological assessment; measurement and formulating and implementing intervention strategies including training in empirically supported procedures; theories and methods of assessment and diagnosis; effective intervention; consultation and supervision and evaluating the efficacy of interventions; cultural and individual diversity; and attitudes essential for life-long learning, scholarly inquiry and professional problem solving.

Program Accreditation and Psychology Licensure

The program's development was guided by the American Psychological Association accreditation standards (*Guidelines and Principles for Accreditation of Programs in Professional Psychology*), but it is not APA accredited. The Psy.D. program will submit its Self-Study as an initial application to the APA Commission on Accreditation in fall 2011. For further information on APA Accreditation, see http://www.apa.org/ed/accreditation/index.aspx.

Students should be aware that the program may not meet psychology licensure requirements in all jurisdictions. Accordingly, students are strongly encouraged to become knowledgeable and proactive when it comes to psychology licensure requirements in the jurisdictions where they hope to practice. Information on state and Canadian provincial licensing requirements can be found at The Association of State and Provincial Psychology Boards, www.asppb.org.

For information on university accreditation, see http://www.myunion.edu/about/accreditation.html.

Admissions and Transfer Credit Policy

Applications for admission to the Psy.D. program in clinical psychology are accepted from those with bachelors or master's degrees from regionally accredited institutions. Most applicants have earned undergraduate or graduate degrees in psychology, social work, education, or other related professions.

The following are required for application to the program (see the application for details):

- Statement of professional interests;
- $50 non-refundable application fee;
- Official transcripts from all previously attended postsecondary educational institutions;
- TOEFL for applicants whose native language is not English and have not previously completed a degree in English.

All application materials are submitted to:
Psy.D. Admissions Office
28 Vernon Street, Suite 112
Brattleboro, VT 05301

Applicants with a bachelor's degree may be eligible to transfer up to 12 credits of post-baccalaureate graduate coursework to the Psy.D. program if completed at another regionally accredited institution. The requested transfer coursework must have been:

- Completed within the last five years at a regionally accredited graduate institution; and
- Awarded a grade of B or greater.

Please note: life experience, workshops, seminars, and individual learning programs do not qualify for transfer credit.

Students may not transfer credit for any of the following courses:

- Professional Development Seminars
- Dissertation Proposal Development
- Dissertation Development
- Cultural Influences on the Self
- Cultural Competence in Clinical Practice
- Electives

The program does not accept transfer for the Clinical Internship.

Applicants with a completed graduate degree from a regionally accredited graduate institution in psychology, social work, mental health or a closely related field may apply to transfer up to 30 credits toward the Psy.D. degree. This may allow them to complete the program in less than five years. The requested transfer coursework must have been awarded a grade of B or greater.

Students with a master's degree who transfer 18 credits or more of coursework may be eligible to receive six (6) credits for successfully completed prior practicum experiences, transferring one year (minimum of 600 hours) of practicum. Transfers of practica can only be requested for prior training experiences completed within two – three consecutive terms/semesters during their master's program. Partial practicum experiences will not be considered eligible for transfer. These prior practicum training experiences and supervision must meet the current Psy.D. program criteria, as specified in the Handbook. All requests for practicum waivers will be reviewed and must be approved by the director of clinical training. This approval process will include a review of all of their academic work as well as placement summaries and supervisors' reports from all practicum experiences supporting this request. The petition must include, but not be limited to:

- CV's of supervisor(s).
- Description and documentation of completed hours.
- Supervisor evaluations.
- Any supplemental supportive documentation.

Requests for transfer of credit can only be made by petition after the student has been formally admitted to the program and prior to the beginning of the student's first term in the program. Transfer requests are handled on a case-by-case basis and must be approved by the director of clinical training (DCT).

All requests for acceptance of transfer credits are handled individually. The following process will be followed in petitioning for and the approving of transfer of credits:

1. Submit Transfer Request Forms A & B to the director of clinical training prior to the beginning of the first term. This must include the course syllabus for each course being proposed to meet the transfer criteria and any other pertinent materials.
2. The director of clinical training will forward the petition to the Psy.D. program faculty member who teaches the UI&U course. The submitted material must demonstrate that the prior coursework meets at least 75% of the current course content offered by the Psy.D. program, as found in the current course syllabus. The faculty member will evaluate the materials and make a recommendation to the director of clinical training.
3. The director of clinical training will make a determination and notify the student of his/her decision.

4. The decision of the director of clinical training is final.

Students who are planning to request transfer of practicum credits are advised to carefully review the licensing requirements in the state(s) where they are intending to practice in the future. Some states will not allow master's practicum hours to count towards hours of required practicum hours in the doctoral program for licensing purposes.[9]

Students who meet the above criteria will need to meet the following requirements in the program:

- Take Professional Development Seminars I-IX;
- Complete the full 124 credits required for the degree: students may transfer a maximum of 30 credits and cannot take less than a minimum of 94 credits at UI&U in the Psy.D. program; and
- Complete all other requirements of the program as specified in the handbook.

Students who meet the above criteria may be eligible to receive up to six credits for successfully completed practicum experiences, waiving up to one year (up to 800 hours) of practicum. These prior clinical experiences and supervision must meet the current Psy.D. program criteria. All requests for practicum waivers will be reviewed and must be approved by the director of clinical training. This approval process will include a review of all of their academic work as well as placement summaries and supervisors' reports from all practicum experiences. The petition must include, but not be limited to:

- CV's of supervisor(s).
- Description and documentation of completed hours.
- Supervisor evaluations.
- Any supplemental supportive documentation.

PLEASE NOTE: All transfer credits accepted toward the degree program are used to determine the student's program of study and are included in the total of 124 required credits. Transfer credits are not calculated in the GPA. The decision of the director of clinical training is final.

Transferability of Credit: Students should be aware that decisions about acceptance of credit in transfer are up to the receiving institution. There is no guarantee that credits earned while enrolled in Union Institute & University's Psy.D. program will be accepted by another educational institution.

Registration

Union Institute & University operates its doctoral program in clinical psychology on a three-term, 12-month trimester academic year calendar. The academic terms are identified as Fall, Winter, and Spring/Summer. Psy.D. students register three times a year by the beginning of each term. Registrations are to be approved and processed prior to the start of each new semester. The first day of the initial term is the matriculation date throughout the student's doctoral program. Registration forms are initiated by the student and must be approved by the academic advisor prior to submission to the program office for processing.

[9] Students who enter the program with prior practicum experience are strongly advised to complete the minimum number of required practicum hours (1,200) while in the Psy.D. program. This will significantly increase their knowledge and skill levels, as well as enhance their application portfolio for their internship.

Students must register for the sequence of courses/seminars as described in the curriculum. While terms vary in total registered credit hours from six to 14 hours, full-time registration is defined as a minimum of nine credit hours per term; half-time is four-and-a-half credit hours. Tuition is charged at the applicable rate per credit hour registered.

Typically the fifth year of the clinical psychology program will consist of registration for Clinical Internship and Dissertation Supervision (see Psy.D. course descriptions). These registrations may apply to years six and seven as well. No credit hours are earned during terms of registration for internship or Dissertation Supervision. However, registration in Clinical Internship and Dissertation Supervision are considered to be equivalent to a full-time academic workload. Attendance and engagement in the program is documented through the student's active participation in their face-to-face and online courses each term.

Tuition is due on the first day of each new term. The tuition and registration policies for each program are published annually on the university's website.

Academic Year Registration Group
Each student is assigned to a cohort group for Professional Development Seminar. Students will remain with this cohort for all three years of Professional Development Seminar (PSY 751-759).

Drop/Add and Program Withdrawal

Drop/Add of Courses
To receive a tuition refund (see Schedule of Tuition Refund below), students must drop individual courses no later than 30 days after the start of the academic term. A course dropped prior to 30 days will not appear on the student's transcript. Students are permitted to add courses only up to 14 days after the start of the academic term. The effective date of a drop/add is either the date of postmark or the date the written or oral request arrives at the student's center. Drop/adds can impact continuing financial aid eligibility, so students should contact the Office of Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their financial aid status. All drop/add requests must be approved by the student's instructor(s) in the course(s) dropped and/or added and the academic advisor.

All learning activities dropped after 30 days from the start of the academic term will remain recorded on the student's academic record and a grade of W (for Withdrawn) will be posted to the grade field for each course dropped.

There is no refund of tuition for a dropped course after the drop/add date.

Program Withdrawal
Tuition is partially reversed or refunded when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

The following table shows the percentage of tuition to be reversed for dropped courses and complete withdrawals from the program:

Schedule of Tuition Refunds for Dropped Courses/Complete Withdrawal	
Week One	100%
Week Two	100%
Week Three	75%
Week Four	50%
Week Five and thereafter	0%

Administrative Withdrawal
An administrative withdrawal is based on academic dismissal, disciplinary actions, or financial policies. Students dismissed under university policies will be treated the same as withdrawals for purposes of tuition refunds.

Reinstatement/Readmission
Students who have left the program in good standing and meet all criteria of the SAP policy are eligible for consideration of reinstatement/readmission. Students who were asked to withdraw or left the program no longer in good standing are not eligible for reinstatement/readmission. Students who have been withdrawn for 18 months or less may apply for reinstatement by letter to the dean. The letter should be submitted at least 45 days before the beginning of the term in which reinstatement is being requested and must include the following:

- An explanation for the request for readmission.
- A narrative that details the student's professional and educational accomplishments while withdrawn from the program.
- A description of any remediation steps that were taken, if relevant.
- An explanation of how circumstances differ now from those which existed at the time of withdrawal.

Upon receipt of the above documentation, the dean will appoint a committee of two faculty members to consider reinstatement. Reinstatement is not automatic and the decision of the faculty committee is final. Upon recommendation, a Readmission Clearance Form will be sent by the Psy.D. office to the Office of Financial Aid and the Business Office. Both of these offices must indicate clearance before reinstatement can be processed for approval. Approval will also be contingent upon satisfactory academic progress prior to withdrawal, length of time in the program, and academic standing. A final approval letter from the dean will be sent to the student indicating the date and term of reinstatement. A copy will be forwarded to the faculty advisor and to the Registrar's Office. The Registrar's Office will post date of re-entry. The date of re-entry is most commonly the first day of the new registration period. The reinstated student will be assigned to the appropriate year/term registration group based on the re-entry date. Reinstatement by the Psy.D. office within 18 months will not require reappointment of previous dissertation committee members but may be done so at the discretion of the dean and/or the director of clinical training.

A student who has been withdrawn from the Psy.D. program at Union Institute & University for a period greater than 18 months is only readmitted by formal consideration and action of the Psy.D. Admissions Committee and the dean of the Psy.D. program. Before applying for readmission, the student must resolve all prior financial and administrative obligations. The student must also contact the Doctoral Admissions Office as soon as s/he intends to apply for readmission. They will begin processing the Readmission Clearance Form, which determines

whether the student has met all prior financial and administrative obligations and is eligible to apply for readmission. The Doctoral Admissions Office will contact the student as soon as s/he is cleared to apply for readmission. The student may then prepare an application for readmission. Students approved for readmission will enter the program during the fall semester, unless they receive other permission from the dean.

The application for readmission includes these items.

1. A new application form (no admissions fee will be charged).
2. A letter including the following:
    - An explanation for the request for readmission.
    - A narrative that details the student's professional and educational accomplishments while withdrawn from the program.
    - A description of any remediation steps that were taken, if relevant.
    - An explanation of how circumstances differ now from those that existed at the time of withdrawal.
3. Transcripts originally submitted for admission, as well as official transcripts for any academic work completed since withdrawal (original transcripts should be on file in the Registrar's Office if the date of withdrawal was less than five years prior).

Note the following:

- All readmitted students will enter under the current academic and administrative policies at the time of readmission (see registration and tuition policies). Students are responsible for learning about and adhering to all current policies.
- Students registering for a term after a withdrawal must join a cohort in the same center to which they had originally been assigned. A request to join a cohort in a different center must be submitted with the application to the dean and requires her/his authorization.
- Students must follow the reinstatement procedures after withdrawal.
- Students may not receive any academic credit or university services during periods of withdrawal.
- Periods of withdrawal do not count toward minimum or maximum time in program.

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

Satisfactory Academic Progress Review Policy (SAP)

Union Institute & University (UI&U) governs that all UI&U students maintain satisfactory academic progress (SAP) toward achieving their certificate or degree. SAP standards apply to all terms of attendance. Satisfactory academic progress requirements for receipt of financial aid are separate and distinct from the university's academic progress requirements for academic continuance.

Satisfactory academic progress requirements are reviewed annually by the Psy.D. program (see Annual Review).

SAP Qualitative Component

Students enrolled in the Psy.D. program in clinical psychology are required to maintain a minimum 3.0 cumulative grade point average (CGPA) in order to meet the qualitative component of the Psy.D. SAP policy.

SAP Quantitative Component
The SAP quantitative component includes a maximum timeframe and minimum credit hour completion requirements in order to complete the Psy.D. program within the maximum timeframe.

Minimum/Maximum Timeframe
The Psy.D. program is a minimum of three (3) full-time academic years of graduate study at Union Institute & University including one (1) year of full-time residency at UI&U (see definition of residency below). The Psy.D. program is a 124-credit hour degree program. The maximum timeframe for completion of the degree program is seven (7) years including terms in which a doctoral student is registered for Dissertation Supervision DIS 778-783. Students are permitted to petition for a maximum of two one-year extensions beyond the seven-year limit.

Transfer credits: All transfer credits that are accepted toward the degree program are used to determine the remaining maximum timeframe.

Minimum Credit Hour Completion Requirements
Students enrolled in the Psy.D. program must successfully complete or earn sixty-seven percent (67%) of all credit hours attempted in order to meet the quantitative component of the Psy.D. SAP policy.
Incomplete grades: Credit hours for incomplete courses are counted in attempted credit hours.
Dropped Courses: Credit hours for dropped courses on or before the drop deadline date are not counted in attempted credit hours. Credit hours for dropped courses after the drop deadline date are counted in attempted credit hours.

Special Review
A Special review may be initiated at any time by any faculty member or the student through a written request to the dean. There are a number of reasons for initiating a special review, including: perceived or experienced deficits; concern about a student's academic, professional/clinical, or personal/interpersonal functioning; an alleged ethical violation; and/or substandard performance. Continuation in the Psy.D. program is contingent not only on successful completion of academic coursework but also on the student's personal/emotional stability, interpersonal skills, and abilities to engage in practice. A special review may be called to address any of these issues and develop a remediation plan or recommend or require dismissal from the program. A special review is automatically called when a student experiences any one of the following:

- Single grade of U or more than one grade of C in courses (in a single semester or over more than one semester).
- Incomplete grades in consecutive terms or in two or more courses in a given term.
- Two or more ratings by any practicum or internship supervisor at "Below Minimum" competence in any of the competency domains.
- Rating of "Satisfactory with Concerns" or a U in the Clinical Review (see Clinical Review).
- The student is placed on academic probation.
- The student has not formed a dissertation committee by the end of the fall term in the fourth year.
- The student receives an Incomplete grade in practicum or internship and has to register for an extension.
- There is evidence that the student has violated program and/or institutional policies, such as not attending a required academic meeting.

- The student commits a breach of the Academic Integrity Policy or Student Code of Conduct.

Dismissal
Grounds for dismissal may include, but are not limited to the following:

- Discovery of false application information subsequent to admission. Dismissal will result in forfeiture of all charges paid and academic credits earned.
- Recommendation of the special review committee.
- Two (2) grades of "U" (Unsatisfactory) in any course or practicum during the duration of the program.
- Failure to meet the terms of probation and/or a Remediation Plan.
- Failure to complete program requirements within the established time limits, such as lack of progress on the doctoral dissertation, as specified by their dissertation chairperson.
- Failure to meet minimal criteria for the internship level of training.
- Failure to comply with the APA Ethical Principles of Psychologists and Code of Conduct.
- The student commits a breach of the Academic Integrity Policy.

Dismissal requires the provost's review.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy on page 35 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Grading Policy

Evaluation of academic functioning is central to the Psy.D. program model of ongoing evaluation of progress and development. For each course taken, the student will be evaluated and graded on the basis of criteria specified in the course syllabus. See section below for information about grading.

Evaluation of academic functioning may include examination scores as well as class participation, oral presentations, scholarly papers, clinical presentations, and/or demonstrations of clinical skills. If course requirements are not clear, discuss them with the professor and/or academic advisor.

In addition to a letter grade recorded on the transcript, students will receive a written evaluation by the course instructor (see the program handbook for the Student Academic Grade and Competency Evaluation Form, detailing evaluations of examination performance, classroom participation, leadership ability, interpersonal effectiveness, and/or writing and verbal communication skills). All narrative content will be related to specific goals, objectives and competencies, as specified in the course syllabus. For clinical and practice-related courses, the evaluation will include the instructor's judgments of the student's clinical knowledge, competencies, and abilities to be a professional psychologist, as well.

The Psy.D. program uses a four-point grading scale (A, B, C, and U), including plus and minus grades, with no A+ or C-. A grade of A, B, or C will result in award of credit for the course. A grade of U will result in no credit. Each grade will be documented by a narrative evaluation by the course instructor, using the Student Grade Form.

Criteria for plus and minus grades
Plus (+) and minus (-) grades indicate that the criteria for A, B, and C grades are somewhat more fully met (+) or not quite fully met (-), respectively. Note: There are no A + or C- grades.

While the A, B, C, U grades are used to document the overall completion of learning activities each term, several other grading codes are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE: Grades of U, C, and I may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	The student's work demonstrates outstanding understanding of the course material and exceeds the level of competence of most students at this stage of development. The student's performance is considered superior or outstanding. Student will receive credit for the course. *Academic work reflects* thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. **4.0 Quality points**
A-	Criteria for A work not fully met. **3.70 Quality Points**
B+	Criteria for B work are more fully met. **3.30 Quality Points**
B	The student's work demonstrates clear understanding of the course material and a level of competence appropriate to the student's stage of professional development and meets all of the course expectancies in a satisfactory manner. The student's work is considered satisfactory at the doctoral level. *Academic work reflects* accurate grasp of major concepts, theories, and prevailing knowledge; evidence of capability to offer informed analysis of extant knowledge and ideas; capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; capability to develop and logically present own judgments. **3.0 Quality Points**
B-	Criteria for B work are not fully met. **2.70 Quality Points**
C+	Criteria for C work are more fully met. **2.30 Quality Points**
C	The student's work is satisfactory, but there are concerns because it is lacking precision or understanding of some of the material. The student will receive credit for the course. This grade will be awarded when any one or more of the following apply: • Student has missed up to 15% of classes (equivalent to two professional development seminars) and/or online postings. • Student does not consistently complete course assignments or struggles to complete work. • Student is inconsistent in producing written material of professional quality. • Student is erratic in making deadlines. • Student's work is considered marginal at professional standards. *Academic work reflects* adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. **2.0 Quality Points**
U	*The student's work is unsatisfactory. No credit is given and the course must be repeated. This grade will be given when any one or more of the following apply:* • Student has missed more than 15% of the classes (equivalent to three professional development seminars) or online postings. • Student is rarely or never in contact with the faculty member. • Student habitually does not follow through on recommendations by faculty members.

Grade	Criteria
	• Student does not produce written material of professional quality. • Student has not met minimum evaluation standards of the course. • Student does not meet deadlines and target dates. • Student does not complete 60% of the academic work. • Student is chronically ineffective in managing either her/his time or other resources for working on course work. *Academic work reflects* insufficient comprehension and inaccurate or inadequate presentation of ideas and information; superficial and unpersuasive critiques; no evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. **0.00 Quality Points**
I	A temporary grade of Incomplete (I) will be awarded at the end of the term when all course requirements have not been submitted by the student. Incompletes are awarded when illness, accident, or other serious extenuating circumstances make it impossible for a student to complete required course work in a term. A grade of Incomplete should not be used to grant an extension in the absence of extraordinary circumstances. When an Incomplete is recorded, the student must satisfactorily complete all required coursework before the end of the subsequent semester, or the grade will automatically be changed to U and a special review will be called. A grade of I must be requested by the student. *Academic work reflects* substantial completion (60%) of the learning activities assigned but additional time needed beyond the end of the semester in which to successfully achieve and document all learning results. No credit is earned for the I grade until it is converted to the final grade. **0.00 Quality Points and does not calculate into the GPA**
AU	Any learning activities in addition to the required 124 credit hours do not bear credit and must be registered for "audit". Students may audit courses on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. Learning activities taken for "audit" earn zero credits and are not calculated into the grade point average. **0.00 Quality Points and does not calculate into the GPA**
W	*Academic work reflects* the student has withdrawn from a course and has not submitted a *Petition for an Incomplete Grade Form*. The W grade is also posted to indicate term registration that is dropped. **0.00 Quality Points and does not calculate into the GPA**
S	*Academic work reflects* satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for the following courses: PSY 700 Foundational Clinical Skills PSY 772 Dissertation Proposal Development II PSY 773-774 Dissertation Development I & II DIS 778 – 783 Dissertation Supervision PSY 801 Practicum I PSY 802 Practicum II PSY 803 Practicum III PSY 804 Practicum IV PSY 805 Practicum V PSY 806 Practicum VI PSY 807 Practicum VII PSY 808 Practicum VIII PSY 809 Practicum IX **0.00 Quality Points and does not calculate into the GPA**

Note: Refer to the University Attendance and Engagement Policy in this catalog.

Grade Point Average (GPA)
The grade point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit. The Psy.D. program requires a minimum cumulative GPA of 3.00.

Incomplete Policy

Incompletes (I) are awarded when illness, accident, or other unusual extenuating circumstances make it impossible for students to complete required course work during the term when they are enrolled in the course. The granting of an Incomplete is at the discretion of the course instructor. A grade of I must be requested by the student before the end of the term. Usually, when an Incomplete is recorded, the student must satisfactorily complete all required coursework prior to the end of the next enrolled term. However, in cases when the successful completion of one course is a prerequisite to another course or to another step in the program (such as practicum, clinical review, internship, or another milestone), the instructor may insist on a shorter timeframe. If the coursework is not completed on time, the grade will automatically be changed to whatever grade the student would have received based solely on the work completed, which in many cases, will be a U. If the student receives a U, a special review will be called (see Special Review Policy).

It is the student's responsibility to initiate a request for an I grade with the course instructor. Incompletes are normally granted only when students have completed at least 60% of the required coursework with a passing grade. (When less than 40% of a course has been completed, students will usually have to repeat the course, at the discretion of the instructor.) The student must discuss his/her request for an Incomplete grade with the course instructor before filing this petition. This petition may be approved or denied by the course instructor.

Program Features

The Psy.D. program alignment with the institutional values of accessibility and student-centered, socially responsible training makes it unique, resulting in distinctive features that support adult students. These features include:

- **Blended Learning Model**. The Psy.D. program integrates face-to-face and online courses to provide academic training in clinical psychology. Students meet at biannual academic meetings, monthly day-long professional development seminars, and additional day-long seminars with faculty, colleagues, and other professional psychologists. In addition, the program uses online learning technologies/services to deliver academic content and to facilitate student and faculty interactions. The program presents courses in a sequential manner, with each semester and year building upon prior learning experiences.
- **Professional Development**. Professional development and a close student-faculty relationship are central to the program, and students regularly meet with faculty members at the biannual meetings and professional development seminars, led by a professional development seminar leader. The professional development seminar leaders, along with the student's academic advisor, are the student's primary mentors until s/he completes the first three years of the program. They monitor, evaluate and assess the student's academic, clinical, research and professional development. During the fourth and subsequent years the student's dissertations chair assumes a central role. Students also have concentrated contact with many other core and affiliated faculty in

professional development seminars, biannual meetings, academic courses, and informal faculty-student interactions, receiving additional mentoring, training and support in their knowledge and skill development

- **Social Justice Focus**. Consistent with the university's mission, the program openly embraces a social justice agenda, emphasizing diversity and multiculturalism in clinical practice. Coursework and clinical experiences address issues of oppression, community health, intervention and prevention. Graduates of the program will be well prepared to conduct professional practice in its many forms. They will be able to apply psychological theory, research methodology, and clinical skills to diverse populations and utilize their training to engage in social and political activism.

Academic Calendar and Credit-Hour, Term-Based Program

Union Institute & University operates its doctoral program in clinical psychology on a three-term, 12-month academic year calendar. Psy.D. students register three times a year by the beginning of each term. Full time, as defined by the program and Office of Financial Aid, is nine (9) credit hours per term. During the spring/summer term full-time is defined as half of this amount (four- -and-a-half credit hours). Typically a student will take an average of 31 credit hours per academic year over four years, for a total of 124 credit hours.

Minimum / Maximum Program Length

The doctoral program in clinical psychology requires a minimum of three (3) full-time academic years of graduate study at Union Institute & University including at least one (1) year in full-time residence at UI&U (see definition of residency). The Psy.D. program is a 124-credit hour degree program.

Any learning activities in addition to the required 124 credit hours do not bear credit and must be registered for "audit." Courses may be audited on a space available basis as determined by the faculty and director of the clinical training. Conditions or requirements for the audited class are determined by the faculty and the director of clinical training. Learning activities taken for audit earn zero credits and are not calculated into the grade point average. Students are not eligible for Title IV financial aid for audited courses and courses which do not bear credit. Elective courses, totaling 20 credit hours, are included in the 124-credit hour degree program requirements.

The maximum amount of time allotted for a student to earn their doctorate of psychology with an emphasis in clinical psychology is seven years. Students who do not complete the degree requirements within the seven-year maximum timeframe may be subject to academic dismissal from the program. Students are permitted to petition for a maximum of two one-year extensions beyond the seven-year limit. To obtain an extension, they need to submit a plan for completion to their dissertation chairperson describing the reason(s) they need an extension, the actions they will take, and a detailed timeline for these actions in order to complete the program in the following year. This plan must be reviewed and approved by their dissertation chairperson and then submitted to the dean for review and approval. A plan that cannot reasonably be completed within the one-year extension will not be approved and the student will be dismissed from the program. This plan is due to the dean no later than three months before the end of the student's seventh year in the program or the end of their one-year extension. Failure to complete all requirements within the extended time period(s) will result in automatic dismissal from the program.

Examples of reasons for an extension are as follows:

- Family/personal crisis, including health related issues.
- Unanticipated problems with data collection or other related methodological issues.
- Unanticipated change/loss of a chairperson and/or committee member.
- Unanticipated problems related to internship completion.

Delivery Model

Learning at a distance is integral to the university's history and development and is closely aligned to its institutional mission and values. Union's distance education model has made it possible for Union Institute & University to support adult students whose needs, schedules and/or locations might otherwise make higher education inaccessible.

While the Psy.D program understands the value of distance education for adult students, it also recognizes the need for psychologists-in-training to have *primary interpersonal experiences* with faculty and other professional psychologists in courses, training experiences, and in the overall process of socialization to the professional field of psychology.

Thus, the program utilizes a *distributed learning model.* A distributed learning model focuses on pedagogy and encourages a collaborative and interactive model of learning, using various modalities, including on-ground (face-to-face) classroom based learning, electronically mediated instruction and a blend of the two.[10] A distributed learning model expands the geographical location of students and faculty members and supports community building, flexibility, collaboration, increased communication, as well as facilitating ongoing evaluation of students throughout the term. All of this is accomplished within a framework of structured courses with syllabi that require the attainment of minimum levels of achievement in specified competencies of the program's objectives.

The program presents courses in an organized, sequential manner with each semester and year building upon prior learning experiences. In addition to courses, students engage in supervised clinical training experiences (see Practicum and Internship), as well as completing a clinical review and dissertation.

The three types of delivery models are as follows:

On-ground (face-to-face) courses: These courses are held on campus on weekends and during the six (6) required week-long biannual academic meetings in Brattleboro and Cincinnati. These include the following required courses: Professional Development Seminars, Clinical Psychology & System Theory, Group Psychotherapy, Foundational Clinical Skills, Cultural Influences on the Self, Dissertation Proposal Development, and Cultural Influences on the Self. In addition, there are electives offered, such as Mindfulness in Clinical Practice, Child and Adolescent Psychotherapy, Sex Therapy, Clinical Hypnosis, Humanistic-Existential Psychotherapy, Special Topics in Clinical Psychology, and Dialectical Behavioral Therapy.

Online courses: These courses can be accessed 24/7 and include structured "units" that need to be completed within specific time frames as indicated in the course syllabus. These courses include full-featured communication resources, allowing for both synchronous and

[10] All practicum and internship experiences beginning in year two of the program are completely onsite at approved practicum settings and include face-to-face experiences, including supervision with an onsite, licensed psychologist.

asynchronous interaction between and among students and faculty. Online courses include all of the content and material included in on-the-ground courses, such as all course requirements as defined in the syllabus, live and/or recorded presentations, electronically mediated live faculty interactions, links to readings in the UI&U Library, exams, threaded discussions, faculty office hours, etc. Fall term and spring/summer term courses have an initial face-to-face meeting at the academic meeting.

Hybrid or blended courses: These typically include on-ground meetings at an Academic Meeting and/or day-long meetings during the term with an online component. These courses include required courses such as: Individual Psychotherapy, Family Psychotherapy, Cognitive Assessment, Cognitive Assessment Laboratory and Personality Assessment. For example, the cognitive assessment course has three days of face-to-face class meetings during the academic meeting, three Sunday daylong class meetings during the winter term (following professional development seminars) and an online component during the term. Hybrid/blended courses have a minimum of one full day of face-to-face contact.

Student Course Load

All students take a prescribed sequence of required courses as well as electives. The curriculum is designed to provide students with generalist training preparing them for entry into the field of professional psychology.

Typically, students take a combination of three to four required and/or elective courses in each of the three terms during the year. In the first three years of the program, all students attend ten (10) Professional Development Seminar meetings annually, with one meeting at each of the two biannual Academic Meetings and eight (8) additional day-long meetings in either Brattleboro, Vermont, or Cincinnati, Ohio, depending on the student's cohort. In the first year, students also have seven (7) day-long class meetings on a Sunday following a Professional Development Seminar meeting for Foundational Clinical Skills, Cognitive Assessment, Personality Assessment, plus one weekend in July for Individual Psychotherapy. These meetings are to further develop their knowledge and skills in the areas of intervention, relationship, and assessment.

During years two and three of the program, students are at a practicum placement for 600-800 hours each year, for a minimum of 1,200 hours over the two years. Practicum placement must be within a five (5) hour drive from Cincinnati, Ohio, or Brattleboro, Vermont and must be approved in advance by the director of clinical training. Students may choose to take an advanced practicum in their fourth year. In the fourth year students take required and elective courses along with courses focused on the preparation and completion of their dissertation. In year five they are at an internship placement for 2,000 hours. If they select a half-time internship, they can complete it in years five and six, completing their 2,000 hours within a 24-month period.

Residency

The Psy.D. program's residency requirements are based on current professional education and training standards and more specifically those delineated by the APA Commission on Accreditation (CoA) in its *Policy Statements & Implementing Regulations,* August 2010. This Implementation Regulation describes the intention of residency, focusing on the program's responsibility to facilitate student's *professional development and socialization to the field* and to enable faculty to *evaluate and assess student competence* across the clinical, academic, research, and interpersonal components of their doctoral training.

The program has structured its curriculum and related professional training experiences and activities to implement and meet these residency criteria. These include a variety of structured and unstructured activities and the necessary interactions *to promote student development and professional socialization*, as well as to have faculty engage in *comprehensive and direct assessment* of each student's knowledge, skills, and attitudes in their areas of clinical, academic, research, and ethical and legal functioning, as well as their personal and professional well-being, interpersonal competence, and abilities to engage in professional practice. The *professional socialization process* is facilitated though the intensive formal faculty-student contact during the initial orientation, the biannual academic meetings, coursework, professional development seminars, and interactions with advisors, visiting professional psychologists and instructors, both face-to-face and in other interactional media. In the context of these activities, there are also ample opportunities for informal interactions for faculty and students to establish personal and professional relationships.

Further details about residency can be found in the *Psy.D. Student Handbook*.

Program Curriculum

Students follow an established sequence of training, including required and elective courses, with a developmental approach based on a set of core competencies. The curriculum includes biannual academic meetings, professional development seminars, assessment labs, and academic courses, as well as required training experiences and the dissertation. Course syllabi are available from the program office. Students should check the Psy.D. website each semester for updates on curriculum changes.

Students who complete the program in the standard timeframe will typically adhere to the following curriculum:

Course Number	Course Title	Semester Credit Hours
	Year 1: Fall Semester	
PSY 712	Fall Meeting: Clinical Psychology & System Theory	2
PSY 751	Professional Development Seminar I: Social Justice and Ethics in Clinical Psychology	3
PSY 701	Foundations of Psychological Assessment	3
PSY 721	Adult Psychopathology	3
PSY 700	Foundational Clinical Skills[11]	0
	Year 1: Winter Semester	
PSY 752	Professional Development Seminar II: Social Justice and Ethics in Clinical Psychology	3
PSY 723	Cognitive-Affective Bases of Behavior	3
PSY 702	Cognitive Assessment[12]	4
	Year 1: Spring/Summer Semester	
PSY 704	Spring/Summer Meeting: Adult Personality Assessment[13]	2

[11] This course meets on three (3) Sundays following the Saturday Professional Development Seminar meetings in October, November and December.
[12] This course includes three (3) Sunday meetings following Professional Development Seminar meetings in January, February and March.
[13] This course includes one (1) Sunday meeting following the Professional Development Seminar meeting in June.

Course Number	Course Title	Semester Credit Hours
PSY 703	Spring/Summer Meeting: Cognitive Assessment Laboratory	2
PSY 753	Professional Development Seminar III: Social Justice and Ethics in Clinical Psychology	2
PSY 711	Individual Psychotherapy[14]	3
	Total	**30**
	Year 2: Fall Semester	
PSY 713	Fall Meeting: Group Psychotherapy	2
PSY 754	Professional Development Seminar IV: Clinical Conceptualization	3
PSY 725	Biological Bases of Behavior	3
PSY 715	Developmental Psychology	3
PSY 801	Practicum I	1-3
	Year 2: Winter Semester	
PSY 755	Professional Development Seminar V: Clinical Conceptualization	3
PSY 722	Child & Adolescent Psychopathology	3
PSY 764	Family Psychotherapy[15]	3
PSY 802	Practicum II	1-3
	Year 2: Spring/Summer Semester	
PSY 718	Spring/Summer Meeting: Cultural Influences on the Self	2
PSY 756	Professional Development Seminar VI: Clinical Conceptualization	2
PSY 719	Cultural Competence in Clinical Practice	2
	Elective	2
PSY 803	Practicum III[16]	1-3
	Total	**34**

	Year 3: Fall Semester	
	Fall Meeting: Elective	2
PSY 757	Professional Development Seminar VII: Clinical Presentations	3
PSY 730	Statistics	3
PSY 731	Qualitative Research in Clinical Psychology	3
PSY 804	Practicum IV	1-3
	Year 3: Winter Semester	
PSY 758	Professional Development Seminar VIII: Management and Supervision	3
PSY 724	Social Bases of Behavior	3
PSY 733	Quantitative Research Methods	3
PSY 805	Practicum V	1-3
	Year 3: Spring/Summer Semester	
PSY 771	Spring/Summer Meeting: Dissertation Proposal Development I	2
PSY 759	Professional Development Seminar IX: Clinical Review	2
	Elective	2
	Elective	2
PSY 806	Practicum VI[17]	1-3
	Total	**34**

[14] This course includes meetings on a weekend in July.
[15] This course includes additional on-ground meetings in March and April, dates to-be-determined.
[16] Only for students who are distributing their practicum hours over three terms.
[17] Only for students who are distributing their practicum hours over three terms.

	Year 4: Fall Semester	
PSY 772	Dissertation Proposal Development II	3
PSY 768	Education, Consultation and Organizational Development	3
PSY 765	Family Violence and Trauma	3
	Year 4: Winter Semester	
PSY 773	Dissertation Development I	3
PSY 766	History and Systems of Psychology	3
PSY 741	Community Psychology	3
	Elective	2
	Year 4: Spring/Summer	
PSY 774	Dissertation Development II	2
	Elective	2
	Elective	2
	Total	**26**
	Year 5 (-6)	
PSY 830-835	Clinical Internship	0
	TOTAL PROGRAM CREDITS	**124**

Note: Biannual meetings may be held during terms other than fall and spring/summer and are subject to scheduling change. Practicum must total six (6) credit hours per year, for a total of 12 credits over two years.

Clinical Training

Practicum (PSY 801-806)
Each student is required to complete two practica in psychology, with a minimum of 600 hours annually. Practica are completed in conjunction with Professional Development Seminars IV-IX (PSY 754-759), and students must have a contract or be in the process of finalizing a contract with an approved site to register for Professional Development Seminar. The practicum is expected to provide supervised, introductory experiences in the application of psychotherapy, consultation, and assessment in a field setting (clinic, hospital, laboratory, college, or other mental health facility). The practicum must include at least two hours per week of face-to-face supervision by an onsite licensed psychologist, one hour of which must be individual supervision. A student's place of employment is not acceptable as a practicum placement. The student needs to remain in a position of a "student" throughout the training process.

Clinical Review
After successful completion of all course work (through the end of the third year) and completion of practicum training (two years with a minimum of 600 hours each year, totaling 1,200 hours), students are eligible and required to complete a clinical review. This review is styled after the American Board of Professional Psychology (ABPP) diplomate exam. The clinical review is under the direction of the director of clinical training. The clinical review is designed to measure the student's overall competence as a clinical psychologist with an evaluation of the student's ability to apply the fundamentals of clinical research, assessment, and intervention knowledge to a real clinical situation. The clinical review consists of the following:

- Professional Statement
- Intervention Sample
- Intervention Paper
- Assessment Report
- Assessment Paper
- Oral exam

The Clinical Review must be successfully completed before a student can apply for an internship. If the Clinical Review is not satisfactorily passed (achieving a grade of S) on the first attempt, the student must satisfactorily pass it before the end of the following year in which the student is enrolled in the program. The specific date for a resubmission of the clinical review material is to be negotiated with the student and finalized by the DCT. If the student does not take the exam in this time period or does not satisfactorily pass on a second attempt, the student will be dismissed from the program.

Clinical Internship (PSY 830-835)
A student must receive approval from the director of clinical training prior to applying for internship. After a student's successful completion of all course work (through the end of the third year), practicum training (two years with a minimum of 600 hours each year, totaling 1,200 hours), and successful completion of the clinical review, the faculty advisor and DCT conduct a comprehensive annual review of the student's record, including academic, clinical, professional and interpersonal development. After a satisfactory completion of this review, the student can begin the internship application process.

Clinical internships typically take place over a 12-month period and usually occur in the fifth year of the Psy.D. program. The program requires 2,000 hours of supervised internship training. With the approval of the director of clinical training a student may elect to do a half-time internship over a 24-month period during their fifth and sixth years. Students who elect to complete their internship on a half-time basis over a 24-month period should check with the Office of Financial Aid to determine any impact a half-time internship would have on their financial aid eligibility and loan deferment status, if applicable.

Research / Dissertation

The Doctoral Dissertation
The doctoral dissertation is the culminating activity that requires the student to demonstrate mastery of an area of professional interest and to make a meaningful contribution to the definition or solution of a problem or question, or elucidation of an area of clinical interest. Students are required to submit in writing and orally defend the results of their dissertation, demonstrating their ability to apply psychological principles to clinical problems. Students develop their dissertation throughout their program including registration for Dissertation Development courses, PSY 771 – 774. This includes two courses specifically for the proposal development – PSY 771 Dissertation Proposal Development I (2 credits) and PSY 772 Dissertation Proposal Development II (3 credits) – and two courses for the writing of the dissertation – PSY 773 Dissertation Development I (3 credits) and PSY 774 Dissertation Development II: (2 credits).

Upon completing PSY 771, Dissertation Proposal I, students are expected to have finalized their selection of their dissertation committee chair. Along with the chair, the student will then choose the rest of the committee. The dissertation process is fully delineated in the *Psy.D. Dissertation Manua*l.

Role of Faculty
The Psy.D. faculty have been selected to facilitate the training of doctoral students in a manner consistent with the UI&U mission and the goals and objectives of the Psy.D. program. Each faculty member is an accomplished professional with specific areas of expertise. All faculty are actively involved in scholarly activities and professional development.

Annual Review
At the end of each academic year academic advisors review their advisees' overall program. The purposes of the annual review are as follows:

- Identify areas of strength and weakness, and assist students in resolving potential problems in academic or clinical performance, and interpersonal, professional, and/or ethical behavior.
- Provide feedback to the student regarding progress towards the Psy.D. degree.
- Review practicum and internship selections, and establish required or requested strategies to address areas where continued and/or additional clinical training may be needed.

A special review may be called by a student or the faculty advisor to address any issues that are noted in the context of the annual review or on the annual review form, including academic performance or ability; professional or interpersonal behavior or relationships; issues related to codes of conduct and/or ethical improprieties; or unusual circumstances, such as an illness, personal loss, or accident (see Special Review Policy).

Graduation

When all program requirements have been completed, the student must formally apply for award of the degree by submitting an application form that is available online. The dean will review the academic file, notifying the student of any deficiencies that must be remedied. If all records are in order, the dean will recommend awarding the degree to the registrar (see Graduation Policy below). The Psy.D. degree will be awarded only after all academic, financial, research, and clinical program components have been successfully completed, including:

- Coursework (124 credit hours with a grade point average of at least 3.0)
- Practica (1,200 hours minimum)
- Clinical review
- Doctoral dissertation
- Clinical internship (2,000 hours minimum)

Graduation Policy
Following the dean's review, all academic and financial records are audited. The academic record is reviewed in the Registrar's Office; the Office of Financial Aid checks the status of financial aid, if applicable; and the Business Office audits the financial records (student account). Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. The conferral date is the last day of the month in which the dean approves the student for graduation, if the student is registered for Dissertation Supervision, or the last day of a term, if the dean approves graduation before the end of the fifth year. The final transcript and diploma will be released when all academic and financial clearances have been completed.

Program Website

Psy.D. program website: http://PsyDNet.myunion.edu

The Psy.D. program utilizes a program-wide web-based network for the majority of public communication among students, faculty, and staff. This student-oriented network, housed with the university CampusWeb electronic records system, provides students and faculty a means to

obtain program related information and engage in dialogue with one another about all aspects of the program. All program forms are available for download on the site and a calendar of events keeps students informed of all program related activities. There are separate announcement and discussion areas for each cohort, the faculty, the Center for Clinical Mindfulness and Meditation (CCMM), and the Student Advisory Council, along with links to websites relevant to professional psychology.

Students use their Union ID number as their username and their CampusWeb password to access the site, and since the site is contained within the CampusWeb system, only active students and faculty have access to the site.

Center for Clinical Mindfulness and Meditation

In 2009, the Center for Clinical Mindfulness and Meditation (CCMM) was established within the Psy.D. program as a resource for mental health professionals, researchers, and the general public. The mission of the CCMM is to provide information, resources, networking, and training for clinicians, researchers, students and the general public on mindfulness and other forms of meditation. The development of the CCMM demonstrates Union's leadership and commitment to cutting-edge research and practice to both the professional community and to prospective students.

Richard Sears, Psy.D., M.B.A., ABPP, a core faculty member of the Psy.D. program, serves as director. The CCMM is supported by an advisory board formed from within UI&U, from other colleges and universities, and from the professional community (see http://www.myunion.edu/ccmm/advisory-board.html for a listing of the advisory board). The members of the advisory board will not have any direct decision-making power, but will provide suggestions, guidance, credibility, and networking possibilities for the CCMM.

Mindfulness is a rapidly growing area of research and practice in the field of psychology and mental health. Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), Mindfulness-Based Relapse Prevention (MBRP), Dialectical Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT) are cutting-edge, evidence-based psychotherapeutic treatments using mindfulness.

Information about the CCMM can be found on the Psy.D. website at http://www.myunion.edu/ccmm/index.html.

Course Descriptions

PSY 700 – Foundational Clinical Skills 0 credit
This course facilitates the development and advancement of basic clinical skills through classroom instruction, role-plays and simulations, reviewing videotapes and other experiential learning processes. Students improve their ability to use basic therapy skills, including but not limited to: rapport building, listening, reflecting, and the overall engagement and intervention process with clients in therapy.

PSY 701 – Foundations of Psychological Assessment 3 credits
This course focuses on the methods used to evaluate the quality of measures, such as psychological tests, that are used in research and applied settings by psychologists and others interested in human behavior. The fundamentals of psychometric theory such as scaling, central tendency and variability, individual differences and correlation, reliability, validity, and the

principles of test development and standardization will be examined. In addition, the nature and use of psychological tests, along with different types of tests, will be explored. Issues related to the legal, ethical, and cultural implications of psychological assessment with special populations will be addressed.

PSY 702 – Cognitive Assessment 4 credits
This course covers knowledge and skills relevant to the assessment of cognitive functioning in children, adolescents, and adults. The course explores historical as well as contemporary issues in the field of cognitive psychology, including the theoretical frameworks utilized in the development of cognitive assessment instruments, and procedures. The major instruments utilized for the assessment of cognition will be discussed (WPPSI-III, WISC-IV, WAIS-III & IV, K-ABC-II, and WJ-III) as well as instruments for the assessment of visual-constructional skill and memory (ROCF, VMI-5, BVMGT-II, WMS-III). Practical, legal, ethical, and socio-cultural issues relevant to the competent practice of psychological assessment are covered, including issues relevant to working with clients from diverse ethnic-linguistic minority backgrounds

PSY 703 – Cognitive Assessment Laboratory 2 credits
This course is the applied companion of PSY 702, and as such, it provides hands-on practice on the administration, scoring, interpretation, and reporting of cognitive assessment tests and procedures. All practice activity will be undertaken with the guidance and supervision of the instructor. Students may have the opportunity to use some of these instruments and procedures at the discretion of their site supervisors.

PSY 704 – Adult Personality Assessment 2 credits
This course presents the principles and practices of objective and projective personality assessment. The class focuses on the MMPI-2 and the MCMI-III. Students also become familiar with other objective tests (such as the CPI, PAI, 16PF, NEO-PI-R, and OMNI), and projective instruments (such as Rorschach, TAT, Drawings, and Incomplete Sentences). The course also addresses related issues such as report writing, test construction, and ethical and diversity issues in testing.

PSY 705 – Integrative Assessment 2 credits
This course will provide students with a basis for integrating information gained from psychological assessment into a comprehensive narrative psychological report. It explores the meaning of clinical inference in the assessment enterprise. Psychological assessment is the development of diagnostic meaning from a person's history, clinical interviews and observations, records, and psychological tests. The ability to obtain, shape, integrate, and ultimately export meaningful information about a person is the basis of psychological assessment. Available only to students who have completed PSY 701, 702, 703, & 704.

PSY 706 Introduction to the Rorschach 3 credits
This course will provide students with an introduction to the Rorschach Inkblot Method. Students will be trained in administration, scoring, and interpretation of the Rorschach using Exner's Comprehensive System. Some emphasis will be placed on the integration of data from various sources to supplement and verify Rorschach findings, and to develop clinical formulations for presentation in reports. Methods: A variety of didactic models will be used. Lectures, discussions, demonstrations, and case presentations will be employed. Students will engage in practice by recruiting volunteers to serve as subjects for practice test administration. Other projective instruments and methods, such as the TAT, sentence completion, and projective drawings, will also be reviewed. Available only to students who have completed PSY 701, 702, 703, & 704.

PSY 711 – Individual Psychotherapy 3 credits
This course provides both an introduction and in-depth review of some of the major theories and practices of individual therapy. It covers the basic knowledge, skills and attitudes required to engage in psychotherapy as a professional psychologist. Students develop a flexible, integrated way of conducting treatment, focusing on brief to mid-range therapies. The course emphasizes psychodynamic, behavioral and cognitive-behavioral, existential-humanistic, constructionist, and integrationist approaches. Faculty and students discuss selected clinical practice and process issues, including the therapist's role, theories of problem formation and change, individual and cultural diversity, treatment duration, and therapist theoretical flexibility. Participants learn ways to plan, conduct, and evaluate psychotherapy, and synthesize their own psychotherapy philosophy and style.

PSY 712 – Clinical Psychology and Systems Theory 2 credits
This course introduces students to the field of clinical psychology and to systemic thinking. The course will review the foundational components of clinical psychology and introduce the student to current research and practices, including evidence-based practice and practice-based evidence models. It provides an overview of systems theory and its application, examining a variety of systems configurations, as well discussing the transition from an individual to a systemic to a sociopolitical/cultural perspective.

PSY 713 – Group Psychotherapy 2 credits
This course examines small group formats for therapeutic change, personal development, interpersonal skills training, and relationship enhancement. Ethical and cultural competence issues related to group psychotherapy are explored. Participants will learn effective leadership techniques and procedures for planning, conducting, and evaluating group interaction and progress.

PSY 715 – Developmental Psychology 3 credits
This course reviews major theories for understanding the dual influences of nature and nurture throughout the lifespan. Students grapple with varied explanations of social, moral, emotional, and intellectual development. Students critique theoretical and practical applications of developmental psychology as they relate to clinical and social issues. Individual development is considered within familial, cultural, and societal contexts. The course places emphasis on “typical” development and on developmental concepts and processes that have high relevance to clinical work and that are not discussed in other courses.

PSY 716 – Narrative Therapy 2 credits
Narrative therapy views problems as separate from people and conceptualizes problems as situated within larger socio-cultural and political contexts. It places importance on the therapist maintaining a position of curiosity in understanding people’s values and beliefs and views consumers of therapy as experts regarding their own lives. This course examines the underlying theoretical tenants and practical applications of narrative therapy, with an emphasis on a variety of “maps” of practice with individuals, families, and groups. The course includes presentations, live chats sessions, threaded discussions, and practice exercises.

PSY 717 – Mindfulness in Clinical Practice 2 credits
Mindfulness is a method of using focused, conscious attention as a therapeutic tool for wisely working with thoughts, feelings, and emotions. Mindfulness has been called the “third wave” of cognitive-behavioral therapy, and several mindfulness-based therapies are now considered evidence-based approaches. This course covers the theories and applications of mindfulness in

clinical settings. The course reviews the use of mindfulness in individual therapy and group approaches, as utilized in the practices of Mindfulness-Based Stress Reduction, Mindfulness-Based Cognitive Therapy, Mindfulness-Based Relapse Prevention, Acceptance and Commitment Therapy, and Dialectical Behavior Therapy.

PSY 718 – Cultural Influences on the Self 2 credits
This course increases students' ability to conduct psychotherapy with clients from a variety of cultural backgrounds. The course focuses on self-examination and consideration of how the clinicians' and clients' backgrounds influence the work. Topics covered include race, ethnicity, gender, sexual orientation, physical ability, and religion.

PSY 719 – Cultural Competence in Clinical Practice 2 credits
This course considers the complex interplay of values, expectations, and social and political forces in psychotherapy. Students examine and critique cultural literacy, including guidelines for psychotherapy with people from specific cultural groups.

PSY 720 – Cognitive-Behavioral Theory and Practice 2 credits
This course addresses issues relevant to the conceptualization and treatment of distress in adult clients from a cognitive-behavioral therapy (CBT) perspective as empirically-supported in the literature. Theoretical issues such as the content-specificity hypothesis and the hierarchical organizational model of personality will be delineated. Clinical issues such as agenda setting, Socratic questioning, eliciting client feedback, homework assignments, dealing with avoidant clients, use of the therapeutic relationship, and termination issues will be addressed. While a variety of techniques including activity scheduling, tests of evidence (reattribution), and behavioral experimentation are introduced, a special emphasis is be placed on case conceptualization.

PSY 721 – Adult Psychopathology 3 credits
This course examines psychopathology in adults and critically reviews the theory and history of scientific classification of behavioral disorders. Students acquire mastery of current diagnostic conventions and review basic treatment issues for each major category. Multiple contributions to psychopathology are considered including physiological and social influences.

PSY 722 – Child and Adolescent Psychopathology 3 credits
This course reviews the etiology, diagnostic criteria and developmental course of the psychiatric disorders most commonly diagnosed during childhood and adolescence. It also examines the difficulties that children with those disorders and their families typically experience. The contribution of contextual factors, such as family composition and sociocultural and economic conditions to the development, manifestation and treatment of children with psychiatric disorders, will be emphasized. Students gain basic knowledge of diagnostic categories in the DSM IV-TR, clinical assessment procedures, and case formulation. Evidence-based treatments for disorders of childhood and adolescence are reviewed, and their usefulness and limitations are examined.

PSY 723 – Cognitive-Affective Bases of Behavior 3 credits
This course is designed to introduce students to basic human cognitive and affective processes. Specific topics include attention and perception, long-term and working memory, learning, executive function, decision-making, problem-solving and creativity, and language. The course will examine the affective, motivational, and cultural influences on basic cognitive processes in supplemental empirical journal articles.

PSY 724 – Social Bases of Behavior 3 credits
This course is an advanced introduction to the psychological study of social behavior. The emphasis of the course is upon the scientific examination of social cognition, influence, interaction, judgments, relationships and other relevant topics, with specific attention paid to social psychological theories, methods and current issues. This course will also emphasize the study of individual experience and behavior in relation to social situations.

PSY 725 – Biological Bases of Behavior 3 credits
This course examines physiological influences on normal and abnormal human behavior including the role of the central nervous system, sensory processes, memory, neurobiology and psychopharmacology. The course focuses on recent developments in the field that are most relevant to the practice of clinical psychology, particularly recent findings in neuroplasticity and epigenetics.

PSY 726 – Clinical Psychopharmacology 2 credits
This course provides an introduction to the principles of pharmacology, particularly the interaction of chemistry and biology to produce behavior, and the use of psychotropic medications for a range of populations and disorders. This will include an examination of the pharmacological features of different drugs and their biological effects, drug interactions, and the psychological impact of medications in therapeutic contexts. Also addressed will be a review of regulatory and governmental control issues, and the role of the psychologist in collaborating with physicians and other primary healthcare providers. This course is not intended to prepare the student for a primary role of prescribing, administering, or overseeing the use of medications. Available only to students who have completed PSY 725.

PSY 727 Sex Therapy 2 credits
This course is designed for mental health practitioners who will work with individuals and couples across the spectrum of ethnicity, religion, race, social class, sexual orientation, and gender identity who experience sexual problems or want to improve their sex lives. The course will include understanding sexual challenges and dysfunctions; causes of sexual dysfunctions; defining sex therapy and sex therapist; and critical evaluations of both sex therapy and the pharmaceutical industry. The main focus will be on treating sexual problems, including medical treatments, sexual surrogacy, biomedical engineering devices, and psychotherapeutic treatments such as behavior therapy for couples, self-help modalities, group therapy for pre-orgasmic women, and sexual enhancement for couples.

PSY 728 Dialectical Behavioral Therapy 2 credits
This course provides an examination of dialectical behavior therapy (DBT) for treating individuals with borderline personality disorder (BPD). The empirical basis of the treatment will be reviewed, and students will develop knowledge and skills in the following areas: the biosocial theory of BPD; dialectical theory; individual DBT and its use of validation, contingency management, diary cards, and behavioral analyses; group DBT and the four DBT skills modules (core mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness); and the roles of telephone coaching and the DBT consultation team. Instruction modalities will include lecture, class discussion, role-play, and video-recorded sessions.

PSY 729 Clinical Hypnosis 2 credits
Hypnosis has become an important component of a number of current psychotherapy approaches, particularly for pain management. This course will focus on learning how to determine when hypnosis is an appropriate approach and how to do hypnosis in clinical contexts. The course will examine its use regarding pain and medical conditions, as well as with

other clinical issues, such as anxiety, depression, posttraumatic stress disorder, smoking, and eating disorders. We will focus on both direct and indirect approaches and will consider the use hypnosis with clients with special cases of normal pain, such as childbirth or athletic training. The course will include a review of both traditional and current literature of empirically supported treatments. This will include a review of the neurobiological underpinnings of hypnosis and discussion of some of the literature on absorption, flow, attention, and perception that support the efficacy of hypnosis. Students will gain a mastery of basic hypnosis knowledge and skills in preparation for continued practice and/or more advanced training.

PSY 730 – Statistics 3 credits
This course focuses on the principles and techniques of descriptive and inferential statistical methods and their application to research in psychology. During the course we will also emphasize statistical applications in psychological research. Students will learn to select and apply appropriate simple parametric tests and non-parametric statistical methods and to interpret statistical results and their implications. This course also covers the analysis and presentation of statistical data using the computer program: Statistical Package for Social Sciences (SPSS).

PSY 731 – Qualitative Research in Clinical Psychology 3 credits
This course provides a theoretical and practical grounding in qualitative research methods and their application to clinical psychology. Data gathering approaches include individual and focus group interviews, observational research, clinical case studies, grounded theory, and participatory action research. Students acquire the skills needed to design studies and collect, analyze, and present qualitative data.

PSY 733 – Quantitative Research Methods 3 credits
This course provides a foundation for quantitative research methods, which forms the basis for psychological theory and models. We consider common research paradigms; the scientific method; causal inference; refining the research question; and formulating hypotheses. Then we will explore a range of research designs and methodological techniques that are available for empirical research. Topics include: sampling; survey and experimental designs, including simple two-variable and multivariate designs; advantages and limitations of designs; selecting appropriate research instruments; criteria and recruitment of human subjects; collecting data and presenting it in tables and graphs; and understanding statistical measures used in quantitative research reports. Examples from health, education, clinical, and social psychology will be utilized in critical reviews.

PSY 740 – Special Topics in Clinical Psychology 2 credits
This course provides an examination of applied issues in selected aspects of clinical psychology. Topics will vary and may include family assessment, workplace and the family, forensic evaluation/assessment, current and emerging family interventions, working with specific populations in the context of the family, family evidence-based practices, substance abuse, trauma and domestic violence, professional issues, mind-body interactions, etc.

PSY 741 – Community Psychology 3 credits
This course presents the theory and practice of community psychology, including primary prevention and the delivery of related health, education and human services. The course examines actual programs addressing areas including mental health, juvenile delinquency, community violence, and family support.

PSY 751 – Professional Development Seminar I: Social Justice and Ethics in Clinical Psychology 3 credits
PSY 752 – Professional Development Seminar II: Social Justice and Ethics in Clinical Psychology 3 credits
PSY 753 – Professional Development Seminar III: Social Justice and Ethics in Clinical Psychology 2 credits

The first-year Professional Development Seminar introduces students to the field of clinical psychology and to the multiple roles of professional psychologists. Through readings, videotape presentations, classroom discussions, individual and group presentations, role-plays, clinical simulations, and online interactions, students gain knowledge of ethical and legal issues, state licensing laws and rules, professional standards, and diverse interpretations and applications of social justice in clinical psychology. Students develop a working knowledge of basic clinical concepts and skills in preparation for the first practicum. Throughout the year there is attention to “self-in-role” issues such as boundary management, supervision, and the roles and responsibilities of psychologists-in-training.

PSY 754 – Professional Development Seminar IV: Clinical Conceptualization 3 credits
PSY 755 – Professional Development Seminar V: Clinical Conceptualization 3 credits
PSY 756 – Professional Development Seminar VI: Clinical Conceptualization 2 credits

The second-year Professional Development Seminar focuses on the conceptualization of psychotherapy cases and intervention strategies while integrating the best available research with clinical expertise in an evidence-based approach to the practice of psychology. Through readings, videotape presentations, classroom discussions, role-plays/simulations, individual and group presentations, and online interactions, students will develop increased skills in applying clinical theory and best practices to the development of therapeutic relationships, the diagnostic process, assessment procedures; and to the design and execution of clinical interventions in their practica. They will also learn skills in preparing and reporting clinical experiences. These courses are taken in conjunction with PSY 801-803 - Practicum I-III.

PSY 757 – Professional Development Seminar VII: Clinical Presentations 3 credits
PSY 758 – Professional Development Seminar VIII: Management and Supervision 3 credits
PSY 759 – Professional Development Seminar IX: Clinical Review 2 credits

The third-year Professional Development Seminars focus on clinical conceptualization, assessment, report writing, oral case presentations, preparation for the capstone comprehensive clinical review competency evaluation, clinical supervision, consultation on cases, integration of theoretical and applied clinical practices, and clinical self-review for readiness for internship. Through readings, video presentations, report writing, classroom discussions, role-playing/simulations, individual and group presentations, and online interactions, students will develop increased skills in applying clinical theory to the development of therapeutic relationships, the diagnostic process, and the design and execution of clinical interventions in practica. They will also learn skills in preparing and reporting on clinical cases, both written and verbally. These courses are taken in conjunction with PSY 804-806 - Practica IV-VI.

PSY 761 – Humanistic-Existential Psychotherapy 2 credits
This course will cover the theories, strategies, techniques, applications, evidence base, and outcome measures for humanistic and existential psychotherapy methods. Issues of diversity and social justice will also be explored within this framework. The course includes

demonstrations and role-plays.

PSY 764 – Family Psychotherapy 3 credits
This course examines the intervention techniques and major theories, models, and schools of couples and family therapy. The course uses a systemic perspective to consider both traditional and recently developed family treatment models, including empirically supported treatments. Ethical, gender, and cultural competence issues related to family therapy are explored.

PSY 765 – Family Violence and Trauma 3 credits
This course explores psychological aspects of family violence and trauma. Issues include the demographics and dynamics of family violence and treatment of the victims and perpetrators of family violence. The course also examines approaches to trauma in individuals, families, and communities.

PSY 766 – History and Systems of Psychology 3 credits
This course explores the historical and philosophical underpinnings of modern psychology. The course examines major schools of thought in psychology concerning human nature, the self, and modes of inquiry. These include, but are not limited to: structuralism, functionalism, psychoanalysis, and behaviorism. This review will include major contributions to the study, practice, and methods of psychology. Emphasis will be placed on critical thinking in relation to how controversies and issues facing psychology have shaped and will shape it. This course will also focus on the evolution of psychology as a research, evidence-based discipline.

PSY 767 – Child and Adolescent Psychotherapy 2 credits
This course examines the relevant therapeutic and developmental considerations in treatment with children and adolescents. This course provides an overview of the major evidence-based approaches and the basic therapeutic interventions when working with children and adolescents. This course will emphasize the importance of case conceptualization and intervention within family, school, and community systems. Available only to students who have completed PSY 715 and 722.

PSY 768 – Education, Consultation and Organizational Development 3 credits
This course presents theory and practice concerning consultation and management including organizational assessment and analysis, diversity within organizations, group dynamics, systems theory, managing resistance, and intervention theory. Students develop practical skills in organizational consultation and training including conducting meetings, making presentations, entering and analyzing organizations, team building, executive coaching, transition management, and diversity training. The course also provides skills needed for clinical consultation to schools, community agencies, and organizations.

PSY 771 – Dissertation Proposal Development 2-3 credits
PSY 772 – Dissertation Proposal Development II 2-3 credits
(PSY 771 and 772 combined cannot exceed 5 credits)
PSY 773 – Dissertation Development I 3 credits
PSY 774 – Dissertation Development II 2 credits

During this four-term sequence, students research and develop a topic for their dissertation, determine appropriate methodology, prepare a proposal, and then conduct the research for their doctoral dissertation. These courses review the stages of dissertation proposal development and differentiate among the various types of dissertation designs. These courses help students conceptualize their dissertations, choose an approach to study their chosen topic, and begin

their dissertation proposals. These courses include presentations, small group exercises, individual consultations with the instructor, and review and feedback on initial proposal ideas. By the end of this course sequence, many students will either have completed or will have made significant progress on their dissertation.

PSY 799 – Independent Study (Elective) 1-2 credits
An Independent Study allows the student to expand and individualize her/his academic program by focusing on identified areas of interest or of perceived training needs. Students engage in independent study to acquire or deepen knowledge and/or skills in a specific area of psychology under the supervision of a faculty member. Students are limited to a maximum of four credits of independent study during the length of their program.

PSY 801 – Practicum I 1-3 credits
PSY 802 – Practicum II 1-3 credits
PSY 803 – Practicum III 1-3 credits
(Total per year may not exceed 6 credits.)

This practicum course provides the first year of clinical training at a Psy.D. student placement site. The placement includes a minimum of 600 hours of training, including individual supervision, with 50% of the student's time spent in direct contact with clients doing psychological assessment/testing, individual, group and family psychotherapy, community action, and psychoeducation. The remaining time may be spent in report writing, clinical conferences, group and peer supervision, professional development, and other related indirect services of a psychological nature. Practicum I-III is taken in conjunction with PSY 754-756 - Professional Development Seminars I-III.

PSY 804 – Practicum IV 1-3 credits
PSY 805 – Practicum V 1-3 credits
PSY 806 – Practicum VI 1-3 credits
(Total may not exceed 6 credits.)

This practicum course provides the second year of clinical training at a Psy.D. student placement site. The placement includes a minimum of 600 hours of training, including individual supervision, with 25 to 50 percent of the student's time spent in direct contact with clients doing individual, group and family psychotherapy, community action, and psychoeducation. The remaining time may be spent in report writing, clinical conferences, group and peer supervision, professional development, and other related indirect services of a psychological nature. Practicum IV-VI is taken in conjunction with PSY 757-759 - Professional Development Seminars IV-VI.

PSY 807 – Advanced Practicum I 1-3 credits
PSY 808 – Advanced Practicum II 1-3 credits
PSY 809 – Advanced Practicum III 1-3 credits
(Total may not exceed 6 credits)

This advanced practicum course corresponds to the third or fourth year of clinical training at Psy.D. student placement sites. The placement is optional to students who have completed a minimum of 1,200 hours of practicum training. This time can be spent in direct contact with clients doing individual, group and family psychotherapy, community action, psychoeducation, report writing, clinical conferences, group and peer supervision, professional development, and other/or related indirect services of a psychological nature.

PSY 830-835 – Clinical Internship no credit
The program requires the completion of a clinical internship totaling 2,000 hours (typically taking place over 12-24 months). Clinical internships prepare students for the general practice of psychology, through training that increases in difficulty in both clinical acumen and level of responsibility. The internship should be appropriate both to the Psy.D. program's training model and to the student's individual program of study. Students are considered full-time equivalent when registered for this course.

Course Extensions and Dissertation Supervision

CEX 796 Dissertation Proposal Extension no credit
This course is for the completion of the dissertation proposal. Students are not considered full-time equivalent when registered for this course. CEX 796 does not qualify students for continuing financial aid. The Registrar's Office will report students on this extension as registered less than half-time during the next scheduled report to the National Student Clearinghouse. A student cannot be registered for any credit hour course work during this CEX 796 term.

CEX 798 Course Completion Extension no credit
This course completion extension is for a student who may need an entire semester to finish PSY coursework with an complete an I (Incomplete) from the prior semester. CEX 798 is not associated with dissertation work. CEX 798 does not qualify students for continuing financial aid. The Registrar's Office will report students on this extension as registered less than half-time during the next scheduled report to the National Student Clearinghouse. A student cannot be registered for any credit hour course work during this CEX 798 term.

CEX 799 – Dissertation Research and Writing Extension no credit
This course is for research and completion of the dissertation, under the supervision of the Dissertation Chair for each student, after the seven-year program limitation. Students are not considered full-time equivalent when registered for this course. CEX 799 does not qualify students for continuing financial aid. The Registrar's Office will report students on this extension as registered less than half time to external agencies. A student cannot be registered for any credit hour course work during this extension term.

PCX 799 – Program Completion Extension no credit
Completion of dissertation, post completion of dissertation defense oral exam. This course is for final editing of dissertation and completion of the program. Students are not considered full time equivalent when registered for this course. PCX 799 does not qualify students for continuing financial aid. The Registrar's Office will report students on this extension as registered less than half time to external agencies. A student cannot be registered for any credit hour course work during this extension term.

DIS 778 - 783 – Dissertation Supervision no credit
This course is for research and completion of the dissertation, under the supervision of the Dissertation Chair for each student. Students are considered full-time equivalent when registered for this course. Financial aid is available for students enrolled in Dissertation Supervision.

Note: Electives in the program are "to be determined" on an annual basis and will total 16 credit hours.

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES (PH.D.)

PRE-COHORT (IN TEACH-OUT PHASE)

Dean: Patricia Brewer, Ph.D.

Program Overview

Minimum credits to degree: 65 semester hours
Calendar: Six-month terms
Time to complete degree: By December 31, 2012

Academic Program Location
Pre-Cohort Ph.D.
440 E. McMillan Street
Cincinnati, OH 45206-1925
Phone: 800.861.6400
http://www.myunion.edu/academics/pre-cohort/

Areas of Concentration

- Organizational Behavior/Development
- Educational Leadership/Systems
- Psychology
- Public Policy/Administration
- Arts and Sciences
- Clinical Psychology

Students may also choose a specialization for their degree title that is consistent with their overall degree content and is approved by the doctoral committee.

The Pre-Cohort Ph.D. Student Handbook is available on the UI&U website at http://www.myunion.edu/academics/handbooks/GradLearnerHandbook.pdf.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at http://www.myunion.edu/forms/pre000.pdf.

The Pre-Cohort Ph.D. program stopped admitting new students into the program on June 20, 2006. The program has experienced considerable change over the past few years. Although students will want to review the entire handbook, some of the more pertinent changes include the following:

- Please review carefully the section on the dean's review process, as it has changed as a result of acknowledgement from OBR.
- *Use of teleconferencing for certification and program review meetings*: Effective January 1, 2009, affiliate faculty are asked to participate in meetings via teleconference. Please see the section on Travel Policy for more specific information.
- *Close of Program*: No new students are being accepted into the program at this time and no current students will remain in the program after December 31, 2012. The office of the dean is working carefully to ensure that students have every opportunity to complete the program in advance of the 2012 closure date. Please see the website for complete information on

deadlines related to program closure.

Union Institute & University (UI&U) aspires to create an academic environment grounded in interdisciplinary intellectual discovery and guided by rational discourse. Within this learning community the program endeavors to act according to its basic values of respect for one another, cooperation, creative imagination, pride in a job well done, and intellectual and spiritual growth.

- Students may concentrate on one of six areas of concentration in social sciences and humanities. The student's area of concentration will be consistent with a focus on new learning and research and will be supported by the expertise, skill, knowledge, and experience of the members of the student's doctoral committee.

Registration Procedures and Policies

Union Institute & University operates its Pre-Cohort Ph.D. program on a two-term, 12-month academic year calendar. Pre-Cohort Ph.D. program students are required to register once a year at the beginning of their enrollment period. The first core will counsel with the student about the selection of courses in the program. It is the students' responsibility to know the requirements and to make certain that they are fulfilling them. The minimum program length is 65 credit hours, while the maximum is defined in the certified Comprehensive Degree Plan (formerly called the Learning Agreement). All continuing students are required to register by the first day of each new academic year by submitting the details of their planned credit registration for each of their two terms of the new year. Registration must be completed for a minimum of seven credits per each six-month term. Registrations for less than seven credits hours cannot be accepted, excluding CEX or PCX registrations. Any registration exceeding 15 credit hours per six-month term or 30 credit hours per year will require the dean's approval. Students must be registered for a minimum of seven credit hours per term. Students registered in CEX 799 Course Extension (0.00 credit hours) or PCX 799 Program Completion Extension (0.00 credit hours) are reported at less than half time. Students who are in program extension status (PCX 799) may register on a term-by-term basis.

The colloquium date determines the month of a student's academic year, and it is the matriculation date throughout the doctoral program. The student's credit load is established by the annual registration process. Once certified, all registration must agree with the student's approved Comprehensive Degree Plan. The registration load documented by the Registrar's Office will be used to determine eligibility where applicable and by the Business Office for tuition assessment for six-month term and academic year registration purposes. Registration forms are initiated by the student and must be approved by the first core prior to submission to the Pre-Cohort Ph.D. program for acceptance.

Registered Active Status
All students who are in RA (registered active) status are required to register by the first day of each new academic year. The registration form should include course information for each of the two terms of the new registration year. Each registration term must carry a minimum of seven (7) credits.

Course Extension Status

Course Completion Extension (CEX 799)
In exceptional circumstances, students may petition to receive an Incomplete grade for a course and register for CEX 799 (Course Extension) for the next term. CEX 799 requires dean's

permission, and students must pay a fee for registering in a course extension. CEX 799 does not qualify for federal financial aid funds. In addition, the university is required to report less-than-half-time students to the National Clearinghouse which, may affect the re-payment status of any loans.

Program Completion Extension (PCX 799)
Registration in PCX 799, which is approved near the end of the student's program, carries no academic credit. No new academic learning activities may be undertaken during this extension registration period.

Near the conclusion of a doctoral student's program, when all learning activities have been registered and the student has concluded research for the PDE, the Program Completion Extension provides a registration status for the student to hold the program review meeting, participate in dean's review, and cover the time required to handle the administrative aspects of program completion. Initial registration for PCX799 is permitted when the following two conditions have been met:

- When a student has completed all of her or his doctoral credit-hour work as indicated in the comprehensive degree plan, and
- When a student has a doctoral program review meeting scheduled and approved by the pre-cohort dean's office as of the beginning of the term for which PCX799 status is requested.

A program extension fee will be assessed during each six-month period. If the student fully completes the requirements for dean's approval of their graduation before the end of the six-month extension period, the fee will be prorated monthly (See Tuition and Fee Schedule).

The PCX 799 Extension does not qualify students for financial aid. The Office of Financial Aid will terminate aid at the conclusion of the student's last registered term for credit. The Registrar's Office will report students on this extension as registered less than half time during the next scheduled report to external agencies; therefore, students in a deferment status who convert to CEX 799 or PCX 799 registrations may enter a repayment status with their loans.

Academic Year Registration Group, Year, and Term

Each student is assigned to an Academic Year Registration Group, which is determined by the month the student's colloquium was attended. Examples are outlined below:

Academic-Year Registration Group	i) Colloquium Month	ii) Academic Year Registration Period	1st Six-Month Registration Term	2nd Six-Month Registration Term
7A	January	Jan 1 thru Dec 31	7A Jan-Jun	8A July-Dec
7B	February	Feb 1 thru Jan 31	7B Feb-Jul	8B Aug-Jan
7C	March	Mar 1 thru Feb 28	7C Mar-Aug	8C Sep-Feb
7D	April	Apr 1 thru Mar 31	7D Apr-Sep	8D Oct-Mar
7E	May	May 1 thru Apr 30	7E May-Oct	8E Nov-Apr
7F	June	Jun 1 thru May 31	7F Jun-Nov	8F Dec-May
8A	July	Jul 1 thru Jun 30	8A Jul-Dec	7A Jan-Jun
8B	August	Aug 1 thru Jul 31	8B Aug-Jan	7B Feb-Jul
8C	September	Sep 1 thru Aug 31	8C Sep-Feb	7C Mar-Aug
8D	October	Oct 1 thru Sep 30	8D Oct-Mar	7D Apr-Sep
8E	November	Nov 1 thru Oct 31	8E Nov-Apr	7E May-Oct
8F	December	Dec 1 thru Nov 30	8F Dec-May	7F Jun-Nov

Attendance and Engagement Process
Within the first two weeks of each six-month term, the first core will verify the attendance and engagement of each student's registered learning activities. The Attendance and Engagement Form is completed by the first core and is submitted to the Pre-Cohort Ph.D. program, along with evidence of engagement. A doctoral student's continued in-school loan deferment status is contingent upon receipt of a duly signed Attendance and Engagement Form each six-month term.

Drop / Add Policy

Students are required to be registered by the first day of each enrollment period. Under certain circumstances, students may adjust their registered learning activities after the start of a term but only prior to the drop/add deadline. Students may drop learning activities during the first 60 days of each six-month enrollment period or term. Students may add learning activities during the first 90 days of each six-month enrollment period or term. Residency events—seminars and peer days—are excluded from the drop/add policy. Changes to a graduate student's registration activity must be submitted on the Pre-Cohort Ph.D. Program Drop/Add Request Form.

Students are expected to consult carefully with their first core when considering adjustments to their registration load. Financial aid students are advised to consult with the Office of Financial Aid as well. Students are responsible for ensuring that new registration additions are aligned with their official Comprehensive Degree Plan on file in the Registrar's Office. The student is responsible for initiating amendments to the Comprehensive Degree Plan when necessary.

Mminimum registration credit requirements remain in effect as a result of dropping and/or adding within an enrollment period. The net credit load after processing all drop/add requests during a term must remain a minimum of seven semester credit hours. Failure to maintain the seven-credit minimum will result in students losing their full-time enrollment status during that term. This would, in turn, impact satisfactory academic progress as well as a student's in-school loan deferment status, and will therefore not be approved.

All learning activities dropped by the drop/add deadline will remain recorded to the student's registration record and a grade of W (for Withdrawn) will be posted to the grade field for each course dropped by the drop/add deadline.

First core approval of a drop/add request will also serve to validate attendance/engagement for any added course.

Satisfactory Academic Progress Policy

Federal regulations require all schools participating in the Title IV financial aid programs to define and monitor standards of satisfactory academic progress which apply to all students and to federal financial aid recipients. To maintain active program status and financial aid eligibility a student at Union Institute & University must make satisfactory academic progress toward a degree. Satisfactory academic progress is determined by both qualitative and quantitative measurements.

Qualitative Standards
Union Institute & University does not compute a grade point average (GPA) for doctoral students in the Pre-Cohort Ph.D. program because a GPA system would not accurately reflect

the primarily qualitative evaluative processes of the Interdisciplinary Arts and Sciences and the Professional Psychology program models.

Evaluations of each doctoral student's attempted coursework and other learning activities are made every six months by the core faculty advisor or other designated faculty evaluator. Faculty evaluations of completed learning activities are subsequently reviewed by the Pre-Cohort Ph.D. program's academic administration—the dean of the college or the assistant deans of the two schools.

Evaluations of completed learning activities will result in the assignment of a satisfactory or unsatisfactory rating for each learning component. A rating of satisfactory will be the equivalent of a B or better. If the completed work is rated unsatisfactory, no credit hours will be awarded for that component.

A student will be determined to have not met the qualitative standard for satisfactory academic progress if s/he is awarded fewer credit hours than specified by minimum credit hour completion requirements (the quantitative standard).

Quantitative Standard

The quantitative standard for satisfactory academic progress contains four components: (1) maximum timeframe for completion of the degree program, (2) Pre-Certification minimum six-month and annual credit hour completion requirements, (3) approval of the Comprehensive Degree Plan (CDP) and certification within 24 months of completion of the Entry Colloquium, and (4) Post-Certification individualized six-month and annual credit hour completion requirements. In addition to meeting the qualitative standard of satisfactory completion of learning activities, students must meet all components of the quantitative standard to remain in good standing and to maintain financial aid eligibility.

Component One: Maximum Timeframe for Completion of the Degree Program (Time to Degree)

Doctoral students must satisfactorily complete their degree program within seven years of matriculation. Time-to-degree calculations begin with the first day of the entry colloquium. Time-to-degree is exclusive of periods of official withdrawal and/or official leaves of absence.

Component Two: Pre-Certification Minimum Six-Month and Annual Credit Hour Completion Requirements

The minimum doctoral program length is 65 credit hours. To meet the minimum credit hour completion requirements of the quantitative SAP component, a doctoral student must earn the specified minimum number of semester credit hours (i.e., completed learning activities rated as satisfactory), at each six-month increment in order to complete the doctoral program within the seven-year maximum timeframe.

During the **Pre-Certification** enrollment period, and for students with an established program length of only 65 credit hours, each student's academic progress will be monitored in accordance with this minimum program length requirement as follows:

YR1	6 months	4.5	YR6	6 months	49.50
	6 months	9.0		6 months	54.00
YR5	6 months	13.50	YR7	6 months	59.50
	6 months	18.00		6 months	65.00
YR3	6 months	22.50			
	6 months	27.00			
YR4	6 months	31.50			
	6 months	36.00			
YR5	6 months	40.50			
	6 months	45.00			

Component Three: Approval of the Comprehensive Degree Plan (CDP) and Certification within 24 Months of Completion of the Entry Colloquium
In order to meet the quantitative SAP standard, a doctoral student must receive approval of the Comprehensive Degree Plan (CDP), formerly Learning Agreement, and certification within 24 months of completion of the Entry Colloquium. A student's program length in credit hours is determined at certification and is defined by her/his approved CDP.

Component Four: Post-Certification *Individualized* Six-Month and Annual Credit Hour Completion Requirements
The program length for a doctoral student is defined by her/his approved CDP at certification. At and beyond certification, the student's academic progress will be determined and monitored on an individualized basis in accordance with the student's approved CDP as follows:

Credit hours remaining in the program divided by years remaining in the program equals the minimum credit hours per academic year that the student must complete in the remainder of the program for the student to be in compliance with the UI&U satisfactory academic progress requirements.

In determining the credit hours remaining in the program, Union will use the hours completed at the **end** of six-month term in which the student becomes certified as the credit hours completed in the program at the time of certification.

The Pre-Cohort Ph.D. program Dean's Office must approve a change to a student's program length as specified in the student's approved revised CDP. The Office of Financial Aid for federal financial aid recipients and the Pre-Cohort Ph.D. program Dean's Office for non-federal financial aid recipients will determine the student's revised individualized SAP requirements and notify the student in writing of her/his revised SAP requirements. The student's revised individualized SAP requirements will be retained as part of the student's permanent financial aid record and permanent academic record.

SAP Policy Enforcement

Union Institute & University's doctoral programs operate within a twelve-month academic year with two six-month payment periods (terms). The Pre-Cohort Ph.D. program Dean's Office will monitor and enforce the rules of satisfactory academic progress for all UI&U doctoral students

at the end of each six-month payment period/term. The Pre-Cohort Ph.D. program Dean's Office will notify the Office of Financial Aid of all students not in meeting SAP at the end of each six-month term.

Academic Satisfactory Progress Review - Probation and Dismissal

If a student does not meet the qualitative standard and/or any component of the quantitative standard for satisfactory academic progress, a six-month academic probation period will be granted by the Pre-Cohort Ph.D. program Dean's Office. The Pre-Cohort Ph.D. program Dean's Office will notify a student in writing of academic probation status. The Pre-Cohort Ph.D. program Dean's Office will notify the Office of Financial Aid of all students on academic probation.

The Pre-Cohort Ph.D. program Dean's Office, at the end of the academic probation period for any doctoral student, can choose to grant additional six-month academic probation periods or, in consultation with faculty, dismiss the student from the university. The Pre-Cohort Ph.D. program dean will grant additional academic six-month probationary periods or send notification of dismissal from the university directly to the student.

Note: A student will not be eligible for financial aid if additional academic probation periods are granted by the Pre-Cohort Ph.D. program Dean's Office for continued matriculation in the doctoral program unless a financial aid probation status has been appealed by the student and has been approved by the director of financial aid. Please review the Student Financial Aid Satisfactory Academic Progress Policy at the end of this section.

Standards and conditions for granting additional probationary periods and for granting readmission are, as follows:

- An assessment by the Pre-Cohort Ph.D. program dean of the academic progress that has been made prior to a student's request for an additional probationary period.
- Evidence provided by the student regarding the availability of sufficient time as well as access to essential resources.
- The student's presentation of a clear, coherent, and persuasive plan for making up deficiencies in her/his prior academic work and for moving forward.
- A thorough assessment of a student's academic work and ability to move toward successful completion of the doctoral program by a student's first core faculty.

Students who are readmitted following academic dismissal may be subject to special requirements to remove academic deficiencies as determined by the Pre-Cohort Ph.D. program. A student who is academically dismissed from the university is not eligible for financial aid until/ unless readmitted to the university, has removed all academic deficiencies as determined by the Pre-Cohort Ph.D. program and until/unless regaining financial aid eligibility by meeting all quantitative and qualitative standards for satisfactory academic progress within 12 months of the initial or subsequent termination of eligibility. A student may appeal an academic dismissal in writing to the next highest level of authority. A student's appeal of a decision made by the Pre-Cohort Ph.D. program Dean's Office may be submitted to the Pre-Cohort Ph.D. Program Appeals Committee.

Applicability and Effective Date of Satisfactory Academic Progress Policy
This policy becomes effective July 1, 2003, and applies to all Union Institute & University doctoral students enrolled as of the effective date of the policy and to those students who matriculate on or after the policy effective date. The policy applies equally to doctoral students

who are receiving federal financial aid and to those students who are not receiving federal financial aid.

William D. Ford Direct Loan Program

Borrower-Based Academic Year (BBAY)
Doctoral students enrolled the Pre-Cohort Ph.D. program are considered to be enrolled in a non-term credit hour program and are subject to a borrower based academic year (BBAY). A student's BBAY corresponds to the academic year based on the student start date (colloquium) and thereafter for each subsequent 12-month period.

Minimum Credit Hour Requirement for Direct Loan Eligibility
For purposes of the Direct Loan program, a student will be eligible for a second loan disbursement at the midpoint of the academic year (six-month increment) if the student has completed the previous payment period and earned a minimum of seven credit hours. A student will be eligible for a new loan at the conclusion of the academic year (12 months) if the student has earned a minimum of fourteen credit hours during the academic year.

Direct Loan Scheduled Disbursements
The registration and completed learning requirements for federal financial aid eligibility:

Disbursement #1

- Registration for the 12-month academic year consisting of two six-month payment periods (terms) with a minimum of seven credit hours in each term.
- Submission of attendance and engagement notification by first core for the first six-month term.

Disbursement #2

- Registration of seven credit hours.
- Completion of the minimum seven credit hours for the first six-month term.
- Submission of attendance and engagement verification by first core for the second 6-month term.
- Next academic/award year — Disbursements #1 – #2.
- Completion of minimum of 14 credit hours in the prior academic year.
- Repeat of first and second disbursement steps.

Direct Loan proceeds will be scheduled for disbursement not sooner than the 14th day of each six-month term.

Documentation of Attendance/Academic Work
Direct Loan proceeds will not be disbursed until the Office of Financial Aid verifies that the student has commenced attendance/academic work in the term. Attendance and engagement is documented each six-month term by the student's Core Faculty Advisor on the Attendance and Engagement Form.

Student Financial Aid

Satisfactory Academic Progress (SAP) Policy

Financial Aid Warning
If a student does not meet the qualitative standard and/or any component of the quantitative standard for satisfactory academic progress, the student will be placed on a one-term financial aid warning period. The Office of Financial Aid will notify students who are federal financial aid recipients in writing of their financial aid warning status. A student is eligible for financial aid during any financial aid warning status.

Financial Aid Probation
If the student does **not meet SAP** by the end of the term of a financial aid warning, the student will be placed on probation and financial aid will be terminated. The student will not qualify for financial aid, effective the next term of attendance, until such time as the student again meets all SAP guidelines. The student may appeal a probation decision. If the appeal is approved by the director of financial aid, then aid may be reinstated for that term. See the appeal section for additional information.

Financial Aid Termination
If the student does **not meet SAP at the end of a financial aid approved probation term,** financial aid will be terminated. The student will not qualify for financial aid effective the next term of attendance until such time as the student again meets all SAP guidelines. See the appeal section for additional information.

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

Students whose appeals have been approved will be placed on financial aid probation; their aid will be reestablished to continue with their studies. The student should develop an individualized academic plan that should be followed in order to continue enrollment.

SAP Statuses

Satisfactory: Students who have met their SAP criteria explained above. Financial aid funding will post to student's account as scheduled.
Financial Aid Warning: Students who have not met their SAP at the end of a term will be placed on financial aid warning for the next enrolled term. Satisfactory academic progress will be monitored at the end of each term to determine if the student meets the standards of progress and is eligible to continue to receive financial aid. Financial aid funding will post to

student's account as scheduled. If warning remains at end of term, financial aid funding for the next term will be placed on hold until satisfactory academic progress is reviewed.
Financial Aid Termination: Students on financial aid probation whose appeal was denied will have their financial aid terminated. Financial aid will also be terminated for students who have attempted the maximum allowable credit hours for their program of study.
Financial Aid Probation: Students whose appeals have been approved by the Satisfactory Academic Progress Appeals Committee are placed on financial aid probation. Until financial aid probation appeal is approved, financial aid funding will be placed on hold.
Notification of Financial Aid Warning, Probation or Termination: The Office of Financial Aid will send an email to a student who is placed on financial aid warning, probation or terminated; however, failure to receive correspondence does not negate a termination or warning status.
Complete Academic Record: To measure a student's satisfactory progress toward degree requirements, the student's complete academic record at Union Institute & University must be evaluated, whether or not the student received aid for the entire time of enrollment.

Tuition and Payment of Fees

Tuition Payment

Tuition payment is due on a term basis for each new six-month term. The payment dates for students are determined by their entry dates. Tuition for the doctoral program is a flat rate regardless of credit hours registered (minimum of seven hours per term). Tuition is charged at an annual rate; one-half of which is due on the first day of each six-month term. The rate charged each term depends on the current published fiscal year tuition schedule.

Students must be registered and tuition will be charged through the end of the term in which academic credit is registered for the degree plan.

Payment Plans

- *Term Payment*. Tuition payment is due on the first day of the new term according to the student's date of matriculation. Payment may be made by check, credit card, or financial aid eligibility. In order to encourage prompt payment, the institution rewards those who meet their obligations in a timely manner by providing a discount of $200 per term for payment postmarked no later than the first day of the term. To qualify, a student must have no prior account balance by satisfying all prior charges no later than the first day of the term and also pay the new term by the first day of the term.
- *Deferred Payment Option*. A student may elect at the time of registration a deferred payment option that spreads the payments over the six months of the term. The deferred payment option is the only option for delayed payment without special arrangements with the Business Office.
- *Special Payment Options*. Special payment options and multi-term discount plans are available by contacting the Business Office.

Prorated Tuition

Tuition is prorated for the first six-month term based on the day of entry according to the following schedule:

First to seventh calendar day of the month	100%
Eighth to 15th calendar day of the month	75%
Sixteenth to 23rd calendar day of the month	50%
Twenty-fourth day to last day of the month	25%

Tuition is prorated on a monthly basis for the final term if a student withdraws from the program according to the end of the month of withdrawal.

Tuition is not prorated for the last term of enrollment with academic credit. Effective July 01, 2003, registration, award of academic credit, tuition, and federal financial aid have been directly linked to each six-month academic term.

Unpaid Balances
Balances unpaid at the time of leaving Union Institute & University will be processed for collection after 60 days. Should the student seek readmission at a later date, all unpaid balances and collection costs incurred by UI&U must be paid in full before consideration of the application for readmission.

Additional Costs and Fees
Seminar Costs. The costs incurred through participation in seminars are the responsibility of the student and are in addition to the seminar registration deposit. (See Annual Tuition and Fee Schedule.) These costs vary for each event, based upon such variables as location and housing. After the student completes each event, the registration deposit will be credited to the tuition account. If students fail to attend an event for which they have registered or if the student cancels registration less than 45 days prior to the event, the registration deposit is forfeited.

Hold Fee
A non-refundable hold fee is required upon admission to the graduate collage. This fee is deducted from the first tuition payment and holds the student's acceptance into the program for twelve months.

Other Fees
The Pre-Cohort Ph.D. program requires payment of a non-refundable application fee and transcript fee.

Technology Fee
All Pre-Cohort Ph.D. program students are required to pay an annual technology fee that supports the technology required to maintain efficient communications with a dispersed student population, provide full-text library databases, and online teaching tools.

Scholarships
Pre-Cohort Ph.D. program scholarships are available. Requirements include:

- Completion of Certification.
- Evidence of satisfactory academic progress leading towards the Ph.D. degree.
- The student's written application statement.
- Written support of the student's first core faculty member.
- Applications for scholarships are available on the UI&U website by August 15 of each year. Awards are made annually, subject to the availability of funds.

Grading Policy

Learning activities registered for credit and attempted each term are ultimately evaluated on a satisfactory or unsatisfactory grading scale. The S and U grades are used to evaluate and document the overall completion of learning activities each term. Neither is used to calculate a grade point average. Several other grading codes are used to indicate the specific status of each learning activity at any time. All registered learning activities will receive one of the following grade codes at

the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's academic record.

- Thirty days after the end of a term the registrar must record one of the following grades for every registered course: S (Satisfactory), I (Incomplete), U (Unsatisfactory), or W (Withdrawal).
- Grades of S, U, and I require a Completed Learning Activity Form approved and submitted by the faculty evaluator. There are two versions of the Completed Learning Activity Form. Click http://www.myunion.edu/forms/pre004.pdf for work completed *prior* to July 1, 2003, or click http://www.myunion.edu/forms/PRE003.pdf for work completed *after* July 1, 2003.
- Grades of W (Withdrawal) require a withdrawal notification by the student or the processing of an official drop request with requisite signatures. Administrative withdrawals may be directed by the dean of the Pre-Cohort Ph.D. program.
- N (grade not received) is used as a placeholder when the faculty does not report a grade on the Completed Learning Activity Form and is automatically assigned by the registrar at the end of every term for all courses lacking this form.

All I grade designations not changed to S by faculty submitted evaluations of the Completed Learning Activity Form will automatically be converted to U grades by the registrar at the end of the following six-month term subsequent to the registered term. This means that students will no longer be able to submit completed learning for registered activities six months after the term ended with incomplete work.

NOTICE – Grades of U, I and W may adversely affect a student's satisfactory academic progress and federal financial aid eligibility.

S	The S grade indicates satisfactory completion of all prescribed learning results associated with learning, residential, internship, or research activity as evidenced by performance equivalent to B or better at the doctoral level on a standard letter grading scale. Results in credit being earned.
U	The U grade is recorded under the following circumstances to indicate unsatisfactory performance as evaluated by a qualified faculty evaluator and results in no credit being earned. 1. To indicate unsatisfactory performance (defined as any performance less than B at the doctoral level) as evaluated by a qualified faculty evaluator; 2. The unsatisfactory grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed by the end of the following six-month term. The U grade appears on the official transcript and results in no credit being earned for that activity. Learning activities graded as U may be repeated for credit in subsequent terms when the activity continues to be a requirement as outlined in the student's Comprehensive Degree Plan.

I	Indicates that student had been making positive progress toward completion of the learning activity but needed additional time beyond the end of the enrollment period in which to successfully achieve and document all learning results. Students have six months (the end of the next term) to convert I grades to final grades. I grades will convert to U at the end of the following six-month term if not graded with a Completed Learning Activity Form. No credit is earned for the I grade until it is converted to the final S grade.
W	Indicates that student has withdrawn from the program (either officially or unofficially) at a time when learning activities remain open. The W grade is also posted to indicate learning activities that are dropped by the drop/add deadline. No credit is earned for the W grade.
N	Indicates that no grade has been reported on the learning activity at the conclusion of the term. N grades are temporary grade indicators that will convert to final grades once completed and approved completed learning activity forms are accepted by the dean's office.

(Note: Refer to the University Attendance & Engagement Policy in this catalog.)

Completed Learning Process

Academic work completed must be recorded to the student's transcript as earned credit hours at both the 6-month and 12-month measurement dates (payment period/term). Students should present documentation of the learning activities that have been satisfactorily completed to their first core for review by the end of the first week of the subsequent payment period by utilizing the Completed Learning Activity Form. The student's first core reviews and evaluates the completed academic work to determine that the student has satisfactorily completed the requirements for the learning activity. After 30 days for grade reporting, a N (Not Received) will be given as a placeholder until a Completed Learning Activity Form is submitted. For I (Incomplete) grades, refer to grading policy. First cores submit all completed learning activity forms to the Pre-Cohort Ph.D. program dean's office.

Graduation Policy

Following the dean's review, members of the Graduation Review Committee inventory all academic and financial records. The academic record is reviewed in the Registrar's Office; the Office of Financial Aid checks the status of financial aid, if applicable; and the Business Office audits the financial records (student account). Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. The conferral date is the last day of the month in which the dean's office approves the student for graduation. A student must be registered either active or on Program Completion Extension (PCX 799) at the time of the dean's approval for graduation. The final transcript and diploma will be released when all clearances of the administrative review have been completed.

Components of the Degree Program

Credit-Hour Based Program

The academic year for UI&U doctoral programs is 12 months and 14 credit hours. The academic year is divided into two six-month payment periods or terms with a minimum of seven credit hours in each. Each doctoral student's academic year is based on her/his date of attending the entry colloquium (or in some cases, the date of readmission or reinstatement). Students elect the pace of their full-time academic study each year based on their proposed study plan prior to certification and the approved Comprehensive Degree Plan after certification.

Minimum / Maximum Program Length

UI&U defines the minimum amount of time for a student to complete and earn a doctoral degree as three academic years (six terms in which credit hours are earned) and 65 credit hours. The maximum amount of time allotted for a student to earn a doctoral degree is seven years. Students may be permitted to remain in the program longer than seven years, but only if they are making continuous progress toward the degree pursuant to a written plan approved by the Pre-Cohort Ph.D. program. The maximum timeframe for receipt of federal financial aid is seven years.

Program Transfer Polices

Students who withdraw from the Pre-Cohort program may apply to other doctoral programs at Union Institute & University. Each program has its own admissions requirements and guidelines for acceptance and transfer of credit. In addition, students who are not able to complete the Pre-Cohort program may wish to consider application to the Union Institute & University Master of Arts - Online program. Please contact the Dean's Office for information.

Residency Requirements

As members of the Pre-Cohort Ph.D. program community, students have important contributions to make to its growth. The program is designed so that the student's knowledge and experience, as well as that of other students, will be available to the community. Pre-Cohort Ph.D. program-sponsored doctoral residency events provide formal opportunities for students to interact with faculty and other students in mutual sharing and learning. Networking, collaborative learning, and peer learning are essential features of the Pre-Cohort Ph.D. program educational process.

Students fulfill this residency component by attending 35 days of Pre-Cohort Ph.D. program-sponsored doctoral learning residency events consisting of:

- Entry Colloquium* — 6 credit hours
- Three UI&U sponsored Seminars (3 credits each) — 9 credit hours
- Ten Peer Days (.5 credit each) — 5 credit hours total
- Internship — 6 – 9 credit hours total

**The final colloquium of the program was held in January 2006.*

Students may choose to attend additional seminars or peer days once approved in the Comprehensive Degree Plan. The colloquium, seminars, and peer days are discussed in greater detail in subsequent sections of the Pre-Cohort Handbook.

Seminars

3 Credits

Pre-Cohort Ph.D. program seminars are five-day residential learning events convened by core faculty members, often with co-conveners, at which participants explore significant topics and issues from an interdisciplinary perspective. Seminars focus primarily on research methodology and scholarly writing and also include dissemination and discussion of intellectual content, reflection, critique of old boundaries, creation of new modes of thought and action, and experiential activities. Seminars are open to all students, on a space-available basis, regardless of their area of study. In order to reflect profitably on the central questions, participants are required to acquire background by completing selected preparatory assignments. Seminars provide important opportunities for relating ideas and concepts from various fields to the student's personal and professional life as well as to the degree program. It is recommended that students schedule their seminars at least six months apart in order to allow ample time for contact with the Pre-Cohort Ph.D. program community throughout the program.

Peer Days

5 credit hours (point 5)

Peer days provide opportunities for the student to design and participate in communal learning ventures of value to her/his own program and to the student's colleagues. Peer days are carried out with at least two other students or alumnae/i and include provision for assimilation and reflection upon the skills and knowledge the student gained from the event. While faculty convene the seminars, peer days are designed, convened, and evaluated by students themselves. Alumnae/i may participate in peer days and are counted as peers. Faculty also may attend but are not counted as peers. Peer days may not be conducted during the student's residency at a seminar.

Peer days are expected to be varied, both in terms of the students assembled and the nature of the subject matter discussed. The Pre-Cohort Ph.D. program recognizes that this is especially difficult if the student lives in an area where there is not a large number of peers. In anticipation of the opportunities for meeting other students at seminars, however, arrangements can often be made for peer days to be held before or after a seminar. As with seminars, peer days ideally are scheduled so that contact with peers will be maintained throughout the program.

Foundations Courses

Maximum of 12 Credit Hours

At the time of matriculation, students begin the process of developing their individual Comprehensive Degree Plan. The process involves a considerable amount of research and exploration into various aspects of the field or fields of study under exploration and the research methodologies and research designs that will be appropriate to support each student's research proposal. This individual degree planning process typically extends beyond the first six-month term into the second and even third six-month enrollment term, but it must be concluded within 24 months of matriculation (i.e., three 6-month enrollment periods) as evidenced by achieving certification. Certification within 24 months is a requirement of Satisfactory Academic Progress.

To ensure that students receive credit for the amount of curriculum development and research they must achieve to complete their Comprehensive Degree Plan, they may elect to register for

established courses in Curriculum Development, Field Construction, PDE Conceptualization and PDE Design.

Guidelines for Registration for Foundations Courses
Effective January 1, 2005, the program allows for a maximum of 12 credit hours of foundations courses. If a student has a special need for additional foundations courses, the rationale must be approved by the first core and the Dean's Office.

Types of Foundations Courses
There are four types of foundations courses. Each type reflects a unique focus of exploration that will lead toward the identification of more specific aspects of the program plan (i.e., new learning content, internship plans, and PDE-related research plans). The four types are:

- **INTS 701** - Curriculum Development: Organization and development of an individualized program of doctoral study, including new learning course modules, learning goals and strategies, design and methodology of the internship, means of demonstrating learning, and bibliographies.
- **INTS 702** - Field Construction: Conceptualization of interdisciplinary fields of study including epistemology, comparison to existing programs or models, content and skill areas, and assessment of prior learning.
- **INTS 703** - PDE Conceptualization: Background research and development of topic, guiding questions, preliminary review of the literature, and analysis of interdisciplinary nature of the program and its social meaning.
- **INTS 704** - PDE Design: Development of appropriate techniques of inquiry and analysis, social intervention, or artistic creation, including methodology, ethical considerations, evaluative criteria, format, contextual essay (for artistic or social action projects), and working bibliography.

Foundations Courses Credit
There is no specific set of credit hours associated with any one of the foundations courses. It is also not necessary for students to include all of these courses in their program of study. Conversely, it is possible to register each course equally and to spread the 12 credit hours equally among all four courses, that is, three credit hours for each course. Or a student may also register for all 12 credit hours in one course; that is, for example, 12 credit hours for INTS 701.

Curriculum Development
Regardless of the method a student uses to earn credit hours for foundations courses, such courses must be included as part of the Comprehensive Degree Plan, which, when approved at certification, must detail each specific course, learning activity prefix, number, title, and credit.

Internship

Internship – Interdisciplinary Arts and Sciences
(9-12 credit hours)
As part of the program, students will be involved in designing, participating in, and reflecting upon an internship experience. An internship is a planned, extended, new learning activity (not business as usual) designed to enhance competency in one or more areas of study while offering the opportunity to integrate theory with practice.

However long it actually takes, the internship represents the equivalent of three months' full-time involvement. The internship may take one or more of the following forms, but need not be limited to these alone:

- **Traditional:** Students practice in a professional capacity in a work setting or field in which they would eventually like to be employed.
- **Exploratory:** Student test their abilities, interests, and expectations in an unfamiliar field or job setting to determine whether they are interested in it for the future.
- **Redefinition:** Students redefine their current professional work and tries it out in their present situation.
- **Mentorship:** Students work with and learn from a scholar, administrator, practitioner, or other person who has knowledge and skills they wish to develop.
- **Action-oriented:** Students devise and implement a project that has an intended social impact.

Students may engage in more than one internship, being careful to integrate student plans and activities into their overall program. An internship advisor will assist with and verify student learning. The advisor may be a member of the doctoral committee or a non-committee member with appropriate credentials. Because the advisor will be involved in evaluating a significant component of the degree program, it is important for students to choose someone with whom they have not had a prior relationship (either personal or financial) that might cast doubt on the integrity of the evaluation. For example, a student's personal psychotherapist would not be an appropriate internship advisor.

Documentation of the internship and demonstration of learning are required. An evaluation of the internship is provided both by the faculty and the internship supervisor.

Practicum and Internship Guidelines – Clinical Psychology

Union Institute & University Pre-Cohort Ph.D. Program Professional Psychology Committee utilizes the following guidelines to assist students to develop appropriate practicum and internship experiences. Individual licensing jurisdictions may have additional requirements.

Practicum

- Includes no less than 500 hours.
- Generally includes work of an applied nature completed in conjunction with coursework, e.g., psychological testing and psychotherapy courses generally have a practicum component in which the knowledge and skills learned in the course are applied in a supervised training setting.
- At least 75 hours of supervision are provided by a licensed psychologist.

Internship

- Includes a minimum of 1,500 hours of involvement; at least 25 percent of which are face-to-face psychological services to patients/clients.
- Provides intensive application of academic learning in practical situations.
- Candidates have substantial responsibility for carrying out major professional functions within the context of a supervisory relationship, professional role modeling, and awareness of administrative structures. This takes place in an organized training program that is a planned, programmed sequence of training experiences.
- There should be wide and varied experience in all areas of assessment, diagnosis, and intervention with a variety of clientele throughout the internship.

- The required internship hours can be accumulated either by full or part-time service, and may be completed at different sites. The 1,500 internship hours must be completed in no less than 10 months and no more than 24 months.
- The internship setting should include at least two licensed professional psychologists and at least two doctoral level psychology interns.
- The internship agency should have a designated, doctoral level licensed staff psychologist who is responsible for the training program, present at the training site for a minimum of 20 hours per week.
- Two hours of face-to-face supervision should occur weekly, whether the intern is at the training site full time or half time.
- There should be at least two hours of didactic learning sessions or case conferences/ seminars, in-service training, or grand rounds for each 40 hours of internship involvement.
- The intern should have the title of intern, resident, fellow, trainee or other appropriate title for the duration of the internship.
- Every six months, the site supervisor (or designee) should provide a written evaluation of the intern's performance. Forms are available from the Pre-Cohort Ph.D. program office at Union Institute & University.
- Interns should be allowed and encouraged to evaluate their own experience and growth throughout the internship.
- Ethical standards consistent with published APA ethical standards will be maintained in the internship setting.
- Appropriate records will be maintained including work samples of interns and documentation of the supervision process.
- Interns will cooperate with site supervisors and administrators regarding issues of professional responsibility, including the requirement and provision for malpractice insurance coverage for services rendered while in the training setting.
- The internship experience is described in a written statement/brochure listing the specifics of training program, giving goals and content with evaluative criteria for the trainee's work.

Assessment – Internship
The internship advisor's evaluation of the student's internship and demonstration of learning are shared with members of the student's doctoral committee. The evaluation provides specific information about the completed internship and a detailed statement of what the experience meant to the student. The student's own evaluation, which is central to that documentation and demonstration, specifies how the internship did or did not meet the objectives as described in the Comprehensive Degree Plan. The final CLF must be approved by the student's first core.

New Learning

(Typically 18-36 credit hours; dependent upon the program)
Students must plan a program that will provide scholarly, comprehensive knowledge of the issues, texts, theories, methods, and ethical considerations pertinent to their field of study. Students pursue their learning in a variety of ways, building upon, but going significantly beyond, their prior learning.

UI&U does not grant credit for work earned at another college or university, but the doctoral committee assesses the worth of prior learning from students' academic, professional, and/or life experience as relevant to the development of proficiency in the field. The university recognizes that typical students bring to their work rich and strong backgrounds. When the doctoral committee accepts the proposal the student presents in the Comprehensive Degree Plan, it does so based on considerations of all that they bring to their work, in addition to what they plan.

The plan for new learning may include attending classes, UI&U-sponsored seminars, laboratory sessions, supervised practice, individual reading programs, workshops and conferences, presentations at professional meetings, or fieldwork.

Assessment – New Learning
Members of a student's doctoral committee must be involved in the evaluative process. This process documents and evaluates learning completed through as written examinations, formal and/or informal papers, performance, and project reviews. Students must consult with their committee members to determine who among them is primarily responsible for evaluating work in different areas of their program. The first core is responsible for conducting the ongoing evaluation of the student's work

Research Course Guidelines
Students are encouraged to use the following guidelines (approved by the faculty on September 1, 2008) to build the research curriculum for their programs. The 880 series is intended to support student scholarship as supervised by the first core.

- RSCH 880 registration is available to all students regardless of their progress toward certification. A student may register for RSCH 880 on two (2) terms.
- RSCH 881, 882, 883, 884, etc., registrations are restricted to students who are certified and have IRB approval to conduct research. Course titles can be used to specify the research activities of students who do not follow a traditional research design (for example, RSCH 881 Research Using Grounded Theory). Students may build into the degree plan a maximum of two (2) sections of each course in the 880 series.
- RSCH 884 Dissertation Research in the Humanities should be used only by students whose disciplinary focus is in one of the traditional humanities areas. A student may register for RSCH 884 only two (2) terms.
- RSCH 900, 901, 902, etc. are restricted to students who are completing synthesis of all PDE construction. All work from the RSCH 900 series courses should be completed in conjunction with all committee members. Students may build into the degree plan a maximum of two (2) sections of each course in the 900 series.

Project Demonstrating Excellence

(Maximum 30 credit hours: Research 9-15 credit hours; Writing 15 credit hours)
Each doctoral student must make a significant, original contribution to human knowledge by preparing a Project Demonstrating Excellence, a major effort of scholarship, artistic creativity, or social action. The PDE integrates and adds to the learning accomplished in other phases of the students' programs. It addresses the appropriate intellectual, cultural, and/or artistic traditions of the field and signifies grounding in the theoretical and critical scholarship in this field. It allows students to exercise originality and creativity so the work provides new knowledge and approaches to the larger scholarly community.

The PDE typically is done after the work for proficiency in the field has been completed. All members of the doctoral committee evaluate the PDE, which must be completed before the doctoral program review meeting.

UI&U accepts a PDE in several forms, including a traditional dissertation, a creative/artistic project, or a social action project. Regardless of form, the PDE must add to the learning the student has accomplished in other phases of the program. Finally, the PDE must demonstrate academic excellence.

Research Design and Methodology

In order to develop a sound proposal for the PDE, the student must be conversant with both general research methods and the research methods that characterize the field of study. Students whose research question results in quantitative study must also achieve and document knowledge of statistics.

A thorough grounding in research methods, both quantitative and qualitative, and in the literature related to the area of inquiry, will prepare the student to read and evaluate the research of others in order to conduct their own Ph.D. level research.

To achieve proficiency in research design and methodology, the student must complete the equivalent of at least two research courses before the student engages in her/his own research:

- A survey course of research methods course that familiarizes the student with different types of qualitative and quantitative research including the skills needed to read and critique the research of others.
- One or more courses focusing on the specific research method(s) the student intends to use.

Students may meet this requirement through participation in university-sponsored seminars on research, through directed studies on research methods, and/or through knowledge gained prior to enrolling in the doctoral program. Proficiency is determined by recent scholarly study, demonstrable competence, and familiarity with prevailing applied research methodologies.

Meaning of Certification

Certification is the point when the Pre-Cohort Ph.D. program officially accepts the student's proposed program of study. At the time of a student's certification, the Comprehensive Degree Plan sets forth the specific coursework and the number of credit hours the student will complete in the proposed program.

Timetable for Certification

The certification meeting should be held no later than 18 months after the entry colloquium (and no sooner than six months after that event). In order to maintain satisfactory academic progress, dean's approval of a doctoral student's CDP must occur within 24 months of the student's entry colloquium. Please note that certification comes at the end of the dean's review process, not at the conclusion of the certification meeting. Allowing several months between the certification meeting and the deadline for certification is crucial. Periods of time needed to prepare for certification vary greatly from student to student, depending upon such factors as prior background and learning style. Students may begin their learning activities while they are developing their Comprehensive Degree Plan, but must keep the committee members informed

about their goals, plans, and learning activities so that, at the certification meeting, they will be able to endorse what the student has already accomplished. Adjunct faculty should understand the importance of their role in helping the student to get approval within the required timeframe.

Certification Date
The certification date is the date the dean's office approves the Comprehensive Degree Plan.

Comprehensive Degree Plan (Formerly the Learning Agreement)

The Comprehensive Degree Plan (CDP) provides a thorough, detailed, written description a student's program of study. The degree plan is designed and composed in consultation with the first core and the student's doctoral committee. Following approval by the committee and the dean, the CDP becomes the explicit, signed agreement between the student, committee, and Union Institute & University and will guide the student's degree program from certification to graduation.

Overview
The CDP presents the student's plan for achieving the doctorate in a manner that reflects excellence in scholarship, proficiency in the chosen field, an original contribution to human knowledge, an interdisciplinary orientation, social meaning analysis, and a balance of theory and practice. Students are encouraged to incorporate independent study, supervised readings, audiotapes and videotapes, library and museum research, private consultations and interviews with experts, meetings of professional associations, communications media, industrial laboratories, site visits and other fieldwork, private collections, and other appropriate resources. Travel, conferences, workshops, and constructive social action may also be included in the student's program. Whatever approaches to learning are planned, students should ensure that they present a Ph.D. program that is integrated, balanced, comprehensive, and meets the accepted standards for doctoral study and research.

All committee members should be consulted to enrich and define the degree program. Continuous dialogue between the student and doctoral committee members is encouraged to plan the content as the student develops and clarifies goals and the specific learning activities to be completed. It is the role of the first core to review the student's document in regard to content, language, and structure. The first core will advise the student when the document is ready to be circulated to the other members of the committee.

Students seeking licensure from an external agency, such as in psychology, need to construct their programs in accordance with state requirements and with the assistance of their first core and committee.

Amendments to the Comprehensive Degree Plan

Doctoral study at UI&U is an evolutionary process; therefore, doctoral students are encouraged to make alterations to the Comprehensive Degree Plan if needed. Any alterations to the Comprehensive Degree Plan, minor or major, must be submitted on a Comprehensive Degree Plan Amendment Form.

Amendments to Comprehensive Degree Plans will specify the learning activities for which credits are added or increased. Minor modifications to the Learning Agreement (those that do not result in a substantial change of focus in the PDE or the choice of a field of study or designation of an area of specialization) can be approved in writing by the student's core faculty.

Minor modifications may also include the substitution of courses within the same field and for the same amount of credit or for which the total credits earned in the program increase by no more than 10 percent.

Major modifications include additions of new learning courses or an increase in total program credits of more than 10 percent. The Comprehensive Degree Plan must be amended for major substantive changes and requires approval by the student's full doctoral committee. Any credit increases to a student's program must be made on a prospective basis, that is, the increased credits are attributed to work yet to be completed by the student.

Credits may not be retroactively awarded to a student for work already completed.

Effect of Increase in CDP Credits Subsequent to Certification

If a student increases the program length subsequent to certification, the student's SAP will be monitored as outlined in the "Post-Certification Individualized Six-Month and Annual Credit Hour Completion Requirements" section of this policy using the increased program length. Students who increase their program length after being certified must be able to reasonably complete the additional credit hours within the time remaining in the student's seven-year maximum completion timeframe. In order to be eligible to receive Title IV HEA program aid, it is reasonable to expect that a doctoral student can complete the additional credits in the remaining timeframe if the minimum required pace of program completion as a result of the additional credits does not exceed the student's previous average pace of program completion by more than 150 percent. The average pace of program completion is defined as the cumulative credits earned at the time of the increase divided by the time completed in the program at the time of the increase.

Recognizing that doctoral study at UI&U is an evolutionary process, doctoral students are encouraged to make alterations to the Comprehensive Degree Plan if needed. The Comprehensive Degree Plan must be amended for major substantive changes and requires approval by the student's full doctoral committee. Amendments to Comprehensive Degree Plans will specify the learning activities for which credits are added or increased. It is not necessary for a doctoral student to amend the Comprehensive Degree Plan for minor modifications. Minor modifications to the Learning Agreement can be approved in writing by the student's core faculty. Minor modifications are those that do not result in a substantial change of focus in the PDE or the choice of a field of study or designation of an area of specialization. Minor modifications may further include the substitution of courses within the same field and for the same amount of credit or for which the total credits earned in the program increase by no more than 10 percent. Major modifications include additions of new learning courses or an increase in total program credits of more than 10 percent. Any credit increases to a student's program must be made on a prospective basis, that is, the increased credits are attributed to work yet to be completed by the student. Credits may not be retroactively awarded to a student for work already completed. Any alterations to the Comprehensive Degree Plan, minor or major, must be submitted on Comprehensive Degree Plan Amendment Form.

UI&U NON-DEGREE PROGRAMS

Union Institute & University offers a variety of education options for persons looking to continue their education without earning a degree, visiting students, and professionals who wish to earn certification in specific fields of study.

Lifelong Learning

Union Institute & University offers a variety of educational options for students and professionals looking to further their career, maintain professional certification or licensure, earn prerequisite credits or follow a passion. In addition to the student-designed course option, Lifelong Learning works with outside organizations to design and implement external courses for UI&U graduate or undergraduate credit.

Services for Professional Development Organizations, School Districts, and Other Employers

Lifelong Learning oversees the development and administration of the academic approval process for graduate and undergraduate credit offerings developed by outside organizations and individuals (or "sponsors") in partnership with Union Institute & University.

Sponsors may offer coursework at one of our centers, online, or at other sites*. Lifelong Learning provides support to the organization in the development of coursework that both fulfills Union Institute & University's rigorous academic standards and meets the unique professional development needs of the sponsoring organizations. Lifelong Learning works with many sponsors, including school districts, professional development organizations, and other employers who seek to offer in-house courses for graduate or undergraduate credit.

*Unless it is an online offering, the location of the course must be in a state in which Union Institute & University is licensed to operate.

Examples of organizations and programs that may benefit from these services include:

- School districts and teacher educational associations
- Professional training organizations
- Employer tuition assistance programs
- Early childhood providers
- Criminal justice departments
- Human services

Student-Designed Courses for University Credit

Lifelong Learning of Union Institute & University offers student-designed courses to suit a variety of needs: students pursuing credits to apply to outside degree programs or to meet licensure requirements; specialists seeking to further explore a passion; and professionals looking to take courses to further their career paths. Using our student-designed course option, students develop their own course(s) with the expert assistance of one of our many qualified faculty members to meet their exact needs—both professional and academic. The student can chose his/her personal learning goals. (It is the student's responsibility to make sure that the course(s) aligns with applicable professional and state licensing requirements.)

Scheduled Professional Development Opportunities

Periodic scheduled course offerings provide a range of workshops, courses, and professional development programs to meet specific career development needs and goals. The offerings are posted as available on the Union website under Lifelong Learning.

Union Institute & University brings 45 years of experience in experiential and adult learning to businesses and organizations through Lifelong Learning's services. Lifelong Learning offers professional development and consultation to address adult learning needs in diverse populations.

Professional Teacher Preparation Program

Union Institute & University offers through its Florida Academic Center a series of Foundations and Professional Preparation courses. These courses are recognized and accepted towards Professional Education Certification in the state of Florida.

These courses may be taken on either the undergraduate or graduate level and are for three credits.

Undergraduate Course Options include:

EDU 330 - Classroom Management (includes positive behavioral supports)
EDU 317 - Psychological Foundations of Education
EDU 334 - Education Assessment
EDU 331 - Foundations of Teaching Reading
EDU 335 - Effective Instruction Practices (includes teaching diverse learning)
A series of Methods of Teaching (specifically for subject areas may also be available).
ESOL courses leading to ESOL Endorsement are also available.

Undergraduate and graduate courses are available for teachers working in the field.

Graduate Course Options include:

Human Development & Learning
Classroom Management & Teaching
Professional Teaching Practices
Educational Assessment for Professional Practice
EDU 560/660 - Foundations of Research Based Practices in Reading Instruction

Cost
A discounted rate applies for each three-credit course for both undergraduate and graduate sessions for employed teachers.

Note: For a list of graduate courses, please call the Florida center graduate office.

Professional Adult Development

Professional and Adult Development Options are offered through the Vermont M.Ed. program. Current practitioners who do not seek the degree but who wish to further their professional development in education may enroll in the Vermont M.Ed. summer or winter seminars for credit and/or enroll in a faculty approved independent study related to their professional development goals and/or to school initiatives. Courses in graduate education topics may also be offered.

INSTITUTIONAL ADMINISTRATIVE OFFICES

National Headquarters
440 E. McMillan Street
Cincinnati, Ohio 45206
Toll-free: 800.861.6400
Local: 513.861.6400
General fax: 513.861.0779

Help Desk
Toll-free: 888-85-Union
Local: 513.487.1137
Email: help@myunion.edu

Hours of Operation
Administrative offices: Monday-Friday, 8:15 a.m. to 6:00 p.m. EST
Help Desk: Monday-Friday, 8:00 a.m. to 8:00 p.m. EST

Union Institute & University's administrative headquarters occupy a renovated facility listed on the National Register of Historic Places. The headquarters building offers 55,750 square feet of office and meeting/classroom space, four kitchen/prep areas, and ample off-street parking. Located within a five minute drive of downtown Cincinnati, the facility has easy access to expressways, the airport, and other public transportation systems. Security personnel are on site when the building is in use, including evenings and weekend residencies. This facility houses the Cincinnati Academic Center.

University headquarters provides services to students in all UI&U programs, allowing staff at the centers to focus on academic support services and advising. Offices and departments include: President's Office, Provost's Office, Controller/Business Office, Human Resources, Information Technology, Advancement/Alumni Affairs, Enrollment Management, Office of Financial Aid, Institutional Effectiveness, Institutional Research, Institutional Review Board, Purchasing, and the Registrar's Office. In addition to the Cincinnati Academic Center, the headquarters also houses the Life Long Learning Director's Office, the Writing Center, and program offices for the Ph.D. program and the Center for Clinical Mindfulness and Meditation.

UNION INSTITUTE & UNIVERSITY BOARD OF TRUSTEES

(As of 4/30/11)

Union Institute & University's Board of Trustees members are selected for their commitment to the university's purpose and mission. Members are active and involved participants in the governance of the institution and committed to its growth and development. The University Board of Trustees meets four times each year in January, April, July, and October. Current members of Union Institute & University's Board of Trustees, with their affiliations, positions, and locations include:

Dr. Richard N. Aft
President
Philanthropic Leadership
Cincinnati, OH

Dr. Martha Bidez
President
BioEchos, Inc.
Birmingham, AL

Mr. Donald Feldmann
President and CEO
Winton Associates, Inc. &
Financial Consultant to the Board
Cincinnati, OH

Mr. Joel Kanter
President
Windy City, Inc.
Vienna, VA

Ms. Lisa Lorimer (Treasurer)
Former CEO
Vermont Bread Company
Brattleboro, VT

Dr. Shekhar Mitra
Sr. VP, Research and Development
Procter & Gamble Company
Cincinnati, OH

Dr. Betty Overton-Adkins
(Chair)
VP, Academic Affairs and Professor of English
Spring Arbor University
Spring Arbor, MI

Ms. Susan Porter Robinson
Education Consultant
Adult Learning Associates
Lewes, DE

Dr. George Pruitt
President
Thomas A. Edison State College
Trenton, NJ

Dr. Matthew Quinn
Founding Executive Director Emeritus
Jack Kent Cooke Foundation
Lansdowne, VA

Dr. Roger H. Sublett
(Secretary)
President
(Ex officio)
Union Institute & University
Cincinnati, OH

Ms. Maxine Thomas
VP, Secretary, and General Counsel
Kettering Foundation
Dayton, OH

Ms. Christine Van Duelmen
Executive Director/ Conference Coordinator
International Council for Innovation in Higher Ed
Toronto, Canada

Dr. Virginia Wiltse (Vice Chair)
Director of Development, Seton High School
Director & VP, Caring Response Madagascar Foundation
Cincinnati, OH

UNION INSTITUTE & UNIVERSITY ADMINISTRATION

Bailey, Kristen, M.B.A., Admissions Director, Los Angeles center
Brewer, Patricia, Ed.D., Associate Provost for Academic Programs; Dean, Pre-cohort Ph.D. program
Day, Janet, B.S., Director, Building Management
Dearduff, Dayle, J.D., Director of Lifelong Learning
Dietsche, Kristin, Ph.D., Director, Writing and Research Initiative
Eamoe, Deborah, M.Ed., Vice President of Human Resources
Francois, Francis, M.Ed. Admissions Director, Florida center
Ginn, Mary, Ph.D., Director, International Student Services; Coordinator, Institutional Review Board
Gregory, Toni, Ph.D., Associate Dean, Cohort Ph.D. program
Hansen, Richard, Ph.D., Provost
Hohne, Rick, M.B.A., Controller
Johnson, David, M.S., Associate Registrar
Keehn, Jay, Ph.D., Director, M.Ed. program
Krause, Carolyn, M.A., Executive Assistant to the President; Associate Vice President of Communications
Lax, William, Ph.D., Dean, graduate programs in Psychology
Lee, Sandra, B.A., Admissions Director, Sacramento center
Lerner, Dan J., Ph.D. Dean, Vermont centers (B.A. and M.A. programs)
Lewis, Nina, M.S., M.S.W., Director, undergraduate program in Social Work
Mays, Jon, M.P.A., Vice President for Enrollment Management
McCollum, Heather, Ed.D., Director, Teacher Licensure, B.A. program
McKiernan, Jean, B.A., Associate Registrar
Meier, P. Neal, Ph.D., Director of Alumni Relations
Moore, Lew Rita, M.A., Registrar
O'Neill-Arana, Margarita, Ed.D., Director of Clinical Training (Psy.D. program)
Pappathan, Matthew, M.L.S., Library Director
Pastores-Palffy, Elizabeth, Ph.D., Dean, Los Angeles center
Perdomo, Lisa, M.B.A., Financial Aid Director
Preston, Lawrence, Ph.D., Dean, Cohort Ph.D. program
Pruden, Elizabeth, Ph.D., Associate Provost for Institutional Effectiveness
Riehle, Marcia, M.A., Assistant Director, Alumni Relations and Advancement
Robinson, Diane, M.Ed., Admissions Director, Brattleboro centers
Rocheleau, James, Ph.D., Associate Provost for Special Projects
Sacks, Arlene, Ed.D., Dean, graduate programs in Education
Scherner de la Fuente, Tara, M.A., Assistant Dean, Cohort Ph.D. program
Sargent, Carol, Ph.D., Associate Dean, Pre-cohort Ph.D. program
Scherner de la Fuente, Tara, M.A., Assistant Dean, Cohort Ph.D. program
Smith, David Shannon, Ph.D., Assistant Dean, Pre-cohort Ph.D. program
Stanton, Ann V., Ph.D., Associate Dean, B.A. program
Sublett, Roger, Ph.D., President
Thompson, Greg, M.Ed., Director, Information Technology
Turner, Carolyn, Ph.D., Dean, Cincinnati center (B.S. program)
Van Deren, Jessica, M.A., Director of Admissions, Montpelier center
VanVolkenburgh, Linda, B.S., Director of Institutional Research
Walton, Edward, M.S., Chief Financial Officer
Watnick, Beryl, Ph.D., Dean, Florida center (B.S. program)
Webb, Brian, D.Mus., Associate Dean, M.A. Online program
Wubbenhorst, Robert, M.A., Associate Program Director, M.A. with Psychology-Counseling program
Young, Nicholas, Ph.D., Director, M.A. with Psychology-Counseling program

UNION INSTITUTE & UNIVERSITY FACULTY

2011-2012

UI&U faculty rosters change during the year as new instructors are engaged to meet students' specific academic needs. The roster that follows is current as of June 2011.

Name	Highest Degree Earned	Status[18]
Abbas, Asma	Ph.D., Political Science, The Pennsylvania State University	AFF
Abbott, Gayle	M.Ed., Middle Grades Education (Math, Science), Georgia State University	AFF
Aguirre III, Herbert	M.B.A., University of Redlands	AFF
Allerdyce, Diane	Ph.D., English, University of Florida	PT
Amussen, Susan	Ph.D., History, Brown University	AFF
Andrews, John	M.P.A., Public Administration, National University	PT
Armbrecht, Ann	Ph.D., Social Anthropology, Harvard University	AFF
Armitage, Shelley	Ph.D., American Studies, University of New Mexico	AFF
Arnold, Lois	Ph.D., Interdisciplinary Studies, Union Institute & University	AFF
Babcock, James	M.A., Public Administration, Golden Gate University	PT
Babzien, Cynthia	Ph.D., Educational Leadership, Union Institute & University	AFF
Ballou, Steven	Ph.D., Interdisc. Studies: Psychology, Union Institute & University	AFF
Barberini, Ed	M.P.A., California State University, Hayward	AFF
Barstow, Alan	Ph.D., Anthropology, Columbia University	AFF
Bauer, Thomas	M.S., Criminal Justice, University of Cincinnati	PT
Baylor, Robert	M.A., Human Resource Development, Webster University	AFF
Becker-Klein, Rachel	Ph.D., Community Psychology, New York University	AFF
Beineke, John	Ed.D., Social Science Education/American History, Ball State University	AFF
Bergstrom, Kenneth	Ed.D., Educational Leadership and Policy Studies, University of Vermont	AFF
Bertison, Alan	M.S., Criminal Justice, Florida International University	AFF
Beutel, Constance	Ed.D., Multicultural Education, University of San Francisco	PT
Bilstein, Guido	M.Ed., Educational Leadership, Union Institute & University	AFF

[18] Faculty status codes: ADM=Administrators (typically deans) with faculty status who are actively engaged as instructors and/or advisors; AFF=Affiliated--a category of part-time faculty engaged to provide specific services in a term; FT=Full time; PT=Part-time faculty whose services to the university continue from term to term.

Name	Highest Degree Earned	Status[18]
Binder, Rosalee	Ph.D., Interdisc. Studies: Educational Leadership, Union Institute & University	AFF
Blair, Anna	Ph.D., Interdisc. Studies: Communication, Union Institute & University	AFF
Bliss, Lucinda	M.F.A., Visual Art, Norwich University	FT
Blocksom, Cynthia	M.Ed., Health Education, M.Ed. Nutrition, University of Cincinnati	AFF
Bowen, Sarah	M.F.A., Visual Art, Norwich University	AFF
Boxill, Nancy	Ph.D, Interdisc. Studies: Child Psychology, Union Institute & University	FT
Bradley, Robert	M.Ed., Instructional Design/eLearning/Adult Learning, University of Phoenix	AFF
Brady, Laurette	M.B.A., Finance, St. Joseph University	AFF
Brewer, Patricia	Ed.D., Adult and Continuing Education, Columbia University	ADM
Brimdyr, Kajsa	Ph.D., Interdisciplinary Studies, Union Institute & University	AFF
Brooks, Danzell	M.S., Dispute Resolution, Nova Southeastern University	AFF
Brown, Karlene	M.S., Education: Varying Exceptionalities, Nova Southeastern University	AFF
Brown, Kaye	M.S., Health Services Administration, Florida International University	AFF
Brown, Linton	M.S., Mathematics Education, Florida State University	AFF
Brown, Sylvia	M.S., Varying Exceptionalities, Nova Southeastern University	AFF
Brugman, Paul	M.S., Conflict Analysis and Resolution, Nova Southeastern University	AFF
Buehler, Gary	Ph.D., Interdisc. Studies: Educational Leadership, Union Institute & University	PT
Bunthoff, Kathryn	Ph.D., English and Comparative Literature, University of Cincinnati	AFF
Burke, Patricia	M.S.W., Social Work, Boston University	AFF
Bustos, Juan	M.S., Strategic Leadership, Mountain State University	AFF
Butts, Joshua	Ph.D., English & Comparative Literature, University of Cincinnati	AFF
Byles, Angela	M.A., Human Resource Management, Union Institute & University	AFF
Cadieux, Kathryn	Ed.S., Nova Southeastern University	AFF
Cadwell, Karin	Ph.D., Interdisc. Studies: Health Policy, Union Institute & University	AFF
Calafell-Fleres, Elsie	M.S.W., Social Work, Adelphi University	AFF
Capune, W. Garrett	Ph.D., Criminology, University of California-Berkeley	AFF
Caraway, James	Ph.D, Philosophy and Systematic Theology, Emory University; Ed.D., Higher Educational Administration and Supervision, University of Tennessee	FT
Carter, Frances	M.S.W., University of Hawaii; M.F.A., Goddard College	AFF
Carter, William	M.B.A., International Management, Liberty University	PT
Carter-Remy, Beverly	Ed.D., Educational Leadership, Nova Southeastern University	PT
Caudill-Bielecki, Jayne	Ed.D., Child and Youth Studies, Nova Southeastern University	AFF

Name	Highest Degree Earned	Status[18]
Castelli, Diane	Ph.D., Counseling Psychology, Kent State University	AFF
Chacko, Mathew	Ph.D., English, University of Missouri, Columbia	AFF
Chaffee, Frederick	Ph.D., Interdisciplinary Studies, Union Institute & University	PT
Chapman, Leonard	Master of Engineering, University of California-Berkeley	PT
Chavez, Larry	M.P.A., University of Southern California	PT
Chin, Jung-Hwa	M.Ed., Early Childhood Education, University of Cincinnati	AFF
Clark Sr., Danny	Ph.D., Interdisc. Studies: Ed Leadership, Union Institute & University	AFF
Clark, Lance	M.P.A., California State University, San Bernardino	AFF
Cobb, Susan	M.S., Natural Resources, University of Vermont	AFF
Cobos, Albert	M.S., Emergency Services Administration, California State University, Long Beach	AFF
Cole, Ellen	Ph.D., Counseling Psychology, Union Institute	AFF
Coleman, Michael	J.D., University of LaVerne; M.P.A., California State University, Northridge	AFF
Collado, Nidia	Ph.D., Interdisciplinary Studies, Union Institute; M.S.W., Barry University	PT
Connor, Anne	M.F.A., Writing, Manhattanville College	AFF
Cook, Amy	M.A., Visual Design, Norwich University	AFF
Costello, Sheila	M.S., Mental Health Counseling, St. Thomas University	AFF
Couto, Richard	Ph.D., Political Science, University of Kentucky	AFF
Crane, Julia	M.F.A., Writing and Literature, Bennington College	AFF
Cuff, Virginia	M.P.A., City College of New York	AFF
Desulme, Alix	M.S., Exceptional Student Education, St. Thomas University	AFF
Dietsche, Kristin	Ph.D., English Literature, University of Cincinnati	ADM
DiFalco, Carol	M.S., Mental Health Counseling, Springfield College	AFF
Dragoo, Brian	M.A., Organizational Leadership, Woodbury University	AFF
Ehly, Victor	Ph.D., Religion and the Humanities, Florida State University	PT
Ekwuabu, Okechuku	Ph.D., Organization and Management, Capella University	AFF
Elkhatib, Bashar	Ph.D., Business Administration, California Southern University	AFF
Ellis, Charlene	M.F.A., Writing, University of Massachusetts	AFF
Emery, Amy	M.A., Early Childhood Inclusion, Mt. St. Joseph College	AFF
Eskridge, Jonahtan	M.Div., Missiology, Gardner-Webb University	AFF
Festa, Lorraine	Ph.D., Interdisciplinary Studies: Psychology, Union Institute & University	AFF
Fetherston, Katherine	M.S.W., California State University; M.F.A., Poetry, Norwich University	AFF
Fiebig, Gregory	M.S., Criminal Justice, Xavier University	AFF
Firman, Dorothy	Ed.D., Consulting Psychology, University of Massachusetts	PT

Name	Highest Degree Earned	Status[18]
Fishman, Nadell	M.F.A., Writing, Norwich University	AFF
Fontes, Lisa	Ph.D., Counseling Psychology, University of Massachusetts	FT
Forbes, Erroll	M.B.A., Human Resources Management, North Central University	AFF
Foreman, Sean	Ph.D., Political Science, Florida International University	AFF
Fox, Reginald	M.S., Mathematics Education, Nova Southeastern University	AFF
Franceschi, Ronald	M.A., Public Administration, Golden Gate University	AFF
Frederick, Thomas	Ed.D., Education Administration and Supervision, Florida Atlantic University	PT
Fritz, Wayne	M.P.A., Public Administration, University of LaVerne	AFF
Fritz-Bosse, Kristy	Psy.D., Clinical Psychology, Xavier University	AFF
Golan, Steven	Ph.D., History of Art, University of Kansas	AFF
Golden, Elden	Ph.D., Humanities, University of Louisville	PT
Grace, Karen	M.S., Counseling, University of Vermont	AFF
Gray, Chris	Ph.D., History of Consciousness, University of California-Santa Cruz	PT
Gray, Linda	Ph.D., History, McGill University	FT
Greenberg, Jayne	Ed.D., Curriculum and Instruction, Florida International University	AFF
Gregory, Toni	Ed.D., Organizational Psychology, University of Cincinnati	ADM
Guddemi, Phil	Ph.D., Anthropology, University of Michigan	AFF
Guskos, Nickos	M.A., Criminal Justice, Chapman University	AFF
Habegger, Thomas	Ph.D., Sport Management, Union Institute & University	AFF
Hagan, Ronald	M.S., Human Resource Management, Wilmington University	AFF
Hall, James	M.A., English, California State University-Los Angeles	AFF
Harrington, James	M.A., Criminal Justice Management, Boston University	AFF
Harris, Allan	M.B.A., Management and Marketing, University of St. Thomas; M.S. Geological Engineering, University of Missouri - Rolla	AFF
Harris, Indira	M.S.W., Florida State University	AFF
Hart, Amy	Ph.D., Labor Relations, Northcentral University	AFF
Harvey, Andrew	Ed.D., Organizational Leadership, Pepperdine University	PT
Hawes, John	M.I.M., American Graduate School of International Management	AFF
Healy, Dan	M.S., Criminal Justice and Homeland Security, Tiffin University	PT
Heighton, F. Kilmer	M.A., History, New York University	AFF
Henderson, James	Ed.D., Educational Administration, Rutgers University Graduate School of Education	PT
Hernandez-Parris, Michelle	M.A., Multicultural Education, California State University-Dominguez Hills	AFF
Hewitt, Geoff	M.F.A., Poetry, University of Iowa Writers Workshop; M.A., English, Johns Hopkins	AFF

Name	Highest Degree Earned	Status[18]
Hibbert, Lawrence	M.S., Dispute Resolution, Nova Southeastern University	FT
Hill, Sylvia	Ph.D., Education, Curriculum & Instruction, University of Oregon	AFF
Hopkins, Linda	Ph.D., Clinical Psychology, Temple University	AFF
Houston, Michael	J.D., Western State University College of Law	AFF
Huber, Frank	M.B.A., Finance, California Lutheran University	AFF
Jackson, Alfreda	M.P.A., Public Administration, Southern University	AFF
Jackson, Eric	Ed.D., University of Cincinnati	AFF
Jackson, Felicia	Ph.D., Interdisciplinary Studies, Union Institute & University	AFF
Jackson, Kim	M.B.A., American Intercontinental University	AFF
Jackson, Robert	M.S., Emergency Services Administration, California State University, Long Beach	AFF
Jenckes, Norma	Ph.D., English Literature, University of Illinois-Urbana	AFF
Jetter, William	Ph.D., Fire Safety, LaSalle University	AFF
Johnson, Juanita	M.P.A., Public Administration, Antioch College	AFF
Jones, Kevin	D.A., English Studies, Illinois State University	FT
Judah, Richard	Ed.D., Educational Psychology, The Pennsylvania State University	PT
Jurado, Johnny	M.P.A., California State-Long Beach	AFF
Kashani, Tony	Ph.D., Humanities, California Institute of Integral Studies	AFF
Keehn, Jay	Ph.D., Educational Leadership and Counseling, Barry University	FT
Kefford, Michelle	M.S., Science Education, Florida International University	AFF
Kennedy, Roseanne	Ph.D., Political Science, New School of Social Research	AFF
Kitissou, Marcel	Ph.D., Political Science, Syracuse University	FT
Klonsky, Linda	Ph.D., Organizational Development, Fielding Graduate University	AFF
Knight, Robert	M.S., Management, St. Thomas University	AFF
Knott-Twine, Laura	M.A., Sociology and Women's Studies, Norwich University	AFF
Korn, Leslie	Ph.D., Interdisciplinary Studies: Medical Humanities, Union Institute & University	AFF
Kosnitzky, Adam	Ph.D., Leadership and Education, Barry University	PT
Kraus, Bari	M.S.W., University of Cincinnati	PT
Kraut, Mary	M.P.A., Public Administration, Florida Atlantic University	AFF
Krosney, Constance	Ed.D., Educational Leadership and Policy Studies, University of Vermont	AFF
Lacher, Donald	M.S., Organizational Management, University of LaVerne	FT
Lageman, Mary	M.S., Agricultural Economics, University of Kentucky	AFF
Lax, William	Ph.D., Clinical Psychology, The Fielding Institute	ADM
Layfield, Sharyn	M.F.A., Fiction Writing, Goddard College	AFF

Name	Highest Degree Earned	Status[18]
LeBlanc, Loralyn	Ed.D., Educational Leadership and Policy Studies, University of Vermont	AFF
Levitt, Ilene	Ed.D., Educational Leadership, Boston University	AFF
Lewis, Nina	M.S., Health Services Admin., Xavier University; M.S.W., Simmons College	PT
Liss, Sam	Ph.G., Columbia University, College of Pharmaceutical Sciences	AFF
Lopez, Vanessa	M.A., Education, Northeastern University	AFF
Lopez-Pandolfi, Maria	M.S.W., Social Work, San Diego State University	AFF
Lovell, Christopher	Ph.D., Counseling and Development, The American University	PT
Loyd, Rupert	Ph.D., Interdisciplinary Studies, Union Institute & University	AFF
Lynn, Tongala	Ed.S., Curriculum and Instruction, Gifted Education, Barry University	AFF
Madden, Karen	Ph.D., History, Michigan State	AFF
Maples, L.D.	M.A., Security Studies, U.S. Naval Graduate School; M.S., Emergency Services Administration, California State University	AFF
Mari-Jata, Dia	D.Min., Northern Baptist Theological Seminary; M.A., History, Xavier University	AFF
Marrie, Stella	Psy.D., Clinical Psychology, Illinois School of Professional Psychology	FT
Marshall, Ellen	Ph.D., Interdisciplinary Studies: Psychology, Union Institute & University	AFF
Mast, Eric	M.A., English, Sul Ross State University	AFF
Mattox, Margery	M.B.A., Accounting and Economics, Xavier University	AFF
Matzo, Marianne	Ph.D., Gerontology, University of Massachusetts	AFF
Mauser, Steven	M.S., Criminal Justice, California State University-Sacramento	AFF
McAndrews, Robert	Ph.D., Human Sciences, Saybrook Institute	AFF
McClain, Edward	M.S., Exceptional Student Education, Florida Memorial University	AFF
McCleod, Jeanine	Ed.D., Organizational Leadership, Higher Education Leadership, Nova Southeastern University	AFF
McCloskey, Kathy	Psy.D., Clinical Psychology, Wright State University	AFF
McCollum, Heather	Ed.D., Administration and Social Policy, Harvard University	FT
McCollum, Patricia	M.S., Community Health Planning and Administration, University of Cincinnati	AFF
McCutcheon, Andrew	M.A., English, Tulane University	AFF
McDaniel, Judith	Ph.D., English Literature, Tufts University; J.D., Rutgers University Law School	AFF
McGhee, Joy	Psy.D., Wright State University	FT
McGovern, William	M.B.A., University of Phoenix	AFF

Name	Highest Degree Earned	Status[18]
McGrath, Joanne	M.A., Psychology, Goddard College	AFF
McInerney, Zoe	M.A., Industrial/Organizational Psychology, University of Connecticut	AFF
McMahon, Martin	M.A., Literature, Middlebury College	AFF
Mehl-Madrona, Lewis	M.D., Ph.D., Medical Degree, Stanford University; Clinical Psychology, Psychological Studies Institute, CA	FT
Melina, Lois	Ph.D., Leadership Studies, Gonzaga University	FT
Metraux, Daniel	Ph.D., East Asian Languages and Cultures, Columbia University	AFF
Meyer, August	Ph.D., Clinical Psychology, Washington State University	AFF
Meyer, Joanna	M.A., Adult Development, Goddard College	AFF
Michael, Christine	Ph.D., Education: Administration and Supervision, University of Connecticut	PT
Miller, Barbara	M.F.A., Writing, Vermont College of Norwich University	AFF
Miller-Myers, Michelle	M.S.W., Social Work, University of Cincinnati	AFF
Miltich, Loree	Ph.D., Interdisc. Studies: U.S. History, Union Institute & University	FT
Mitchell, Ben	M.F.A., Poetry, Goddard College	PT
Mitra, Anu	Ph.D., English Literature, emphasis in Literature and Women's Studies, University of Rochester	FT
Monaghan, Patricia	Ph.D., Interdisc. Studies: English, Union Institute & University	AFF
Moniz, Valerie	M.S., Marital Family Therapy, Alliant International University	AFF
Monroe, Ruth	M.A., Human Development, Pacific Oaks College	AFF
Montes, Patrick	M.S., Criminal Justice & Homeland Security, Tiffin University	AFF
Montgomery, Charles	Ph.D., Interdisciplinary Studies, Union Institute & University	AFF
Moore III, Joseph	Ph.D., Rutgers University	AFF
Mossberg, Barbara	Ph.D., Literature and Linguistics, Indiana University	AFF
Moua,Mai	Ph.D., Leadership Studies, Gonzaga University	AFF
Murphy, James	M.S., Administration of Justice, California Lutheran University	AFF
Murray, Eileen	M.A., English, Tufts University	AFF
Mussoline, Susan	Ed.D., Curriculum and Instruction, Florida International University	AFF
Myco, Nicola	Ed.S., Educational Leadership, Nova Southeastern University	AFF
Natov, Roni	Ph.D., English Literature, New York University	AFF
Nelson, Ellen	M.B.A., Oregon State University	AFF
Nielsen, Carl	M.S., Emergency Services Administration, California State University, Long Beach	AFF
Nolan, Joseph	Ph.D., Education, Texas Women's University	FT
Norman, Ernest	M.A.T., Teaching, Marygrove College	AFF

Name	Highest Degree Earned	Status[18]
Norris, John	Ph.D., Experimental Psychology, Texas Tech University	AFF
O'Brien, Colleen	Ph.D., English Language & Literature & Women's Studies, University of Michigan	AFF
O'Neill, Margarita	Ed.D., School Counseling and Consulting Psychology, Univ. of Massachusetts	FT
Olivier Jr., Kenneth	M.S., Physical Education, University of California-Los Angeles	AFF
Ossege, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT
Owens, Nancy	Ph.D., Anthropology, University of Oregon	AFF
Pandolfi Jr., Roland	M.S., Management-Human Resources, St. Thomas University	AFF
Panzarella, Phil	Ph.D., Interdisciplinary Studies, Union Institute & University	AFF
Pastores-Palffy, Elizabeth	Ph.D., History, University of California-Los Angeles	ADM
Patterson, Marcus	M.B.A., Accounting, Indiana Wesleyan University	AFF
Perkins, Antoinette	Ph.D., Higher Education with specialization in Leadership, Capella University	AFF
Pettaway, Lincoln	Ph.D., Human Resource Development, Barry University	AFF
Piep, Karsten	Ph.D., English, Miami University	FT
Porlier, Clay	M.P.A., California State University, Northridge	AFF
Preston, Larry	Ph.D., Political Science, University of Missouri	ADM
Pumilia, Joe	Ed.D., Counseling Psychology, University of Massachusetts	AFF
Raffanti, Michael	Ed.D., Educational Leadership and Change, Fielding Graduate University; J.D., Boston College	FT
Ramos, Maria Victoria	Psy.D., Clinical Psychology, University of Hartford	AFF
Randolph-Seng, Brandon	Ph.D., Experimental Social Psychology, Texas Tech University	AFF
Raymond, Jennifer	Ph.D., Policy Studies, University of Massachusetts	FT
Read, Frederick	Ed.D., Adult and Continuing Education, Virginia Tech University	PT
Reid, Nancy	M.S., Education, University of Maine	AFF
Reiss, Lisa	M.S., Counseling, Barry University	PT
Remen, Anna	Ph.D., Clinical Psychology, University of North Carolina	AFF
Rice, Scott	Ph.D., Counseling Psychology, University of Massachusetts	PT
Rivera, JoAnn	Ph.D., Educational Leadership-Special Education, Union Institute & University	AFF
Roach, Sharlyn	M.B.A., University of Phoenix	AFF
Robins, Elliott	Ph.D., Human Development/Family Studies, Pennsylvania State University	AFF
Rodolff, Rebecca	Ph.D., English Literature, University of London	AFF

Name	Highest Degree Earned	Status[18]
Rose, Jeff	M.S., Education, Southern Illinois University	AFF
Rosenfelt, Jennifer	M.A., California State University, Los Angeles	AFF
Rosselli, Joyce	M.S., Art Education, Central Connecticut University	AFF
Rubik, Beverly	Ph.D., Biophysics, University of California-Berkeley	FT
Ruiz, Donna	Ed.D., Special Education, University of Cincinnati	FT
Russell, Gregory	Ph.D., Interdisciplinary Studies, Union Institute & University	AFF
Ryser, Rudolph	Ph.D., Interdisciplinary Studies, Union Institute & University	AFF
Sacks, Arlene	Ed.D., Curriculum & Instruction, West Virginia University	ADM
Sanchez, Camerino	M.A., Human Resources/Organizational Development	AFF
Sanders, Candy	M.A., Human Development, Pacific Oaks College	ADM
Sargent, Carol	Ph.D., Interdisc. Studies: Creative Writing, Union Institute & University; Ph.D., Clinical Psychology, University of Southern California, Los Angeles	ADM
Sawyer, Susan	M.F.A., Visual Art, Norwich University	AFF
Scala, Frank	C.A.G.S., Educational Leadership, Plymouth State College	FT
Scarpino, Andrea	M.F.A., Creative Writing, The Ohio State University	FT
Schreiber, Tatiana	Ph.D., Environmental Studies, Antioch New England Graduate School	AFF
Scott, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT
Searl, Stanford	Ph.D., English, Syracuse University	FT
Sears, Richard	Psy.D., Clinical Psychology, Wright State University	FT
Seifert, Mark	M.P.A., Wilmington College	AFF
Seigel, Susan	Ed.D., Curriculum Studies/Multicultural Teacher Education, University of Massachusetts, Amherst	FT
Shepard, Jeffrey	M.B.A., Medaille College	FT
Sherk, Larry	Ph.D., Physical Chemistry, University of Massachusetts	AFF
Sherman, Michael	Ph.D., History, University of Chicago	AFF
Siegel, Irvin (Jack)	Ed.S., Computer Science, Barry University; M.Mus., University of Miami	AFF
Silano, Blythe	M.A., Counseling Psychology, Southwestern College	AFF
Silvestro, Kenneth	Ph.D., Computer Science, University of Connecticut	AFF
Sims, W. Marshall	M.B.A., University of Chicago, Graduate School of Finance	AFF
Slammon, William	Ph.D., Clinical Psychology, California School of Professional Psychology	AFF
Smith, David Shannon	Ph.D., English Language and Literature, University of Wisconsin-Madison	ADM
Smith, Reta	M.S., Reading Education, Florida International University; M.S., Elementary Education, Nova Southeastern University	AFF

Name	Highest Degree Earned	Status[18]
Solomon, Maida	M.A., Women's Studies, San Francisco State; M.S.W., Columbia University	FT
Sorhaindo, Linda	Ph.D., Educational and Psychological Research, University of Miami	AFF
Spector, Lee	Masters of Criminal Justice, Norwich University	PT
Spero, Susan	Ed.D., Curriculum & Instruction, The University of Mississippi	AFF
Spinelli, Robert	M.B.A., Management, Rochester Institute of Technology	AFF
Standen, Patrick	M.A., Philosophy, Boston College	AFF
Stangle, Don	M.S., Emergency Services Administration, California State, Long Beach	AFF
Stanton, Ann	Ph.D., Developmental Psychology, Cornell University	ADM
Stanton, Catherine	Ph.D., Interdisciplinary Doctorate, Tufts University	AFF
Steger, Mary Ann	Ph.D., Political Science, Southern Illinois University at Carbondale	PT
Stewart, Ernest	M.Ed., Educational Leadership, California State University-San Diego	PT
Stewart, Gregory	Ph.D., Educational Leadership-Student Personnel, Ohio University	AFF
Stocek, Charlotte	Ph.D., Teaching & Teacher Education, University of Arizona	PT
Stockwell, Craig	M.F.A., Visual Art, Norwich University; M.Ed., Antioch New England Graduate School	AFF
Stokes-Brewer, Carole	Ph.D., Counseling Psychology, Union Institute & University	FT
Stuart, Floyd	Ph.D., Special Examination: Literary Criticism, SUNY Binghamton	AFF
Stripling-Baker, Phyllis	Ph.D., Interdisciplinary Studies: Sociology, The Union Institute	AFF
Sutro, Sarah	M.F.A., Byam Shaw School of Art	AFF
Syder, Ted	Ph.D., Interdisciplinary Studies: African-American Studies, Union Institute & University	AFF
Tate, Blondell	M.P.A., Public Administration, Nova Southeastern University	AFF
Taylor, Joyce	Ed.D., Curriculum and Instruction-Science Education, Florida International University	AFF
Teachout, Woden	Ph.D., History of American Civilization, Harvard University	PT
Thomas, E. Perry	Ph.D., Biology with a concentration in Ecology, Northern Arizona University	AFF
Thomas, Yvette	M.B.A., Business Administration, University of Phoenix	AFF
Tillman, Krista	M.A., Education-Integrated Mathematics, Mt. St. Joseph College	AFF
Todd, Mary Peaco	M.A., Humanities, San Francisco State University	AFF
Topaz, David	M.P.A., Public Administration, University of San Francisco	AFF
Tucker, Jocelyn	M.A., Human Development, Pacific Oaks College	AFF
Tumosa, Sandra	M.A., Teaching English as a Second Language, St. Michael's College	AFF
Turner, Carolyn	Ph.D., Interdisciplinary Studies, Union Institute & University	ADM

Name	Highest Degree Earned	Status[18]
Turner-Maffei, Cynthia	M.A., Nutrition and Health Counseling, Lesley College	AFF
Vance, Linda	J.D., University of Toronto, Ph.D., University of California Davis	AFF
Vengrove, Andrew	Ed.D., Educational Psychology, American International College	PT
Villar, Aurora	Ph.D., Education, Indiana University-Bloomington	AFF
Villar, Olga	M.A., Clinical Psychology, Miami Institute of Psychology	AFF
Vivian, Richard	D.Min., South Florida Center for Theological Studies	AFF
Volckmann, Russell	Ph.D., Political Science, University of California-Berkeley	AFF
Voparil, Christopher	Ph.D., Political Theory, New School for Social Research	FT
Wade, Rahima	Ed.D., University of Massachusetts	PT
Watnick, Beryl	Ph.D., Interdisc. Studies: ECE, Union Institute & University	ADM
Webb, Brian	D.Mus., Conducting, Indiana University	ADM
Welch, Alicia	M.A., Security Studies, Naval Postgraduate School	AFF
Williams, Benjamin	Ed.D., Teaching, Curriculum, and Learning Environments, Harvard University	FT
Williams, Keana	M.A., Educational Psychology, Union Institute & University	AFF
Williams, Mary Willson	Ph.D., Counseling Psychology, University of New Mexico	AFF
Williams, Roxanne	M.S., Early Childhood Education, Nova Southeastern University	AFF
Williams-Connelly, Deidre	M.S.S.W., University of Louisville	AFF
Willis, Susan	Ph.D., Higher Education Administration, Bowling Green State University	AFF
Winfrey, Fran	Ed.D., Administration and Supervision, Nova University	AFF
Wissman, Carol	M.A., Community Counseling, University of Cincinnati	AFF
Young, Nicholas	Ph.D., Interdisc. Education Leadership, Union Institute & University; Ed.D., Educational Psychology, American International University	ADM
Zomorrodian, Asghar	Ph.D., Public Administration/Management, University of Southern California	FT