



UNION INSTITUTE & UNIVERSITY

University Catalog

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

Union Institute & University is accredited by The Higher Learning Commission and is a member of the North Central Association. 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. In addition to the authorizations in these four states where UI&U operates academic centers, Union Institute & University has been granted limited authorization in Kentucky and New Hampshire as well as receiving official exemption from authorization from several other states. Most states require no formal authorization for their residents to enroll in UI&U programs. See catalog section Institutional Accreditation, Authorizations, and Memberships or visit <http://www.myunion.edu/about/accreditation.html> for information about the meaning of accreditation as well as contact information for the various agencies that authorize the UI&U.

Union Institute & University does not discriminate in admission, 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.

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UNION INSTITUTE & UNIVERSITY

MISSION, VISION, VALUES AND PRINCIPLES

In June 2007, the Union Institute & 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 obligations to share knowledge with integrity in uplifting the communities in which they serve.
- **Interdisciplinary Study.** 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 (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 a

Master of Arts with five concentrations (online delivery); the M.Ed. online program; and a Master of Arts with a concentration in Counseling Psychology located 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 50th 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 and Sustainability
- Global Studies, History, and 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
- Secondary Education (required concentration in English, Sciences, Mathematics, or Social Science)
- Social Work

Master of Arts with a Concentration in Counseling Psychology

- Counseling Psychology

Master of Arts with Concentrations in

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

Master of Education – Online

(No designated concentration areas)

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

- 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

- Educational Leadership (offered through the M.Ed. Program)
- Social Justice (offered through the M.Ed. Program)
- Special Education (offered through the M.Ed. Program)
- Health Education Certificate (offered through the Lifelong Learning Program)

Non-Degree Programs

- Lifelong Learning
 - Center for Workplace Advancement
 - Sponsor Designed Learning: Services for Professional Development Organizations
 - Independent Study
 - Certificates
 - Health Education Certificate
- Professional Teacher Preparation Program (through the Florida Academic Center, Education Undergraduate Program)

INSTITUTIONAL ACCREDITATION, AUTHORIZATIONS, 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

Most states have no legal requirement for schools, such as UI&U, to enroll state residents. In most cases, state regulations require authorization only if a school proposes to have a physical presence (such as a campus or center) in the state, or, in a few cases, if a school's students will carry out internships or other field experiential learning in the state. Union Institute & University is currently authorized by the following state education agencies to offer degree programs to state residents:

- *Ohio Board of Regents.* Authorization to operate as a degree-granting institution in the state. 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 by reason of accreditation to operate three centers in the state and to offer all degree programs and non-degree courses. Authorization extends through December 2013, after which it becomes renewable annually by reason of the university's accreditation. Department of Education: 120 State Street, Montpelier, VT 05620. Phone: 802.828.5139. <http://education.vermont.gov/>
- *Florida Commission for Independent Education.* Authorization to operate a center in North Miami Beach and to offer the B.A., B.S., M.Ed., Ed.S., Ed.D., and Ph.D. Approval for the B.S. is limited to selected majors. 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 by the bureau 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, and the school is authorized to operate academic centers in California. Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento California, 95833. Phone: 916.431.6959. <http://www.bppe.ca.gov/>
- *New Hampshire Department of Education.* The Department has granted administrative authorization for Union Institute & University students enrolled in the B.S. (maternal-child health major), M.A., Ed.D., Psy.D., and Ph.D. to carry out internships and/or practica in the state. This approval is in effect until June 30, 2015. (Authorization is not required for online or hybrid programs where there is no field experiential learning.) 101 Pleasant St., Concord, NH 03301. Phone: 800-339-9900. <http://www.education.nh.gov/highered/index.htm>
- *Kentucky Council on Postsecondary Education.* Authorization to enroll Kentucky residents in UI&U's online and hybrid programs with the exceptions of the M.Ed. and M.A. in Counseling

Psychology. 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601. Phone: (502) 573-1555. <http://cpe.ky.gov/contactus.htm>

State Exemptions

The following states have formally exempted UI&U from the need for authorization, since the academic services UI&U provides to state residents do not require authorization: Alaska, Montana, Nevada, and Wyoming.

Note on State Authorizations and Exemptions

UI&U is continually extending its state authorizations and exemptions. The preceding list may not be all inclusive. For the most up-to-date information about UI&U's state approvals and exemptions, see http://www.myunion.edu/about/state_licensing.html.

Institutional Memberships

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

Consortia

- Association of Independent Colleges and Universities of Ohio (AICUO)
- Association of Vermont Independent Colleges (AVIC)
- Consortium of Southern California Colleges and Universities (CSCCU)
- Greater Cincinnati Consortium of Colleges and Universities (GCCCU)
- Higher Education Partnership of Southeast Florida (HEPSEF)
- Ohio College Access Network (affiliate membership)
- Southwestern Ohio Council for Higher Education (SOCHE)
- Vermont Consortium of Academic Libraries and several local library consortia

Professional Associations

Union Institute & University 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 International Recruitment Council
- American Library Association
- 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
- 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
- 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 Transfer Council
- Overseas Association for College Admissions Counseling
- Regional Association for Adult Higher Education
- Service Members Opportunity Colleges Society for Human Resource Management
- University Continuing Education Association
- Vermont Business Association for Social Responsibility
- Vermont Council of Teacher Educators

Chambers of Commerce

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

Meaning of Accreditation,

State Licensing, Institutional Memberships, and Affiliations

The following description of the meaning of accreditation to institutions of higher education is adapted from The Higher Learning Commission's publication, *Institutional Accreditation: An Overview*, 2010, which can be downloaded from the commission's Web page, *Understanding Accreditation* at <http://www.ncahlc.org/Information-for-the-Public/public-information.html>. 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 is at the discretion of each school and organization.

Accreditation and Transfer of Credits/Recognition of Degrees

Accreditation does not guarantee acceptance/recognition of a degree or acceptance of credits in transfer. Each college or university determines which degrees and credits it will accept. Transferability depends on the institution at which the credits or degree were earned and how well they mesh with the curriculum/program at the school where an individual seeks admittance (and how well the student did in 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 Approvals

Just as there are two types of accreditation, there are often two levels of state approvals: institutional and program specific. (States may use different terminology for these categories of authorization. Some states “authorize,” some “license,” and some “accredit.”)

Institutional/Program Authorizations

Schools can operate without regional or national accreditation, since accreditation is voluntary, but a school cannot legally operate without necessary approvals of the state(s) in which it is located. In fact, accreditors will not consider a school or program unless it has been authorized by the applicable state agency, typically a branch or commission of a state’s department of education. Criteria for state approvals are established by state law and each state has a different set of criteria. State approvals are sometimes specific to certain activities or programs.

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 holds memberships in a number of higher education professional 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.)

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

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

- Analyze a variety of scholarly perspectives, ideas, and/or theories.
- Connect an understanding of theory with practice.
- Initiate new practice or draw new conclusions based in a field-related theoretical understanding.

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

- Assess established interpretations.
- Explore implications of theories, ideas, conditions, and/or practice.
- Formulate relevant questions.
- Construct alternative interpretations, applications, and/or theoretical frameworks.

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

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

- 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 differences 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 term/session throughout the year from any of the UI&U academic centers/programs.

International Students

Union Institute & University (UI&U) accepts qualified F-1 international students into its degree programs offered through the Cincinnati, Ohio, and Brattleboro, Vermont academic centers. Designated school officers 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.-Counseling Psychology. 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 Web page:

<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 Web page: <http://www.myunion.edu/academics/international-students/index.html>.

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. Students residing in countries other than the United States may be admitted to these online programs, but they will not be able to live in the United States while they are enrolled in Union Institute & University's online degree programs.

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. Turnaround 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 Active Duty, Guard, Reserves, Veterans and their spouses and dependents under all existing public laws. Requests for information should be sent to veterans@myunion.edu. Union Institute & University is a Servicemembers Opportunity College (SOC).

The toll-free number for the Department of Veterans Affairs is 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 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, Guard, Reserves and their dependents into our academic programs. As a military friendly school, UI&U's programs are designed to allow veterans and military personnel to maintain busy schedules and commitments while completing a degree. UI&U was named by G.I. Jobs magazine as a Military Friendly School for 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 Web page at <http://www.myunion.edu/admissions/veterans-affairs/index.html> for 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.gibill.va.gov/> 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 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 those eligible. It also allows for the benefit to be transferrable to a spouse or dependent.

Active Duty Military, Guard, and Reserves may also use their VA benefits or military reimbursement.

Scholarships

UI&U offers three scholarships for Active Duty, Guard, Reserves, Veterans, their spouses, or dependents. Details about the three scholarships are found on the UI&U Web page for Veterans & Military Personnel, <http://www.myunion.edu/admissions/veterans-affairs/index.html>.

Scholarships are limited to one university-funded scholarship per student per program. Students that qualify for the POST 9/11 GI Bill benefits at 100% only qualify for the Yellow Ribbon Program.

UNION INSTITUTE & UNIVERSITY WRITING CENTER

Email: writing-center@myunion.edu

Local: 513.487.1156

Toll-free: 800.861.6400 ext. 1156

Mailing Address: Writing Center, 440 E. McMillan Street, Cincinnati, Ohio 45206

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 request telephone appointments with professional tutors during the day, evening, or weekends. All services are free and available to any registered student, faculty, or staff. Please visit <http://www.myunion.edu/writing-center/> for more details.

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 (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 a Subsidized Direct Loan, an Unsubsidized Direct Loan, or a combination of both. The minimum loan eligibility amount 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. For the 2011-2012 school year, the Subsidized Direct Loan had a fixed interest rate of 3.4% for undergraduate students and 6.8% for graduate level students. The Unsubsidized Direct Loan had a fixed interest rate of 6.8% for all grade levels. 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. For the 2011-2012 school year, the interest rate for this loan is 7.9%. The interest rates may change each July 1. 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. A new credit check is required each time you apply for a new loan. In the event a parent is unable to borrow via 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 cosigner 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 a portion of 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 her/his 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 him/her for that term.

Student Financial Aid Satisfactory Academic Progress (SAP) Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. In keeping with federal regulations and Union Institute & University policy, Union Institute & University amended its SAP Policy. Changes took effect when SAP was 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 ($64 \times 150\% = 96$). 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 appeal** requests while attending Union Institute & University. All requests for appeals must be submitted no later than 10 business days after receiving the financial aid 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/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 time frame 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 syllabus. 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 time frame for receiving financial aid will be reduced by the number of transfer 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 catalog.

SAP Statuses

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

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

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

Financial Aid Probation: Students whose appeals have been approved by the satisfactory academic progress appeals committee are placed on financial aid probation.

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 or probation or is terminated; however, failure to receive correspondence does not negate a termination of warning status.

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

Complete Academic Record: To measure a student's satisfactory progress toward degree requirements, the student's complete academic record at Union Institute & University must be evaluated, whether or not the student received aid for the entire time of enrollment.

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 percent. You must meet both criteria to be considered in good standing for financial aid.

California Student Tuition Recovery Fund

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

Rather than pass this fee on to students as an additional cost, UI&U has elected to cover the STRF from existing tuition revenues. The university's STRF contribution is calculated based on tuition (not including fees) paid by Bachelor of Science students enrolled at the Los Angeles and 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 8:00 a.m. - 6:00 p.m. and F 8:00 a.m. - 5:00 p.m. 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 commencement and 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](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 UI&U 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. Any balance due on a student's account must be paid in full in order to participate in commencement and to receive a diploma and transcripts. The best defense against a financial hold is communication. Each student must access his/her account often, talk to a financial aid counselor, and meet with the program director and 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 terms, 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	Term/Session	Begins	Ends
2012-2013			
12-13 F	12-13 F Fall Term	8/27/2012	12/16/2012
12-13 F1	12-13 F1 Fall Session I	8/27/2012	10/21/2012
12-13 F2	12-13 F2 Fall Session II	10/22/2012	12/16/2012
12-13 W	12-13 W Winter Term	1/7/2013	4/28/2013
12-13 W1	12-13 W1 Winter Session I	1/7/2013	3/3/2013
12-13 W2	12-13 W2 Winter Session II	3/4/2013	4/28/2013
12-13 S	12-13 S Spr/Summer Term	5/6/2013	08/25/2013
12-13 S1	12-13 S1 Spr/Summer Session I	5/6/2013	6/29/2013
12-13 S2	12-13 S2 Spr/Summer Session II	6/30/2013	8/25/2013

2013-2014			
13-14 F	13-14 F Fall Term	9/3/2013	12/22/2013
13-14 F1	13-14 F1 Fall Session I	9/3/2013	10/27/2013
13-14 F2	13-14 F2 Fall Session II	10/28/2013	12/22/2013
13-14 W	13-14 W Winter Term	1/6/2014	4/27/2014
13-14 W1	13-14 W1 Winter Session I	1/6/2014	3/2/2014
13-14 W2	13-14 W2 Winter Session II	3/3/2014	4/27/2014
13-14 S	13-14 S Spr/Summer Term	5/5/2014	8/24/2014
13-14 S1	13-14 S1 Spr/Summer Session I	5/5/2014	6/29/2014

13-14 S2	13-14 S2 Spr/Summer Session II	6/30/2014	8/24/2014
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Programs following a six-month term calendar use the calendar below:

Six-month Term Calendar for 2012-2013				
<u>Year</u>	<u>Tm</u>	<u>Description</u>	<u>Term Begin Date</u>	<u>Term End Date</u>
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

Six-month Term Calendar for 2013-2014				
<u>Year</u>	<u>Tm</u>	<u>Description</u>	<u>Term Begin Date</u>	<u>Term End Date</u>
2013	7A	January – June	1/1/2013	6/30/2013
2013	7D	April – September	4/1/2013	9/30/2013
2013	8A	July – December	7/1/2013	12/31/2013
2013	8D	October – March	10/1/2013	3/31/2014

Course Credit Hours

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

Course Numbering System

Courses # 001-099

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

Courses #100-199

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

Courses #200-299

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

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

Courses #300-399

- Contain the baccalaureate-level core of a discipline.
- Make higher level learning demands upon students in the areas of reading, writing, and critical thinking.
- Expose students to some of the most current knowledge and skills practiced in the discipline.
- Ordinarily these courses have prerequisites.
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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 each new term or session for courses listed in their program's study plan or degree completion plan. UI&U is transitioning to Web course registration through the CampusWeb portal. Doctoral programs registered through Web course registration beginning in spring/summer 2012. Other academic programs will phase into Web course registration throughout the 2012-2013 academic year. Undergraduate and most master's programs have registrations 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 course work in order to establish eligibility for financial aid. Students with a prior student account balance must receive financial clearance from the Business Office prior to registration.

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

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

Registration Status Codes

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

- RR – Registration form received from student in the program office but waiting to be processed.
- PR – Preregistered: registration has been processed in the computerized registration system, but the new term has not officially started.
- RA – Registered Active: registered for course work in an active term.
- 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 Policy 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 Course Work:* Course work started, but not completed, prior to the LOA must be completed and submitted to the appropriate faculty by the end of the first full term after return. The program 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.

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 admission office of the intent to apply for readmission. The applicant will be notified of any outstanding financial and/or administrative

obligations, all of which must be met before the application may be submitted. The procedure for readmission varies by program, as described in individual program student handbooks.

ACADEMIC POLICIES, PROCEDURES, AND SERVICES

Academic Integrity

Institutional Policy and Procedural Guidelines

This policy and its procedural guidelines were effective February 9, 2009, and replaced 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

¹ Adapted from "A Student's Guide to Academic Integrity," University of Oklahoma, http://integrity.ou.edu/students_guide.html

claiming a degree one has not earned or submitting false letters of recommendation; submitting the same work for credit more than one time; or violating any protocols and/or procedures specified in a course syllabus.

Identification of 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.

Procedures²

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

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

faculty member or dean will orally warn the student and instruct her/him in the appropriate conventions of citation or academic practice. As part of that conversation, the student must be given a copy of this policy and procedural guidelines. The faculty member has the right to consult with another faculty member and/or the 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 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 UI&U 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 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 the learning management system in CampusWeb.

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 Web page, <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 (IRB)

Effective August 31, 2009, as revised

The policy of Union Institute & University is that all planned research with human subjects be approved by the Institutional Review Board (IRB) before such research can commence. This policy applies to students at all degree levels and to 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, questionnaires, and other forms of interaction, including studies conducted online. The purpose of the IRB is to ensure that all such research projects are conducted in accordance with ethical and procedural guidelines established by the IRB. These guidelines apply to studies conducted as part of a course, seminar, internship, thesis, culminating study, final document, or dissertation.

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

- IRB website: www.myunion.edu/irb
- IRB forms, templates & samples: www.myunion.edu/administration/offices/institutional-effectiveness/institutional-review-board/forms.html
- 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 into a grade point average).

Student Access to Grades/Grade Reports

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

Academic Probation and Dismissal

Effective 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 Web page: <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 Web page <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 Web page. 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 Web page 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 Web page 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 academic program and university degree requirements by the end of the term immediately following the ceremony. In order to participate in commencement ceremonies, all financial obligations to the university must be resolved by the established deadline to submit Petitions to Participate. 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, Web pages, 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 Web pages, 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 for personal use software belonging to the university. 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 shutdowns for maintenance, upgrades, or changes so that users can plan around periods of system unavailability. However, in the event of an emergency, the department may shut down a system with little or no advance notification. Every effort will be made to give users a chance to save their work before the system is taken out of service.

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 emails 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 webmail, 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 webcams and desktop sharing, as well as chats and file sharing. Instructions for using the current conferencing technology can be found at the IT website.

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 86,000 electronic books, more than 7,000 UI&U student dissertations/theses, as well as several thousand online reference books. It also provides access to more than 200 online databases that link researchers to millions of full-text items, including research and trade journal articles, doctoral dissertations from other academic institutions, book chapters, multimedia resources, 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 59,000 periodicals in the arts, humanities, and selected sciences. The library also maintains an extensive website including links to databases, an online help center, live chat, in-context instructional help videos, and a news blog.

INSTITUTIONAL POLICIES

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:

³This 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 (refer to the Information Technology Policies, Resources, and Services section of this catalog.)

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 re-entry programs that are available to employees or students.
- A clear statement that the institution will impose disciplinary sanctions on students and employees (consistent with local, state, and federal laws) for violations of published standards of conduct and a description of those sanctions, up to and including expulsion or termination of employment.

Policy on Student Use of Alcohol and Controlled Substances

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

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

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

If a student has a medical condition or a substance addiction and has reason to believe the condition may impair attendance or performance, 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, 2012, 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 accessibility 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 accessibility coordinator before any accommodation will be made.**

Student Reporting

To obtain an EP, the student must first disclose that s/he has a disability. In order to make such a confidential disclosure, the student completes the disclosure form found on the ADA Web page where it can be directly submitted to the accessibility coordinator using the drop box.

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 accessibility coordinator for a preliminary assessment.
- The faculty/staff member who makes the referral should document it with a dated note or with an email sent to the accessibility 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 accessibility coordinator. Faculty members should not attempt to determine if a student has a disability. That decision is determined by the accessibility coordinator. 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 accessibility 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 accessibility coordinator.

When complete documentation is received relating to a disability:

- The accessibility coordinator will request a meeting with the student (this may be accomplished by email) to discuss documentation and accommodations. If the documentation is insufficient, the student will be so informed by the accessibility 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 accessibility 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 accessibility 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 accessibility 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 accessibility coordinator for inclusion in the student's file. Decisions about changes to specific accommodations can only be made by the accessibility 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 accessibility 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 accessibility coordinator, to seek and pay for professional evaluation, 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-university-policy.html>.

Americans with Disabilities Act Grievance Procedure for Students

Effective April 18, 2012, 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 accessibility 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 accessibility coordinator; adacoordinator@myunion.edu; 802.828.8740; TDD 800.486.9968. The accessibility 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 accessibility 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 accessibility coordinator feels that a satisfactory resolution is reached, the accessibility coordinator will make an appointment (within 10 days) with the ADA compliance officer to allow the student to present her/his concern. According to the student's desires the accessibility coordinator may or may not be at this appointment. At this meeting, the student may present evidence and/or witnesses. The ADA compliance officer 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 ADA compliance officer, s/he may choose to bring her/his issue(s) to the provost. The ADA compliance officer will make an appointment with the provost within 10 days of the student's non-concurring communication. The ADA compliance officer will attend this meeting. The provost will have 10 days to respond after the meeting.
4. Should the student not concur with the provost's decision s/he may 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 accessibility coordinator, the student has the option of discussing the complaint with the ADA compliance officer or going directly to the provost.
2. If the complaint is not resolved by the ADA compliance officer or for a specific reason cannot be discussed with the ADA compliance officer, the ADA compliance officer will make an appointment (within 10 days of receiving the complaint) for the student to meet with the provost to discuss the issue(s) and explore resolution. The student may also choose to bypass the ADA compliance 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

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

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

ADA Compliance Officer

802.828.8827
neal.meier@myunion.edu
Additional information is available at:
<http://www.myunion.edu/about/university-policies/ada-university-policy.html>

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).
- 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 resubmit 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 statute (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 that 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 that 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 Registered 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 for 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 18 years of age or younger to provide proof of immunization against Hepatitis B as a condition of enrollment. This statute is not applicable to UI&U as it is a private institution.

Information on Meningococcal Disease

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

How do you catch a meningococcal infection?

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

Who is at risk?

Anyone can get meningococcal disease, but it is most common in infants less than one year of age and in people with certain medical conditions. College freshmen, particularly those who live in dormitories, have a slightly increased risk of getting meningococcal disease. The risk for meningococcal disease among non-freshman college students is similar to that for the general

population; however, the vaccine is safe and effective and therefore can be provided to non-freshmen undergraduates who want to reduce their risk for meningococcal disease.

What can be done to decrease risk?

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

What about the vaccine?

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

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 <http://www.myunion.edu/forms/reg003.pdf> and documentation showing that the name has been officially (legally) changed. (A certified copy of a court order, a marriage license, or a dissolution decree reflecting the new name in full are examples of the documentation required to support an official name change.)

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

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

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/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/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 resubmit 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 s/he 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.

Emergency Response Plan

Effective January 15, 2012

Emergency Preparedness

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

Emergency Officials

The following positions have been designated with responsibility for emergency assessment and notification at each UI&U location. A back-up position has been designated at most locations. The Montpelier and Marlboro center contacts will coordinate emergency assessments with responsible personnel at Vermont College of Fine Arts (Montpelier) and Marlboro College.

Location	Responsible Position & Back-up	Contact (Phone Extension)
Cincinnati Center	Director of Building Management Assist. V.P. for Information Tech	1248 1104
Montpelier Center	Dean	8726

	ADA Coordinator	8740
Brattleboro Center ("The Farm")	Director of Admissions	8902
	Facilities Manager	8900
Marlboro Center	Dean	8401
	Administrative Assistant	8400
Miami Center	Dean	2104
	Assistant to Dean	2108
Los Angeles Center	Dean	1722
Sacramento Center	Dean	1518

General Emergency Procedures

The key to surviving any emergency is to remain calm and carry out a plan of action appropriate to the emergency. Members of the UI&U community are encouraged to familiarize themselves with the layout of their center and all emergency procedures so they will know what to do in an emergency or crisis situation. Every member of the university community has a role in making UI&U a safe environment. In a true emergency — act! The following general procedures are applicable to all Union Institute & University locations.

Life-Threatening Emergencies

1. Dial 911, then
2. Contact on-campus emergency official.

Non-Life Threatening Emergencies

1. Contact on-campus emergency official.

Fire

1. Sound the fire alarm.
2. Evacuate the building, alerting others as you leave, if it is possible to do so safely.
3. Call 911.
 - If there is smoke, keep low to the floor.
 - Go to the nearest exit or staircase. Do not use elevators.
 - If you are trapped, go to the nearest window—open the window if possible, then shout and wave to attract attention.
 - Once you are outside, move to the designated assembly area away from the building to allow ready access by emergency personnel.
 - Call 911.

Gas Leak / Hazardous Spill

1. Cease all operations. Do not switch on lights or other electrical equipment.
2. Contact your center's emergency official.

Depending on the nature of the emergency, the official may call for evacuation or for shelter-in-place. (See Shelter-in-Place below.)

3. If the official calls for an evacuation, leave the building immediately, alerting others as you go.
 - Use the nearest exit or staircase. Do not use elevators.
 - Once you are outside, move to the designated assembly area away from the building to allow ready access by emergency personnel.
 - Call 911.

Tornado/Severe Weather

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

Critical Illness/Injury

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

Bomb Threat

If you see a suspicious object, DO NOT HANDLE IT. Clear the area and call 911.

If you receive a bomb threat call:

- Record all vital information provided (location, time device will go off, appearance of the device, size, name of caller or organization taking responsibility, etc.)
- If possible, note caller's accent (if any), gender, apparent age, any background noises, caller ID number.
- Call 911.

If you receive notice of a bomb threat from university officials:

- Evacuate the building, alerting others as you leave.
- Use the nearest safe exit or staircase. Do not use elevators.
- Once outside, move to the designated assembly area away from the building to allow ready access by emergency personnel.

If you are unable to evacuate:

- Take cover under a sturdy piece of furniture.
- Stay away from windows.

Hostile Individual/Intruder

If you see or are notified of an individual actively causing deadly harm or threatening to cause deadly harm:

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

Evacuation Assembly Areas

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

Center	Evacuation Assembly Area
Cincinnati Center	Parking lot of warehouse building (across McMillan Street)
Montpelier Center	Tennis courts (next to College Hall, across the street from Stone Center)
Brattleboro Center ("The Farm")	Upper parking lot (near intersection of University Way and Old Guilford Road)
Marlboro Center	Front parking lot
Miami Center	Southwest parking lot
Los Angeles Center	Green space at the intersection of Centinela and Sepulveda (north end of the property)
Sacramento Center	Front parking lot

Shelter-in-Place

Under some circumstances, such as severe weather or circumstances where outdoor air becomes unsafe due to toxic or irritating substances, the university may issue a shelter-in-place warning, advising students, faculty, and staff to remain indoors. If a shelter-in-place warning is issued, remain inside the building. Stay away from windows and exterior doors. Remain in place until advised it is safe to leave. General guidelines for shelter-in-place locations:

- Make sure you have a telephone or other means of communication.
- Select a location without windows or skylights.
- Select a location on the interior of the building, away from windows and exterior doors.
- For tornado or other severe storms, choose a ground level location (if flooding is an issue, an upper floor location is appropriate).
- If the emergency involves unsafe air quality and there is time to do so safely, turn off ventilation system and/or close vents.

Shelter In Place-Tornados and Severe Storms	Location(s)
Cincinnati Center	First floor, east-west hall at center of building Room 124 First floor restrooms-opposite classrooms
Montpelier Center	First floor main (long) hallway
Brattleboro Center ("The Farm")	Basement Main floor washroom
Marlboro Center	Basement South stairwell
Miami Center	First floor, student computer lab (Suite 102)
Los Angeles Center	Lobby area of UI&U suite
Sacramento Center	"Sutter" room (large class/meeting room at mid-point of suite)

Emergency Assessment and Notification Procedure

Upon receiving notification of a potential emergency, the designated emergency official for the center will immediately and quickly assess the situation⁵. Once the emergency has been reasonably confirmed, the official will, without delay and taking into account the safety of the

⁵ At Union Institute & University centers that occupy leased facilities with other tenants a decision to evacuate the building may also be made by building management.

community, determine the appropriate notification method(s) and will initiate the notification system. In most emergencies, notification will be made using email and the center's phone paging system. Officials will not use the paging system if it is likely to compromise efforts to contain, respond to, or otherwise mitigate the emergency. The following are the notifications likely to be used for different types of emergencies.

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

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

Testing Emergency Procedures

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

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

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 online courses, on-ground face-to-face instruction, a blended/hybrid model using two or more delivery options, or in some cases, students can work via faculty-guided directed study. 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 or 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 eight 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 terms (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 term as follows:

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

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

Articulation and Academic Agreements

Union Institute & University has entered into articulation agreements with other regionally accredited colleges and universities and academic agreements with other organizations. These agreements stipulate conditions and limitations for acceptance of credits in transfer, based on evaluation of certain courses by UI&U. Agreements with organizations that are non-regionally accredited result in course equivalencies in which UI&U faculty content experts evaluate and recognize a course as equivalent to a specified course at UI&U. Agreements expedite the

process of reviewing transfer credit applications. Some agreements are program or major specific. Some include provisions for a waiver of a portion of UI&U's published tuition rates.

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 Department 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)
- City of Hollywood Police Department
- City of Fort Lauderdale Police Department
- 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)
- 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)
- 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 Transcribed (PT) Learning:** Prior transcribed 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 transcribed 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 and academic 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 transcribed learning must be submitted by the end of the second-to-last term of enrollment prior to graduation. Financial aid is not available for prior transcribed 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 student's major's chairperson.
- 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 each center's advising staff 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 UI&U 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 UI&U 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.
- UI&U requires a grade of C- or better, unless credit with a D grade is part of a program for which an associate of arts, associate of science, associate of applied science or other associate degree designations with a minimum 2.0 GPA was awarded by a regionally accredited school.

- UI&U requires a grade of C- or better for credit from DoE and CHEA recognized institutions with which UI&U has an articulation agreement.
- This policy does not override institutional admission standards and/or requirements of entrance into a specific academic program. (For example, should a program require students to earn a grade of C or better for a specific course in a major, transfer students must meet the same requirement. The D course would be accepted for transfer credit but it would not be applied to the specific course in the major.)
- Courses with D-, D, or D+ that are not part of an earned associate's degree will not be transferred, regardless of the overall GPA earned by the student at the transfer institution.
- An earned Associate of Arts or Associate of Science degree (only A.A. or A.S. degrees) 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 or other standards are converted to semester credit hour equivalents.
- Previously awarded transfer credit will be deducted if course work is repeated.
- The B.S. program 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)⁶ general and subject examinations. CLEP is a national program of credit by examination. Union Institute & University follows CLEP

⁶ Union Institute & University centers in Sacramento and 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.

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)⁷ examinations. Military service members can earn college credits through successful passage of DSST examinations that are available in over 150 subject areas.
- Advanced Placement (AP) examinations. Upon receipt of official score reports of AP results, Union Institute & University will award transcribed 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 C- 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 the ACE recommended score.
- New York University (NYU) Proficiency Testing in Foreign Languages. Union Institute & University awards credit for NYU language examinations. See <http://www.scps.nyu.edu/academics/departments/foreign-languages/testing/exam-options-results.html> 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.

⁷ Union Institute & University may give credit consideration to other nationally accepted college-level examination programs. Consult with an academic advisor for more details.

- The B.S. academic center's academic support coordinator 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 with a past due student account balance must obtain financial clearance prior to registering for a new term. 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 course work 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. Add/drop deadlines in each degree program are for academic purposes only. All tuition refunds due to dropped or withdrawn courses are processed according to the respective degree program's Schedule of Tuition and Refunds established by the Business Office and deans.

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 8-week sessions as fully online or hybrid seminars

Transfer Credits: Up to 78 credits may be transferred from a variety of sources. (Contact an admission counselor for details.)

Prior Learning: A student may earn up to 30 semester credit hours for prior learning acquired outside of formal instruction and before enrollment in the B.A. program. The student must complete a minimum of one satisfactory term of independent study in the program before being eligible to apply for this process, called the EXCEL process.

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/online-bachelor-of-arts/index.html>

Concentrations

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

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

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, EXCEL process, certified learning, 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 goes beyond knowledge of facts and theories to embrace lifelong practices of reflecting, thinking and learning.
- Education provides a foundation for thoughtful citizenship and action in the world.

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

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 the first 45 days of a 16-week term registration or 15 days from the beginning of an eight-week session within the

spring/summer term. Add/drop deadlines are for academic purposes only. Refunds due to dropped courses are processed according to the Schedule of Tuition Refunds. 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 professor in writing (electronically or on paper) prior to or on day 45 of the 16-week 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 professor 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 professor 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 grade of W (for withdrawn) will be assigned to the active term's courses after the drop/add period.

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 16-week term with the approval of the professor 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; however, the tuition refund schedule will be followed. They must notify the B.A. program office and the professor in writing prior to the last official day. A grade of W (for withdrawn) will be assigned 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 Term	Session
Week One	100%	100%
Week Two	100%	50%
Week Three	75%	25%
Week Four	50%	0%
Week Five	25%	0%
Week Six and Thereafter	0%	0%

Tuition Rates and Fees

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. 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 professor 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 30 to 35 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.

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 professor 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 (U) grades as a result of not completing work or completing the work at a very substandard level (the equivalent of a grade of D). The student is placed on probation after an unsatisfactory term. Two consecutive unsatisfactory terms will result in academic 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 32 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 term or eight-week session within a term. The following grade summary provides definitions for each grade that may be found on 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

Grade	Criteria
	<p>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 course work. A student with a grade of I may not register for more than nine credits in the term that follows.</p> <p>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.</p> <p>No credit is earned for the I grade until it is converted to the final grade.</p>
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 and 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 6-credit seminars in the spring/summer term. Culminating students may enroll in a 16-week culminating seminar during the spring/summer term in order to graduate during the summer.

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 6-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. For financial aid purposes, enrollment in one 6-credit seminar is considered half-time during the fall and winter terms.

There are no independent studies offered in the spring/summer term. Instead, accelerated seminars (six credit hours each) are offered in two 8-week sessions. (Also offered is a 16-week seminar for culminating students only.) In the spring/summer term, students must enroll in two 6-credit seminars (12 credit hours total) to be considered full-time students. Enrollment in one 6-credit-hour seminar during spring/summer is considered half-time status for financial aid purposes.

To take an academic overload (a 15-credit culminating study or one seminar and one 9-credit independent study or two seminars in one 8-week session), students must petition the educational issues committee. Their request must include the positive recommendation of a professor.

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 and Human Development
2. Arts, Writing, and Literature
3. Global Studies, History, and Culture
4. Environmental Studies and 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. All students will earn a bachelor's degree in Liberal Studies. Students choose a concentration within that major. Each concentration addresses five dimensions of learning appropriate to the concentration: Methods, Theories and Concepts, History/Context, Controversies and Application. These dimensions are referenced in each of the concentration descriptions below, some directly and some indirectly. For further information, please consult a core faculty member in the concentration.

- **History/Context:** Demonstrate understanding of the social context and/or historical background of the concentration as it has emerged and is practiced.
- **Theories and Concepts:** Demonstrate comprehension of theories, concepts, questions, and/or viewpoints relevant to the concentration.
- **Methods:** Understand and apply basic methods of inquiry relevant to the concentration.
- **Controversies:** Recognize contemporary and historical controversies relevant to the concentration.
- **Application:** Demonstrate an ability to apply principles and methods of the concentration in a real world setting.

Students are encouraged to think not only about their concentration but also about all their independent studies and seminars in terms of these dimensions. Even if the study is not part of one's concentration, it will still 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 and 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, and 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, and 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 curriculum designed by a nationally certified professional in the field consisting of two independent studies and one seminar (30 semester credits). The 30 B.A. 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 curriculum of the addiction studies specialization has been approved by the Vermont Alcohol and Drug Abuse Certification Board (VADACB) as meeting the initial educational requirements for certification/licensure as an alcohol and drug/substance abuse counselor. Other states whose boards have indicated prior approval include Georgia, Hawaii, Nevada, Ohio, Oklahoma, and Puerto Rico. Students from other states should check with their own state licensing boards. While program-wide prior approval is being sought, students should know that most states request that each student individually submit the completed course of study for approval. Note that this specialization helps prepare students for certification, but the university does not itself grant certification.

Dual Enrollment Options within the University

BA Collaborative Agreement with the M.A. in Counseling Psychology Program

Union Institute & University's masters-level programs collaborate with the B.A. program to provide a streamlined admission process. In the case of the M.A. in Counseling Psychology, the M.A. program waives the \$50 application fee but requires the application essay since it is part of the planning process.

Dual Enrollment: Certain students with outstanding academic skills and significant background in psychology may be eligible to enroll simultaneously for their final nine credits in the B.A. and their first nine credits in the M.A. in Counseling Psychology Program. Process:

- Student completes all B.A. degree criteria and a culminating study in the B.A.
- Student petitions the educational issues committee for dual-enrollment status. Petition includes recommendations from two professors.
- Student applies for entry into the M.A. in Counseling Psychology program and is accepted in provisional status.
- Student registers for nine credits in the M.A. program (tuition paid as if the nine credits were undergraduate credits).
- Student must pass the nine credits with a grade of B or better.
- Student is retroactively issued a B.A. diploma and continues with the M.A. program having completed the first nine credits.

BA Collaboration with Master of Arts Program

Students graduating from the B.A. program who wish to pursue graduate studies with Union Institute & University in Creativity Studies, Health and Wellness, History and Culture, Leadership, Public Policy and Social Issues, or Literature and Writing enjoy a streamlined admission process. They must fill out an online application, but the \$50 application fee will be waived. Students should supply the name of a faculty member who is very familiar with their work. Students will not have to supply further references or write an application essay. For further information on the M.A. program, see <http://www.myunion.edu/academics/master-of-arts/index.html>

Dual Enrollment: Students with good academic skills may apply for simultaneous enrollment in their final six credits in the B.A. program and the first six credits in the M.A. program. Process:

- Student completes all B.A. degree criteria and a culminating study in the B.A.
- Student petitions the Educational Issues Committee for dual-enrollment status. Petition includes recommendations from two professors.
- Student applies for entry into the M.A. program and is accepted in provisional status.
- Student registers for six credits in the M.A. Program (tuition paid as if the six credits were undergraduate credits).
- Student must pass the six credits with a grade of B or better.
- Student is retroactively issued a B.A. diploma and continues with the M.A. program having completed the first six credits.

The Arts, Writing, and 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, and 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 nonfiction, 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; 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 and 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 policies 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.
- 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.

Note that students should indicate at least two areas of inquiry within the self-designed study so that these may be documented on the final transcript.

Dual Concentrations

Students may elect more than one concentration and the official transcript will list each one. Each concentration must include 30 credits above the introductory level; for each concentration, only 15 of those credits may be transfer credits. Students must understand that their major is Liberal Studies.

Summary of B.A. 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 within each 16-week term. In the spring/summer term consisting of two eight-week sessions, accelerated seminars are offered.
- 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 courses 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. To graduate, every B.A. student must complete a 12-credit culminating study (15-credit by permission only).

Total B.A. degree credit hour distribution: The 120 semester hours required for the Bachelor of Arts degree are distributed in the following *minimum* requirements:

- 36 semester hour liberal studies, major core requirements.
- 30 semester hours required in the concentration.
- 54 semester hours, electives.

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

1. Four (4) semester hour equivalents in academic and expository writing, general communication, college-level reading.
2. Four (4) semester hour equivalents in critical and analytical thinking and problem solving as assessed through written and verbal communication.
3. Three (3) credits in history; plus six (6) credits in the social sciences.
4. Three (3) credits in areas such as philosophy, religion, spirituality, ethics, social justice and law.
5. 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.
6. Three (3) credits in courses focused on college-level quantitative reasoning, plus three (3) credits in a science.
7. 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 professor's faculty transcript evaluation must be approved by the residency faculty. Additionally, there must be verification by the professor 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 financially 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 occurs over a weekend 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 all final academic requirements and financial responsibilities to the university 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-Palfy, Ph.D.
Dean , Miami Center:	Beryl Watnick, Ph.D.
Dean , Sacramento Center:	Frederick Rocco, Ph.D.
Dean , Vermont Center:	Dan Lerner, Ph.D.

Program Overview

Credits to Degree – Minimum 120 semester credit hours

Transfer Credits – Up to 90 semester hours

Calendar – Three 16-week terms and two 8-week sessions within each 16-week term

Minimum Time to Degree – Eight months (two 16-week terms or four 8-week sessions)

Academic Program Locations

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

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

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

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 with an optional concentration in Sport Management
- Maternal Child Health: Lactation Consulting
- Secondary Education (required concentration in English, Sciences, Mathematics, or Social Science)
- Social Work

Note to Public Administration majors enrolled prior to fall 2012:

Effective fall 2012, the university will no longer accept students into the Bachelor of Science Major in Public Administration. Current students are encouraged to work with their academic support coordinator to schedule remaining degree requirements, as per the catalog that was in effect at the time of matriculation. Please note that students will be able to complete all concentration options within the Public Administration major.

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 and faculty; and recognizes the concept of lifelong learning

Admission Criteria and Procedures

The university seeks qualified applicants to the Bachelor of Science program. Pre-admission counseling is available 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 admission 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 course work as demonstrated by prior transcribed course work 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).
- Official transcripts from previously attended colleges and universities (if applicable).
- Other documents, to include BASIC POST certificate and training profile, FLDE certificates, etc. for CJM majors.

Application Procedures

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

How to Apply: Contact the admission department or consult the admission Web page 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 admission process. Complete all items on the Application for Admission Form. Send written requests to obtain official, sealed transcripts from the registrar's office of each college or university previously attended and listed on the Application for Admission Form. (Because many schools charge a small fee to process a transcript request, it is recommended, in order to avoid processing delays, that applicants contact the school to determine the fee schedule before requesting the transcripts.) 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 online (preferred option), delivered in person, or sent by mail, email, 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 an academic support coordinator (ASC) who provides support for enrollment and academic advising. ASCs also work to resolve problems and concerns that impact the student's academic program, process program changes, and assemble student files for final graduation review and approval. Faculty with expertise in the student's field serve as advisors, guiding, mentoring, and counseling students on academic issues and career objectives from the beginning of their programs through graduation.

Meeting Degree Requirements

During the admission process, a preliminary review is conducted of prior transcribed learning to determine which courses or credits may be acceptable for transfer and are appropriate toward fulfilling degree requirements. Once the university receives an official transcript from all

previously attended colleges and universities, plus any other advanced placement documents, a final determination can be made concerning transfer of credit. A degree audit, which compares program degree requirements with previously earned credits, is prepared for each student. The degree audit specifies what major requirements have been satisfied and identifies the remaining degree requirements. The student's academic support coordinator assists with course planning and registration each term to ensure that degree requirements are met in a timely fashion.

Program Specific Licensure

The B.S. program may not meet professional licensure requirements in all jurisdictions. Accordingly, the student is strongly encouraged to become knowledgeable and proactive when it comes to professional licensure requirements in the jurisdictions where the person hopes to practice and work.

Students in Florida who have chosen one of the education majors and wish to apply for teacher certification are accepted as completing a program approved and licensed by the Florida Commission for Independent Education.

Social Work Licensure

The purpose of licensing and certification in social work is to assist the public through identification of standards for the safe professional practice of social work. Each jurisdiction defines by law what is required for each level of social work licensure (Association of Social Worker Boards). To qualify for licensure, students must pass the Bachelors Examination. In most states, students will need to establish eligibility before registering for the social work licensing examination. Students are encouraged to contact their respective state board for applicable social work licensure and application requirements.

For information about social work licensure: [Association of Social Work Boards](#)

Registration Policies and Procedures

At the time of registration, students must meet with their faculty advisors and/or academic support coordinator to ensure that course work 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 also have the opportunity to explore areas of special interest through special topics courses (designated by the course numbers of 190/290/390/490) or individually designed independent studies (course numbers of 100/200/300/400). Special topics courses are designed by faculty members and are offered as elective credit on the course schedule. Independent study course work is proposed through a learning agreement which contains all of the elements of a course syllabus. The individualized learning agreement is developed by the student in conjunction with the instructor. Assigned faculty must endorse the content of the learning agreement as appropriate to the directed study topic and degree program, and the dean must approve the learning agreement before the student is eligible to register for the course.

Students must approve their registration form which lists the upcoming term's courses/credit hours and documents the student's acceptance of financial liability for tuition obligation and detailing payment arrangements. Students with a past due student account balance must obtain financial clearance before registering for a new term. Registrations 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 course work 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. Course drops may occur through the end of the semester or session; however, the date of the change of registration will dictate any tuition refund. The add/drop dates on the academic calendar are for academic purposes only. All refunds for dropped or withdrawn courses are processed according to the Schedule of Tuition Refunds. The schedule for tuition refund is available on the university Web page and is enforced by the business office. Courses dropped after the drop/add deadline are assigned a W (for withdrawal) 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 Term	Session
Week One	100%	100%
Week Two	100%	50%
Week Three	75%	25%
Week Four	50%	0%
Week Five	25%	0%
Week Six and thereafter	0%	0%

Academic Satisfactory Progress Review

Academic 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 administratively withdrawn 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 32 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 courses will receive one of the following grade codes at the conclusion of each term or eight-week session within a 16-weeks term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

Grade	Criteria
A	Demonstrates clearly outstanding work. 4.0 Quality Points
B	Exceeds expectations as identified in the syllabus or learning agreement. 3.0 Quality Points

Grade	Criteria
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 course work. If the student has not satisfactorily completed the work by the end of the 60-day 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. 0.0 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 and 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. The diploma and transcripts with the degree noted are mailed to the graduate from the Registrar's Office after all academic and financial clearances are completed.

Requirements in the Major

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

Culminating Graduation Requirements

After meeting with an assigned faculty member 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 research paper (taken in a major core class - no separate credit is awarded).

OR for Early Childhood Studies

- ECS 498 Capstone Portfolio in ECS

OR for Social Work

- SOW 487 and 488 and 489

Education majors have the following options:

- Student Teaching (12 credits total) which consists of:
EDU 496 Capstone Workshop: Student Teaching Seminar (3 credits)
EDU 499 Capstone (CGR) Learning Experience: Student-Teaching (9 credits)

OR

- Capstone Courses (3 or 4 credits, EDU 497 required - both preferred)
- EDU 497 Contemporary Perspectives on Classroom Organization
EDU 498 Historical, Philosophical and Contemporary Issues in Special Education

OR

- Research Paper (Taken in a major class – separate credit not awarded).

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
<u>English Composition</u> (2 courses minimum)	
<u>Mathematics/Statistics</u> (1 course minimum)	
<u>Arts and Humanities</u> (2 courses minimum – different disciplines)	
<u>Social and Behavioral Sciences</u> (2 courses minimum – different disciplines)	
<u>Natural Sciences</u> (2 courses minimum – different disciplines)	
Electives (not specific to the major or general education)	no limit
MINIMUM TOTAL	120 semester credit hours

General Education

Of the minimum 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 (two 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 (one 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 (two 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 (two 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 (two 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.

Additional qualifiers for general education requirements:

- **A maximum of 12 upper level credit hours will count towards the 36 credit hour general education requirement.**
- **UI&U special topics courses (190/290/390/490) and independent study courses (100/200/300/400) cannot be used to satisfy general education requirements.**
- **When transfer credits are awarded from a non-collegiate training provider based on an academic agreement and the credits are awarded in one B.S. general education subject area, a student will be required to complete an additional course in a different B.S. general education subject area to fulfill a B.S. general education dimension.**

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 pursuing a second UI&U degree.

Major Descriptions

Changes to Bachelor of Science Program Majors

The following B.S. program major has been discontinued effective with the 2012-2013 UI&U University Catalog: Public Administration.

Note to Public Administration majors enrolled prior to fall 2012:

Effective fall 2012, the university will no longer accept students into the Bachelor of Science Major in Public Administration. Current students are encouraged to work with their academic support coordinators to schedule remaining degree requirements, as per the catalog that was in effect at the time of matriculation. Please note that students will be able to complete all concentration options within the Public Administration major.

UI&U current students who are declared Public Administration majors may complete their program, if desired, based on major requirements as printed in previous university catalogs (available on the UI&U website).

In the 2012-2013 UI&U University Catalog, the following B.S. program majors have had their course requirements revised.

- Business Management (concentration requirements changed in Marketing, Management Information Systems, and Human Resource Management)
- Criminal Justice Management added new electives in the major but deleted CJM 305 as an elective option.
- Social Work

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 (six-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.

- Hospitality Management (HPM): knowledge, skills, and concepts necessary for effective management in the hospitality industry including financial management and controls, legal issues, and contemporary management issues specific to the industry.
- Human Resource Management (HRM): recruitment, retention, training and development, the legal aspects of human resource management, and performance management.
- Management Information Systems (MIS): business knowledge, skills, and analytical techniques, and a systems perspective for integrating the computer within information management systems.
- 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 impact 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; four 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 and Staffing	E	C	E	E	E
HRM 323 Human Resource MGT	E	C	E	E	E
HRM 340 Diversity in the Workplace	E	C	E	E	E
MIS 322 MGT of ORG and Technology	E	E	E	E	E
MIS 325 Systems Anal and Design	E	E	C	E	E
MIS 326 Database MGT	E	E	E	E	E
MIS 327 Telecom /Networking	E	E	E	E	E
MIS 328 Information Security	E	E	C	E	E
MIS 330 Software BUS Planning	E	E	E	E	E
MIS 420 Project MGT and Change	E	E	E	E	E
MIS 422 Managing Info Resources	E	E	C	E	E
MKT 321 Principles of Marketing	E	E	E	C	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	E	E	E	E	E

Independent Studies					
*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.

NOTES: To earn a MIS concentration, students must take a minimum of three MIS core courses, plus one MIS elective course. To earn a MKT concentration, students must take a minimum of four MKT 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 (six-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 (six-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 101	Introduction to Criminal Justice
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 408	Management of Criminal Justice Programs

CJM 411	Multicultural Issues for the Criminal Justice Manager
CJM 412	Fiscal Management for Criminal Justice Organizations
CJM 413	Critical Incident Management
CJM 415	Managing Elder Abuse Investigation and Prevention Programs - three credits
CJM 100/200 300/400	CJM Independent Studies (1 - 4 credits). Each may be taken up to two times.
CJM 190/290 390/490	CJM Special Topics: (1 - 4 credits). 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 (six-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 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 provides a framework of promising practices to support positive outcomes in growth and development for each and every child.

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 timelier due to federal government regulations requiring that each early care and education center and each Head Start program have a teacher and a director with a bachelor's degree.

Upon completion of the major in Early Childhood Studies, students will be able to:

1. Apply knowledge of young children's development and needs from birth to age eight to create healthy, respectful, supportive, engaging, and challenging learning environments.
2. Identify ethical practices in engaging diverse families and communities through respectful, reciprocal relationships.
3. Select and apply developmentally, culturally, and linguistically appropriate formal and informal modes of individual assessment.
4. Use (select, interpret, apply) assessment data for planning for individual children, groups and programs.
5. Identify a broad repertoire of developmentally appropriate instructional strategies and tools to promote positive outcomes for each and every child.

6. Design developmentally appropriate curriculum across content areas including academic subjects and environment settings.
7. Engage in and advocate for the early childhood professional community for the purpose of continuous learning and improvement.

*The major outcomes are directly aligned with the NAEYC standards.

Core Courses in the Major (4 credits unless otherwise noted)

ECS 310	Professional Ethics for Early Childhood Studies
ECS 315	Multicultural Issues in Early Childhood Education
ECS 320	Exceptional Children
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 (six-12 credits within the 120)
- OR**
- ECS 498 Capstone Portfolio in Early Childhood Education (four credits)
- 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 preparation education course requirements typically involve fieldwork at local public school sites and student teaching in the senior term. This major also serves as an excellent foundation for students seeking to continue their professional development in education.

Students in the elementary education major are given the option to add a concentration in early childhood/primary education that prepares students to meet teaching certification requirements. 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 are variable credit for either three or four credits. A modified syllabus reflecting the three-credit amount of work will be approved by the chair and provided to the student.)

Foundations Courses in Education (3-4 credits each)

- EDU 317 Psychological and Sociological Foundations of Education
- EDU 330 Classroom Management
- EDU 331* Foundations and Practices in Teaching Reading
- EDU 334 Educational Assessment
- EDU 335 Effective Instructional Practices

Core Courses in the Major (3-4 credits each, total 30 credits)

- EDU 307* Sequential Developmental Skills and Concepts of Reading
- EDU 308* Recognition and Diagnosis of Reading Problems
- EDU 309* Methods and Materials to Improve Reading Performance
- EDU 322 Content and Methods of Teaching Music in the Elementary School
- EDU 323 Content and Methods of Teaching Art in the Elementary School
- EDU 324 Content and Methods of Teaching Health and Physical Education in the Elementary School
- EDU 325 Content and Methods of Teaching Mathematics in the Elementary School
- EDU 326** Content and Methods of Teaching Language Arts in Elementary School
- EDU 327 Content and Methods of Teaching Science in the Elementary School
- EDU 328 Content and Methods of Teaching Social Studies in the Elementary School

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 and 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 EDU Independent Studies (1-4 cr.). Each may be taken up to two times.
300/400

EDU 190/290 EDU Special Topics (1-4 cr.). Each may be taken up to two times.
390/490

*In the Elementary Education Major, core courses EDU 307, 308, and 309 substitute for EDU 331 Foundations and Practices in Teaching Reading.

** The Elementary Education elective ENG 335 Children's Literature may substitute for EDU 326.

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 Workshop: Student Teaching Seminar (3 credits)
EDU 499 Capstone Learning Experience: Student-Teaching (9 credits)
OR
- ***Capstone Courses (three-four credits, EDU 497 required – both preferred)***
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 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/	ESM Independent Studies (variable credit 1-4). Each may be

300/400 taken up to two times.
ESM 190/290/ ESM Special Topics (variable credit 1-4.) Each may be taken
390/490 up to two times.

Concentration Required Courses – Criminal Justice Management (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 and 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) prepares students, in their role as special education teachers (K-12), to offer appropriate services to children with special learning needs and/or disabilities. The requirements and content of this major prepare students to teach in diverse and inclusive environments and serve children and their families in private, school and institutional settings. Skills and competencies are aligned with those defined by the Department of Education to become certified as a teacher of ESE children. Curriculum requirements address multiple methods of instruction to accommodate a broad range of student differences; implementation of a curriculum that enables collaboration with families and other professionals; an understanding of legal statutes and policies that affect families' access; and participation in several field experiences, that serve as the foundation from which theories about child development, learning, and the curriculum are applied.

Upon completion of the 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 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. They will demonstrate mastery of the subject area specialization requirements for certification by the state including: foundations of ESE; assessment and evaluation; instructional practices; the transition process; design and implementation of a Positive Behavioral Support program; language and communication development; and teaching interpersonal interactions and participation skills.

NOTE: (All education courses are variable credit and may be taken for either three or four credits. A modified syllabus reflecting the three-credit amount of work will be approved by the chair and provided to the student.)

Courses in the Major

Professional Preparation Courses in Education (3 - 4 credits each)

EDU 317	Psychological and Sociological Foundations of Education
EDU 330	Classroom Management
EDU 331	Foundations and Practices in Teaching Reading (also serves as the reading requirement for ESE majors)
EDU 334	Educational Assessment
EDU 335	Effective Instructional Practices

Core Courses in the Major (3 - 4 credits each)

ESE 321	Foundations of Exceptional Student Education (Completion of this course is a prerequisite for <u>all</u> other courses having the ESE prefix.)
ESE 322	Assessment of Exceptional Students
ESE 327	Language Development and Learning
ESE 331	Educational Management of Exceptional Students
ESE 333	Teaching Personal and Social Skills to ESE
ESE 336	Individualized Education Plans: Planning and Implementing
ESE 337	Transition Planning
ESE 338	Family, School, and Community Collaboration
ESE 339	Instructional Practices in Special Education

Electives (3 - 4 credits each)

Although UI&U education majors do not require ESOL courses as part of the major requirements, it is strongly recommended that ESOL courses be included in a student's degree plan whenever students have credits available to meet the total hours in the major.

EDU 306 Curriculum Development
ESOL 321 Cross-Cultural Communication
ESOL 322 Applied Linguistics

Also,

ESE 100/200 ESE Independent Studies (1-4 cr.). Each may be taken up to two times.
300/400

ESE 190/290 ESE Special Topics (1-4 cr.). Each may be taken up to two times.
390/490

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 Workshop: Student Teaching Seminar (three credits)
EDU 499 Capstone (CGR) Learning Experience: Student-Teaching (nine credits)
- OR**
- **Capstone Courses (three - four credits, EDU 497 required, both preferred)**
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 they relate to leadership in the professional environment.
- Analyze a variety of concepts and theories of leadership within their own professional practice experiences.
- Discuss and evaluate effective management and leadership behaviors and their implications in professional practice.
- Describe the connections between ethics and leadership.
- Relate ethical principles to issues in their chosen practice.

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

MGT 420	Theory and Practice of Leadership
MGT 425	Organizational Behavior and Culture
LDS 402	Ethics and Leadership
LDS 403	Assessing and Building Leadership Capacity
LDS 404	Leadership and Change

Major Electives (four 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 and Organizational Theory
SPM 320	Economic and Fiscal Responsibility in Sport Management
SPM 410	Law and 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 (six-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. Students come to this program as experienced lactation care providers or as novices entering the lactation field. Graduates of the program are 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 health care professionals and workers in community, governmental, and non-profit agencies.

Union Institute & University is the only university to partner with the Healthy Children Project to offer this unique degree. Healthy Children Project's Center for Breastfeeding (www.healthychildren.cc) has a reputation for exemplary programs for lactation care providers. Healthy Children is a non-profit research and educational institution dedicated to improving child health outcomes through partnerships with public, private, and non-profit organizations. There are two courses that are nursing competencies through The American Nurses Credentialing Center. With completion of those two courses, students may become a Certified Lactation Counselor (CLC), an Advanced Lactation Consultant (ALC), and/or an Advanced Nurse Lactation Consultant (ANLC) through the Academy of Lactation Policy and Practice.

Upon satisfactory completion of the program and additional requirements, graduates may be eligible to sit for the International Board Certification for Lactation Consultants (IBCLC) examination offered by the International Board of Lactation Consultant Examiners under pathway 2.

MCH students work closely with Healthy Children faculty. 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 founder and 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 requires students to take five specified courses through the Healthy Children Project. Four of these courses are face to face and offered in a variety of locations. Students will need to travel to complete these courses. Each of the face-to-face courses has a series of requirements in terms of participation, competencies, assignments, exams and an Enhanced Learning Project. Meeting all of the required competencies is required.

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 ended, students have 60 days to complete the Enhanced Learning Project. 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 and 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 and 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
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Internships or Practicum

MCH 460	Internship I	2-4 cr
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MCH 461	Internship II	2-4 cr
OR		
MCH 389	Practicum and Professional Issues in Lactation	2 cr
Electives		
NUT 223	Introduction to Nutrition	4 cr
MCH 140	Medical Terminology	2 cr
MCH 150	Human Anatomy and Physiology	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 and 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
PSY 380	Mood Disorders in the Perinatal Period	4 cr
MCH 389	Practicum and Professional Issues in Lactation	2 cr
MCH 427	Politics of Breastfeeding	2 cr
MCH 428	Anthropology of Childbirth	2 cr
MCH 429	Infant and Child Growth and Development	4 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.

Students come to the interdisciplinary field of *Maternal Child Health: Lactation Consulting* with varied backgrounds, interests and experience. The major enables learners to gain the knowledge and skills needed to work in the area of maternal child health: lactation consulting.

This capstone course is the final (16 week) course in the degree and is required for MCH students. With the support and advice of MCH faculty, the student chooses a specific topic to examine in depth. The student reviews relevant research and writes a paper using the UI&U university outcomes, major outcomes and course specific outcomes that address the topic. The project involves two major components. Part I is the review of the literature and Part II is the

self-evaluation of the student. As the final project within the Maternal Child Health major, this assignment reflects each of the University outcomes that have been addressed in your courses while at UI&U. It also integrates interdisciplinary knowledge acquired during the program with the UI&U values of social relevance, creative and critical thinking, and the connection between scholarship and theory in application to real-world practice.

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 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

Demonstrate proficiency in:

- An understanding of the nature of mathematics.
- The knowledge of diverse areas in mathematics such as algebra, analysis, and applied mathematics.
- The ability to use the methods of mathematics in problem solving.
- The use of appropriate technology to solve mathematical problems.
- Understanding the nature of proofs and its relationship to mathematics.
- Explaining the importance of mathematics to a literate society.
- Recognizing the connection between mathematics and other disciplines.

Secondary Science Concentration Learning Outcomes

Ability to articulate:

- Structure and behavior of matter.

- Energy and its effects.
- Space science.
- The process of life.
- The effects of physical and biological factors on the environment.

Demonstrate proficiency in:

- Proper management of classroom and laboratory equipment.
- Process skills and application of scientific inquiry.

Secondary Social Science Concentration Learning Outcomes

Ability to articulate:

- Understanding of the various social science content areas of: geography, economics, political science, world history, 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 (three - four 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 the course work in the major, every student will complete a culminating graduation requirement (CGR). Students meet the capstone requirement for the Bachelor of Science major in Secondary Education by satisfactorily completing **one of the following:**

- **Student Teaching (12 credits total) which consists of**
EDU 496 Capstone Foundations Workshop: Student Teaching Seminar (3 credits)
EDU 499 Capstone (CGR) Learning Experience: Student-Teaching (9 credits)

OR

- **Capstone Courses (3-4 credits each, EDU 497 required - both preferred)**
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	BIO 101 Intro to Biology CHE 101 Intro to Chemistry	ECO 201 Survey of Economics GEG 101 Introduction to Geography
ENG 322 British Literature I	(Both MAT 101 and 122 are 4 credit general education courses.)	GEO 120 Intro to Earth Science (4 credit general education course)	HIS 103 Western Civilization: 1500-1815 (4 credit general education course)
ENG 323 British Literature II	STAT 221 Statistics (4 credit general education course) (Statistics must include Probability.)	ENV 201 Environmental Science (4 credit general education course)	HIS 104 Western Civilization 1815-Present (4 credit general education course)
ENG 331 American Literature	MAT 201 Calculus I (may substitute for MAT 307 Business Calculus)	GEO 301 Earth Materials	HIS 321 American History: Federalist Period
ENG 345 The Short Story	MAT 202 Calculus II	PHS111 Intro to Astronomy (4 credit general education course)	HIS 322 American History: Reconstruction
ENG 380 Advanced English Grammar	MAT 205 Geometry	PHY 121 Intro to Physics	HIS 325 African History
ENG 391 Oral Interpretation	MAT 226 Trigonometry	SCI 322 Oceanography	HIS 342 Latin American History
ENG 424 Shakespeare and His Plays	MAT 304 Linear Algebra	PHS 301 Meteorology	POS 201 American Government (4 credit general education course)
SPE 201 Public Speaking			PSY 101 Intro to Psychology or SOC 101 Intro to Sociology (both are four credit general education courses)

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. MAT 306 Discrete Mathematics	EDU 346 Curriculum Development of Secondary Science PHI 301 Philosophy of Science	EDU 347 Curriculum Development of Secondary Social Science
ESOL 321 Cross Cultural Communication	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 professional generalist training experiences in social services, child welfare, health, youth and education, medical, mental health, addictions, long-term care, corrections, and juvenile justice. The curriculum models the national *Educational Policy and Accreditation Standards* (EPAS) published by the Council on Social Work Education. Union Institute & University Bachelor of Science major in social work is in candidacy for accreditation status by the Council on Social Work Education (CSWE). 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.
- 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 (four credits unless otherwise noted)

SOW 101* Introduction to Social Work

SOW 425* Social Welfare Policy and Issues

(*SOW 101 and SOW 425 are pre-professional courses. These may be accepted in transfer only if taken at a CSWE accredited program.)

SOW 322 Human Behavior and the Social Environment I and 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

Required General Education Courses for SOW majors

BIO 221 Human Biology (prerequisite for SOW 322)

STAT 221 Statistics or STAT 322 Statistical Process Control and Improvement (prerequisite for SOW 370)

Electives in Social Work (Upper level, four credits unless otherwise noted)

SOW 190 Special Topics (1-4 credits)

SOW 490 Advanced Special Topics (1-4 credits)

SOW 496 Foundational Workshop (3 credits)

⁸ Council on Social Work Education (2008). Educational Policy and Accreditation Standards, Core Competencies, 2.1 – 2.1.10, pp. 3-7.

SOW 499 Capstone (CGR) Learning Experience Project (6-9 credits)

Electives in Social Work may be accepted when appropriate to the major. Acceptable elective learning may include: special topics or independent study arranged by the student in consultation with a faculty advisor. All additional electives must be endorsed by the director of undergraduate social work and the dean, and documented in the approved degree plan prior to registration. Additional electives may address specialized content such as domestic violence, childhood trauma and recovery, behavioral health case management, long-term care, motivational interviewing, clinical assessment, and social work professional writing.

The Bachelor of Science Major in Social Work Program 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 with concurrent enrollment in the SOW 489: Field Integrative Seminar. The field practicum complies with CSWE accreditation standards for baccalaureate programs, and includes the following courses:

SOW 487 Social Work Field Practicum I (2-4 credits)
SOW 488 Social Work Field Practicum II (2-4 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 maintain concurrent enrollment in SOW 489 for two consecutive semesters.

Bachelor of Science Major in Social Work - Admission Process

Applicants seeking admission to the social work program are expected to evidence personal characteristics and professional conduct consistent with social work's professional ethics and standards.

Admission to the professional social work major requires a separate application. The admission process requires two steps:

Step 1: Prospective applicants who meet eligibility criteria for admission to the university will be admitted as *pre-social work* majors. Students may apply to the professional social work program after successful completion of the general education requirements in language arts; social and behavioral sciences; math and natural sciences; humanities; and pre-professional social work courses. Pre-social work students and social work majors are considered social work students and are under the auspices of the Department of Social Work. Students enrolled under the pre-social work status will be invited to apply for admission to the Bachelor of Science Major in

Social Work following enrollment in the pre-professional social work courses: SOW 101 Introduction to Social Work and SOW 425 Social Welfare Policy and Issues.

Step 2: Pre-social work students who demonstrate satisfactory academic progress will be invited to apply for admission to the social work major.

Admission Criteria

The Bachelor of Science Social Work Admissions Committee will evaluate all applications for admission to the major. Pre-social work majors are expected to meet the following criteria:

- Demonstration of satisfactory academic progress (SAP) by the end of the term preceding application to the social work program.
- Completion of the 36 credit hour minimum general education requirement, including statistics and human biology.
- Completion of pre-professional social work courses (Introduction to Social Work and Social Welfare Policy and Issues) with a grade of C or better.
- Documentation of an overall grade point average (GPA) of 2.50 or better.
- Ability to do college-level course work as demonstrated by prior transcribed course work from previously attended colleges or universities, or related experience.
- Evidence of college-level writing ability.
- Computer capabilities to access the required electronic communications services on a regular basis.
- Submission of the Criminal Background Statement.
- Submission of the Personal Awareness Memorandum of Understanding.
- Submission of the Pre-Employment Inquiry Release authorizing release of criminal background information.
- Demonstration of suitability for the responsibilities and social work value base as evidenced through submission of the Professional Interest Essay.

Application Process

Formal application to the social work program requires submission of a complete application packet. Application materials will be mailed to the student's home address at least 30 days prior to completion of the general education and pre-professional social work courses. Admission decisions will be conditional pending notice of satisfactory completion of all prerequisites. The admission application packet includes: Application Cover Sheet; Professional Interest Essay; Personal Awareness Statement; Pre-employment Inquiry Release; and the Criminal Background Statement.

As a condition of the field practicum, students will be required to submit a written authorization for release of criminal background screening (including fingerprints) and applicable reporting requirements for employment by agencies participating in the field education component of the program.

Application Submission

Application materials may be delivered in person, sent by mail, or faxed to the Social Work Admissions Committee, Union Institute & University, 440 East McMillan Street, Cincinnati, Ohio 45206. The Bachelor of Science Major in Social Work application packet includes: Application Cover Sheet, Personal Awareness Statement, Professional Interest Essay, Criminal Background Statement, and the Pre-Employment Inquiry Release Form. Students must confirm an availability to schedule a minimum of 12.5 hours per week to complete field education during

two semesters in order to meet the Culminating Graduation Requirements (GCR) leading to the Bachelor of Science Major in Social Work degree.

Social Work Admissions Committee Review

The UI&U Social Work Admissions Committee (comprised of the director of undergraduate social work, director of field education, and social work faculty advisor) has the responsibility to review Student Admission Application packets for acceptance into the program. The committee meets quarterly and maintains responsibility for reviewing all applications for admission to the social work program. Incomplete application packets are placed on hold until all application materials are available. Applications are accepted on a rolling admissions basis as the Bachelor of Science operates on a trimester academic schedule. However, students are enrolled in the social work major course of study at the beginning of each of the university's fall, winter, and spring/summer semesters.

Procedures for Notifying Applicants of the Admission Decision

Upon completion of the social work admissions committee application review process and receipt of supplemental criminal background reports, the director of undergraduate social work will send a formal letter of acceptance or denial to the applicant within 10 business days following confirmation of the decision. Applicants who are denied admission to the program will be immediately informed of options for meeting academic and career interests and referred to the UI&U Admission Department for consideration of alternative bachelor programs.

Applicant Interview

Applicants may be selected for a personal interview or teleconference at the discretion of the social work admissions committee. The applicant interview provides an opportunity for social work faculty to evaluate the student's suitability and qualifications for successfully engaging in the classroom and field components of the program. Any prospective social work major who expresses an interest in meeting with members of the UI&U Social Work Admissions Committee may request an interview.

Social Work 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. To qualify for licensure, students must pass the Association of Social Worker Boards (ASWB) bachelors social work licensing examination. For information about preparing to take the social work licensing examination contact:

Association of Social Work Boards: www.aswb.org

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; and 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
<p>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.</p>			
CHD	309	Foundations of Child and Adolescent Development	4 credit hours
<p>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.</p>			
CHD	310	Parent-Child Interactions	4 credit hours
<p>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.</p>			
CHD	311	Family and Social Issues	4 credit hours
<p>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.</p>			
CHD	407	Cognitive Development of the Child and Adolescent	4 credit hours
<p>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.</p>			
CHD	408	Administration and Supervision of Child Development Programs	4 credit hours
<p>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.</p>			
CHD	409	Directed Teaching: Curriculum Development	4 credit hours
<p>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</p>			

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			

<p>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.</p>			
CHE	101	Introduction to Chemistry	3-4 credit hours
<p>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.</p>			
CJM	101	Introduction to Criminal Justice	4 credit hours
<p>This course introduces students to the criminal justice system. The course explores the functions, organization, and responsibilities of law enforcement, the courts, and corrections. Ethical considerations in each component will be examined. The professional relationships among law enforcement, the courts, and corrections will be studied.</p>			
CJM	301	Writing for Criminal Justice Administrators	4 credit hours
<p>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.</p>			
CJM	302	Research and Management Analysis Techniques for Criminal Justice Managers	4 credit hours
<p>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.</p>			
CJM	303	Applied Ethics in Criminal Justice	4 credit hours
<p>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.</p>			
CJM	304	The Role of Criminal Justice in Terrorism	4 credit hours
<p>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,</p>			

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	412	Fiscal Management for Criminal Justice Organizations	4 credit hours

This course examines the theory and practice of budgeting in the public setting. It analyzes the evolution of the budget from a simple line item to more complex performance systems. It prepares the student to participate in the public policy discussion, the complicated budget process, and the politics of this process as various groups struggle for limited resources. The course will emphasize grant writing as an integral tool of the budget process and fiscal management.			
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	415	Managing Elder Abuse Investigation and Prevention Programs	3 credit hours
This course examines the formation, organization and management of an elder abuse prevention and investigation program. Program responsibilities for the investigation and detection of physical abuse, neglect, and fiduciary abuse will be studied. Strategies for preventing elder abuse will be identified and discussed. A collaborative approach among law enforcement, social services, the courts, and advocate groups to prevent elder abuse will be emphasized in the course.			
CJM	498	Capstone Portfolio in Early Childhood Education	4 credit hours
This capstone course aligns university and early childhood studies major outcomes and competencies with national standards. It is structured on the National Association for the Education of Young Children (NAEYC) Standards (birth through age 8) designed to prepare teachers and other professionals to work in the field of early childhood education and care. In addition, students are introduced to the National Board for Professional Teaching Standards (NBPTS) core propositions that form the foundation for the entire teaching profession in promoting knowledge, skills, dispositions, and beliefs that represent excellence in teacher preparation and practices. Further focus will be on the NBPTS Early Childhood Generalist Standards (ages three through eight) A professional portfolio representing a theoretical understanding and a demonstration of practical application through evidence based documentation will be created.			
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 Early Childhood Education	4 credit hours
This course will examine child development from a comparative perspective, considering race, gender and disabling conditions as dimensions of diversity. A focus will be on cultural and family factors that shape and influence the contexts in which children develop. The development of multicultural activities, materials, literature and preparation of environments for children will be reviewed with a special emphasis on applying multicultural education principles to curriculum planning.			
ECS	320	Exceptional Child	4 credit hours
This course examines atypical growth and development in the young child. Attention will focus on understanding exceptionalities, disorders, and conditions that place a child "at risk." There will be additional emphasis on law, early identification, and services for young children and families with particular attention to Autism Spectrum Disorder.			
ECS	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 and Sociological Foundations of Education	3-4 credit hours
This course combines the two fields of psychology and education. It is the scientific study of human beings and the principles by which learning can be increased by education. This course will present principles for prospective teachers to consider as they analyze situations and make decisions. This course also serves as a foundational course outlining the sociological influences on educational policy in American society.			
EDU	322	Content and Methods of Teaching Music in the Elementary School	3-4 credit hours
This course is designed to teach music to students 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 to maintain an orderly classroom environment. It will analyze classroom management as discipline, as a system, and as instruction. The course will present various classroom management programs. The student will analyze statutory requirements for professionals and create a classroom management plan for her/his future career.			
EDU	331	Foundations and Practices in Teaching Reading	3-4 credit hours
In this course students examine the scientifically based reading research and the components of the state of Florida's formula for reading success. Emphasis will be placed on knowledge of emergent literacy as well as instructional methods, characteristics of difficulties associated with emergent literacy, and prevention and intervention of reading difficulties.			
EDU	334	Educational Assessment	3-4 credit hours
This course introduces the student to the concept of assessment in education and the importance of assessment as a measurement of progress for schools, teachers, and individual			

students. It will show the importance of using data to diagnose learning progress and to prescribe an individual plan for academic success. The student will analyze real data and draw conclusions for use with lesson planning.			
EDU	335	Effective Instructional Practices	3-4 credit hours
The focus of this course will include: the theory and practice of strategies used by effective teachers; instructional techniques needed to enhance learning; attitudes; skills and competencies to plan and implement lessons; and theories of learning. Pre-service teachers will develop a repertoire of skills on how to deliver effective instruction. They will observe and practice a range of instructional techniques as part of a field experience requirement.			
EDU	337	Methods of Teaching Secondary Mathematics	3-4 credit hours
This course is designed to equip the pre-service teacher with the knowledge and skills needed to effectively teach secondary school mathematics grades 6-12. Students will explore a variety of techniques and topics applicable to the most current research in teaching and learning. The course will also examine different learning modalities, instructional strategies, and the use of technology to design and deliver effective lessons, aligned to state and national standards.			
EDU	341	Methods of Teaching Secondary Science	3-4 credit hours
This course explores the methods and strategies for teaching life, physical, and environmental sciences in the secondary school classroom. It examines methods for selection, presentation, and organization of appropriate and effective science units at the secondary level. Various learning styles and approaches to presenting scientific material will be introduced. In addition, the use of such techniques as demonstrations, laboratory experiments, hands-on activities, field trips, technological resources, and other materials will be discussed.			
EDU	342	Methods of Teaching Secondary Social Science	3-4 credit hours
This course is designed to prepare the student to teach Social Science in the secondary classroom. The student will analyze the Sunshine State Standards for grades 6-12. The student will note that the curriculum contains objectives in the areas of history, geography, economics, and civics. The student will use a variety of media to plan lessons for meeting these objectives. The student will be expected to observe classes in a secondary school.			
EDU	343	Methods of Teaching Language Arts in Secondary School	3-4 credit hours
This course is designed to prepare the student to teach English in the secondary classroom. The student will analyze the Sunshine State Standards for grades 6-12. The student will note that the curriculum contains objectives in the areas of reading, composition, listening, speaking, and critical thinking. The student will use a variety of media to plan lessons for meeting these objectives. The student will be expected to observe classes in a secondary school.			
EDU	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 Workshop: Student Teaching Seminar	3 credit hours
This course is designed to assist those students who choose to complete 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. The outcomes will be reflected in the outcomes of the individual major.			
EDU	497	Contemporary Perspectives on Classroom Organization	3-4 credit hours
This course is designed to assist those students who choose to complete their program with this course as their Senior Project. It will explore techniques needed to enhance working with students in the classroom. This course will explore current research and how it applies to the actual classroom experience. The culminating graduation experience will be the creation of a portfolio that will demonstrate the students' preparedness for classroom teaching.			
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 that has influenced current trends. The philosophical issues of "all children can learn" that has resulted in contemporary mainstreaming and inclusion will be examined from a historical perspective. The manner in which these issues affect classrooms and influence public education today will be the basis of an authentic case study. NOTE: This course may serve as a Capstone Course for education majors.			
EDU	499	Capstone (CGR) Student Teaching	9 credit hours
The Student Teaching Capstone Experience matches each student with a clinical educator who has the training and expertise to work with student teachers. The clinical educator in conjunction with the university's coordinator of student teachers work collaboratively to provide "hands-on" day-to-day experiences that will prepare the student to practice skills in the classroom. Educator evaluation techniques are used to observe and monitor student progress. Students are required to keep a reflective journal of their experiences which is submitted as part of the final portfolio in the EDU 496 class.			
ENG	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 these 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. The programming needs of children from ages three to 21 will also be explored. Characteristics of classification of children with disabilities, intervention and educational services, and current trends and issues will be explored.			
ESE	322	Assessment of Exceptional Students	3-4 credit hours
This course focuses on the assessment and evaluation of ESE students. The screening process, eligibility determination criteria, and methods of diagnosis will be reviewed. Various types of assessment instruments common to Exceptional Student Education will be identified.			
ESE	327	Language Development and Learning	3-4 credit hours
This course focuses on typical language development in children, as well as the investigation of atypical speech and language disorders. The assessment of individual problems and programming for their remediation within the context of a regular classroom will be emphasized. A review of a variety of assistive technology and augmentative communication systems for facilitating communication will be examined.			
ESE	331	Educational Management of Exceptional Student Education	3-4 credit hours
This course is designed to teach students how to assess, plan, and implement positive behavioral supports for ESE students across educational settings. Various models of positive behavior management will be considered, and students will explore the use of Functional Behavioral Assessments.			
ESE	333	Teaching Personal and Social Skills to ESE	3-4 credit hours
This course is designed to teach students how to select appropriate instructional materials and procedures for teaching adaptive life skills. Included is an introduction to observation, ecological assessments, and family interviews as well as other student information sources. Exploration of the skills necessary to assist students with disabilities to engage in self-determination and self-advocacy will be presented.			

ESE	336	Individualized Education Plans: Planning & Implementing	3-4 credit hours
This course is designed to provide students with techniques for guiding the writing of individualized education plans (IEP), and/or individualized family service plans (ISFP) for children with disabilities. The main focus will be to understand the legal and ethical requirements, the selection of instructional practices, strategies, and materials that reflect individual learning needs, as well as the creation of appropriate learning environments. An overview of the Response to Intervention (RTI) Plans as a pre-referral strategy for children referred for Special Education Intervention will be reviewed.			
ESE	337	Transition Planning	3-4 credit hours
This course will focus on stages of career development and identify the essential domains of transition planning. Essentials of working with students and families to identify family preferences for post-school outcomes will be emphasized. Identification of resources to assist students with disabilities to function effectively in a variety of environments will also be a primary focus of this course.			
ESE	338	Family, School, and Community Collaboration	3-4 credit hours
This course will identify the purposes and functions of professional and advocacy organizations; will identify models of support for providing assistance to families; and will provide the opportunity to review research and knowledge-base of collaborative strategies for working with a variety of educational professionals to assist students with disabilities.			
ESE	339	Instructional Practices in Special Education	3-4 credit hours
This course examines research-based strategies for accommodating and modifying curricula. A focus will be on designing effective instructional procedures for students with special needs who are being served in diverse educational settings. Strategies for working with disabled children in inclusive classrooms, as well as in other "Least Restrictive Environments" (LRE) will be included.			
ESM	401	Fiscal Management for Emergency Services Administrators	4 credit hours
This course will present the processes of budget preparation for emergency services administrators, including comparative analysis of major-line-item expenses, contractual and consultative items. It will examine the problems of governmental funding, service and equipment cutbacks, cost comparison and accessibility of federal grants.			
ESM/ PSY	402	Organizational Psychology	4 credit hours
This course applies organizational psychology theories to topics which include organizational structure, motivation and job satisfaction, organizational communication, characteristics of leadership, and personnel selection, training and appraisal.			
ESM	403	Emergency Services Administration	4 credit hours
This course presents an overview of organizational and management practices in emergency services. It covers management principles and techniques, supervision and leadership styles, motivation, morale, and organizational behavior. It will prepare students for future leadership positions within their respective public service agencies.			
ESM	405	Legal, Economic, and Ethical Issues in Emergency Services	4 credit hours
This course provides an overview of the legal, strategic, political, economic, ethical, and human issues encountered in the management of disasters or major traumatic public events. This knowledge gives the emergency administrator a realistic view of the issues to expect in a disaster, how to plan accordingly, and how to manage resources and people more effectively in emergency situations.			

ESM	406	Social Dimensions of a Disaster	4 credit hours
This course provides an overview of the legal, strategic, political, economic, ethical, and human issues encountered in the management of disasters or major traumatic public events. This perspective gives the emergency administrator a realistic view of the issues to expect in a disaster, in order to plan accordingly and to manage resources and people more effectively.			
ESM	410	Contemporary Issues in Emergency Services Management	4 credit hours
This course examines major issues and current events that have or will have a significant impact on the field of Emergency Services Management. In-depth analysis of contemporary issues such as catastrophic events, public health and disasters, or homeland security issues will be the focus of this course.			
ESM	412	Natural Disasters and Defense Planning	4 credit hours
This course covers the impact of natural and man-made disaster emergencies on defense planning and details the role of various public safety agencies in such events. It analyzes how different factors (i.e., building standards, geographical location, economy, communications) play a significant role in disaster preparedness.			
ESM	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 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	340	Diversity in the Workplace	4 credit hours
As it is important for organizations to understand, value, appreciate, and effectively manage diversity dynamics in today's global work environment, this course examines the challenges and opportunities for effective management of a diverse workforce. It explores a broadened view beyond the traditional concepts of diversity such as gender, sexual orientation, age, culture, race, and disability to include such topics as leveraging diversity for economic value.			
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 on 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
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	140	Medical Terminology	2 credits
This course presents the meaning, derivation, and use of medical terminology with emphasis on analysis of terms based on their components. It uses a word building approach designed to enable students to function effectively in health science fields.			
MCH	150	Human Anatomy and Physiology	4 credits
Human Anatomy and Physiology considers all of the major systems and their role in the human body. The following topics are included: basic chemistry, cells and tissues, skin and body membranes, the skeletal system, blood, the muscular system, the nervous system, the special senses, the endocrine system, the cardiovascular system, the lymphatic system and body defenses, the respiratory system, the digestive system and body metabolism, the urinary system, and the reproductive system.			
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

<p>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.</p>			
MCH	320	Birth and Breastfeeding	4 credit hours
<p>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.</p>			
MCH	321	Developing a Lactation Support and Service Program	4 credit hours
<p>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.</p>			
MCH	323	Maternal-Infant Nutrition	4 credit hours
<p>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.</p>			
MCH	324	Skills & Strategies for Breastfeeding Problem Solving	4 credit hours
<p>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.</p>			
MCH	325	Social and Cultural Issues in Health Care	4 credit hours
<p>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.</p>			
MCH	326	Human Milk for the Preterm/Hospitalized Infant	4 credit hours
<p>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.</p>			
MCH	330	Lactation Consulting: A Certificate Training Program	3 credit hours
<p>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,</p>			

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 Education 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	428	Anthropology of Childbirth	2 credit hours
This course will explore birth in several cultures through the lens of anthropology. Anthropology is a respected field that fosters greater understanding of culture and its human impact. This provocative lens will help us explore our own assumptions and bias as we examine the "usual" practices in other cultures as well as our own. This results in an exploration of ethics and personal practice in our work in maternal child health as lactation care providers.			
MCH	429	Infant and Child Growth and Development	4 credit hours
The growth and development of infants and children is explored in this course. This course begins with prenatal influences on healthy development in the prenatal phase, continuing through birth and newborn life. Next, the growth and development in the first year of life is discussed. Early childhood, middle childhood, and adolescence are also explored. Normal stages are explored at each phase of the life cycle from conception to adolescence. Health promotion and cultural implications of health care are emphasized.			
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 I	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	499	Capstone (CGR) 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, risk analysis, project monitoring, and project control/termination.			
MGT	347	Managing Change	4 credit hours
This course examines management of change in the fast paced 21 st 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 21 st 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 used 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 being 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	310	Violent Criminal Behavior	2 credit hours
This course examines advanced concepts in criminal behavior, particularly the violent and predatory criminal. Topics will include an exploration of abnormal and antisocial behaviors associated with the violent offender. Designed for the criminal justice professional, the course			

will compare and contrast current research on the impact of the offender in law enforcement, the courts, and corrections.			
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

<p>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.</p>			
PUA	350	Financial Management in the Public Sector	4 credit hours
<p>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.</p>			
PUA	402	Organizational Development and Strategic Change	4 credit hours
<p>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.</p>			
PUA	404	Public Administration Practices & Policies	4 credit hours
<p>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.</p>			
PUA	440	Social & Ethical Issues in Public Administration	4 credit hours
<p>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.</p>			
PUA	450	Business, Government, and Society	4 credit hours
<p>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.</p>			
PUA	452	Administrative Law	4 credit hours
<p>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.</p>			
PUA	499	Capstone (CGR) Learning Experience Project	6-12 credit hours
<p>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</p>			

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, processes and skills for generalist social work practice. Emphasis is given to the ecological framework for understanding the scope of social work practice at the micro, mezzo, and macro levels.			
SOW	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 221)**

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, ethnocultural, socioeconomic, and social structures that shape human experience, and contribute to differences in power relations among individuals and multicultural groups in the United States. Emphasis is given to influential societal values and mechanisms of oppression that may marginalize, stigmatize, alienate, or mediate access to privilege, power, and acclaim among individuals and vulnerable groups. The course examines macro level change in promoting social and economic justice, human and civil rights, and empowerment concepts for eliminating poverty and discriminatory practices due to age, class, color, culture, disability, ethnicity, gender, immigration status, political ideology, race, religion, and sexual orientation.			
SOW	345	Generalist Practice III: Social Work Practice with Communities and Organizations	4 credit hours
The course applies the generalist/empowerment perspective in examining roles, relationships, and communication skills for working with communities and organizations, including the use of			

the planned change process - a systematic model guiding assessment, planning, problem-solving, and intervention techniques in macro social work practice. (Prerequisite: SOW 324)			
SOW	370	Research Methods in Social Work I	4 credit hours
This course, the first of a two-course sequence, introduces the student to the basic terms, concepts, research designs, and applications of social work research methods. Emphasis is placed on critical thinking and identification of the stages of scientific inquiry, focusing concepts, terminology and topics in problem formulation, development of research questions or hypotheses, research designs, methods of data collection, statistical tests, and data analysis. (Prerequisite: STAT 221 or STAT 322)			
SOW	425	Social Welfare Policies & Issues	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	2-4 credit hours
This course, Part I of a two-course sequence, integrates the theoretical and conceptual foundation of classroom instruction with practice methods, training, and skills for generalist social work practice. Students will demonstrate the core components through placement within a qualified practice setting, and complete a minimum of 200 practicum hours under the supervision of a licensed social worker with an advanced degree in social work.			
SOW	488	Social Work Field Practicum II	2-4 credit hours
Part II of the two-course Field Practicum requirement. This course integrates the theoretical and conceptual foundation of the classroom instruction with practice methods, training, and skills for generalist social work. Students will complete a minimum of 200 practicum hours. This course places primary emphasis on evaluation of the student's professional effectiveness, mastery of the core competencies, and readiness to engage in evidence-informed practice.			
SOW	489	Social Work Field Integrative Seminar	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 experience 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
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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
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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 a Concentration in Counseling Psychology
- Master of Arts

MASTER OF ARTS WITH A CONCENTRATION IN COUNSELING PSYCHOLOGY

Dean: William Lax, Ph.D., ABPP
Associate Dean: Gerald A. Fishman, Ph.D.

Program Overview

Credits to Degree: 60 semester hours
Transfer Credits: Up to 12 semester hours
Enrollment Dates: Fall, winter, and spring/summer terms
Minimum Time to Degree: 24 months
Full-time Status: 9 semester credits
Part-time Status: 4.5 semester credits

Academic Program Location

Master of Arts
Brattleboro Academic Center
Union Institute & University
28 Vernon Street, Suite 112
Brattleboro, VT 05301-3669
Toll-free: 800.336.6794
Local: 802.254.0152
<http://www.myunion.edu/academics/ma-psych/>

Students should refer to the M.A. student handbook for a more in-depth description of the blended delivery model of education, course sequence checklist, brief weekend residencies scheduled for each academic term, and requirements for the practicum/internship field experience. Additional critical information regarding scholarship, research, and preparation for entry to professional practice upon graduation is included in the student handbook. The Master of Arts Student Handbook is available on the UI&U website at http://www.myunion.edu/academics/handbooks/MA_Psych_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/map000.pdf>.

Students enrolled in the M.A. program prior to January 2012 had the option to complete their degree work under the tutorial model with prior curriculum concentrations, requirements and evaluation methods. Students following the old M.A. curriculum should refer to the UI&U University Catalog based on their matriculation date.

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 students to meet increasingly detailed specifications for credentialing and licensing in their respective states, while maintaining the opportunity for individualized elective study that reflects the unique scholarly, professional, and personal questions that motivate the individual student. Second, brief weekend residencies conducted at the beginning of each academic term permit wide outreach to adult students. In each residency, there are opportunities for mentored study, course-based and advanced topic presentations, and 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 rationale includes seminal thinking on evidence-based practices in adult education that reflect a culture of competence view, in which learning and skill acquisition are the products of a sequential, organized, and supervised educational experience that prepares the student for practice as a counseling professional.

The Master of Arts Program with a Concentration in Counseling Psychology will help to prepare scholar-practitioners who will be effective health service providers and leaders in their organizations and communities. Drawing on innovative ideas about blended delivery models of 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 three residencies per year, one per term, and updated and advanced courses in a variety of important areas of study and training competence.

Program Description

The field of counseling psychology's mission is to work with normal developmental, adjustment, and vocational issues, and it 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. The program is recognized by the National Board for Certified Counselors as meeting criteria for training, certification, and examination requirements. Many students elect to take the National Counselor Examination (NCE) following completion of the program. UI&U is an approved examination site for the NCE.

Admission Criteria and Procedures

Admission to the Master of Arts with a Concentration in Counseling Psychology is open to applicants who hold a bachelor's degree from a regionally accredited institution or a recognized international institution of higher education. The admission decision is based upon the following:

- A grade point average of 3.0 or better (on a 4.0 scale) in the major field of study and in all subsequent graduate work. An official transcript with the baccalaureate degree noted from the school(s) attended must be sent directly from the undergraduate school to the admission office.
- Completion of four preparatory courses (12 credits) in psychology, preferably within five years prior to commencing the program.
 - Applicants who do not meet the course work requirements may still be considered for full admission if they can document work in the human services field, with an accompanying description of their familiarity with the concepts and practices of counseling psychology.
- 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-students/index.html>.
- Students with international transcripts are responsible for obtaining an evaluation of their transcripts through an international evaluation service.
- Non-refundable application fee included with the application materials.
- An interview with the assistant director, a member of the faculty, or the associate dean, if deemed necessary.

Provisional admission may be granted when the department determines the student has not met the requirements for full admission, as evidenced in the student's academic work or reflected in other identified academic weaknesses. When a student is granted provisional admission, s/he will take up to nine (9) credits of foundational (first year) graduate course work in her/his first enrolled term. Following successful completion of first term course work, with grades of B or better, the student's progress will be reviewed by the faculty prior to being granted full matriculated status and allowed to enroll for courses beginning in the next scheduled term. For further information, please refer to the Master of Arts with a Concentration in Counseling Psychology Student Handbook.

Application materials, including recommendation forms and other supporting information about the master's program, are available online or by contacting the admission 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 shredded.

Admissions committee decisions

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 admission procedure has several other stages such as the formal application and review by the admissions committee.

The admissions committee makes the final decision on all matters pertaining to admission. 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 assistant director to be applicable and relevant to the degree 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 assistant 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 conditions do not apply.
- All transfer credits that are accepted toward the M.A. program are used to determine the remaining maximum time frame in the program.
- For transferring credits from the M.A. program to another school, students should be aware that credits awarded by UI&U are transferable only at the discretion of the receiving school.

Master of Arts Program Changes (Effective January 1, 2012)

The Master of Arts with a Concentration in Counseling Psychology was changed from a two-term, mentored studies format to three sixteen-week terms with a blended delivery model effective January 1, 2012. The tutorial model consists of courses delivered online integrated with brief weekend residencies offered at our Brattleboro, Vermont campus three times annually (September, February and June). Students continue to 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 program requires the completion of 60 credits and is offered with full- and part-time options to meet the needs of working professionals. There are three entrance points annually: August, December, and April. Students may complete all degree requirements in two years of full-time study, while students who desire more time may opt for a

three (3) year or longer program. Consistent with the history of the program, the blended 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 were enrolled in the program prior to the January 2012 enrollment date had the choice of remaining with their current delivery model or transitioning in January 2012 to the new blended delivery model. Students who entered the program in January started graduate study in the new blended delivery 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 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 and Tuition Policies

For students enrolled prior to January 2012 under the tutorial model, six weeks before the beginning of the each academic term, the student will be asked to complete a registration form which is submitted to her/his advisor. The registration form must be signed by the student, or the student must submit an email to her/his advisor giving permission for registration for the listed courses. For students enrolled after January 2012 under the blended delivery model, the student will select courses according to term (first-year; second-year), which have been verified by the faculty advisor against the student's Program Course Checklist which prescribes a sequence of courses to be taken in years one and two and includes the opportunity for electives which will support meeting the student's national credentialing and state licensure requirements.

Registration

- Registration is required prior to the start of each 16-week term.
- **Full- time status is nine (9) semester hours, and 4.5 semester hours is considered part-time status.**
- Registrations must be approved by the faculty advisor, director and/or assistant director.
- Direct questions regarding registration and course offerings to the M.A. counseling psychology program office.
- **Students with past due balances must obtain financial clearance from the Business Office prior to registration for a new term.**
- Drop/add deadlines are for academic purposes only. **ALL REFUNDS DUE TO DROPPED OR WITHDRAWN COURSES ARE PROCESSED ACCORDING TO THE SCHEDULE OF TUITION REFUNDS.**

Program Completion Extension (PCX 503)

If additional time is needed to complete the capstone, a student may register for Program Completion Extension PCX 503 based on the three credit hours assigned to the capstone. This

extension allows one additional four-month term to complete the capstone, approved by the advisor and the assistant director. The extension maintains the student in a registered active status but at zero (0) credit hours. Students registered in PCX are not eligible to receive federal financial aid. The Registrar's Office will report students on this extension as registered less than half time during the next scheduled report to external agencies; therefore, students on financial aid and students with prior loans in a deferment status will begin to have their loans processed for repayment by their lenders. A non-refundable fee based on the capstone credit hours is charged for enrollment in Program Completion Extension.

Drop/Add

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 from the start of the academic term. The effective date of a drop/add is either the date of postmark or the date the written or oral request arrives at the 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) and academic advisor in the course(s) dropped and/or added. 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 and Tuition Refund Policy

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

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

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

It is understood that a student who fails to notify Union Institute & University of withdrawal from the program is obligated for all tuition assessed for the term. Students that withdraw prior to the end of the term, should refer to the current tuition policies statement for information about appropriate tuition refunds. Tuition is not prorated for course work with earned academic credit. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal and the balance of the student account, after financial aid adjustments, as of the withdrawal date. Financial aid adjustments are based on federal guidelines.

Unofficial withdrawals as defined in the university's catalog will affect the amount of financial aid and/or tuition and fees that have been posted to the student's account. The resulting adjustments may create significant balances payable to the university that will be required to be paid prior to allowing continued enrollment.

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 complete withdrawals from the program:

Schedule of Tuition Refunds for Withdrawal	
Week One	100%
Week Two	100%
Week Three	75%
Week Four	50%
Week Five and Thereafter	0%

Refer to the UI&U University Catalog for all academic and financial policies and procedures.

Satisfactory Academic Progress Review

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 the faculty advisor is to assist the student in making steady progress toward completing the sequence of courses outlined in the Program Course Sequence Checklist. To assure good progress, the faculty advisor will offer regularly scheduled feedback on academic progress through each term of graduate study. It is the responsibility of the student to review the Course Sequence Checklist each term and to update her/his advisor on academic progress toward degree completion.

Students are expected to complete all course work requirements by the end of each registered term in order to receive a grade and academic credit for the term. If unable to do so, the student may request an Incomplete (I) grade from the faculty instructor. The faculty determines whether or not to assign an I grade, which will allow an additional term from the last day of the previous term for course work to be completed for academic credit.

If a full-time student completes fewer than six credits in any term, the student will be placed on academic probation for one term. If a student's progress remains unsatisfactory at the end of the probationary period, the student will be dismissed from the program. Any Incomplete (I) grades remaining four months or one term beyond a term's end will be converted into Unsatisfactory (U) grades.

Although a student has four months (one term) beyond the end of a term to remove Incomplete grades, the student will not be permitted by the faculty advisor to register for courses in the next academic term if more than one Incomplete grade has been recorded.

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 faculty 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 32 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 assessment of academic skills is a critical component of the MAP program's model of ongoing evaluation of goals and competencies essential to student progress and preparation for professional counselor practice. The evaluation and grading criteria for each course taken will be described in detail in the course syllabus. The evaluation of academic skills may include examinations, scholarly papers, case studies, participation in class discussions, and observation of skills at residencies scheduled each term.

The MAP program uses a four-point grading scale (A, B, C, and U), with all grades other than U, I or N resulting in award of credit for the course. The following grade summary provides definitions for each grade that may be found in a student's registration record.

Grade	Criteria
A	The student's work demonstrates outstanding understanding of the course material and the student's performance across measures is considered superior or outstanding. The student will receive credit for the course. 4.0 Quality Points
B	The student's work demonstrates clear understanding of the course material and a level of competence which meets all of the course expectancies in a satisfactory manner. The student will receive credit for the course. 3.00 Quality Points
C	The student's work is satisfactory, but there are concerns because it is lacking precision or understanding of some of the material. The student will receive credit for the course. This grade will be awarded when any one or more of the following apply: <ul style="list-style-type: none">• Student has missed up to 15% of classes or online live presentations.• Student does not consistently complete course assignments or struggles to complete work.• Student is inconsistent in producing written material of expected quality consistent with the student's stage of professional development.• Student is erratic in making deadlines.• Student's work is considered marginal by curriculum and/or professional standards. 2.0 Quality Points

Grade	Criteria
U	U indicates course 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 course was not completed satisfactorily within the prescribed term period. No credit is granted. 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 term from the last day of the previous term to complete the course work. If the student has not satisfactorily completed the work by the end of the 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. 0.00 Quality Points and does not calculate into the GPA.
W	W indicates a student withdrew from a course before the term was concluded. No credit is granted. 0.00 Quality Points and does not calculate into the GPA.
N	N indicates no grade has been reported for a course at the conclusion of the term. N is a temporary code, which converts to one of the above codes once the necessary program information has been reported to the Registrar's Office. No credit is granted for a course as long as it is coded with the N. 0.00 Quality Points and does not calculate into the GPA.

The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit.

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

Blended Delivery Model (Effective January 1, 2012)

Course Sequence Checklist

The blended delivery model of education and training provides a structured sequence of courses which address foundation theory, skills, and professional ethical practice guidelines in Year I, followed by advanced course work and field experience in Year II which builds upon core competencies in assessment, counseling, consultation, and specialized elective clinical areas. The internship in counseling psychology is the capstone component of professional training and provides students the opportunity to demonstrate and refine skill proficiencies learned as part of the university training program.

Alternate elective courses may be substituted to meet specific state credentialing/licensing requirements.

Fall Term

Year			Course Number			Credits
1	2	3				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	507	Group Work and Therapy	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	508	Appraisal and Diagnostic Techniques	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	509	Treatment Modalities	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	521	Capstone Project I	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	516	Clinical Consultation	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	517	Human Sexuality for Counselors	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	518	Subst Abuse/Addictive Disorders	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	522	Capstone Project II	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	544	Internship III	3

Winter Term

Year			Course Number			Credits
1	2	3				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	501	Counseling Theory and Practice	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	502	Psychopathology: Diag, Assess/Treat	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	519	Tests and Measurements	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	510	Soc Bases of Behavior/Cultural Diversity	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	511	Career and Lifestyle Development	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	512	Psychopharmacology for Counselors	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	542	Internship I	3

Spring/Summer Term

Year			Course Number			Credits
1	2	3				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	504	Helping Relationships	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	505	Professional Orientation and Ethics	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	506	Human Growth and Development	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	513	Research Meths/Prog Eval	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	514	Family Therapy	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	515	Crisis Intervention	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM	543	Internship II	3

Program Delivery

Students enrolled in the Master of Arts with a Concentration in Counseling Psychology Program complete course requirements through a combination of online courses and brief weekend residencies offered at the Brattleboro, Vermont campus three times annually. The Course Sequence Checklist outlines the required term courses and specialized elective courses, and academic expectations are further clarified during residencies and/or ongoing communication between the student and his/her instructors and advisor. All courses will involve a combination

of faculty presentations, interactive discussions, scholarly study, and on-campus instruction at residencies scheduled each term.

Academic Calendar

The Master of Arts program operates on a twelve-month calendar. Registration is required prior to the start of each enrollment term. Students may register for the following term options:

- Fall Term: September - December
- Winter Term: January - April
- Spring/Summer Term: 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 course-based and advanced topic presentations, research seminars, applied skill workshops, cohort engagement, time with faculty and advisors, 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 three residencies per year, corresponding to residencies scheduled each academic term. Residency schedules are emailed to students approximately three weeks prior to each residency to allow students to plan their on-campus attendance and activities.

The campus-based residency at Brattleboro includes the following activities:

- Research Seminars
- Professional Seminars and Training Workshops
- Core Groups
- Course Content Presentations
- Student Presentations
- Degree Planning
- Capstone Project Final Presentation

Licensure and Certification

While no program can guarantee licensure or certification to any person, numerous external regulatory and state credentialing/licensing requirements for professional counselors were used in the design of the master's program. These include academic course requirements shared by states and stipulations made by national credentialing bodies for types of national certification. The prospective counseling psychology 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.

Commencement

Commencement 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 commencement requires notification to the faculty advisor 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 also invited to participate in the national commencement held each fall in Cincinnati, Ohio. Participation in a commencement ceremony requires that all academic requirements have been successfully completed and all financial obligations to the university have been paid in full by a specified deadline.

Course Descriptions

Course prefixes used for this program are CPM with #500 level courses. Courses are three semester credit hours.

CPM 501 Counseling Theory and Practice 3 credits

This course includes study of major theories (e.g., Psychodynamic, Humanistic, Behavioral, Transpersonal, Personality), approaches, and procedures in counseling and psychotherapy; historical and cultural contexts; case conceptualizations and applications with various client populations; specific counseling approaches used in contemporary therapeutic systems (e.g., Cognitive Behavioral Therapy, Psychoanalysis, Family Systems, Solution Focused Therapy, Rational Emotive Therapy) and their respective limitations; and ethical and professional issues associated with counseling theories and practices.

CPM 502 Psychopathology: Diagnosis, Assessment/Treatment 3 credits

This course includes study of the etiology and categorization of pathological behavior patterns; historical, sociopolitical, medical, behavioral, and epidemiological approaches to the systematic description of psychological disorders; use of the 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.

CPM 503 Psychology of Learning 3 credits

This course is designed to present students with theory and applied research on learning. Human learning is emphasized, though research from animal studies is included with regard to implications for human learning. Major learning theories are presented, categorized by their functional similarities, with an emphasis placed on the major tenets of these theories as they apply to an individual's psychological development. The interface between memory, motivation, and learning will be illustrated, as well as discoveries in evolutionary psychology and neurobiology which contribute to our understanding of learning.

CPM 504 Helping Relationships 3 credits

This course includes study of the basic building block skills that are fundamental to the counseling process as well as the collaborative nature of the helper-client relationship. A three-stage model that drives the client problem-managing and opportunity-developing action phases will be examined: (1) helping clients tell their stories; (2) helping clients determine what they need and what they want; and (3) helping clients develop strategies to accomplish their goals. The basic helping skills, including non-verbal and reflecting skills, will be considered. 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.

CPM 505 Professional Orientation and Ethics 3 credits

This course includes the study of ethical issues in a variety of settings, including the moral and legal bases for ethical codes; guidelines for human service professionals; personal values and biases as related to the counseling relationship and ethical and professional conduct, standards, and practices; conflicts among client, counselor, and societal, legal, and cultural values; and methods and practices for recognizing and resolving ethical dilemmas.

CPM 506 Human Growth and Development

3 credits

This course examines the course of human development through the lifespan as well as the interaction between genetic 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.

CPM 507 Group Work and Therapy

3 credits

This course includes study of the basic elements of group process and dynamics as well as strategies and methods commonly used to facilitate group therapy sessions. 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.

CPM 508 Appraisal and Diagnostic Techniques

3 credits

This course 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.

CPM 509 Treatment Modalities

3 credits

This course includes advanced study 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; and legal, ethical, and diversity aspects of treatment for individuals, families, and groups.

CPM 510 Social Basis of Behavior and Cultural Diversity

3 credits

This course includes study of 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.

CPM 511 Career and Lifestyle Development

3 credits

This course includes study of the skills and knowledge needed to help clients consider a wide array of career and lifestyle choices. The application of career development theory and research in counseling and educational settings will be considered. Emphasis will be placed on the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career exploration techniques.

CPM 512 Psychopharmacology for Counselors**3 credits**

This course includes an introduction to the field of psychopharmacology as well as the study of drug interactions with the brain, which impact cognitive processing and behavioral states. Pharmacokinetics and chemical neurotransmission are considered. Specific classes of drugs and their applications to the treatment of psychological disorders, including anxiety, depression, and bipolar disorder, are emphasized. Substance use and abuse and such related topics as neurophysiology, addiction behaviors and interventions, and the effects of licit and illicit drugs are investigated.

CPM 513 Research Methods and Program Evaluation**3 credits**

This course includes study that provides an understanding of types of research methods, basic descriptive and inferential statistics, and ethical and legal considerations in research. The fundamentals of program evaluation will also be considered. Emphasis will be placed on an understanding of the steps involved in designing and implementing a research design as well as how to evaluate the effectiveness of programs using both qualitative and quantitative methods.

CPM 514 Family Therapy**3 credits**

This course examines the intervention techniques and major theories, models, and schools of couples and family therapy. The course employs a systemic perspective to consider both traditional and recently developed family treatment models, including empirically supported treatment approaches. Ethical, gender, and cultural competency issues related to family therapy are explored.

CPM 515 Crisis Intervention**3 credits**

This course includes study of various theoretical frameworks of crisis prevention and intervention; post-traumatic stress disorder; child abuse laws and reporting procedures; system-wide crisis management; lifespan and cultural issues in relation to suicide, death, and trauma; suicide assessment; self-injury; domestic violence; sexual assault; bereavement; and grief.

CPM 516 Clinical Consultation**3 credits**

This course examines 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 is also studied. Consideration is also given to issues related to contact, gathering information, evaluation, diagnosis, models of intervention, and follow-up services.

CPM 517 Human Sexuality for Counselors**3 credits**

This course is examined through a number of lenses (personal, historical, cultural, and public health) and will focus on helping students integrate the physical, emotional, intellectual, and social aspects of sexuality; the study of applied research skills to the fields of sexuality and counseling; building skills and comfort in communicating about sexuality as a counselor; and facilitating students' exploration of their own sexuality attitudes, values, and behavior.

CPM 518 Substance Abuse/Addictive Disorders**3 credits**

This course includes study of the 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.

CPM 519 Tests and Measurements

3 credits

This course includes studies of the theory and practice of psychological assessment; psychological testing and measurement theory; clinical and practical aspects of individual and group test administration; educational and clinical diagnosis; interpretation; non-discriminatory and controversial issues in testing; psychometric procedures used to develop and evaluate psychological and educational testing instruments; validity and reliability; psychometric statistics; factors influencing measurements; professional standards for test development and use; and the legal and ethical issues as established by the American Psychological Association.

CPM 521, 522 Capstone Project I and II

3 credits

The capstone project is designed to be a culminating scholarly product that is typically 30 – 35 pages in length. The purpose of this paper is to provide students with the opportunity to explore a topic relevant to applied professional practice in the helping profession in greater depth, while demonstrating an understanding of inquiry-based learning, research, and scholarly writing expectations at the graduate level.

CPM 542, 543, 544 Internship in Counseling Psychology I, II and III

3 credits

This course is an off-campus, supervised internship in counseling psychology designed to integrate theoretical understanding with direct hands-on exposure to praxis. The purpose of this fieldwork is to practice the skills of counseling psychology in an applied setting under the supervision of an experienced practitioner. Students must complete a minimum of 300 hours of internship per term at a site approved by the faculty in order to complete this requirement. Total internship hours to be completed for the program may vary for each student based on state credentialing and licensing standards. All aspects of counseling psychology practice - appraisal, therapeutic intervention, and consultation - will receive exposure in this experience. Both the site and college faculty and the internship coordinator will closely monitor the activity of the student throughout this internship and will ensure that all internship activities are appropriate to the field of counseling psychology. 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 of core competencies, as well as a satisfactory field evaluation.

PCX 503 Program Completion Extension

0 credits

If additional time is needed to complete the capstone, a student may register for Program Completion Extension PCX 503 based on the three credit hours assigned to the capstone. This extension allows one additional four-month term to complete the capstone, approved by the advisor and the assistant director. The extension maintains the student in a registered active status but at zero (0) credit hours. Students registered in PCX are not eligible to receive federal financial aid. The Registrar's Office will report students on this extension as registered less than half time during the next scheduled report to external agencies; therefore, students on financial aid and students with prior loans in a deferment status will begin to have their loans processed for repayment by their lenders. A non-refundable fee based on the capstone credit hours is charged for enrollment in Program Completion Extension.

MASTER OF ARTS

Dean: Daniel J. Lerner, Ph.D
Associate Dean: Brian P. Webb, D. Mus.

Program Overview

Credits to Degree: 36 semester hours
Transfer Credits: Up to six semester hours
Enrollment Dates: October and April
Minimum Time to Degree: 18 months
Full-time Status: 12 credit hours
Three-fourths Status: Nine credit hours
Part-time Status: Six credit hours

Academic Program Location

Master of Arts
Montpelier Academic Center
Union Institute & University
62 Ridge St., Suite 2
Montpelier, VT 05602
Toll-free: 800.336.6794, ext. 8697
Local: 802.828.8500
Fax: 802.828.8622
E-mail: MaProg@myunion.edu
www.myunion.edu/academics/master-of-arts

Concentrations

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

The Master of Arts Student Handbook is available on the university website at www.myunion.edu/academics/handbooks/MA_handbook.pdf.

Students should refer to the Master of Arts Handbook for a more in-depth description of requirements for the submission, format, and presentation of the thesis and other information relating to the program.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the website at www.myunion.edu/forms/MAO000.pdf.

Degree Program History

The Master of Arts 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, students and faculty members

maintained contact, primarily by mail, telephone, and more recently, online. In 1994, a weekend option was established at Norwich University's Brattleboro site and later at the Montpelier site, allowing students to receive monthly face-to-face contact with their faculty advisors and peers.

Beginning in October 2006, the program entered a new era by offering the Master of Arts degree online. As long as students have access to the Internet, they are able to pursue studies toward the Master of Arts.

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 points of view, and appreciate mutual responsibilities.

Admission Criteria, Requirements, and Procedures

Admission 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 admission office.
- Evidence of relevant academic achievement in transcripts (and/or relevant post-graduate experience) to indicate potential for success in graduate study.
- Evidence, in three 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.
- 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 a faculty admissions committee. The committee may accept or reject the applicant or request further information about the applicant's preparation for graduate study.

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 student's signed/approved registration form is processed by the M.A. Program Office and the Business Office has processed tuition and fees.

Transfer Credit

External Transfer Credit

Students who wish to transfer credits from another institution of higher learning are governed by the following transfer credit 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 admission 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 transfer credits and external transfer credits combined will be accepted. In no case will enrollment in the program be less than 12 months. Exceptions to this policy may be made at the discretion of the dean and provost.

Transfer Credit Request Form: 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 M.A. application course credits.

Registration

Master of Arts students are required to register prior to the beginning of each term by submitting to the program office a completed and signed Registration Form - Academic.

<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 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 M.A. students in an early start three-month session have 20 days to drop from the beginning of a term. 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 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 the tuition and technology fees 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: <https://secure.myunion.edu/Forms/MAOnline/DropAdd.aspx>

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 Withdrawal		
	26 week/six-month semester	13 week/three-month mini-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 Eighth Week of Term	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 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 32 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. A Satisfactory/Unsatisfactory grading system does not produce a

grade point average. Students may request a letter grade equivalency (A, B for Satisfactory) letter from the M.A. Program Office. A letter grade equivalency document would be included in the student's academic file in the Registrar's Office and included with the academic transcript upon request by the student. Letter grade equivalents are not recorded on a student's academic transcript.

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 under 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 thesis, 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 successfully complete all learning activities. Students may petition the instructor for an additional 30 days from the course end date to complete course requirements. If additional time beyond 30 days is needed, students must receive approval from both the instructor 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 and Engagement Policy in this catalog.)

Program Structure

Program Length

The Master of Arts is a 36-semester hour program. The minimum time frame for completion is 18 months.

Academic Calendar

Union Institute & University operates its Master of Arts 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 (three 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, learn about the history of the university and the program, and are instructed on how to access and use the university library. The orientation also introduces the student to the online learning management system within the CampusWeb portal used by the university.

Course of Study

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.

<p>Students who choose to take twelve credits per term normally take the following courses over three terms:</p> <p><u>First Term</u></p> <p>Disciplinary Foundations 6 cr Elements of Scholarship 3 cr Research Methods 3 cr</p> <p><u>Second Term</u></p> <p>Field of Study 6 cr Applications I 3 cr Advanced Research 3 cr Methods/Thesis Proposal</p> <p><u>Third Term</u></p> <p>Applications II 3 cr Thesis 9 cr</p>	<p>Students who choose to take nine credits per term normally take the following courses over four terms:</p> <p><u>First Term</u></p> <p>Disciplinary Foundations 6 cr Elements of Scholarship 3 cr</p> <p><u>Second Term</u></p> <p>Field of Study 6 cr Research Methods 3 cr</p> <p><u>Third Term</u></p> <p>Applications 6 cr Advanced Research 3 cr Methods/Thesis Proposal</p> <p><u>Fourth Term</u></p> <p>Thesis 9 cr</p>	<p>Students who choose to take six credits per term normally take the following courses over six terms:</p> <p><u>First Term</u></p> <p>Elements of Scholarship 3 cr Research Methods 3 cr</p> <p><u>Second Term</u></p> <p>Disciplinary Foundations 6 cr</p> <p><u>Third Term:</u></p> <p>Field of Study 6 cr</p> <p><u>Fourth Term</u></p> <p>Applications I 3 cr Advanced Research 3 cr Methods/Thesis Proposal</p> <p><u>Fifth Term</u></p> <p>Applications II 3 cr Thesis I 3 cr</p> <p><u>Sixth Term</u></p> <p>Thesis II 6 cr</p>
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It is possible to register for a different number of credits (12, 9, or six 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:

- CRST Creativity Studies
- HWEL Health and Wellness
- HISC History and Culture
- LPPS Leadership, Public Policy and Social Issues
- LITW Literature and Writing

Commencement and Graduation

M.A. graduates and planned graduates at the end of the term ending in September each year are invited to participate in the National Commencement Ceremony held each fall in Cincinnati, Ohio. Participants in the commencement ceremony must submit a Petition to Participate in Commencement form and have met all academic requirements for the M.A. degree, plus, satisfied all financial obligations to the university by an established deadline prior to the commencement ceremony.

The Registrar's Office issues Master of Arts graduates their diploma and transcripts after all academic, degree and financial requirements are fulfilled.

Core Courses

The core courses provide the underpinning for subsequent advanced courses. The syllabi of these courses are more prescriptive than those of the advanced courses. Learning occurs online, through the learning management system CampusWeb.

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, qualitative and mixed).

[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 works 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

[Concentration Prefix] 620 – Advanced Research Methods/Thesis 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.

Prerequisite: Elements of Scholarship and Research Methods

[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*.

Thesis

[Concentration Prefix] 630E - Thesis 9 credits

A substantial research and writing project that includes extended critical exposition. The thesis stands as the culmination of a student's study and provides evidence that university outcomes and competencies have been met.

Prerequisites: All core courses and Advanced Research Methods/Thesis Proposal

[Concentration Prefix] 628 - Thesis I 3 credits

[Concentration Prefix] 629 - Thesis II 6 credits

These two courses divide the content of the thesis over two terms. *Thesis I* is a prerequisite for *Thesis II*.

[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

Program Completion Extension (PCX 506/509/512)**0 credits**

If additional time is needed to complete the thesis, a student may register for Program Completion Extension either PCX 506, 509, or 512 based on the credit hours assigned to the thesis. This extension allows one additional six-month term to complete the thesis, approved by the thesis advisor and the second reader. The extension maintains the student in a registered active status but at zero (0) credit hours. Students registered in PCX are not eligible to receive federal financial aid. The Registrar's Office will report students on this extension as registered less than half time during the next scheduled report to external agencies; therefore, students on financial aid and students with prior loans in a deferment status will begin to have their loans processed for repayment by their lenders. A non-refundable fee based on the thesis credit hours is charged for enrollment in Program Completion Extension.

MASTER OF EDUCATION DEGREE PROGRAM

Dean: Arlene Sacks, Ed.D.

Director: Jay Keehn, Ph.D.

- Master of Education - Online

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; analyze this information critically; and use it effectively for the students' stated purposes.
- Apply knowledge of a variety of research methods.
- Identify a problem within education and conduct action research 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.

Mission Statement

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 and administration.

Principles and Practices of the M.Ed. Program

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 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 – ONLINE

Program Overview

Credits to Degree: 36

Transfer Credits: Up to six (6) credit hours

Minimum Time to Degree: 12 months (*12 semester credits are required each 16-week term to meet the minimum time in program.*)

Full-time Status: Nine (9) semester credits

Part-time Status: 4.5 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. degree program is delivered entirely online.

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>.

Master of Education – Vermont Residency Program Option (In Teach-out)

Students enrolled in the M.Ed. - Vermont Residency Program option prior to August 2011, have the option to complete the Vermont residency curriculum, concentrations, and evaluation methods. Students following the M.Ed. Vermont program curriculum should refer to the UI&U University Catalog based on their matriculation date.

Program Length

The Master of Education Online program is a one year, 36-credit hour degree program. The maximum time frame 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 time frame. 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 terms. There are two 8-week sessions within each 16-week term. There are two courses, three credits each, offered in both eight-week sessions each term. Therefore, a total of 12 courses, 36 credit hours are completed in 12 months to complete the degree in the minimum time frame.

Admission

Admission 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.

Admission 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.

M.Ed. / Certificate Options

The Master of Education program offers three certificate options to non-degree, post-baccalaureate students or UI&U degree seeking M.Ed. students. The three certificate options are:

- Educational Leadership
- Social Justice
- Special Education

The M.Ed. program's foundational principles with a focus on social justice and leadership and the union of technology and education are embedded within the design of the three certificate options. Each certificate requires five courses which are already offered in the M.Ed. curriculum. The five required courses for each certificate are listed with the M.Ed. program course requirements.

Non-degree, post-baccalaureate seeking students may apply for one of the certificate programs and register through the M.Ed. program office. An official transcript from a regionally accredited college or university with the bachelor's degree noted is required. Upon completion of the certificate, with authorization from the M.Ed. director or dean, the Registrar's Office will issue a UI&U certificate. A maximum of 15 graduate credits (the equivalent of five courses) from Union Institute & University's non-degree certificate program are eligible to be transferred into the Masters of Education Online degree program as long as the courses are graded as B or above.

Degree seeking M.Ed. students may include the required course work for one of the certificates within their planned sequence of courses leading to the M.Ed. degree. Their academic record will have a notation of certificate completion, in addition to their master's degree. The M.Ed. student would receive both a M.Ed. diploma and a UI&U certificate.

Students may apply for the M.Ed./Certificate Option online or through the graduate program office admission enrollment counselor.

Academic Year Registration

Academic Year Registration Period

Fall Term = August - December

Fall Session I = First eight weeks August - October

Fall Session II = Second eight weeks October - December

Winter Term = January - April

Winter Session I = First eight weeks January - February

Winter Session II = Second eight weeks March - April

Spring/Summer Term = 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 term. Registration information and course offerings 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 refunds due to a dropped course (s) are processed according to the Schedule of Tuition Refunds below. 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 the number of semester credit hours dropped is greater than the number added, tuition will be assessed for the difference based upon the refund schedule below.

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 Withdrawal or Dropped Courses	
	Eight-Week Session
Week One	100%
Week Two	50%
Week Three	25%
Week Four	0%
Week Five	0%
Week Six and Thereafter	0%

There is no adjustment of tuition for a dropped or withdrawn course after the end of the third week of an eight-week session.

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 cumulative 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 32 for more details. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Aid.

Completed Learning

Academic work completed must be evaluated, graded, and recorded by the end of each eight-week session. The instructor reviews and evaluates the academic work to determine that the student has satisfactorily completed the course requirements.

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. Evaluations of completed studies result in the assignment of a letter grade of A, B, C, or U.

All courses 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	<p>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.</p> <p>4.0 Quality Points</p>
B	<p>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.</p> <p>3.0 Quality Points</p>
C	<p>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.</p> <p>2.0 Quality Points</p>
U	<p>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.</p> <p>0.00 Quality Points</p>
I	<p>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 from 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.</p> <p>0.00 Quality Points and does not calculate into the GPA</p>

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

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.

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

Graduation Requirements

Upon fulfillment of all 36 credits and a cumulative GPA of 3.0, in addition to other expectations and criteria for the degree, students will have earned the Master of Education degree. The dean and director submit approved graduation documents to the Registrar's Office. After all academic and financial reviews are completed and the planned graduate is both academically and financially cleared, the degree is noted on the academic transcript. The diploma and transcript are issued from the Registrar's Office.

Commencement

M.Ed. graduates are invited to participate in either the Florida regional commencement or the national commencement held in Cincinnati, Ohio. Commencement participants must have met all academic requirements and financial obligations to the university in order to participate in the commencement ceremony.

Academic Program Requirements

M.Ed. Online Curriculum Sequence

Course Number/Name

Program Core Requirements – 18 semester credits total /3 credit hours each course

EDUO 501 - Practice to Scholarship
 EDUO 502 - Technology and Learning
 EDUO 504 - Research Methodology
 EDUO 505 - Art, Education, and Social Justice
 EDUO 511 - Research as a Force for Social Change
 EDUO 512 - E-Portfolio

Electives (select 6 courses/3 credit hours each) – total 18 semester credits

EDUO 503 - Teaching Praxis and Social Change
 EDUO 506 - Social Justice for Teacher Leaders, Administrators, and Community Leaders
 EDUO 507 - Learning, Culture and Curriculum
 EDUO 508 - Cognitive Development and Curriculum
 EDUO 509 - Differentiated Instruction and Distinguishing Learning Differences
 EDUO 510 - American Social Movements and Education
 EDUO 530 - School Leadership: Vision and Community Partners
 EDUO 531 - Operational Leadership: Law, Ethics and Decision Making
 EDUO 532 - Management Strategies for Students with Disabilities

EDUO 533 - Organizational Management and Development in Instructional Leadership
 EDUO 534 - Adult Education in the U.S.
 EDUO 535 - Educational Assessment of Exceptional Students

Program Sequence

	FULL-TIME	PART-TIME
Term 1 /Session 1	EDUO 501 EDUO 502	EDUO 501
Term 1/ Session 2	EDUO 504 EDUO 505	EDUO 504
Term 2 / Session 1	Elective Elective	EDUO 502
Term 2 / Session 2	Elective Elective	EDUO 505
Term 3 / Session 1	Elective Elective	Elective
Term 3 / Session 2	EDUO 511 EDUO 512	Elective
Term 4 / Session 1		Elective
Term 4 / Session 2		Elective
Term 5 / Session 1		Elective
Term 5 / Session 2		EDUO 511
Term 6 / Session 1		Elective
Term 6 / Session 2		EDUO 512

M.Ed. Certificate Options: Either as a non-degree certificate* or as a certificate earned in conjunction with the M.Ed. degree

Social Justice	Students pursuing a Social Justice certificate will complete the following five courses:
	EDUO 503 - Teaching Praxis and Social Change EDUO 505 - Art, Education, and Social Justice EDUO 506 - Social Justice for Teacher Leaders, Administrators, and Community Leaders EDUO 507 - Learning, Culture and Curriculum EDUO 511 - Research as a Force for Social Change

Educational Leadership	Students pursuing an Educational Leadership certificate will complete the following five courses:
	EDUO 506 - Social Justice for Teacher Leaders, Administrators, and Community Leaders EDUO 511 - Research as a Force for Social Change EDUO 530 - School Leadership: Vision and Community Partners EDUO 531 - Operational Leadership: Law, Ethics and Decision Making EDUO 533 - Organizational Management and Development in Instructional Leadership
Special Education	Students pursuing a Special Education certificate will complete the following five courses:
	EDUO 508 - Cognitive Development and Curriculum EDUO 509 - Differentiated Instruction and Distinguishing Learning Differences EDUO 511 - Research as a Force for Social Change EDUO 532 - Management Strategies for Students with Disabilities EDUO 535 - Educational Assessment of Exceptional Students

***All courses taken at Union Institute & University as a non-degree certificate program are transferrable towards a M.Ed. Online master's degree.**

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 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 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 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 credit hours

Directed reading, reports, and discussions of 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 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 & Community Leaders 3 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 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 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 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 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 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 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 course work 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.

EDUO 530 – School Leadership: Vision and Community Partners 3 credit hours

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.

EDUO 531 – Operational Leadership: Law, Ethics and Decision Making 3 credit hours

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.

EDUO 532 – Management Strategies for Students with Disabilities 3 credit hours

This course familiarizes the student with information and skills needed to increase her/his 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 her/his classroom.

EDUO 533 – Organizational Management and Development in Instructional Leadership 3 credit hours

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.

EDUO 534 – Adult Education in the U.S. 3 credit hours

This course will examine the educational movement for adults in the U. S. from its inception to present day. Factors, including economic and cultural, will be explored from a historical perspective and implications for future trends will be incorporated.

EDUO 535 - Educational Assessment of Exceptional Students 3 credit hours

This 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.

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 <http://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/forms/EDD000.pdf>.

Program Mission

The mission of the Ed.D. program is to support education professionals to acquire advanced knowledge of scholarship in the field and to develop the skills and attributes that will help them become effective researchers and professionals in their 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.

Admission 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 paragraphs.
- Substantial development of subtopics.
- Proper grammar, spelling, and punctuation.
- Proper APA format.

Transfer Credit Policy

Up to 12 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-term, 12-month academic year calendar. Currently enrolled Ed.D. program students are required to register prior to the beginning of each academic term through Web course registration in CampusWeb. New Ed.D. students register for the first term through the Ed.D. program office. The faculty advisor will approve registration based on the curriculum for the selected area of specialization and confirm the student's attendance and engagement at the semester's residency as part of the registration approval process. Students with a past due student account balance must obtain financial clearance from the Business Office prior to registration.

Students must register for the sequence of courses/seminars as described in the curriculum. Full time is defined as nine credit hours and tuition is charged per credit hour. A student's academic year is determined by the month of her/his initial academic residency (IAR). The first day of the IAR is the matriculation/entry date throughout the student's program. Web course registration is initiated by the student and must be approved by the faculty advisor. Tuition is due the first day of each new term.

Drop / Add and Program Withdrawal

Students can drop or add a course after registration by completing the drop/add information located on CampusWeb course registration. This process serves as an addendum to the original registration and becomes a part of the official registration record. Students must drop individual courses no later than 14 days after the start of the academic term for courses to be removed from the academic transcript. 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 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 refund, if applicable.

There is no refund of tuition for a dropped course after the drop/add date. Students withdrawing from the Ed.D. program should consult the Tuition Policy for the Schedule of Tuition Refunds. If a student is concerned that personal needs may prevent completion of all courses in a six-month term, 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. However, any Dissertation Supervision beyond four is not eligible for financial aid. In no case may a student exceed the seven-year maximum time-in-program. The dissertation chair is expected to monitor the student's engagement by completion and submission of the Dissertation Supervision Engagement Form for each DIS 780/781 term registered. The form should be submitted no later than the end of the second week of the term, which confirms the student's full-time engagement in the academic completion of their research/dissertation. A student would register for DIS 780 twice, and then DIS 781 twice if utilizing the maximum of four times that Dissertation Supervision can be taken.

Program Completion Extension (PCX 799)

When a doctoral student reaches the end of her/his intended final term of full-time academic enrollment (last registered term of 9.00 or more credit hours or Dissertation Supervision) and needs additional time to prepare final documents for dean's review/approval, the student is required to register for PCX 799 Program Completion Extension (zero credits) for the subsequent six-month term. In order for a student to have this six-month completion extension approved, the student must have successfully completed all prior enrollment terms.

The program completion extension affords a student additional time to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review. The extension period is not a new term of enrollment for academic credit. Registration of PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two (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 dean. 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 put the student at substantial risk for academic dismissal.
- The student has not formed their dissertation committee by the end of term four.
- The student has received I grades in consecutive semesters or in two or more seminars in a given semester.
- The results of the portfolio reviews are not satisfactory.
- Evidence that the student has violated program and/or institutional policies, such as not attending a residency event.
- 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 32 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.

Grade	Criteria
	3.70 Quality Points
B+	Criteria for B work are more fully met. 3.30 Quality Points
B	Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. 3.0 Quality Points
B-	Criteria for B work are not fully met. 2.70 Quality Points
C+	Criteria for C work are more fully met. 2.30 Quality Points
C	Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. 2.0 Quality Points
U	Academic work reflects insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. If a student is unable to complete 60% 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. 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	Criteria
	grade is also posted to indicate term registration that is dropped. 0.00 Quality Points and does not calculate into the GPA
S	Academic work reflects satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for Field Proficiency Review, Dissertation Research, and RSCH 901 Dissertation. 0.00 Quality Points and does not calculate into the GPA

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

Ed.D. Program Grade Point Average (GPA)

The grade point average is obtained by dividing the total number of quality points earned by the total number of 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 online 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 requirements also include, but are not limited to:

- A minimum of 66 semester hours in the established program curriculum.
- A minimum cumulative grade point average of 3.00.
- All required UMI-ProQuest documents as specified in the Ed.D. Dissertation Guide and dean's review documents.

Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. After the dean's approval for graduation, the conferral date is the last day of the term /month of enrollment required to complete all degree requirements.

Therefore, in the final term, a student must be registered for nine (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.

Ed.D. graduates are invited to participate in the National Commencement Ceremony held each fall in Cincinnati, Ohio. Commencement materials are sent to graduates from the Ed.D. program office.

Ed.D. Degree Program Structure

Students admitted into the Ed.D. program complete 66 credits beyond the master's degree. The minimum time to complete the degree is three years (six semesters). The UI&U Ed.D. Degree Program consists of the following components:

- Foundational interdisciplinary seminars related to ethics, social justice, and research.
- Academic studies that include a core curriculum and advanced study within Educational Leadership (Pre K-12) and Higher Education.
- **Praxis** - connecting theory to practice through the Professional Development Practica (PDP) and Internship.
- Study in research methods.
- Individualized study that is directly related to the student's area of study, professional interests, and dissertation research.
- Dissertation research that, when completed, contributes new knowledge to the student's field of study.

Cohort-Based, Low-Residency Model

Twice each year new students are admitted to the Ed.D. program. Students meet online for a three-day, mid-semester Professional Development Practica (PDP). The students begin and move through the Ed.D. program as members of cohorts that are formed within and across the program's two 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 through a series of face to face and virtual academic residencies. The academic residencies include the following learning activities:

- The beginning of a required sequence of seminars that are completed through online teaching.
- Lectures by leading scholars.
- Panel discussions that address important intellectual, professional, and social issues.
- Professional/creative activities that bring together theory and practice.

The Ed.D. cohort model leads to the formation of academic communities through regular and sustained interaction among students and between students and faculty. These communities begin to form at the initial academic residency and are strengthened through online learning activities, through email and telephone conversations, and through the one-on-one and small group conversations that occur when students return and meet each other and faculty again during the semi-annual academic residencies.

Professional Development Practica (PDP)

PDP's are three-day, mid-semester residency events offered each semester. In addition to their emphasis on social justice, PDP's also include a variety of other activities such as continuation of academic work assigned during the seven-day academic residency that takes place 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), plus, virtual online residency experiences with faculty, colleagues, and other professional educators. The program is designed to present learning activities in an organized manner with the work completed each semester building upon learning experiences of previous semesters.

Seminars are equivalent to courses in the Ed.D. program. They commence during each term's residencies and continue online throughout the term. The residency seminars are taught by faculty and explore significant topics and issues from an educational perspective. Faculty will address relevant topics, learning goals, planned activities, and academic requirements for each seminar at the time they begin. Seminar content is presented in a way that leaves room for divergent points of view with faculty positioning the topic in its conceptual, historical, and methodological contexts.

The Ed.D. with 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 |
| • Education and 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
- Education and 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)

- INTP 790 3 cr
- INTP 791 or option of EDU 850 Art of Social Justice and Leadership 3 cr

Dissertation (15 credit hours)

Each doctoral student must make a significant, original contribution to human knowledge by preparing a dissertation.

- Dissertation Research* 6 cr
- Dissertation** 9 cr

*Dissertation Research: If a student does not successfully complete 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. Degree Program is 12 months. The academic year is divided into two six-month terms. Doctoral students' academic year is based on their start date (initial academic residency). Students register for specific learning activities each term based on program requirements. Full-time enrollment status is defined as registering for nine or more credit hours per semester.

Academic 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 time frame will be subject to academic dismissal from the program.

Students may petition the dean for an extension of up to two semesters to complete the dissertation; petitions for extensions must be submitted to the dean at least three months prior to the end of the seventh year of enrollment in the program. The petition for extension must receive the support of a majority of program faculty including the dissertation chair.

Students who do not complete the degree requirements within the three-year expected time frame and who have not petitioned for and been granted an extension will be dismissed from the program. Students who have been granted an extension and fail to meet all program requirements within the extended time period will be dismissed from the program.

Curriculum Sequence

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

Ed.D. Curriculum Sequence		
	Learning Activity	Credit Hours
	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 and Technology	3
	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
	Year Three	
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 899 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

Ed.D. Curriculum Sequence		
	Learning Activity	Credit Hours
	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 s/he is ready to begin her/his 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.

Field Proficiency Review

Field Proficiency Reviews (FPRs) are designed to assess whether students have developed doctoral level proficiency in specific Ed.D. program competencies. FPRs are integrated into three capstone seminars during the program's second academic year.

Students are expected to demonstrate *comprehensive knowledge*: facility with a wide range of texts and the ability to draw on main ideas of important thinkers and writers in their field of study, linking them together in interesting and relevant ways to other scholars working in the field. In addition, students are expected to demonstrate *depth of knowledge*: the ability to engage, critically and substantively, with texts that both respect and interrogate the students' claims, positions, and arguments. Finally, students are expected to demonstrate *advanced academic skills*, including (but not limited to) the ability to develop and sustain a line of argument that is coherent and supported with viable, text-based evidence, while writing clear scholarly prose.

Students may not register for RSCH 880 Dissertation Research or begin collecting data for the dissertation without first having passed each of the three FPRs and the dissertation committee's acceptance of the dissertation proposal. Thus, if all non-dissertation work has been completed, the student may be required to enroll for an extension term in which to complete work on FPRs that have not been passed.

Dissertation

Refer to the program handbook 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.

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

(INTP 790 3 cr/INTP 791 3 cr)

Students in the Doctor of Education Program (Ed.D.) are required to complete a 300-clock-hour (minimum) internship during their second year in the academic program (Semesters 3 and 4). The internship carries a total of six credit hours (three credits each semester). Please note there is an option for INTP 791 (3 credits) or seminar EDU 850 Art of Social Justice and Leadership.

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 credits
The seminar examines alternative conceptions of ethics and social justice and explores their implications for education. The seminar provides students with a theoretical grounding that will serve to inform their leadership practices in Educational Leadership Pre K-12 and Higher Education contexts. Through readings, dialogue, and written work, students will engage in ongoing reflection on their assumptions and perspectives regarding social justice issues in education.

EDU 701 – Ethical Leadership 3 credits
This seminar has three key elements: (1) overview of the nature of ethics and the concept of the common good and how they relate to leadership; (2) exploration of the nature and sources of moral courage and how they relate to leadership; and (3) examination of historical examples that underscore the essential nature of ethics and courage for those who aspire to advance positive change for the common good.

EDU 702 – Legal Issues in Education Pre K-12 3 credits
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 credits
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 credits
This seminar focuses on examination of factors influencing education in today's society with emphasis on the public school's role within society, the politics of education, finances, and other factors involved in equity, such as historical and philosophical impact of common and idealized values, choices with public education, and questions of policy and leadership. A variety of perspectives and issues will be considered in terms of problems and possibilities for transformative education in schools and society.

EDU 705 – Current Issues in Higher Education 3 credits

This seminar involves a close study and careful analysis of current issues in higher education. It takes an interdisciplinary approach to exploration of such issues as: state and national policies, equity, accessibility, accountability, finance, collaboration, and educational partnerships.

EDU 783 – Educational Research Designs and Methods 3 credits

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 credits

This seminar focuses on quantitative research, beginning with experimental design, followed by other quantitative methods – correlation, causal-comparative, and survey research. For each design data analysis through measures of central tendency and parametric and nonparametric statistics are discussed.

EDU 785 – Qualitative Methods in Educational Research 3 credits

This seminar has three major components. First, Creswell's (2007), *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* will be utilized to explore, compare and contrast the following research approaches: grounded theory, ethnography, phenomenology, narrative inquiry and case study. Second, examples of the various approaches to qualitative inquiry and evaluation of their appropriateness for different kinds of research questions will be examined. Third, engagement in a practice research project using Creswell's five approaches will be conducted.

EDU 786 – Focused Research Design Project: Dissertation Proposal 3 credits

The purpose of this seminar is to facilitate students in designing their dissertation study. The culminating project is a dissertation proposal consisting of the first three chapters of the dissertation (Introduction, Literature Review, and Methodology).

EDU 821 – Leadership and Change in Schools and Educational Systems 3 credits

This seminar focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in schools and educational systems. Includes exploration of the relationship between a school's leader and the school's effectiveness.

EDU 822 – Educational Policy Implementation 3 credits

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 credits

This seminar is designed to aid in preparing educational professionals to assume leadership/administrative/management positions in educational related organizations. The primary focus of the seminar is on the role and functions of administrators/managers in their responsibilities related to resource management and allocation, with special reference to human resource management especially as it related to the facilitation and support of student learning and achievement in educational organizations.

EDU 824 – Education and Technology 3 credits

This seminar's focus is on exploring existing and emerging technologies and applications and designing them into student centric learning experiences and to facilitate the integration access,

use, and understanding of new technologies and information resources for continued learning and development.

EDU 825 – Schools, Society, and Culture 3 credits
This seminar focuses on the importance of creating strong programs for encouraging successful relationships among the school, the community, and the wider society. Includes examination of examples of efforts involving teachers, parents, the community, business, and government in supporting the missions of Pre K-12 educational institutions.

EDU 841 – Leadership and Change in Institutions of Higher Education 3 credits
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 credits
This seminar focuses on the development of higher education in the United States, including: review of sociological, political, and economic influences that have been major forces for development and change in higher education.

EDU 843 – Resource Management in Higher Education Settings 3 credits
This seminar is designed to aid in preparing educational professionals to assume leadership/administrative/management positions in educational related organizations. The primary focus of the seminar is on the roles and functions of administrators/managers in their responsibilities related to resource management and allocation, with special reference to human resource management especially as it relates to the facilitation and support of student learning and achievement in educational organizations.

EDU 850 Art of Social Justice and Leadership 3 credits
This seminar examines reflective practices of reasoning and skill-based critical thinking to explore alternative, refreshing, and new solutions to old problems. Visual cognitive skills, social justice theories through the lens of art, and leadership principles through visual culture will lead to new implications for problem-solving in education.

EDU 889 Education and Sustainability 3 credits
This seminar's focus is on the education and actions required by educators and their institutions to educate, advocate, and provide leadership for integrated solutions that "...meets the needs of the present without compromising the ability of future generations to meet their own needs" (Report of the World Commission on Environment and Development to the United Nations, 1987).

EDU 891 – Literature Review 3 credits
Students will gain a deeper understanding of the significant role of the literature review in a dissertation and review alternative approaches to organizing the chapter. Students will use the literature review to develop a dissertation prospectus.

INTP 790-791 – Internship/Practicum 6 credits
Synthesis of academic learning with practical experiences appropriate to area of specialization.

PCX 799 -- *Program Completion Extension (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
Collection and analysis of data for dissertation.

6 credits

RSCH 901 – Dissertation

9 credits

Presentation of the research project representing a culmination of the student's program and area of specialization: provides evidence of ability to address an educational challenge. May take the form of a traditional (empirical) dissertation but may also be a case study or historical analysis.

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES – COHORT

Interim Dean: Karsten Piep, Ph.D.
Associate Dean: Toni A. Gregory, Ed.D.

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. 1237
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. Admission 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 regionally accredited educational institutions and a statement of purpose. Applications are accepted on a rolling admissions basis. The deadline for completed applications is May 1 for terms beginning on July 1 and November 1 for terms beginning on January 1. Initial admission offers are made after the admissions committee has interviewed a candidate and approved admission to the program. Once approved for admission, a candidate for the program must reply to the admissions committee accepting the offer and submit an application and deposit for the initial academic residency.

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 semester credit hour system; therefore, courses taken at colleges operating on the quarter system are converted to semester credit hours.

Registration

Union Institute & University operates its Cohort Ph.D. program on a two-term, 12-month academic year calendar. Cohort Ph.D. program students are required to preregister each term prior to their onsite academic residency through Web course registration via CampusWeb. When Web course registration closes, two weeks before the start of a new term, registrations are processed in the Cohort Ph.D. program office. The faculty advisor or associate dean 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.

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 FNDS 703, Engaging Difference	3 credits <u>3 credits</u> 6 credits
Term 2 (Original Cohort):	FNDS 702, The Creative Process RMTH 705, The Logic of Inquiry	3 credits <u>3 credits</u> 6 credits
Term 3:	RMTH 707, Qualitative Inquiry or RMTH 709, Inquiry in the Humanities (Original Cohort) Primary Concentration Core/700 Series	3 credits <u>3 credits</u> 6 credits
Term 4:	FNDS 704, Interdisciplinarity (Original Cohort) Primary Concentration Core/700 Series	3 credits <u>3 credits</u> 6 credits

Terms 5 – 11

May vary as determined by advising

Term 5:	ACS 700, Critical Writing & Thinking I	3 credits
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	Primary Concentration Advanced/800 Series	<u>3 credits</u> 6 credits
Term 6:	ACS 705, Critical Writing & Thinking II Primary Concentration Advanced/800 Series	3 credits <u>3 credits</u> 6 credits
Term 7:	Primary Concentration Advanced/800 Series Elective	3 credits <u>3 credits</u> 6 credits
Term 8:	Primary Concentration Advanced/800 Series Elective	3 credits <u>3 credits</u> 6 credits
Term 9:	Individualized Study I Elective	3 credits <u>3 credits</u> 6 credits
Term 10:	Individualized Study II Comps	3 credits <u>3 credits</u> 6 credits
Term 11:	ACS 897, Critical Writing & Thinking III Dissertation	3 credits <u>3 credits</u> 6 credits

TOTAL CREDITS = 66 (5.5 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-797)

Students who fail to successfully complete the comprehensive examination may elect to register for Comprehensive Examination Course Extension during the subsequent term to prepare to retake the comprehensive exam after the extension term. The graduate college must approve this registration. Students may register for one CEX 797 extension term. No additional credits may be registered or earned during the extension term. Students cannot advance to work on the dissertation proposal or dissertation without successfully completing the comprehensive examination. During a term in which students are registered for CEX 797, they will not be eligible for federal student aid. Enrollment status will be reported as less than half time to external agencies. Therefore, this term will not count against the seven year maximum time frame to be eligible for financial aid.

Dissertation Supervision (DIS-780/781)

Students registered for RMTH 900, Dissertation, in term six or the final term of course work who do not complete the research and writing of the dissertation by the end of term six or the final term of course work, must register for dissertation supervision. Dissertation supervision is a non-credit course that is considered the equivalent of full-time academic work for registration

status and for financial aid purposes. Students may register for up to four dissertation supervision terms while completing research and writing of the dissertation. Any dissertation supervision beyond four must be approved by the Dean's Office. Dissertation supervision after the fourth term is not eligible for financial aid. In no case may a student exceed the seven year maximum time-in-program. The dissertation chair is expected to monitor the student's engagement for each DIS 780/781 term registered.

Financial Aid Policy – Dissertation/Dissertation Supervision

Students may receive financial aid for up to five total dissertation terms including RMTH 900 Dissertation and up to the first four terms of DIS 780/781 Dissertation Supervision (writing extension) terms. After four terms of DIS 780/78, while the student may receive special dean's approval to register for additional DIS 780/781 terms, she/he is ineligible for financial aid. The Office of Financial Aid cannot award or disburse federal aid after the fourth term of DIS 780/781.

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. PCX 799 does not qualify for financial aid or loan deferral. The Registrar's Office will report students on PCX 799 extension as less than half time to external agencies.

Registration of PCX 799 is required as follows: The program completion extension affords a student additional time to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review. No new academic learning activities may be undertaken during or after this program completion extension registration period. The extension period is not a new term of enrollment for academic credit. Registration of PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two (2) extension terms will be approved.

Drop/Add and 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. All refunds due to dropped or withdrawn courses are processed according to the Schedule of Tuition Refunds. 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	
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%

Drop/Add of Courses

Students can drop or add a course after registration by completing, signing, and processing the drop/add section of the Change of Status Form. The Change of Status form serves as an addendum to the original registration form and becomes a part of the official registration record. To receive a tuition refund, students must drop individual courses no later than 14 days after the start of the academic term. Students are permitted to add courses during the academic residency only. However, students must attend at least one session of the seminar being added while at the academic residency. The effective date of a drop/add is either the date of postmark, or the date the written or oral request is received by the Dean's Office. 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 registration record and a grade of W (for withdrawal) will be posted to the grade field for each course dropped.

Dropping or adding courses by the published deadline may alter the student's tuition charges for the term in the following manner. If the number of term credit hours added equals the number dropped there will be no change in tuition assessed. If the number of term credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full term/session. If the number of term credit hours dropped is greater than the number added, an adjustment in tuition will be made including a refund if applicable.

There is no refund of tuition for a dropped course after the drop/add date. Students who are withdrawing from the Cohort Ph.D. program should consult the Tuition Policy for the Schedule of Tuition Refunds for Withdrawal.

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 most current program degree requirements. All readmitted students will enter under the current academic and administrative policies at the time

of readmission. It is the student's responsibility to be informed and to adhere to all current policies. Before applying for readmission, students must resolve all prior financial and administrative obligations. Students must also contact the Dean's Office as soon as they intend to apply for readmission. They will begin processing the Readmission Clearance Form, which determines whether the student has met all prior financial and administrative obligations and is eligible to apply for readmission. The Dean's Office will contact the students as soon as they are cleared to apply for readmission. Students may then prepare the application for readmission. Students who are approved for readmission will enter the program during the term (January or July) when the seminars they need are offered. Therefore, they will join a new cohort.

The application for readmission includes the following items:

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

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 s/he is undergoing a special review. Special reviews will always be initiated 30 days after notification of the following circumstances:

- The student is placed on academic probation when the 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 32 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 for ACS 897/Critical Writing and Thinking III, ECL, HMS or PPS 841 Comprehensive Examination; ECL, HMS or PPS 850 Individualized Study I; ELC, HMS or PPS 860, Individualized Study II; and RMTH 900 Dissertation) grades are used to document the overall completion of learning activities each term, several other grading codes (W, I) are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the

following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE – Grades of U, I, and C may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	Academic work reflects impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. 4.0 Quality Points
A-	Criteria for A work not fully met. 3.70 Quality Points
B+	Criteria for B work 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	<p>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 term) to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade.</p> <p>0.00 Quality Points and does not calculate into the GPA</p>
AU	<p>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.</p> <p>0.00 Quality Points and does not calculate into the GPA</p>
W	<p>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.</p> <p>0.00 Quality Points and does not calculate into the GPA</p>
S	<p>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 ASC 897/Critical Thinking and Writing III, Comprehensive Examination, Individualized Study I and II, and RSCH 900 Dissertation.</p> <p>0.00 Quality Points and does not calculate into the GPA</p>

(Note: Refer to the University Attendance and 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. Three credits are supervised by the primary area of concentration chair and three credits are supervised by the dissertation chair. Students in the MLK Studies specialization are required to complete three credits of internship in lieu of Individualized Study I.
- Comprehensive Examination (three credit hours; written and oral components).
- Dissertation (includes one 3-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, course work in the program is delivered at a distance by way of synchronous and asynchronous modalities. Students work on individual and group projects. Students in the program have access to the university's library with electronic access to readings and resources. Faculty members deliver course content using audio and video presentations. Students and faculty have frequent contact through teleconferences and online discussions. Course work is submitted electronically using electronic course sites.

Academic Year and Term

The academic year for the UI&U 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, the learning management system through the CampusWeb portal 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 and 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 one. The faculty advisor helps the student to maintain an administrative link with the graduate college. Once the student begins term two, 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 four, 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: facility with a wide range of texts and the ability to draw on main ideas of important thinkers and writers in their fields of study, linking them together in interesting and relevant ways to other scholars working in the field. In addition, students are expected to demonstrate depth of knowledge: the ability to engage, critically and substantively, with texts that both respect and interrogate the students' claims, positions, and arguments. Finally, students are expected to demonstrate

advanced academic skills, including (but not limited to) the ability to develop and sustain a line of argument that is coherent and supported with viable, text-based evidence, while writing clear scholarly prose. 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 her/his 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.

Students are required to prepare and submit specific graduation materials in addition to their dissertation. All required UMI-ProQuest documents are specified within the program's dissertation/graduation materials.

Graduation Certification and Commencement

Following the dean's review, defense of the dissertation and approval of the dissertation by the dissertation committee and a form and style review, students should submit the appropriate graduation materials to the Dean's Office. Refer to the Cohort Ph.D. Handbook for specific information regarding the dean's review, dissertation defense, form and style review and submission of required graduation materials. The Dean's Office will take final inventory of the academic record and prepare the submission of the graduation materials to the Registrar's Office. The registrar certifies that all academic requirements have been fulfilled. The Business Office reviews and confirms financial clearance. When final academic and financial clearances are completed, the graduation completion date is noted on the academic transcript. The degree grant date is the last day of the month of the student's final term of enrollment. The graduation transcripts and diploma will be issued from the Registrar's Office.

Ph.D. graduates are invited to participate in the National Commencement Ceremony held each fall in Cincinnati, Ohio. Commencement materials are sent to eligible participants from the Cohort Ph.D. program office.

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 The Logic of Inquiry	3 credits	
<p>»Core Seminar Primary Concentration: ECL, HMS or PPS 700 Series (total of six credits or any two Core Seminars, in any sequence)</p> <p>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.</p>	3 credits	
Total		12 credits
Term Three		
<p>» Research Methods II:</p> <p style="padding-left: 40px;">RMTH 709: Inquiry in the Humanities (HMS) or</p> <p style="padding-left: 40px;">RMTH 710: Qualitative, Quantitative and Mixed Methodologies (ECL/PPS)</p>	3 credits	
» Core Seminar Primary Concentration: ECL, HMS or PPS 700 Series	3 credits	

<p>» Advanced Seminar Primary Concentration: ECL, HMS or PPS 800 Series (except 841, 850, 860)</p> <p>(total of four credits or any four Advanced Seminars, in any sequence)</p>	<p>3 credits</p>	
<p>» 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)</p>	<p>3 credits</p>	
<p>Total</p>		<p>12 credits</p>
<p>Term Four</p>		
<p>» Individualized Study I: ECL, HMS or PPS 850</p> <p>Supervised by Concentration Chair</p>	<p>3 credits</p>	
<p>» Foundations: FNDS 704 Interdisciplinarity</p>	<p>3 credits</p>	
<p>» Advanced Seminar Primary Concentration: ECL, HMS or PPS 800 Series (except 841, 850, 860)</p>	<p>3 credits</p>	
<p>» 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)</p>	<p>3 credits</p>	
<p>Total</p>		<p>12 credits</p>
<p>Term Five</p>		

» 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)	

<p>» Program Completion Extension: PCX 799</p> <p>or</p> <p>» Dissertation Supervision: DIS 780/781</p> <p>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) and this is determined by the student and the dissertation committee. Program Completion Extension includes a fee (see UI&U Tuition and Fees Schedule), receives 0 credits, and is not eligible for financial aid. Dissertation Supervision includes a fee (see UI&U Tuition and Fee Schedule), receives 0 credits, and is eligible for financial aid.</p>	<p>0 credits</p>
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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 nonfiction, 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 797 Comprehensive Examination Course Extension (zero credits). Non-credit extension term. Preparation for retake of the comprehensive examination supervised by a faculty member. Faculty member will develop a plan of study based on recommendations from the comprehensive examination committee.

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 804 Critical Leadership (three credits). Study of critical theories, including critical race theory, feminist theory, and queer theory, to explore diversity and leadership.

ECL/PPS/MLK 807 Women, Leadership and Policy (three credits). Exploration and analysis of the intersection and interaction between and among women, leadership and public policy. Aspects of policy development and leadership theory are discussed. A case method of analysis is employed providing opportunity for investigation in a range of policy areas, i.e., social welfare, health, environment, arts, economics, international affairs and government. Students select a single subject or area for the development of their own case.

ECL/ 809 Leadership and Social Justice (three credits). Study of theories and practice of social justice as an underpinning for an exploration of how leadership can contribute to greater equality, dignity, fairness, and justice in organizational, national, and global contexts.

ECL 811 Leadership and Performance (three credits). Use of performance and narrative theories to examine how leadership is constituted and how gender, race, age, ability, and sexuality are constructed performances that are embodied in leadership and reflect historical and cultural narratives.

ECL 812 Leadership for a Complex World (three credits). Exploration of complexity theory, systems theory, futures studies, integral theory and emergent leadership in the context of a complex and rapidly changing world

ECL 813 Special Topics (three credits). Examination of various topics of interest in Ethical and Creative Leadership.

ECL 814 Leadership and Creativity (three credits). Examination of the relationship of creativity to leadership beyond notions of innovation, including creativity as a life force, as a visionary and boundary-pushing endeavor, and as aesthetics.

ECL 815 The Call to Lead: Critical Thinking and Ethical Leadership Development (three credits). Study of the ethical development of leadership, including the role of human development, as well as the relationship of the individual to the collective in the context of leadership development, integral theory, and spirituality.

ECL 816 Empathy, Dialogue, and the Ethic of Care (three credits). Examination of the roles that empathy, dialogue, and the ethic of care play in leadership, particularly to advance social justice and to sustain and transform organizations, communities, and the world.

ECL 817 Protest, Social Movements, and Social Change (three credits). Study of theories of social change and the roles of protests and collective action (including social movements) in channeling injustice into social change.

ECL 821 Community Based Leadership (three credits). Examination of the theory and practice of community-based leadership in a global world, including emergent leadership and concepts such as stewardship, empowerment, resilience, and transformation, particularly in response to challenge and crisis.

ECL/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 interdisciplinary. 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 de/formed 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 801 The Art of Protest (three credits). Exploration of the rich global tradition of the arts in igniting, engaging, and commemorating social dissent and protest. Focuses on case studies, both historical and contemporary, of the production and consumption of artistic expressions of protest as a site of social critique, examines the historical links between artistic genres and modes of protest, 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). Assumes that our understanding of how political life is ordered (or, might be re-ordered) is profoundly shaped by our views of and our ways with language. Explores possible implications for our conceptions/ordering of politics that surface through creative—especially, poetic—ways with language by examining primary texts in the area of poetics, by close study of selected poets and their poetry, and (tentatively, cautiously, and in a preliminary fashion) by writing poetry.

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 of assigned texts, to note and to be instructed by their use of particular techniques and elements, and the ways in which they revise and/or reaffirm socio-political constructs for the purpose of increasing awareness of the technical and ideological aspects of one’s work the tendency to elide the inevitable political

dimension of creative work. Address issues of hegemonic power and violence in the contexts of colonialism, caste, class, gender and institutionalized racism and challenge the underpinnings of the earlier canonical texts. Creative Writing seminars are to be taken as electives and/or individualized study, unless otherwise approved by HMS chair.

HMS/PPS 824 Democracy and Difference (three credits). Examination of classical conceptions of democracy and contemporary democratic theories (liberal, deliberative, communitarian, and agonistic). Focuses on the ways each theory neglects or addresses the continuing persistence of inequalities within democracy including inequalities of class/economy, sexuality/gender, and race/ethnicity.

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 area of concentration. Students in the MLK Studies specialization are expected to integrate theory and practice in a setting that provides opportunities to reflect and implement the strategic work of Dr. King.

MLK 802 MLK and Social Change (three credits). Introduction to the life, sermons, speeches and thoughts of Rev./Dr. Martin Luther King, Jr. Exploration of the cultural roots of the civil rights movement and the African-American religious traditions as they influenced Dr. King and his cohorts. Additional focus on the struggle of African-Americans to obtain their civil rights and to achieve racial equality in the United States from the “Jim Crow” Era to the 1980s.

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 a variety of theoretical frameworks that address both the substance of public policy and the processes of policy making. Special emphasis is given to the underlying assumptions, values, and views of political reality that inform the policy frameworks.

PPS 733 Policy Analysis (three credits). Examination of a variety of theoretical frameworks that address both the substance of public policy and the processes of policy making. Special emphasis is given to the underlying assumptions, values, and views of political reality that inform the policy frameworks.

PPS 801 Conflict Resolution: Negotiation, Power and Influence (three credits). Examination of the role of negotiation, power, and influence in conflict resolution. Focuses on different types of conflict and the techniques and processes whereby conflicts have been or can be resolved.

PPS 802 Public Policy and Human Rights (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 811 Program Evaluation (three credits). Examination of multiple frameworks and methods used in designing program evaluations on a variety of policy issues including education, health, and the environment. Focus on methods of evaluating program effectiveness, the fundamentals of types of program evaluation, designing program evaluation and ethical, political and cultural challenges when conducting program evaluation.

PPS 817 Special Topics (three credits). Examination of various topics of interest in Public Policy and Social Change.

PPS 823 Public Policy and Social Justice (three credits). Examination of the social justice implications of policy solutions to social problems from a number of theoretical frameworks, with a focus on the gender, race, and class implications of contemporary public policy.

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: 120 semester hours

Transfer Credits: Up to 30 semester hours

Calendar: Three 16-week terms (Aug.-Dec. Fall Term); (Jan.-April Winter Term); (April-Aug. Spring/Summer Term)

Minimum Time to Degree: Four years

Full-time Status in Fall and Winter Terms: Nine credit hours

Full-time Status in Spring/Summer Terms: 4.5 credit hours

Academic Program Locations

Doctor of Psychology
Cincinnati Academic Center
440 E. McMillan Street
Cincinnati, OH 45206-1925
Toll-free: 800.861.6400
Local: 513.861.6400

Doctor of Psychology
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 Program 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/PSY000.pdf>.

Practitioner-Scholar Training Model

The Doctor of Psychology (Psy.D.) program follows the practitioner-scholar training model of the National Council of Schools and Programs of Professional Psychology (NCSP). The program conceptualizes and promotes the professional practice of psychology as informed by scholarly research and inquiry, and students are trained as consumers of research to use scientific methodology in clinical thinking and practice.

The training is designed to promote a set of core competencies in professional psychology. This model has guided the development of the program's objectives, each with its own specific competencies, vital to the practice of psychology.

The program employs a developmental training approach where expectations of minimum competency increase as students proceed through the sequence of course work, supervised clinical practice, and completion of other requirements including the doctoral dissertation. Congruently, students are evaluated and assessed at different stages of their development: principally at the pre-practicum and pre-internship levels. Graduates of the program are thus expected to be able to function as competent and ethical psychologists, capable of providing psychological services to individuals, groups and organizations, consistent with the goals as specified below.

Psy.D. Mission Statement

The Union Institute & University 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 specifically provides and supports the development of personal and professional awareness and knowledge of diversity and issues of social responsibility.

Learning Outcomes and Competencies

University Doctoral Learning Outcomes and Competencies

The goals and objectives of the Psy.D. program are consistent with the mission and values of Union Institute & University, as adopted by the UI&U Board of Trustees in 2007. These university mission and values include a focus on social relevance, critical thinking, an interdisciplinary approach, and the practitioner-scholar model. These apply to all doctoral programs at UI&U, but individual programs may extend them further or adjust for greater specificity. University learning outcomes and competencies are reviewed on a university level, utilizing data from multiple components of the Psy.D. program.

Psy.D. Program Goals, Objectives and Competencies

The Psy.D. program includes a set of goals, objectives and competencies specific to its training model, which is based on the practitioner-scholar training model of the National Council of Schools and Programs of Professional Psychology (NCSPP). The two primary goals of the Union Institute & University Psy.D. Program are:

1. Train competent and ethical practitioners of clinical psychology to provide comprehensive psychological services to a broad range of clientele. This training includes an integration of science and practice, with an awareness of the individual, systemic and larger socio-political contexts within which we live.
2. Foster personal and professional awareness and knowledge of diversity and issues of social justice and social responsibility in order to competently and respectfully provide services to diverse clientele, as well as be agents of social change.

The program has designated the following objectives to meet its goals:

1. **Social justice and individual and cultural diversity:** Students will competently and effectively provide professional services to individuals, groups, and organizations who represent various cultural backgrounds and characteristics, maintaining an awareness of issues of social justice, including the dynamics of power, privilege and oppression, and function as agents of social change.
2. **Relationship:** Students will develop and maintain effective, collaborative, and respectful interpersonal relationships with clients, peers, community organizations, and professionals in a range of settings, becoming self-reflective practitioners, aware of their biases, limitations and power differentials.
3. **Research and evaluation:** Students will develop the knowledge, skills, and attitudes for critical thinking as consumers of research, with the ability to apply research and scholarship to the practice of psychology.
4. **Assessment:** Students will competently and ethically use various methods of psychological assessments, including psychological tests and interviewing; accurately interpret the results of those assessments; and effectively communicate results and recommendations to both consumers and professionals, taking into consideration the cultural and personal characteristics of the clients.
5. **Intervention:** Students will have the knowledge, skills, and attitudes to conceptualize, plan, explain, implement, evaluate, and modify intervention approaches consistent with ethical evidence-based practices and appropriate to diverse characteristics of their clients.
6. **Management and supervision:** Students will develop the knowledge, skills and attitudes to conduct effective clinical supervision, management, and clinical consultation with other professionals and within organizations.
7. **Education and consultation:** Students will develop the knowledge, skills, and attitudes to understand and effectively design and implement educational programs and consultations with clients and colleagues.

To meet these goals and objectives, the program provides broad and general training to students through their participation in the program's curriculum, practicum and internship training experiences, mentoring experiences, dissertation research and writing, informal faculty-student interactions, and the program's overall learning environment. The program provides training that is graded and sequential, evaluated and assessed at different stages of the student's development: the pre-practicum, pre-internship, and after completion of the doctoral degree. The attainment of these goals and objectives is demonstrated in specific identifiable competencies as defined by the program and specified in the individual learning activities. Inherent in each of these goals is a professional standard of ethical competence, including the knowledge of ethical codes, standards and legal regulations and case law relevant to professional practice. Program graduates are trained to engage with diverse populations and will demonstrate the knowledge necessary to treat clients and other professionals in an ethical, legal, and professionally competent manner.

In addition, the curriculum is designed to provide the required knowledge areas as specified by the American Psychological Association (APA) Commission on Accreditation (CoA), including: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology and techniques of data analysis; individual differences in behavior; human development; dysfunctional behavior or psychopathology; professional standards and ethics; psychological assessment; measurement and formulation and implementation of intervention strategies including training in empirically supported procedures; theories and methods of

assessment and diagnosis; effective intervention; consultation and supervision and evaluation of the efficacy of interventions; cultural and individual diversity; and attitudes essential for life-long learning, scholarly inquiry and professional problem solving.

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 application to the APA Commission on Accreditation when it becomes eligible. For further information on APA Accreditation, see www.apa.org/ed/accreditation/index.aspx.

The program's development was also guided by the *Guidelines for Defining a Doctoral Degree in Psychology* as specified by the Joint Designation Committee of the National Register of Health Service Providers in Psychology and the Association of State and Provincial Psychology Boards (ASPPB). For information on the joint designation committee, see www.nationalregister.org/desig_about.html.

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 www.myunion.edu/about/accreditation.html.

Admission and Transfer Credit Policy

Applications for admission to the Psy.D. program in clinical psychology are accepted from those with bachelor's 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.
- Three letters of recommendation.
- 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 course work to the Psy.D. program if completed at another regionally accredited institution. The requested transfer course work 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 course work must have been awarded a grade of B or greater.

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 and B (in the program handbook) 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 course work 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:

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.

- Take Professional Development Seminars I-IX;
- Complete the full 120 credits required for the degree: students may transfer a maximum of 30 credits and cannot take less than a minimum of 90 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 is not 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 120 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 academic year calendar. The academic terms are identified as fall, winter, and spring/summer. Psy.D. students register three times a year before the beginning of each term. Registration is completed on CampusWeb in Web course registration; instructions are found on the Psy.D. website under PsyDNet. Registrations are to be approved and processed prior to the start of each new term. The first day of the initial term is the matriculation date throughout the student's doctoral program. Registration forms are initiated by the student and must be approved by the academic advisor prior to registration being finalized. Direct registration questions to the Psy.D. program office.

Students must register for the sequence of courses/seminars as described in the curriculum. While terms vary in total registered credit hours from six to 14 hours, full-time registration is defined as a minimum of nine (9) credit hours per term; half time is 4.5 credit hours in fall and winter terms. In the spring/summer term, 4.5 credit hours are considered full-time status. Tuition is charged at the applicable rate per credit hour registered.

Typically the fifth year of the clinical psychology program consists of registration for Clinical Internship and Dissertation Supervision (see Psy.D. course descriptions for PSY 830-835 and DIS 778 - 783). These registrations may apply to years six and seven as well. No credit hours are earned during terms of registration for internship or Dissertation Supervision. However, registration in Clinical Internship and Dissertation Supervision are considered to be equivalent to

a full-time academic workload. Attendance and engagement in the program is documented through the student's active participation in his/her courses each term.

Tuition is due on the first day of each new term. The tuition and registration policies for each program are published annually on the university's website.

Students with past due balances must obtain financial clearance from the Business Office prior to registration for a new term.

Academic Year Registration Group

Each student is assigned to a cohort group for Professional Development Seminar. Students will remain with this cohort for all three years of Professional Development Seminars (PSY 751-759).

Drop/Add and Program Withdrawal

Drop/Add of Courses

To receive a tuition refund (see Schedule of Tuition Refunds below), students must drop individual courses no later than 30 days after the start of the academic term. A course dropped prior to 30 days will not appear on the student's transcript. Students are permitted to add courses only up to 14 days after the start of the academic term. The effective date of a drop/add is either the date of postmark or the date the written or oral request arrives at the 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 by their academic advisor.

All courses dropped after 30 days from the start of the academic term will remain recorded on the student's academic record and a grade of W (for withdrawn) will be posted to the grade field for each course dropped. There is no refund of tuition for a dropped course after the final drop/add date.

The following table shows the percentage of tuition to be reversed for dropped courses and complete withdrawals from the program:

Schedule of Tuition Refunds for Dropped Courses/Complete Withdrawal	
Week One	100%
Week Two	100%
Week Three	75%
Week Four	50%
Week Five and Thereafter	0%

Program Withdrawal

Tuition is partially reversed or refunded when students withdraw completely from the program prior to the end of the fourth week of a term. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

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 that 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 for readmission by the committee, 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. 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 the date of re-entry. The date of re-entry is most commonly the first day of the new registration period. The reinstated student will be assigned to the appropriate year/term registration group based on the re-entry date. 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 admission 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 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.

Annual Review

At the end of each academic year, academic advisors review their advisees' overall programs. The purposes of the annual review are as follows:

- Identify areas of strength and weakness and assist students in resolving potential problems in academic or clinical performance, and interpersonal, professional, and/or ethical behavior.
- Provide feedback to the student regarding progress 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).

SAP Qualitative Component

Students enrolled in the Psy.D. program in clinical psychology are required to maintain a minimum 3.0 cumulative grade point average (CGPA) in order to meet the qualitative component of the Psy.D. SAP policy.

SAP Quantitative Component

The SAP quantitative component includes a maximum time frame and minimum credit hour completion requirements in order to complete the Psy.D. program within the maximum time frame.

Minimum/Maximum Time Frame

The Psy.D. program is a minimum of three (3) full-time academic years of graduate study at Union Institute & University including one (1) year of full-time residency at UI&U. The Psy.D. program is a 120-credit hour degree program. The maximum time frame for completion of the degree program is seven (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 time frame.

Minimum Credit Hour Completion Requirements

Students enrolled in the Psy.D. program must successfully complete or earn 67 percent of all credit hours attempted in order to meet the quantitative component of the Psy.D. SAP policy. Incomplete grades: Credit hours for incomplete courses are counted in attempted credit hours. Dropped Courses: Credit hours for dropped courses on or before the drop deadline date are not counted in attempted credit hours. Credit hours for dropped courses after the drop deadline date are counted in attempted credit hours.

Special Review

A special review may be initiated at any time by any faculty member or the student through a written request to the dean. There are a number of reasons for initiating a special review, including: perceived or experienced deficits; concern about a student's academic, professional/clinical, or personal/interpersonal functioning; an alleged ethical violation; and/or substandard performance. Continuation in the Psy.D. program is contingent not only on successful completion of academic course work but also on the student's personal/emotional stability, interpersonal skills, and abilities to engage in practice. A special review may be called to address any of these issues and develop a remediation plan or recommend or require dismissal from the program. A special review is automatically called when a student experiences any one of the following:

- Single grade of U.
- More than one grade of C in courses (in a single 16-week term or over more than one term).
- Incomplete grades in consecutive terms or in two or more courses in a given term.
- Two or more ratings by any practicum or internship supervisor at "Below Minimum" competence in any of the competency domains.

- Ratings of “Unsatisfactory for Technical Reasons” or “Unsatisfactory for Substantive Reasons” in the clinical review.
- The student is placed on academic probation.
- The student has not formed a dissertation committee by the end of the fall term in the fourth year.
- An Incomplete in practicum or internship and having to register for an extension.
- Violation of program and/or institutional policies, such as breach of the Academic Integrity Policy, Student Code of Conduct, not attending a required academic meeting, etc.

Administrative Withdrawal

Grounds for administrative withdrawal may include, but are not limited to, the following:

- Discovery of false application information subsequent to admission. Administrative withdrawal will result in forfeiture of all charges paid and academic credits earned.
- Recommendation of the special review committee.
- Two (2) grades of U (Unsatisfactory) in any courses 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 student’s dissertation chairperson.
- Receiving an Unsatisfactory in both the first and second evaluations of the clinical review.
- Failure to meet minimal criteria for the internship level of training.
- Failure to comply with the APA Ethical Principles of Psychologists and Code of Conduct.
- Confirmed and/or repeated violation of program and/or institutional policies.

Administrative withdrawal 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 32 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 unclear, discuss them with the professor and/or academic advisor.

In addition to a letter grade recorded on the transcript, students will receive a written evaluation by the course instructor (see the program handbook for the Student Academic Grade and Competency Evaluation Form, detailing evaluations of examination performance, classroom participation, leadership ability, interpersonal effectiveness, and/or writing and verbal communication skills). All narrative content will be related to specific goals, objectives and competencies, as specified in the course syllabus. For clinical and practice-related courses, the evaluation will include the instructor's judgments of the student's clinical knowledge, competencies, and abilities to be a professional psychologist, as well.

The Psy.D. program uses a four-point grading scale (A, B, C, and U), including plus and minus grades, with no A+ or C-. A grade of A, B, or C will result in award of credit for the course. A grade of U will result in no credit. Each grade will be documented by a narrative evaluation by the course instructor, using the Student Grade Form.

Criteria for plus and minus grades

Plus (+) and minus (-) grades indicate that the criteria for A, B, and C grades are somewhat more fully met (+) or not quite fully met (-), respectively. Note: There are no A + or C- grades.

While the A, B, C, U grades are used to document the overall completion of learning activities each term, several other grading codes are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE: Grades of U, C, and I may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	The student's work demonstrates outstanding understanding of the course material and exceeds the level of competence of most students at this stage of development. The student's performance is considered superior or outstanding. Student will receive credit for the course. Academic work reflects thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. 4.0 Quality points
A-	Criteria for A work not fully met. 3.70 Quality Points
B+	Criteria for B work are more fully met. 3.30 Quality Points
B	The student's work demonstrates clear understanding of the course material and a level of competence appropriate to the student's stage of professional development and meets all of the course expectancies in a satisfactory manner. The student's work is considered satisfactory at the doctoral level. Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; evidence of capability to offer informed analysis of extant knowledge and ideas; capability to synthesize and apply key information from prevailing knowledge;

Grade	Criteria
	<p>appropriate critiques of extant theories and knowledge; capability to develop and logically present own judgments.</p> <p>3.0 Quality Points</p>
B-	<p>Criteria for B work are not fully met.</p> <p>2.70 Quality Points</p>
C+	<p>Criteria for C work are more fully met.</p> <p>2.30 Quality Points</p>
C	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>2.0 Quality Points</p>
U	<p>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:</p> <ul style="list-style-type: none"> • 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. • 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. <p>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.</p> <p>0.00 Quality Points</p>
I	<p>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 <u>serious</u> 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 course work before the end of the subsequent semester, or the grade will automatically be changed to U and a special review will be called. A grade of I must be requested by the student. Academic work reflects substantial completion (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.</p>

Grade	Criteria
	0.00 Quality Points and does not calculate into the GPA
AU	Any learning activities in addition to the required 120 credit hours do not bear credit and must be registered for audit. 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 and II DIS 778-783 Dissertation Supervision PSY 801-806 Practicums I-VI PSY 807-812 Adv. Practicums I-VI 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 course work prior to the end of the next enrolled term. However, in cases when the successful completion of one course is a prerequisite to another course or to another step in the program (such as practicum, clinical review, internship, or another milestone), the instructor may insist on a shorter time frame. If the course work 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 with the course instructor a request for an I grade. Incompletes are normally granted only when students have completed at least 60% of the required course work 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 make it unique, resulting in distinctive features that support adult students. These features include:

- **Learning Model.** The Psy.D. program utilizes face-to-face, classroom-based courses, online courses, and an integration of the two to provide academic training in clinical psychology. Students attend courses on weekends, as well as at the biannual academic meetings (attendance at six is required during their program) held in Brattleboro, Vermont in the fall and in Cincinnati, Ohio in the spring. During these academic meetings students participate in course work and professional development seminars and interact with faculty, colleagues, and other professional psychologists. Courses are offered in an organized, sequential manner with each semester and year building upon prior learning experiences.

In the **first year of the program**, students attend classroom-based courses *every other weekend during the term*. In **years two and three**, students attend classroom-based classes *one weekend a month*.

- **Professional Development.** Professional development and a close student-faculty relationship are central to the program, and students regularly meet with faculty members at the biannual meetings and professional development seminars, led by a faculty member. The professional development seminar leaders, along with the student's academic advisor, are the student's primary mentors until 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. Course work and clinical experiences address issues of oppression, community health, intervention and prevention. Graduates of the program will be well prepared to conduct professional practice in its many forms. They will be able to apply psychological theory, research methodology, and clinical skills to diverse populations and utilize their training to engage in social and political activism.

Academic Calendar and Credit-Hour, Term-Based Program

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 before 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 (4.5 credit hours). Typically a student will take an average of 30 credit hours per academic year over four years, for a total of 120 credit hours.

Minimum / Maximum Program Length

The doctoral program in clinical psychology requires a minimum of three (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 120-credit hour degree program.

Courses may be audited on a space available basis as determined by the faculty and director of the clinical training. Learning activities taken for audit earn zero credits and are not calculated into the grade point average. Students are not eligible for Title IV financial aid for audited courses and courses which do not bear credit. Elective courses are included in the 120-credit hour degree program requirements.

The maximum amount of time allotted for a student to earn her/his doctorate of psychology with an emphasis in clinical psychology is seven years. Students who do not complete the degree requirements within the seven-year maximum time frame may be subject to academic dismissal from the program. Students are permitted to petition for a maximum of two one-year extensions beyond the seven-year limit. To obtain an extension, a student needs to submit a plan for completion to her/his dissertation chairperson describing the reason(s) s/he needs an extension, the actions s/he will take, and a detailed timeline for these actions in order to complete the program in the following year. This plan must be reviewed and approved by her/his 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 her/his one-year extension. Failure to complete all requirements within the extended time period(s) will result in automatic dismissal from the program.

Examples of reasons for an extension are as follows:

- Family/personal crisis, including health-related issues.
- Unanticipated problems with data collection or other related methodological issues.
- Unanticipated change/loss of a chairperson and/or committee member.
- Unanticipated problems related to internship completion.

Delivery Model

Learning at a distance is integral to the university's history and development and is closely aligned to its institutional mission and values. Union's educational model has made it possible for Union Institute & University to support adult students whose needs, schedules and/or locations might otherwise make higher education inaccessible.

While the Psy.D. program understands the value of distance education for adult students, it also recognizes the need for psychologists-in-training to have *primary interpersonal experiences* with faculty and other professional psychologists in courses, training experiences, and in the overall process of socialization to the professional field of psychology.

Thus, the program utilizes a *distributed learning model*. A distributed learning model focuses on pedagogy and encourages a collaborative and interactive model of learning, using various modalities, including face-to-face classroom based learning, online courses and a blend of the

two (blended or hybrid courses).¹⁰ This model is designed to support community building, flexibility, collaboration, increased communication, as well as to facilitate ongoing evaluation of students throughout the term. All of this is accomplished within a framework of structured courses with syllabi that require the attainment of minimum levels of achievement in specified competencies of the program's objectives.

The program presents courses in an organized, sequential manner with each semester and year building upon prior learning experiences. In addition to courses, students engage in supervised clinical training experiences (see practicum and internship), as well as completing a clinical review and dissertation.

The three types of delivery models are as follows:

Face-to-face courses: These courses are held on campus on weekends throughout the year and during the six (6) required week-long biannual academic meetings in Brattleboro and Cincinnati. These courses provide students with over 400 hours of student-faculty classroom contact in the first year and over 250 and 200 hours in years two and three, respectively.

Online courses: These courses can be accessed 24/7 and include structured "units" that need to be completed within specific time frames as indicated in the course syllabi. These courses include full-featured communication resources, allowing for both synchronous and asynchronous interaction between and among students and faculty. Online courses include all of the content and material included in face-to-face courses, such as all course requirements as defined in the syllabus, live and/or recorded presentations, electronically mediated live faculty interactions, links to readings in the UI&U Library, exams, threaded discussions, faculty office hours, etc. Fall term and spring/summer term courses have an initial face-to-face meeting at the academic meeting.

Blended courses: These typically include face-to-face meetings at an academic meeting and/or day-long meetings during the term with an online component.

Student Course Load

All students take a prescribed sequence of required courses as well as electives. The curriculum is designed to provide students with generalist training preparing them for entry into the field of professional psychology.

Typically, students take a combination of three to four required and/or elective courses in each of the three terms during the year. In the first three years of the program, all students attend ten (10) professional development seminar meetings annually, with one meeting at each of the biannual academic meetings and eight (8) additional day-long meetings in either Brattleboro, Vermont, or Cincinnati, Ohio, depending on the student's cohort.

During years two and three of the program, students are at a practicum placement for 600-800 hours each year, for a minimum total of 1,200 hours over the two years. Practicum placement must be within a five (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

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.

courses along with courses focused on the preparation and completion of their dissertation. In year five they are at an internship placement for a minimum of 2,000 hours. If they select a half-time internship, they can complete it in years five and six, completing their 2,000 hours within a 24-month period.

Residency

The Psy.D. program’s residency requirements are based on current professional education and training standards and more specifically those delineated by the APA Commission on Accreditation (CoA) and the Joint Designation Committee of the National Register of Health Service Providers in Psychology/Association of State and Provincial Psychology Boards (ASPPB). The program specifically provides residency in the first year of the program in which students have all but one course in a direct face-to-face classroom manner. This residency period is designed to facilitate student’s *professional development and socialization to the field* and to enable faculty to *evaluate and assess student competence* across the clinical, academic, research, and interpersonal components of their doctoral training.

The program has structured its curriculum and related professional training experiences and activities to implement and meet these residency criteria in this first year, as well as augment them throughout the remainder of the program. This includes a variety of structured and unstructured activities and the necessary interactions *to promote student development and professional socialization*, as well as to have faculty engage in *comprehensive and direct assessment* of each student’s knowledge, skills, and attitudes in their areas of clinical, academic, research, and ethical and legal functioning, as well as their personal and professional well-being, interpersonal competence, and abilities to engage in professional practice. The *professional socialization process* is facilitated through the intensive formal faculty-student contact during the initial orientation, the biannual academic meetings, course work, professional development seminars, advisor meetings and interactions with visiting professional psychologists and faculty. In the context of these activities, there are also ample opportunities for informal interactions for faculty and students to establish personal and professional relationships.

Further details about residency can be found in the Psy.D. student handbook.

Program Curriculum

Students follow an established sequence of training, including required and elective courses, with a developmental approach based on a set of core competencies. The curriculum includes biannual academic meetings, professional development seminars, assessment labs, and academic courses, as well as required training experiences and the dissertation. Course syllabi are available from the program office. Students should check the Psy.D. website each term for updates on curriculum changes.

Students who complete the program in the standard time frame will typically adhere to the following curriculum:

Course Number	Course Title	Semester Credit Hours
Year 1: Fall Term		
PSY 712	Clinical Psychology & Systems Theory	2
PSY 751	Professional Development Seminar I: Social Justice and	2

Course Number	Course Title	Semester Credit Hours
	Ethics in Clinical Psychology	
PSY 701	Foundations of Psychological Assessment	3
PSY 721	Adult Psychopathology	3
PSY 700	Foundational Clinical Skills	1
Year 1: Winter Term		
PSY 752	Professional Development Seminar II: Social Justice and Ethics in Clinical Psychology	2
PSY 702	Cognitive Assessment	4
PSY 711	Individual Psychotherapy I	3
PSY 723	Cognitive-Affective Bases of Behavior	3
Year 1: Spring/Summer Term		
PSY 703	Cognitive Assessment Laboratory	2
PSY 704	Adult Personality Assessment	2
PSY 753	Professional Development Seminar III: Social Justice and Ethics in Clinical Psychology	2
PSY 714	Individual Psychotherapy II	2
	Total	31
Year 2: Fall Term		
PSY 713	Group Psychotherapy	2
PSY 754	Professional Development Seminar IV: Clinical Conceptualization	2
PSY 715	Developmental Psychology	3
PSY 725	Biological Bases of Behavior	3
PSY 801	Practicum I	1-3
Year 2: Winter Term		
PSY 755	Professional Development Seminar V: Clinical Conceptualization	2
PSY 722	Child & Adolescent Psychopathology	3
PSY 764	Family Psychotherapy	3
PSY 802	Practicum II	1-3
Year 2: Spring/Summer Term		
PSY 718	Cultural Influences on the Self	2
PSY 756	Professional Development Seminar VI: Clinical Conceptualization	2
PSY 719	Cultural Competence in Clinical Practice	2
	Elective	2
PSY 803	Practicum III ¹¹	1-3
	Total	32
Year 3: Fall Term		
	Elective	2
PSY 757	Professional Development Seminar VII: Clinical Presentations	2

¹¹ Only for students who are distributing their practicum hours over three terms.

Course Number	Course Title	Semester Credit Hours
PSY 730	Statistics	3
PSY 731	Qualitative Research in Clinical Psychology	3
PSY 804	Practicum IV	1-3
Year 3: Winter Term		
PSY 758	Professional Development Seminar VIII: Management and Supervision	2
PSY 724	Social Bases of Behavior	3
PSY 733	Quantitative Research Methods	3
PSY 805	Practicum V	1-3
Year 3: Spring/Summer Term		
PSY 771	Dissertation Proposal Development I	2
PSY 759	Professional Development Seminar IX: Clinical Review	2
	Elective	2
	Elective	2
PSY 806	Practicum VI ¹²	1-3
	Total	32
Year 4: Fall Term		
PSY 772	Dissertation Proposal Development II	3
PSY 765	Family Violence and Trauma	3
PSY 768	Education, Consultation and Organizational Development	3
Year 4: Winter Term		
PSY 773	Dissertation Development I	2-3
PSY 741	Community Psychology	3
PSY 766	History and Systems of Psychology	3
	Elective	3
Year 4: Spring/Summer Term		
PSY 774	Dissertation Development II	2-3
	Elective	2
	Total	25
Year 5 (-6)		
PSY 830-835	Clinical Internship	0
	TOTAL PROGRAM CREDITS	120

Note: Academic meetings may be held during terms other than fall and spring/summer and are subject to scheduling change. Practicum must total six (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

¹² Only for students who are distributing their practicum hours over three terms.

(PSY 754-759), and students must have a contract or be in the process of finalizing a contract with an approved site to register for Professional Development Seminar. The practicum is expected to provide supervised, introductory experiences in the application of psychotherapy, consultation, and assessment in a field setting (clinic, hospital, laboratory, college, or other mental health facility). The practicum must include at least two hours per week of face-to-face supervision by an onsite licensed psychologist, one hour of which must be individual supervision. A student's place of employment is not acceptable as a practicum placement. The student needs to remain in a position of a "student" throughout the training process.

Clinical Review

After successful completion of all course work (through the end of the third year) and completion of practicum training (two years with a minimum of 600 hours each year, totaling 1,200 hours), students are eligible and required to complete a clinical review. This review is styled after the American Board of Professional Psychology (ABPP) diplomate exam. The clinical review is under the direction of the director of clinical training. The clinical review is designed to measure the student's overall competence as a clinical psychologist with an evaluation of the student's ability to apply the fundamentals of clinical research, assessment, and intervention knowledge to a real clinical situation. The clinical review consists of the following:

- Professional statement
- Intervention sample
- Intervention paper
- Assessment report
- Assessment paper
- Oral exam

The clinical review must be successfully completed before a student can apply for an internship. A student who receives an Unsatisfactory for either technical or substantive reasons on her/his clinical review will be required to repeat the clinical review. These second documents **are due no later than 5:00 p.m. (EST) on last day of the winter term of the following year** of enrollment. The student is permitted to submit the documents prior to this final date and an oral exam date will be scheduled by the director of clinical training within four to six weeks following submission of all materials. If the student does not take the exam in this time period or does not satisfactorily pass on a second attempt, the student will be dismissed from the program.

Clinical Internship (PSY 830-835)

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, 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 Manual.

Publishing Dissertations

The Psy.D. program requires that all dissertations be submitted and published through UMI Dissertation Publishing (a division of ProQuest). Complete information regarding submission of the dissertation can be found at the ProQuest website: <http://www.proquest.com/en-US/products/dissertations/> and in the Psy.D. Dissertation Manual.

Role of Faculty

The Psy.D. faculty have been selected to facilitate the training of doctoral students in a manner consistent with the UI&U mission and the goals and objectives of the Psy.D. program. Each faculty member is an accomplished professional with specific areas of expertise. All faculty are actively involved in scholarly activities and professional development.

Graduation

When all program requirements have been completed, the student must formally apply for award of the degree by submitting an application form that is available online. The dean will review the academic file, notifying the student of any deficiencies that must be remedied. If all records are in order, the dean will recommend to the registrar awarding the degree (see graduation policy below). The Psy.D. degree will be awarded only after all academic, financial, research, and clinical program requirements have been successfully completed, including:

- Course work (120 credit hours with a grade point average of at least 3.0)
- Practica (1,200 hours minimum)
- Clinical review
- Doctoral dissertation
- Clinical internship (2,000 hours minimum)

Graduation Policy

Following the dean's review, all academic and financial records are audited. The academic record is reviewed in the Registrar's Office; 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. The final transcript and diploma will be released when all academic and financial clearances have been completed.

Commencement

Psy.D. graduates are invited to participate in the National Commencement Ceremony held each fall in Cincinnati, Ohio. Participation in the commencement ceremony requires that all academic requirements are satisfied and all financial obligations to the university have been paid.

Program Website

The Psy.D. program utilizes a program-wide web-based network, PsyDNet, for the majority of public communication among students, faculty, and staff. This student-oriented network, housed within the university CampusWeb electronic records system, provides students and faculty a means to obtain program-related information and engage in dialogue with one another about all aspects of the program. All program forms are available for download on the site and a calendar of events keeps students informed of all program-related activities.

Students use their Union ID number as their username and their CampusWeb password to access the site, 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, other colleges and universities, and 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 1 credit

This course facilitates the development and advancement of basic clinical skills through classroom instruction, role-plays and simulations, reviewing videotapes and other experiential learning processes. Students improve their ability to use basic therapy skills, including but not limited to, rapport building, listening, reflecting, and the overall engagement and intervention process with clients in therapy.

PSY 701 – Foundations of Psychological Assessment 3 credits

This course focuses on the methods used to evaluate the quality of measures, such as psychological tests, that are used in research and applied settings by psychologists and others interested in human behavior. The fundamentals of psychometric theory such as scaling, central tendency and variability, individual differences and correlation, reliability, validity, and the principles of test development and standardization will be examined. In addition, the nature and use of psychological tests, along with different types of tests, will be explored. Issues related to the legal, ethical, and cultural implications of psychological assessment with special populations will be addressed.

PSY 702 – Cognitive Assessment 4 credits

This course covers knowledge and skills relevant to the assessment of cognitive functioning in children, adolescents, and adults. The course explores historical as well as contemporary issues in the field of cognitive psychology, including the theoretical frameworks utilized in the development of cognitive assessment instruments, and procedures. The major instruments utilized for the assessment of cognition will be discussed (WPPSI-III, WISC-IV, WAIS-III and IV, K-ABC-II, and WJ-III) as well as instruments for the assessment of visual-constructional skill and memory (ROCF, VMI-5, BVMGT-II, WMS-III). Practical, legal, ethical, and socio-cultural issues relevant to the competent practice of psychological assessment are covered, including issues relevant to working with clients from diverse ethnic-linguistic minority backgrounds.

PSY 703 – Cognitive Assessment Laboratory 2 credits

This course is the applied companion of PSY 702, and as such, it provides hands-on practice on the administration, scoring, interpretation, and reporting of cognitive assessment tests and procedures. All practice activity will be undertaken with the guidance and supervision of the instructor. Students may have the opportunity to use some of these instruments and procedures at the discretion of site supervisors.

PSY 704 – Adult Personality Assessment 2 credits

This course presents the principles and practices of objective and projective personality assessment. The class focuses on the MMPI-2 and the MCMI-III. Students also become familiar with other objective tests (such as the CPI, PAI, 16PF, NEO-PI-R, and OMNI), and projective instruments (such as Rorschach, TAT, Drawings, and Incomplete Sentences). The course also addresses related issues such as report writing, test construction, and ethical and diversity issues in testing.

PSY 705 – Integrative Assessment 2 credits

This course will provide students with a basis for integrating information gained from psychological assessment into a comprehensive narrative psychological report. It explores the meaning of clinical inference in the assessment enterprise. Psychological assessment is the development of diagnostic meaning from a person's history, clinical interviews and

observations, records, and psychological tests. The ability to obtain, shape, integrate, and ultimately export meaningful information about a person is the basis of psychological assessment. Available only to students who have completed PSY 701, 702, 703, and 704.

PSY 706 Introduction to the Rorschach

3 credits

This course will provide students with an introduction to the Rorschach Inkblot Method. Students will be trained in administration, scoring, and interpretation of the Rorschach using Exner's Comprehensive System. Some emphasis will be placed on the integration of data from various sources to supplement and verify Rorschach findings and to develop clinical formulations for presentation in reports. Methods: A variety of didactic models will be used. Lectures, discussions, demonstrations and case presentations will be employed. Students will engage in practice by recruiting volunteers to serve as subjects for practice test administration. Other projective instruments and methods, such as the TAT, sentence completion, and projective drawings, will also be reviewed. Available only to students who have completed PSY 701, 702, 703, and 704.

PSY 707 - Pre-Statistics

0 credit

This course is a self-directed, self-paced review of undergraduate statistics designed to prepare students to take graduate statistics. The course reviews the following: probability, probability distributions, F-test, t-test and chi-square; graphing, histograms, frequency counts, and other ways of representing data; simple regression and linear graphing techniques; and the concepts of analysis of variance and correlation analysis. Each module has multiple examples of solved homework problems, practice quizzes, and a final exam. A final examination for the entire course must be passed at the 80% level before students can enroll in PSY 730 Statistics.

PSY 711 – Individual Psychotherapy I

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 to 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 714 – Individual Psychotherapy II 2 credits
This two-semester 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 715 – Developmental Psychology 3 credits
This course reviews major theories for understanding the dual influences of nature and nurture throughout the lifespan. Students grapple with varied explanations of social, moral, emotional, and intellectual development. Students critique theoretical and practical applications of developmental psychology as they relate to clinical and social issues. Individual development is considered within familial, cultural, and societal contexts. The course places emphasis on “typical” development and on developmental concepts and processes that have high relevance to clinical work and that are not discussed in other courses.

PSY 716 – Narrative Therapy 2 credits
Narrative therapy views problems as separate from people and conceptualizes problems as situated within larger socio-cultural and political contexts. It places importance on the therapist maintaining a position of curiosity in understanding people’s values and beliefs and views consumers of therapy as experts regarding their own lives. This course examines the underlying theoretical tenants and practical applications of narrative therapy, with an emphasis on a variety of “maps” of practice with individuals, families, and groups. The course includes presentations, live chat sessions, threaded discussions, and practice exercises.

PSY 717 – Mindfulness in Clinical Practice 2 credits
Mindfulness is a method of using focused, conscious attention as a therapeutic tool for wisely working with thoughts, feelings, and emotions. Mindfulness has been called the “third wave” of cognitive-behavioral therapy, and several mindfulness-based therapies are now considered evidence-based approaches. This course covers the theories and applications of mindfulness in clinical settings. The course reviews the use of mindfulness in individual therapy and group approaches, as utilized in the practices of Mindfulness-Based Stress Reduction, Mindfulness-Based Cognitive Therapy, Mindfulness-Based Relapse Prevention, Acceptance and Commitment Therapy, and Dialectical Behavior Therapy.

PSY 718 – Cultural Influences on the Self 2 credits
This course increases students’ ability to conduct psychotherapy with clients from a variety of cultural backgrounds. The course focuses on self-examination and consideration of how the clinicians’ and clients’ backgrounds influence the work. The intersection between culture and other multiple identities such as race, gender, sexual orientation, physical ability and religion will be discussed.

PSY 719 – Cultural Competence in Clinical Practice 2 credits

This course considers the complex interplay of values, expectations, and social and political forces in psychotherapy. Students examine and critique cultural literacy, including guidelines for psychotherapy with people from specific cultural groups.

PSY 720 – Cognitive-Behavioral Theory and Practice 2 credits

This course addresses issues relevant to the conceptualization and treatment of distress in adult clients from a cognitive-behavioral therapy (CBT) perspective as empirically-supported in the literature. Theoretical issues such as the content-specificity hypothesis and the hierarchical organizational model of personality will be delineated. Clinical issues such as agenda setting, Socratic questioning, eliciting client feedback, homework assignments, dealing with avoidant clients, use of the therapeutic relationship, and termination issues will be addressed. While a variety of techniques including activity scheduling, tests of evidence (retribution), and behavioral experimentation are introduced, a special emphasis is placed on case conceptualization.

PSY 721 – Adult Psychopathology 3 credits

This course examines psychopathology in adults and critically reviews the theory and history of scientific classification of behavioral disorders. Students acquire mastery of current diagnostic conventions and review basic treatment issues for each major category. Multiple contributions to psychopathology are considered including physiological and social influences.

PSY 722 – Child and Adolescent Psychopathology 3 credits

This course reviews the etiology, diagnostic criteria and developmental course of the psychiatric disorders most commonly diagnosed during childhood and adolescence. It also examines the difficulties that children with those disorders and their families typically experience. The contribution of contextual factors, such as family composition and sociocultural and economic conditions to the development, manifestation and treatment of children with psychiatric disorders, will be emphasized. Students gain basic knowledge of diagnostic categories in the DSM IV-TR, clinical assessment procedures, and case formulation. Evidence-based treatments for disorders of childhood and adolescence are reviewed, and their usefulness and limitations are examined.

PSY 723 – Cognitive-Affective Bases of Behavior 3 credits

This course is designed to introduce students to basic human cognitive and affective processes. Specific topics include attention and perception, long-term and working memory, learning, executive function, decision-making, problem-solving and creativity, and language. The course will examine the affective, motivational, and cultural influences on basic cognitive processes in supplemental empirical journal articles.

PSY 724 – Social Bases of Behavior 3 credits

This course is an advanced introduction to the psychological study of social behavior. The emphasis of the course is upon the scientific examination of social cognition, influence, interaction, judgments, relationships and other relevant topics, with specific attention paid to social psychological theories, methods and current issues. This course will also emphasize the study of individual experience and behavior in relation to social situations.

PSY 725 – Biological Bases of Behavior 3 credits

This course examines physiological influences on normal and abnormal human behavior including the role of the central nervous system, sensory processes, memory, neurobiology and psychopharmacology. The course focuses on recent developments in the field that are most

relevant to the practice of clinical psychology, particularly recent findings in neuroplasticity and epigenetics.

PSY 726 – Clinical Psychopharmacology 2 credits

This course provides an introduction to the principles of pharmacology, particularly the interaction of chemistry and biology to produce behavior, and the use of psychotropic medications for a range of populations and disorders. This will include an examination of the pharmacological features of different drugs and their biological effects, drug interactions, and the psychological impact of medications in therapeutic contexts. Also addressed will be a review of regulatory and governmental control issues and the role of the psychologist in collaborating with physicians and other primary healthcare providers. This course is not intended to prepare the student for a primary role of prescribing, administering or overseeing the use of medications. Available only to students who have completed PSY 725.

PSY 727 Sex Therapy 2 credits

This course is designed for mental health practitioners who will work with individuals and couples across the spectrum of ethnicity, religion, race, social class, sexual orientation, and gender identity who experience sexual problems or want to improve their sex lives. The course will include understanding sexual challenges and dysfunctions; causes of sexual dysfunctions; defining sex therapy and sex therapist; and critical evaluations of both sex therapy and the pharmaceutical industry. The main focus will be on treating sexual problems, including medical treatments, sexual surrogacy, biomedical engineering devices, and psychotherapeutic treatments such as behavior therapy for couples, self-help modalities, group therapy for pre-orgasmic women, and sexual enhancement for couples.

PSY 728 Dialectical Behavioral Therapy 2 credits

This course provides an examination of dialectical behavior therapy (DBT) for treating individuals with borderline personality disorder (BPD). The empirical basis of the treatment will be reviewed, and students will develop knowledge and skills in the following areas: the biosocial theory of BPD; dialectical theory; individual DBT and its use of validation, contingency management, diary cards, and behavioral analyses; group DBT and the four DBT skills modules (core mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness); and the roles of telephone coaching and the DBT consultation team. Instruction modalities will include lecture, class discussion, role-play and video-recorded sessions.

PSY 730 – Statistics 3 credits

This course focuses on the principles and techniques of descriptive and inferential statistical methods and their application to research in psychology. Statistical applications in psychological research will also be emphasized. Students will learn to select and apply appropriate simple parametric tests and non-parametric statistical methods and to interpret statistical results and their implications. This course also covers the analysis and presentation of statistical data using the computer program: Statistical Package for Social Sciences (SPSS).

PSY 731 – Qualitative Research in Clinical Psychology 3 credits

This course provides a theoretical and practical grounding in qualitative research methods and their application to clinical psychology. Data gathering approaches include individual and focus group interviews, observational research, clinical case studies, grounded theory, and participatory action research. Students acquire the skills needed to design studies and collect, analyze and present qualitative data.

PSY 732 – Gender and Sexuality 2 credits
Gender and sexuality issues are common concerns, both expressed and unexpressed, in psychotherapy. The intent of this course is to familiarize the student to gender and sexuality issues by examining the following: (a) the critique of binary gender through current and controversial theories on biological sex classification, cultural gender definitions, gender expression, and identity development; (b) sexual orientation issues and heterosexist socialization; and (c) transgressive gender identity and sexual expression. Also included will be exploration of current gender norms and values with implications for constructed sexualities and how these impact treatment issues and interventions.

PSY 733 – Quantitative Research Methods 3 credits
This course provides a foundation for quantitative research methods, which forms the basis for psychological theory and models. We consider common research paradigms; the scientific method; causal inference; refining the research question; and formulating hypotheses. Then we will explore a range of research designs and methodological techniques that are available for empirical research. Topics include: sampling; survey and experimental designs, including simple two-variable and multivariate designs; advantages and limitations of designs; selecting appropriate research instruments; criteria and recruitment of human subjects; collecting data and presenting it in tables and graphs; and understanding statistical measures used in quantitative research reports. Examples from health, education, and clinical and social psychology will be utilized in critical reviews.

PSY 740 – Special Topics in Clinical Psychology 2 credits
This course provides an examination of applied issues in selected aspects of clinical psychology. Topics will vary and may include family assessment, workplace and the family, forensic evaluation/assessment, current and emerging family interventions, working with specific populations in the context of the family, family evidence-based practices, substance abuse, trauma and domestic violence, professional issues, mind-body interactions, etc.

PSY 741 – Community Psychology 3 credits
This course presents the theory and practice of community psychology, including primary prevention and the delivery of related health, education and human services. The course examines actual programs addressing areas including mental health, juvenile delinquency, community violence, and family support.

PSY 751 – Professional Development Seminar I: Social Justice and Ethics in Clinical Psychology 2 credits

PSY 752 – Professional Development Seminar II: Social Justice and Ethics in Clinical Psychology 2 credits

PSY 753 – Professional Development Seminar III: Social Justice and Ethics in Clinical Psychology 2 credits

The first-year Professional Development Seminar introduces students to the field of clinical psychology and to the multiple roles of professional psychologists. Through readings, videotape presentations, classroom discussions, individual and group presentations, role-plays, clinical simulations, and online interactions, students gain knowledge of ethical and legal issues, state licensing laws and rules, professional standards, and diverse interpretations and applications of social justice in clinical psychology. Students develop a working knowledge of basic clinical concepts and skills in preparation for the first practicum. Throughout the year there is attention to “self-in-role” issues such as boundary management, supervision, and the roles and responsibilities of psychologists-in-training.

PSY 754 – Professional Development Seminar IV: Clinical Conceptualization	2 credits
PSY 755 – Professional Development Seminar V: Clinical Conceptualization	2 credits
PSY 756 – Professional Development Seminar VI: Clinical Conceptualization	2 credits

The second-year Professional Development Seminar focuses on the conceptualization of psychotherapy cases and intervention strategies while integrating the best available research with clinical expertise in an evidence-based approach to the practice of psychology. Through readings, videotape presentations, classroom discussions, role-plays/simulations, individual and group presentations, and online interactions, students will develop increased skills in applying clinical theory and best practices to the development of therapeutic relationships, the diagnostic process, assessment procedures; and to the design and execution of clinical interventions in their practica. They will also learn skills in preparing and reporting clinical experiences. These courses are taken in conjunction with PSY 801-803 - Practicum I-III.

PSY 757 – Professional Development Seminar VII: Clinical Presentations	2 credits
PSY 758 – Professional Development Seminar VIII: Management and Supervision	2 credits
PSY 759 – Professional Development Seminar IX: Clinical Review	2 credits

The third-year Professional Development Seminars focus on clinical conceptualization, assessment, report writing, oral case presentations, preparation for the capstone comprehensive clinical review competency evaluation, clinical supervision, consultation on cases, integration of theoretical and applied clinical practices, and clinical self-review for readiness for internship. Through readings, video presentations, report writing, classroom discussions, role-playing/simulations, individual and group presentations, and online interactions, students will develop increased skills in applying clinical theory to the development of therapeutic relationships, the diagnostic process, and the design and execution of clinical interventions in practica. They will also learn skills in preparing and reporting on clinical cases, both written and verbally. These courses are taken in conjunction with PSY 804-806 - Practica IV-VI.

PSY 761 – Humanistic-Existential Psychotherapy	2 credits
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This course will cover the theories, strategies, techniques, applications, evidence base, and outcome measures for humanistic and existential psychotherapy methods. Issues of diversity and social justice will also be explored within this framework. The course includes demonstrations and role-plays.

PSY 762 Clinical Hypnosis	2 credits
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Hypnosis has become an important component of a number of current psychotherapy approaches, particularly for pain management. This course will focus on learning how to determine when hypnosis is an appropriate approach and how to do hypnosis in clinical contexts. The course will examine its use regarding pain and medical conditions, as well as with other clinical issues, such as anxiety, depression, post-traumatic stress disorder, smoking and eating disorders. We will focus on both direct and indirect approaches and will consider hypnosis use for clients with special cases of normal pain, such as childbirth or athletic training. The course will include a review of both traditional and current literature of empirically supported treatments. This will include a review of the neurobiological underpinnings of hypnosis and discussion of some of the literature on absorption, flow, attention, and perception that support the efficacy of hypnosis. Students will gain a mastery of basic hypnosis knowledge and skills in preparation for continued practice and/or more advanced training.

PSY 763 – Positive Psychology 2 credits

While traditional approaches to mental health focus on diagnosis of problems and their appropriate treatment, this course explores human strengths – including our strengths as the treating professional. Human strengths are the qualities and processes that promote life satisfaction, well-being and thriving. Specifically, this course covers the theory and practice of positive psychology in a variety of areas, including personality, aging, gender differences, intimate relationships, creativity and decision-making, and then relates personal well-being to global and societal issues. It also includes constructive criticism and future directions for this emerging discipline.

PSY 764 – Family Psychotherapy 3 credits

This course examines the intervention techniques and major theories, models, and schools of couples and family therapy. The course uses a systemic perspective to consider both traditional and recently developed family treatment models, including empirically supported treatments. Ethical, gender, and cultural competence issues related to family therapy are explored.

PSY 765 – Family Violence and Trauma 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 769 - Substance Abuse: Assessment and Treatment 3 credits

Substance abuse disorders are among the most difficult problems that confront mental health practitioners. The number of individuals abusing or dependent on alcohol and drugs has

significantly increased during the last several decades and is paralleled by a related increase in co-occurring mental health and health disorders. Clinicians need to understand and integrate knowledge and evidence-based strategies relevant to addiction to improve mental and physical health and address disease at both individual and interpersonal/family levels. This course provides an introduction to the basis of addictive disorders, specific drugs of abuse, substance abuse prevention and intervention with at-risk populations, comorbidity of substance abuse and mental health disorders, assessment and diagnosis, treatment planning and treatment modalities, and strategies for maintaining individuals in recovery.

PSY 771 – Dissertation Proposal Development	2 credits
PSY 772 – Dissertation Proposal Development II (PSY 771 and 772 combined must equal 5 credits)	3 credits

PSY 773 – Dissertation Development I	2-3 credits
PSY 774 – Dissertation Development II (PSY 773 and 774 combined must equal 5 credits)	2-3 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
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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 must total 6 credits.)	

These practicum courses provide the first year of clinical training at a Psy.D. student placement site. The placement includes a minimum of 600 hours of training, including individual supervision, with 40% 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.)	

These practicum courses provide the second year of clinical training at a Psy.D. student placement site. The placement includes a minimum of 600 hours of training, including individual supervision, with approximately 40% of the student's time spent in direct contact with clients doing individual, group and family psychotherapy, community action, and psychoeducation. The remaining time may be spent in report writing, clinical conferences, group and peer supervision, professional development, and other related indirect services of a psychological nature. Practicum IV-VI is taken in conjunction with PSY 757-759 - Professional Development Seminars IV-VI.

PSY 807 – Advanced Practicum I	1-3 credits
PSY 808 – Advanced Practicum II	1-3 credits
PSY 809 – Advanced Practicum III	1-3 credits
(Total may not exceed 6 credits)	
PSY 810 – Advanced Practicum IV	1-3 credits
PSY 811 – Advanced Practicum V	1-3 credits
PSY 812 – Advanced Practicum VI	1-3 credits
(Total may not exceed 6 credits)	

These advanced practicum courses correspond to the third or fourth year of clinical training at Psy.D. student placement sites. The placement is optional to students who have completed a minimum of 1,200 hours of practicum training. This time can be spent in direct contact with clients doing individual, group and family psychotherapy, community action, psychoeducation, report writing, clinical conferences, group and peer supervision, professional development, and other/or related indirect services of a psychological nature.

PSY 830-835 – Clinical Internship	no credit
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The program requires the completion of a clinical internship totaling 2,000 hours, typically taken during the fifth year in the program and completed within 12-24 months. Clinical internships prepare students for the general practice of psychology, through training that increases in difficulty in both clinical acumen and level of responsibility. The internship should be appropriate both to the Psy.D. program's training model and to the student's individual program of study. Students are considered full-time equivalent when registered for this course.

Course Extensions and Dissertation Supervision

CEX 796 Dissertation Proposal Extension	no credit
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This course is for the completion of the dissertation proposal. Students are not considered full-time equivalent when registered for this course.

CEX 798 Course Completion Extension	no credit
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This course completion extension is for a student who may need an entire semester to finish PSY course work with an 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
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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	1 st Six-Month Registration Term	2 nd 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.

Minimum 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 course work 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 time frame 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 Time Frame 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 time frame.

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
YR2	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 12-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 UI&U 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 six-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 who is 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	<p>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.</p> <p>Results in credit being earned.</p>
U	<p>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.</p> <ol style="list-style-type: none"> 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. <p>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.</p>

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 and 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 six-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 time frame for receipt of federal financial aid is seven years.

Program Transfer Policies

Students who withdraw from the Pre-Cohort program may apply to other doctoral programs at Union Institute & University. Each program has its own admission 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 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 six-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

The 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 course work, 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 experiences 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 only 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 course work 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 time frame.

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 time frame. 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 time frame 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 adults and working professionals looking to further their careers, maintain professional certification or licensure, earn prerequisite credits or follow a passion. Union Institute & University brings 45 years of experience in experiential and adult learning to businesses and organizations. Lifelong Learning offers professional development and consultation through various approaches and methods to address the needs of adult students in diverse populations. Four primary programs operate within Lifelong Learning: The Center for Workplace Advancement, Sponsor Designed Learning, Independent Study, and Certificates.

Center for Workplace Advancement

Union Institute & University's Center for Workplace Advancement (CWA) provides accredited college courses, a variety of degree options, plus custom-designed non-degree programs offered at the employer workplace to raise employees' confidence, skill level, and their contributions to the business bottom line. CWA programs are customized to serve specific needs of the organization and their employees.

UI&U's Center for Workplace Advancement provides support for each employer and its people, with the goal of achieving a better educated and a more productive workforce. CWA faculty work closely with the employer to create strategic educational plans for employee cohorts, and provide on-site classes at agreed upon locations or online. Instructors are experienced and knowledgeable, drawn from both UI&U faculty pools and employer recommendations. Courses and programs are offered from existing curriculum or are developed to meet specific group needs. Competitive and customized tuition agreements and group rates are available.

Periodic scheduled offerings for the business community are also provided through the CWA. A wide range of workshops, courses and professional development programs are offered for specific communities to meet career development needs and goals. The offerings are posted as available on the Union website under Lifelong Learning.

Sponsor Designed Learning: 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 course work at one of our centers, online, or at other sites*. Lifelong Learning provides support to the organization in the development of course work that both fulfills Union Institute & University's rigorous academic standards and meets the unique professional

development needs of the sponsoring organizations. Lifelong Learning works with many sponsors, including school districts, professional development organizations, and other employers who seek to offer their in-house courses for graduate or undergraduate credit.

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

Independent Study

Lifelong Learning offers student-designed courses and non-matriculated enrollment in existing courses to suit a variety of needs, including 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 independent study 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 choose his/her personal learning goals. (It is the student's responsibility to make sure that the course/s align with applicable professional licensing requirements.) Many online courses are available for non-matriculated or transient students, some of which can be found listed through the Lifelong Learning website pages.

Certificates

Certificate programs for professional development, to meet professional licensing requirements, or to pursue a passion are offered through Lifelong Learning's Certificate Program. Certificates may provide undergraduate or graduate credits CEU credits or no credit. See descriptions of individual certificates, as posted on Lifelong Learning website pages, to learn more.

Certificate in Health Education

Union Institute & University's Certificate in Health Education offers fully online, innovative, and emerging graduate level courses, designed for a new generation of health professionals, educators, dietitians, and other professionals. Whether a student wants to enhance their resume, build skills, add value to their service with their employer, or explore a new career path, the Certificate in Health Education lays the foundation for students to serve the community as a proactive health educator. Courses can be taken individually to enhance professional knowledge, meet national credentialing requirements, or begin a path towards a graduate degree. Courses are aligned with the National Commission for Health Education Credential's Seven Areas of Responsibilities for Health Educators and their exam application requirements for the Certified Health Education Specialist (CHES) credential.

Admission/Application

Applications are currently being accepted and admission occurs on a rolling basis. To be accepted into the certificate program, applicants must hold a bachelor's degree and provide a letter of recommendation and a goal statement. GRE scores are not required for admission. The Certificate in Health Education is a 15-hour graduate certificate, offered at a flat rate, with an additional 9 hours available as optional courses. Two to four courses, (three credit hours,

eight weeks), will be offered each session. For students who take one course per session, the certificate can be completed in 10 months.

Health Care Certificate Courses

Required Courses:

HEC 501 Foundations of Health Education: 3 semester credits. This course introduces the student to concepts and models fundamental to Health Education and Health Promotion including: Healthy People 20/20, the Certified Health Education Specialist (CHES) process, historical/ theoretical/ philosophical foundations, roles, responsibilities, worksite settings, policy and programming challenges. Students will examine the determinants of health, wellness, and illness across the lifespan as well as environmental, sociocultural factors, health misinformation and quackery, e-patient and informatics, consumer protection and economic factors that influence health care practices.

HEC 502 Health Behavior: Theory and Applied Methodology: 3 semester credits. This course studies the determinants influencing health behavior, health behavior theories and applied methodology. Future directions of the profession will be examined, exploration of policy and programming challenges and opportunities in strategic public health issues.

HEC 503 Health Promotion Program Planning and Development: 3 semester credits. Provides requisite skills to conduct a community needs assessment, plan effective health promotion programs, advocacy and how to set SMART goals for evaluation for programs in various community and worksite settings.

HEC 504 Implementation, Promotion and Evaluation of Health Programs: 3 semester credits. Provides requisite skills to design (including methods and materials), promote, present (including communication skills), and implement health promotion programs consistent with specified program goals and objectives. Includes information on instrument development, data collection, basic data analysis, program monitoring, impact of assessment, measurement of efficiency, and report writing.

Elective Options:

HEC 505 Health Education Resource Development, Grant Writing and Fundraising: 3 semester credits. Techniques and skills for identifying sources of funding and developing effective proposals for external resources will be explored. This course will also provide instruction and hands-on experience in the preparation of a grant or fundraising proposal.

HEC 506 Multi-Cultural Competence in Health Education and Promotion: 3 semester credits. This course will examine the behaviors, attitudes, and policies necessary for health education professionals to work effectively in cross-cultural settings. This course will also cover determinants of health behaviors and health disparities, acceptance, tolerance, and respect for diverse cultures and beliefs.

HEC 507 Nutrition in Health Promotion and Disease Prevention: 3 semester credits. This course provides an introduction of nutrition principles that are central to promoting health and preventing chronic diseases. Included is material on community nutrition programs and fundamentals of nutrition care delivery. The course will also provide a forum for discussion of nutrition topics pertinent to today's society.

HEC 508 Applied Epidemiology in Health Education: 3 semester credits. This course provides an overview of principles and methods of contemporary epidemiological practice. Epidemiological investigation and research are discussed with an emphasis on application of epidemiological methods in health education, health promotion, and disease prevention practice.

HEC 509 Readings in Health Education/Health Promotion: 1 semester credit. Students will read and provide written critiques to contemporary research and scholarly health education/health promotion articles.

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 at the undergraduate 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 courses are available for teachers working in the field.

Cost

A discounted rate applies to each three-credit course for undergraduate sessions for employed teachers.

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

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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-Thursday, 8:00 a.m. to 7:00 p.m. EST
Friday, 8:00 a.m. – 5:00 p.m. EST
Sunday, 12:00 p.m. – 3:00 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 Lifelong 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 3/27/12)

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Director and VP
Caring Response Madagascar
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Cincinnati, OH

UNION INSTITUTE & UNIVERSITY ADMINISTRATION

Barrett, Carol, Ph.D., Associate Dean, Pre-Cohort Ph.D. Program
Brewer, Patricia, Ed.D., Associate Provost for Academic Programs; Dean, Pre-Cohort Ph.D. Program
Day, Janet, B.S., Director, Building Management
Deardurff, Dayle, J.D., Director of Lifelong Learning
Dietsche, Kristin, Ph.D., Director, Writing and Research Initiative
Dennis, Antonio, M.B.A., Controller
Eamoe, Deborah, M.Ed., Vice President of Human Resources
Fishman, Gerald, Ph.D., Associate Dean, graduate programs in Psychology
Francois, Francis, M.Ed. Regional Director of Admissions – Miami
Fritz, Ken, M.B.A. and M.M., Regional Director of Admissions - Cincinnati
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
Johnson, David, M.S., Associate Registrar
Jones, Karen, B.B.A., Associate Controller
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
Lucas, Teri, M.A., Admissions Director, Los Angeles Center
Mays, Jon, M.P.A., Vice President for Enrollment Management
McKiernan, Jean, B.A., Associate Registrar
Meier, P. Neal, Ph.D., Director of Veteran/Military Affairs
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
Piep, Karsten, Ph.D., Interim Dean, Cohort Ph.D. Program
Pruden, Elizabeth, Ph.D., Associate Provost for Institutional Effectiveness
Ridge, Ruth, Director of Purchasing
Robinson, Diane, M.Ed., Regional Director of Admissions - Brattleboro
Rocheleau, James, Ph.D., Associate Vice President for Enrollment Management - Special Projects
Rocco, Frederick, Ph.D. Dean, Sacramento Center (B.S. program)
Sacks, Arlene, Ed.D., Dean, graduate programs in Education
Sellers, Jeffrey, M.B.A., Director of Development
Smith, David Shannon, Ph.D., Associate Dean, Pre-Cohort Ph.D. Program
Stanton, Ann V., Ph.D., Associate Dean, B.A. Program
Stevens, Mark, B.A., Director of Web Communications
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)
Wearly, Nikki, M.B.A., Admissions Director, Columbus (B.S. Program)
Webb, Brian, D.Mus., Associate Dean, M.A. Program

UNION INSTITUTE & UNIVERSITY FACULTY

2012-2013

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 April 2012.

Name	Highest Degree Earned	Status¹³
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
Albright, Timothy	M.A. Negotiation and Conflict Resolution, California State University-Dominguez Hills	AFF
Amussen, Susan	Ph.D., History, Brown University	AFF
Andrews, John	M.P.A., Public Administration, National University	PT
Aranda, Mike	M.P.A., Public Administration, California State University-Northridge	AFF
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., Interdisciplinary Studies: Educational Leadership, Union Institute & University	AFF
Baines, Judith	M.S., Educational Administration, National University	AFF
Ballou, Steven	Ph.D., Interdisciplinary Studies: Psychology, Union Institute & University	AFF
Barberini, Ed	M.P.A., California State University, Hayward; M.A., Homeland Security Studies, Naval Postgraduate School	AFF
Barrett, Carol	Ph.D., Interdisciplinary Studies: Creative Writing, Union Institute & University; Ph.D., Clinical Psychology, University of Southern California, Los Angeles	AFF
Bauer, Tom	M.S., Criminal Justice, University of Cincinnati	AFF
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
Beutel, Constance	Ed.D., Multicultural Education, University of San Francisco	PT
Binder, Rosalee	Ph.D., Interdisc. Studies: Educational Leadership, Union Institute & University	AFF
Blair, Anna	Ph.D., Interdisc. Studies: Communication, Union Institute & University	AFF

¹³ 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	Status¹³
Bland, Antoinette	M.A., Criminal Justice, Chapman University; M.A., Organizational Leadership, Chapman 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
Boxill, Nancy	Ph.D., Interdisciplinary 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
Brantley-Jackson, Martha	M.Ed., Early Childhood Education, University of South Carolina	AFF
Brewer, Patricia	Ed.D., Adult and Continuing Education, Columbia University	ADM
Brimdyr, Kajsja	Ph.D., Interdisciplinary Studies: People, Computers, and Work, Union Institute & University	AFF
Brooks, Danzell	M.S., Dispute Resolution, Nova Southeastern University	AFF
Brown, Linton	M.S., Mathematics Education, Florida State University	AFF
Brugman, Paul	M.S., Conflict Analysis and Resolution, Nova Southeastern University	AFF
Buehler, Gary	Ph.D., Interdisciplinary 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 and Comparative Literature, University of Cincinnati	AFF
Byles, Angela	M.A., concentration in Human Resource Management, Union Institute & University	AFF
Cadieux, Kathryn	Ed.S., Nova Southeastern University	AFF
Cadwell, Karin	Ph.D., Interdisciplinary Studies: Health Policy, Union Institute & University	AFF
Calafell-Fleres, Elsie	M.S.W., Social Work, Adelphi University	AFF
Campbell, Kevin	M.A. concentration in Education, Union Institute & University	AFF
Campbell, Orna	Ph.D. Interdisciplinary Studies: Educational Leadership, specialization in Early Childhood Education, Union Institute & 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., Social Work, University of Hawaii; M.F.A., Writing, Goddard College	AFF
Carter, William	M.B.A., International Management, Liberty University	AFF
Carter-Remy, Beverly	Ed.D., Educational Leadership, Nova Southeastern University	AFF
Castaneda, Shelly	M.P.A., Public Administration, California State University-Bakersfield	AFF
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: Applied Social Work, Union Institute & University	PT
Chapman, Leonard	Master of Engineering, University of California-Berkeley	PT

Name	Highest Degree Earned	Status¹³
Chavez, Larry	M.P.A., Public Administration, University of Southern California	PT
Chimwanda, Rebecca	M.B.A., International Business, Hofstra University	AFF
Chin, Jung-Hwa	M.Ed., Early Childhood Education, University of Cincinnati	AFF
Clark Sr., Danny	Ph.D., Interdisciplinary Studies: Educational Leadership, Union Institute & University	AFF
Clark, Lance	M.P.A., Public Administration, 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., Interdisciplinary Studies: Counseling Psychology, Union Institute	AFF
Coleman, Michael	J.D., Law, University of LaVerne; M.P.A., Public Administration, California State University-Northridge	AFF
Collado, Nidia	Ph.D., Interdisciplinary Studies: Psychology, Union Institute; M.S.W., Social Work, Barry University	PT
Connor, Anne	M.F.A., Writing, Manhattanville College	AFF
Cook, Amy	M.A. concentration in 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
Cuff, Virginia	M.P.A., Public Administration, City College of New York	AFF
Desulme, Alix	M.S., Exceptional Student Education, St. Thomas University	AFF
Deters, Jean	Psy.D., Clinical Psychology, Spalding 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
Ekwuabu, Okechuku	Ph.D., Organization and Management, Capella University	AFF
Elkhatib, Bashar	Ph.D., Business Administration, California Southern University	AFF
Emery, Amy	M.A., Early Childhood Inclusion, Mt. St. Joseph College	AFF
Eskridge, Jonathan	M.Div., Missiology, Gardner-Webb University	AFF
Fadial, Sabrina	M.F.A., Visual Art, Norwich University	AFF
Farber, Peter	M.S., Organization and Management, Antioch University; M.S.W., Social Work, University of Georgia	AFF
Ferry-Perata, Elizabeth	Ed.D., Instructional Leadership, Argosy University	AFF
Festa, Lorraine	Ph.D., Interdisciplinary Studies: Psychology, Union Institute & University	AFF
Fichtelman, Linda	M.S. Family Relations and Human Development, The Ohio State University	AFF
Fiebig, Gregory	M.S., Criminal Justice, Xavier University	AFF
Firman, Dorothy	Ed.D., Consulting Psychology, University of Massachusetts	AFF
Fishman, Gerald	Ph.D., Educational Psychology, State University of New York	ADM
Fishman, Nadell	M.F.A., Writing, Norwich University	AFF
Fogarty, William	M.P.A., Public Administration, University of San Francisco	AFF
Fontes, Lisa	Ph.D., Counseling Psychology, University of Massachusetts	AFF

Name	Highest Degree Earned	Status¹³
Forbes, Erroll	M.B.A., Human Resources Management, North Central 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-Bosse, Kristy	Psy.D., Clinical Psychology, Xavier University	AFF
Frum, Gregory	M.S., Criminal Justice Administration, California State University-Los Angeles	AFF
Fuerstman, Dan	M.A., Political Science, University of Michigan	AFF
Gilmore, Damon	M.P.A., Public Administration, California State University-Fresno	AFF
Gilmore, Lydia	Ph.D., Education, Capella University	AFF
Girod, Robert	Ph.D. Interdisciplinary Studies focus in Criminology, Union Institute & University; J.D. Thomas M. Cooley Law School	AFF
Golan, Steven	Ph.D., History of Art, University of Kansas	AFF
Golden, Elden	Ph.D., Humanities, University of Louisville	PT
Gordon, Fran	M.S., Early Childhood Education, Herbert H. Lehman College	AFF
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
Gregory, Toni	Ed.D., Organizational Psychology, University of Cincinnati	ADM
Grimes-Burger, Monica	M.A., Early Childhood Development, Concordia University	AFF
Habegger, Thomas	Ph.D., Sport Management, Union Institute & University	AFF
Hagan, Ronald	M.S., Human Resource Management, Wilmington University	AFF
Hale, Lorraine	Ph.D., Administrative Policy and Urban Education, Fordham University	AFF
Hall, Gloria	M.B.A., Business Administration, University of Phoenix	AFF
Hall, James	M.A., English, California State University-Los Angeles	AFF
Harrington, James	M.A., Criminal Justice Management, Boston 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., International Management, American Graduate School of International Management	AFF
Healy, Dan	M.S., Criminal Justice and Homeland Security, Tiffin University	AFF
Heighton, F. Kilmer	M.A., History, New York University	AFF
Henderson, James	Ed.D., Educational Administration, Rutgers University Graduate School of Education	AFF
Herrera, Traci	M.A., Government, California State University-Sacramento	AFF
Hewitt, Geoff	M.F.A., Poetry, University of Iowa Writers Workshop; M.A., English, Johns Hopkins University	AFF
Hibbert, Lawrence	M.S., Dispute Resolution, Nova Southeastern University	FT
Hill, Sylvia	Ph.D., Education, Curriculum & Instruction, University of Oregon	AFF
Hood, Herb	M.Ed. Education, Union Institute & University	AFF

Name	Highest Degree Earned	Status¹³
Howard, Kelli	J.D., University of Dayton	AFF
Isenberg, Joan	Ed.D., Education, Rutgers University	AFF
Jackson, Alfreda	M.P.A., Public Administration, Southern University	AFF
Jackson, Kim	M.B.A., Business Administration, 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
Jones, David	M.P.A., Public Administration, California State University-Fresno	AFF
Jones, Kevin	D.A., English Studies, Illinois State University	FT
Judah, Richard	Ed.D., Educational Psychology, The Pennsylvania State University	AFF
Jurado, Johnny	M.P.A., Public Administration, California State-Long Beach	AFF
Keehn, Jay	Ph.D., Educational Leadership and Counseling, Barry University	ADM
Keen, James	Ed.D., Education, Harvard University	AFF
Kefford, Michelle	M.S., Science Education, Florida International University	AFF
Kennedy, Roseanne	Ph.D., Political Science, New School of Social Research	AFF
Kenney, James	M.S., Organizational Management, Azusa Pacific University	AFF
Knight, Robert	M.S., Management, St. Thomas University	AFF
Korn, Leslie	Ph.D., Interdisciplinary Studies: Medical Humanities, Union Institute & University	AFF
Kosnitzky, Adam	Ph.D., Leadership and Education, Barry University	AFF
Kraus, Bari	M.S.W., Social Work, University of Cincinnati	AFF
Kraut, Mary	M.P.A., Public Administration, Florida Atlantic University	AFF
Lacher, Donald	M.S., Organizational Management, University of LaVerne	FT
Lax, William	Ph.D., Clinical Psychology, The Fielding Institute	ADM
Layfield, Sharyn	M.F.A., Fiction Writing, Goddard College	AFF
Le, Tom	M.A., Mathematics, California State University-Fullerton	AFF
Lee, Nikki	M.S., Education and Nursing, University of Maryland	AFF
LeBlanc, Loralyn	Ed.D., Educational Leadership and Policy Studies, University of Vermont	AFF
Lee, Sandra	M.A. concentration in Psychology, Union Institute & University	AFF
Lerner, Dan	Ph.D., U.S. History, Michigan State University	ADM
Levitt, Ilene	Ed.D., Educational Leadership, Boston University	AFF
Lewis, Nina	M.S., Health Services Admin., Xavier University; M.S.W., Social Work, Simmons College	FT
Liss, Sam	Ph.G., Columbia University, College of Pharmaceutical Sciences	AFF
Litwiller, Sara	M.F.A., Writing, Bennington College	AFF
Logsdon, Donald	Ph.D., Zoology, Colorado State University; M.S., Biology, Trinity College	AFF
Lovell, Christopher	Ph.D., Counseling and Development, The American University	PT
Loyd, Rupert	Ph.D., Interdisciplinary Studies: Ethical and Creative Leadership, Union Institute & University	AFF
Lynn, Tongala	Ed.S., Curriculum and Instruction, Gifted Education, Barry University	AFF

Name	Highest Degree Earned	Status¹³
Madden, Karen	Ph.D., History, Michigan State	AFF
Maloney, Thomas	M.A., Leadership, Saint Mary's College of California	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
Martin, Lyle	M.B.A. Business Administration, University of Phoenix	AFF
Martinez, John	M.S., Emergency Services Administration, California State University-Long Beach	AFF
Marubbio, M. Elise	Ph.D., Comparative Cultural and Literary Studies, University of Arizona	AFF
Mast, Eric	M.A., English, Sul Ross State University	AFF
Mattox, Margery	M.B.A., Accounting and Economics, Xavier University	AFF
Mauser, Steven	M.S., Criminal Justice, California State University-Sacramento	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
McCray, Leah	M.A., Child Development, California State University-Sacramento	AFF
McCutcheon, Andrew	M.A., English, Tulane University	AFF
McDaniel, Judith	Ph.D., English Literature, Tufts University; J.D., Rutgers University Law School	PT
McGhee, Joy	Psy.D., Clinical Psychology, Wright State University	FT
McGrath, Joanne	M.A., Psychology, Goddard College	AFF
McInerney, Zoe	M.A., Industrial/Organizational Psychology, University of Connecticut	AFF
Mehl-Madrona, Lewis	M.D., Stanford University; Ph.D. Clinical Psychology, Psychological Studies Institute, CA	PT
Meija, Luis	M.S., Emergency Services Management, California State University-Long Beach	AFF
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
Michael, Christine	Ph.D., Education: Administration and Supervision, University of Connecticut	PT
Miller, Barbara	M.F.A., Writing, Norwich University	AFF
Liss, Sam	Ph.G., Columbia University, College of Pharmaceutical Sciences	AFF
Litwiller, Sara	M.F.A., Writing, Bennington College	AFF
Logsdon, Donald	Ph.D., Zoology, Colorado State University; M.S., Biology, Trinity College	AFF

Name	Highest Degree Earned	Status¹³
Lovell, Christopher	Ph.D., Counseling and Development, The American University	PT
Loyd, Rupert	Ph.D., Interdisciplinary Studies: Ethical and Creative Leadership, Union Institute & University	AFF
Lynn, Tongala	Ed.S., Curriculum and Instruction, Gifted Education, Barry University	AFF
Madden, Karen	Ph.D., History, Michigan State	AFF
Maloney, Thomas	M.A., Leadership, Saint Mary's College of California	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
Martin, Lyle	M.B.A. Business Administration, University of Phoenix	AFF
Martinez, John	M.S., Emergency Services Administration, California State University-Long Beach	AFF
Marubbio, M. Elise	Ph.D., Comparative Cultural and Literary Studies, University of Arizona	AFF
Mast, Eric	M.A., English, Sul Ross State University	AFF
Mattox, Margery	M.B.A., Accounting and Economics, Xavier University	AFF
Mauser, Steven	M.S., Criminal Justice, California State University-Sacramento	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
McCray, Leah	M.A., Child Development, California State University-Sacramento	AFF
McCutcheon, Andrew	M.A., English, Tulane University	AFF
McDaniel, Judith	Ph.D., English Literature, Tufts University; J.D., Rutgers University Law School	PT
McGhee, Joy	Psy.D., Clinical Psychology, Wright State University	FT
McGrath, Joanne	M.A., Psychology, Goddard College	AFF
McInerney, Zoe	M.A., Industrial/Organizational Psychology, University of Connecticut	AFF
Mehl-Madrona, Lewis	M.D., Stanford University; Ph.D. Clinical Psychology, Psychological Studies Institute, CA	PT
Meija, Luis	M.S., Emergency Services Management, California State University-Long Beach	AFF
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
Michael, Christine	Ph.D., Education: Administration and Supervision, University of Connecticut	PT
Miller, Barbara	M.F.A., Writing, Norwich University	AFF

Name	Highest Degree Earned	Status¹³
Miller-Myers, Michelle	M.S.W., Social Work, University of Cincinnati	AFF
Miltich, Loree	Ph.D., Interdisciplinary Studies: U.S. History, Union Institute & University	FT
Mitchell, Ben	M.F.A., Poetry, Goddard College	AFF
Mitra, Anu	Ph.D., English Literature, emphasis in Literature and Women's Studies, University of Rochester	FT
Monaghan, Patricia	Ph.D., Interdisciplinary Studies: English, Union Institute & University	AFF
Moniz, Valerie	M.S., Marital Family Therapy, Alliant International University	AFF
Monks, Birgit	Ed.D., Educational Leadership and Change, Fielding Graduate University	AFF
Monroe, Ruth	M.A., Human Development, Pacific Oaks College	AFF
Montes, Patrick	M.S., Criminal Justice & Homeland Security, Tiffin University	AFF
Moore III, Joseph	Ph.D., History, Rutgers University	AFF
Mossberg, Barbara	Ph.D., Literature and Linguistics, Indiana University	AFF
Moua, Mai	Ph.D., Leadership Studies, Gonzaga University	AFF
Moyo, Otrude	Ph.D. Social Policy, Brandeis 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
Natov, Roni	Ph.D., English Literature, New York University	AFF
Nelson, Ellen	M.B.A., Business Administration, Oregon State University	AFF
Nelson, Jeffrey	M.A., Organizational Leadership, Chapman University	AFF
Newby, Terry	M.B.A., Management Information Systems, Xavier University	AFF
Nielsen, Carl	M.S., Emergency Services Administration, California State University, Long Beach	AFF
Nimmo, Thomas	M.B.A., Accounting, Xavier University	AFF
Nocero, Dominic	M.A., Economics, University of Connecticut	AFF
Nolan, Joseph	Ph.D., Education, Texas Women's University	FT
Norman, Ernest	M.A.T., Teaching, Marygrove College	AFF
Norris, John (Ian)	Ph.D., Experimental Psychology, Texas Tech University	AFF
Nuriddin, Hajir	M.A., Public Administration, California State University-Bakersfield	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
Odoi, Zakiya	M.A. English, University of Illinois at Urbana-Champaign	AFF
Olivier Jr., Kenneth	M.S., Physical Education, University of California-Los Angeles	AFF
Ossege, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT
Pandolfi Jr., Roland	M.S., Management-Human Resources, St. Thomas University	PT
Pandolfi, Maria	M.S.W., Social Work, San Diego State University	AFF
Piep, Karsten	Ph.D., English, Miami University	FT

Name	Highest Degree Earned	Status¹³
Preston, Larry	Ph.D., Political Science, University of Missouri	FT
Russell, Gregory	Ph.D., Interdisciplinary Studies: International Studies, Union Institute & University	AFF
Ryser, Rudolph	Ph.D., Interdisciplinary Studies: International Relations, Union Institute & University	AFF
Sanders, Candy	M.A., Human Development, Pacific Oaks College	PT
Scala, Frank	C.A.G.S., Educational Leadership, Plymouth State College	FT
Scarpino, Andrea	M.F.A., Creative Writing, The Ohio State University	FT
Scherzer, Michael	M.P.A. Public Administration, Western Michigan University	AFF
Schreck, Nicole	M.B.A., Business Administration, Tiffin University	AFF
Schreiber, Tatiana	Ph.D., Environmental Studies, Antioch New England Graduate School	AFF
Scott, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT
Sears, Richard	Psy.D., Clinical Psychology, Wright State University	FT
Seifert, Mark	M.P.A., Public Administration, Wilmington College	AFF
Seigel, Susan	Ed.D., Curriculum Studies/Multicultural Teacher Education, University of Massachusetts, Amherst	FT
Sherman, Michael	Ph.D., History, University of Chicago	AFF
Sherzer, Michael	M.P.A., Public Administration, Western Michigan University	AFF
Shook, John	Ph.D., Philosophy, State University of New York-Buffalo	AFF
Siegel, Irvin (Jack)	Ed.S., Computer Science, Barry University; M.Mus., University of Miami	AFF
Silvestro, Kenneth	Ph.D., Computer Science, University of Connecticut; postdoctoral study in Depth Psychology, C.G. Jung Institute	AFF
Sims, W. Marshall	M.B.A., Business Administration, University of Chicago, Graduate School of Finance	AFF
Slammon, William	Ph.D., Clinical Psychology, California School of Professional Psychology	AFF
Slattery, Molly	M.A., English, Rice University	AFF
Small, Mary	M.A., Special Education, California State University-Dominguez Hills	AFF
Smith, Brent	M.A. Organizational Leadership, Chapman University	AFF
Smith, Corina	M.P.A., Public Administration, California State University-Northridge	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
Solomon, Maida	M.A., Women's Studies, San Francisco State; M.S.W., Columbia University	PT
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
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
Starkweather, Alia	M.Ed., Counseling, University of Massachusetts	AFF

Name	Highest Degree Earned	Status¹³
Russell, Gregory	Ph.D., Interdisciplinary Studies: International Studies, Union Institute & University	AFF
Stewart, Ernest	M.Ed., Educational Leadership, California State University-San Diego	PT
Stewart, Gregory	Ph.D., Educational Leadership-Student Personnel, Ohio University	AFF
Stilger, Robert	Ph.D. Transformative Learning and Change, California Institute for Integral Studies	AFF
Stocek, Charlotte	Ph.D., Teaching and Teacher Education, University of Arizona	AFF
Stockwell, Craig	M.F.A., Visual Art, Norwich University; M.Ed., Antioch New England Graduate School	AFF
Stokes-Brewer, Carole	Ph.D., Interdisciplinary Studies: Counseling Psychology, Union Institute & University	FT
Stuart, Floyd	Ph.D., Literary Criticism, SUNY Binghamton	AFF
Sullivan, Michael	M.B.A., Business Administration, University of Phoenix	AFF
Sutro, Sarah	M.F.A., Visual Art, Byam Shaw School of Art	AFF
Syder, Ted	Ph.D., Interdisciplinary Studies: African-American Studies, Union Institute & 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
Thompson, Janet	Ph.D., Educational Studies, Lesley University	AFF
Tillman, Dalauna	M.S., Human Ecology, The Ohio State University	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
Torres, Marco	M.P.H., Public Health/Community Health Sciences, University of California-Los Angeles	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-Maffei, Cynthia	M.A., Nutrition and Health Counseling, Lesley College	AFF
Valentini, Kenneth	M.B.A., Management; M.B.A., Accounting/Finance, American Intercontinental University	AFF
Vance, Linda	J.D., Law, University of Toronto, Ph.D., Ecology, University of California-Davis	AFF
Vengrove, Andrew	Ed.D., Educational Psychology, American International College	AFF
Villar, Aurora	Ph.D., Education, Indiana University-Bloomington	AFF
Volckmann, Russell	Ph.D., Political Science, University of California-Berkeley	AFF
Voparil, Christopher	Ph.D., Political Theory, New School for Social Research	FT
Walker, Carolyn	M.F.A., Writing, Union Institute & University	AFF
Watnick, Beryl	Ph.D., Interdisciplinary Studies: Early Childhood Education, Union Institute & University	ADM
Wayland, Susanna	M.A., Teaching and Curriculum, Michigan State University	AFF

Name	Highest Degree Earned	Status¹³
Webb, Brian	D.Mus., Conducting, Indiana University	ADM
Weingarten, Katherine	M.F.A., Creative Writing, Norwich University; M.S.W., Social Work, California State University	AFF
Welch, Alicia	M.A., Security Studies, Naval Postgraduate School	AFF
White, Ceilia	M.S.W., Social Work, University of Cincinnati	AFF
White-Lindsey, Cheryl	Ed.S. Education, Florida International University	AFF
Williams, Benjamin	Ed.D., Teaching, Curriculum, and Learning Environments, Harvard University	FT
Williams, Keana	M.A., Educational Psychology, Union Institute & University	AFF
Williams-Connelly, Deidre	M.S.S.W. Social Work, University of Louisville	AFF
Williams-Jackson, Felicia	Ph.D., Interdisciplinary Studies: Psychology, Union Institute & University	PT
Willis, Susan	Ph.D., Higher Education Administration, Bowling Green State University	AFF
Wilson, Kimberly	M.S., Pre-K and Primary Education, Nova Southeastern University	AFF
Wilson, Sandra	Ph.D. Measurement and Evaluation, Michigan State University	AFF
Winfrey, Fran	Ed.D., Administration and Supervision, Nova Southeastern University	AFF
Wissman, Carol	M.A., Community Counseling, University of Cincinnati	AFF
Young, Nicholas	Ph.D., Interdisciplinary Studies: Education Leadership, Union Institute & University; Ed.D., Educational Psychology, American International University	PT
Zomorrodian, Asghar	Ph.D., Public Administration/Management, University of Southern California	FT