



UNION INSTITUTE & UNIVERSITY

University Catalog

ADDENDUM TO THE 2015-2016 UNIVERSITY CATALOG

Program and policy revisions to the 2015-2016 University Catalog.

Issued January 1, 2016, effective through June 30, 2016.

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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 addendum, as required, and without prior notice. Students are encouraged to check the UI&U website and CampusWeb regularly for program addenda and change notices.

Union Institute & University is accredited by The Higher Learning Commission. Union Institute & University is authorized as a degree-granting institution by the Ohio Department of Higher Education (formerly known as the Ohio Board of Regents), the Florida Commission for Independent Education, and the Vermont Board of Education. 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, Michigan, and New Hampshire; is registered with the state of Maryland; and has received official exemptions from authorization from several other states. Most states require no formal authorization or exemptions for their residents to enroll in UI&U programs. UI&U is a member of the National State Authorization Reciprocity Agreement (SARA). See catalog section "Institutional Accreditation, Authorizations, and Memberships" or visit <http://www.myunion.edu/why-union/accreditation/> for information about the meaning of accreditation as well as contact information for the various agencies that authorize UI&U.

Union Institute & University does not discriminate in admission, employment, or policy on the basis of age, race, color, sex, sexual orientation, 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.

UNION INSTITUTE & UNIVERSITY MISSION AND VALUES

Mission

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

Approved by the Board of Trustees
June 2015

Values

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

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

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

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

Diversity: Union Institute & University is committed to promoting diversity among its academic community and to conducting all its affairs with transparency, integrity, and respect.

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

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

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INSTITUTIONAL ACCREDITATION, AUTHORIZATIONS, AND MEMBERSHIPS

Accreditation

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

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 800.621.7440
<http://www.ncahlc.org/>

Most recent institutional reauthorization: April 2010
Next scheduled comprehensive review: 2016-2017

SPECIALIZED PROGRAM ACCREDITATION

Council on Social Work Education (CSWE) Accreditation

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

State Authorizations

Most states have no legal requirement for schools such as UI&U to enroll state residents in online programs, requiring 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.

States Where UI&U is Authorized to Operate Physical Locations

Four states have authorized UI&U to operate as a degree granting institution with programs delivered through physical locations: These include the university's main location and headquarters in Cincinnati Ohio, plus academic centers in Brattleboro, Vermont; North Miami Beach, Florida; and Los Angeles and Sacramento, California. The university also offers off-campus course sites in Ohio, Florida, and California, allowing students to attend classes at their workplace.

- *Ohio Department of Higher Education.* Union Institute & University is authorized in its home state by the Ohio Department of Higher Education. The Department's next review is scheduled for 2016-2017. Additional information about UI&U can be obtained by contacting the Ohio Department of Higher Education, 30 E. Broad Street, 36th floor, Columbus, OH 43215-3414. Phone: 614.466.6000. <https://www.ohiohighered.org/>
- *Vermont Board of Education.* The university's authorization in Vermont is by reason of accreditation; authorization is renewable biennially. The Vermont Board of Education can be contacted at 120 State Street, Montpelier, VT 05620. Phone: 802.828.5139. <http://education.vermont.gov/>

- *Florida Commission for Independent Education.* UI&U is authorized in Florida by the Commission for Independent Education through an annual review process. Additional information may be obtained by contacting the Commission at 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. Phone: 850.245.3200 or 888.224.6684.
<http://www.fldoe.org/cie/>
- *California Bureau for Private Postsecondary.* The Bureau has determined that UI&U is exempt by reason of its accredited status. 2535 Capitol Oaks Drive, Suite 400, Sacramento, California, 95833. Phone: 916.431.6959. <http://www.bppe.ca.gov/>

State Authorization Reciprocity Agreement (SARA)

Union Institute & University is a member of the national State Authorization Reciprocity Agreement, known also as SARA. As a SARA member state, UI&U is no longer restricted from offering its online programs to residents of other SARA member states. For information about SARA, and its member states, go to <http://nc-sara.org/>.

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

States Where UI&U Has Limited Authorization

The following non-SARA states have extended limited authorizations to Union Institute & University, as noted.

- *Kentucky Council on Postsecondary Education.* Authorization for all UI&U programs except the B.S. Education majors and the B.S. major in Child and Adolescent Development. 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601. Phone: 502.573.1555.
<http://cpe.ky.gov/contactus.htm>
- *Massachusetts Board of Higher Education.* Authorization for the B.A. major in Liberal Studies, the M.A. with a major in Clinical Mental Health Counseling, and the Psy.D. (Authorization is not required for fully online programs.) One Ashburton Place, Boston, MA 02108. Phone: 617.994.6950.
<http://www.mass.edu/forinstitutions/academic/independentnewdegrees.asp>

THE BUSINESS OFFICE

Business Office

Email: businessofficerepresentative@myunion.edu

Local: 513.861.6400 ext. 1095

Toll-free: 800.861.6400 ext. 1095

Fax: 513.861.9958

Services Provided

The Business Office may be reached by calling 800.861.6400 x1095 and is available Monday - Thursday 8 a.m. – 6 p.m. and Friday 8 a.m. – 5 p.m. EST. The Business Office is responsible for maintaining account information for each student. This includes posting tuition and fees, recording payments, adjustments, book vouchers and refunds, preparing 1098Ts, authorizing financial clearance for graduation, and disbursing financial aid. While the Business Office is responsible for disbursing financial aid, inquiries regarding aid should be directed to Financial Aid by calling 800.861.6400 x2005.

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

The Business Office handles all general financial, accounting and treasury functions for the university in addition to maintaining student accounts receivable. The Business Office takes great pride in delivering excellent student service because students are the university's 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://myunion.edu/future-students/tuition-scholarships/tuition-fees/>. 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 How to Make a Payment link on CampusWeb: <https://campusweb.myunion.edu/>.

Payment options include check, credit card authorization (over the phone), or online credit card payment via CampusWeb (<https://CampusWeb.myunion.edu>). Students may choose a deferred payment option that requires equal monthly payments over the duration of the term. Balances due for self-payers or balances due after financial aid has been applied may be divided into equal monthly payments. The monthly payment option is the only deferred payment option available and is processed using the Automatic Recurring Billing (ARB) system. Contact the Business Office at 800.861.6400 x 1095 to set up ARB payments.

Refunds

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

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

Our **Refund by ACH!** program reduces paper waste and eliminates bank charges for students and the university. Students with Excess Title IV funds (Direct, Perkins and PLUS Loans and Pell, SEOG, and state grants) are refunded automatically. All other credit balances, such as those created by scholarship postings and tuition adjustments, are refunded only upon request by contacting the Business Office at 800.861.6400 x1095.

If you are a financial aid recipient, you will need to call Financial Aid at 800.861.6400 x2005 before making changes to your registration by dropping courses. A decrease in credit hours may trigger a recalculation of your financial aid.

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

Returning Excess Title IV Loan Money to Your Lender

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

- Write the word "VOID" on your check.
- Complete the statement at the bottom of the letter accompanying your check.
- Mail the voided check and accompanying letter to the Business Office address indicated.

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

Past Due Accounts

A financial hold is placed on a student's account when a past due balance is owed to the university. This hold stops a student from registering for the next term or receiving a transcript. Any balance due on a student's account must be paid in full in order to receive a diploma and transcripts. The best defense against a financial hold is communication. Each student must access his/her account often, talk to a financial aid counselor, and meet with the program director and/or advisor. These simple steps will help students take financial responsibility for their education. Failure to pay past due balances will result in a final demand letter and dismissal from the university. If satisfactory payment arrangements are not made with the Business Office within 30 days of a final demand letter the account is placed with a collection agency. Collection fees of 33 1/3 percent or more may be assessed. Questions regarding financial holds, past due accounts, and payment plan options should be directed to the Business Office by calling 800.861.6400 x1291.

INSTITUTIONAL POLICIES

Incomplete Grade Policy p. 139 of University Catalog

- The Incomplete Grade Petition is located in CampusWeb/Faculty tab/handouts.
- The petition when approved is sent to the registrar and the program advisor.

Student Complaint and Appeals

Summation of Revisions

Throughout the UI&U Student Complaint and Appeals policy and procedure, at the Department/Program Level, the Institutional Level and at the Appeal Review and Resolution phase, undergraduate students' complaints and procedures are dealt with by program chairs. At the graduate level, student complaints and procedures are dealt with by program dean and/or director.

A former student's complaint must be initiated within 30 days of the last day of her or his official registration.

Procedural Guidelines: Complaints and Appeals

UI&U expects that every complaint should begin with a sincere attempt at an informal resolution. It is expected that most conflicts will be resolved informally. Attempts at informal resolutions should be initiated by the student as soon as possible after the incident or action of concern, but should be initiated within at least 30 days to allow for a timely and appropriate resolution

Academic Integrity Policy

Throughout the Academic Integrity Policy, for undergraduate students, program chairs, not regional deans handle all academic issues. At the graduate level, the program dean handles academic issues.

DEGREE PROGRAMS

Undergraduate Degree Programs

- Bachelor of Arts
- Bachelor of Science

Articulation and Academic Agreements – Additions since July 1, 2015

- California Department of Corrections and Rehabilitation (CA)
- California Fire Academy (CA)
- Ohio Highway Patrol (OH)
- National Registry of Emergency Medical Technicians
- Progressive Firefighters Association (FL)
- South Florida Literacy Institute (FL)
 - Child Development Director's Credential hours are awarded as upper division credits

Bachelor of Arts Degree Programs

Bachelor of Arts Major in Psychology

With Optional Concentrations in Forensic Psychology, Holistic Psychology, or Addictions Studies

New course: PSY 356 Forensic Psychology

3 credits

PSY elective in the Forensic Psychology Concentration and also new CJM major elective

This course provides an examination of the field of forensic psychology. It evaluates applications of psychology to the criminal justice system including the areas of investigative psychology, law enforcement responses, psychology and the courts, forensic assessment, and correctional psychology. It will also provide an in-depth survey of the relationship between violence and mental disorders and focus on the criminal justice system's handling and treatment of the mentally ill.

Bachelor of Science Degree Programs

New B.S. to M.S.O.L. Accelerated Bridge Option

This bridge program offers an academic option in which students who excel in a Bachelor of Science program with a Major in Business Administration, Business Management, Criminal Justice Management, Emergency Services Management, or Leadership, may accelerate their progress into the Master of Science in Organizational Leadership (M.S.O.L.) program.

Qualified B.S. students who have achieved junior status (60 credits or more), and have completed at least 16 credits at UI&U, earning a 3.0 cumulative grade point average (GPA) or better may begin coursework in the M.S.O.L. during their final term of the B.S. program. A maximum of 12 credits may be taken in the student's final term in the B.S. program. The semester credits earned in these masters-level courses may be applied to the degree requirements for both the B.S. and the M.S.O.L. programs.

- Students can formally apply to the MSOL after they have achieved junior status (60 credits or more) and have completed at least 16 credits at UI&U earning a 3.0 GPA or better.
- To apply for the bridge option, a B.S. student must first request permission to apply from his/her B.S. Program Chair. This request includes the completion of a "Student Proposal for Permission to Accelerate" form (see Program Chair or Program Advisor) and written recommendations from two faculty members. If the Program Chair approves the request, he/she forwards the form to the National Undergraduate Dean for final approval.
- There is no application fee for the accelerated program.
- After approval is obtained, the student completes an application to the M.S.O.L. program. The application and recommendations are submitted to the M.S.O.L. Program Chair. Accelerated applicants will not be required to supply further references and will automatically be granted an admission interview after they apply.
- The Director of the M.S.O.L. program will sign the "Student Proposal for Permission to Accelerate" form and send it to the B.S. Program Chair, who will then send a copy to the Registrar.
- A maximum of 12 accelerated program credits earned in the student's final B.S. term can be counted towards the M.S.O.L. degree.
- Students enrolled in the accelerated program are accepted on "Provisional Status" into the M.S.O.L. program, pending the outcome of their coursework. Students are permitted to take the required courses offered in the first term of the M.S.O.L. program only, registering for 12 credits (two courses in Session I and two courses in Session II). These courses are:¹
 - LDR501: Leading Complex Organizations: An Entrepreneurial Perspective
 - LDR502: Professional Ethics: Organizational Integrity in an Age of Globalization
 - LDR503: Managing Talent: Engaging a Diverse Distributed Workforce
 - LDR504: Organizational Development: Innovation, Change Management, and Design Thinking

¹ If the sequence of courses is revised in the MSOL, accelerated students will take the first four courses offered in the first term of the first session in a 16 week term.

- Students enrolled in the accelerated program will remain with their B.S. Program Advisor for the “bridge” first 16-week term. Once fully matriculated into the M.S.O.L. program they will be assigned an M.S.O.L. advisor.
- Following successful completion of this first term coursework, a student’s progress will be reviewed by faculty prior to the student being fully matriculated and permitted to begin courses in the next term. The student will be formally notified of his/her status by the Director of the M.S.O.L. program or his/her designee. Acceptance into fully matriculated status is dependent upon:
 - The student earning a grade of B or better in each of his/her first term courses
 - Satisfactory completion of all B.S. degree requirements
 - Interpersonal competence and professional demeanor
- Each masters-level course in which the student earns a grade of B or better may be applied to the degree requirements for both the B.S. and the M.S.O.L. programs. Masters-level courses taken in which the student earns a grade of less than B will be applied to the student’s B.S. degree only, and the student will not be considered for matriculation to the M.S.O.L. program at this time. Students in the accelerated program will receive whole grades only (no plus/minuses).
- Students who do not earn grades of B or better in all masters-level courses may re-apply for admission to the M.S.O.L. program for the following term. If admitted, students must repeat any M.S.O.L. courses in which they did not receive a grade of B or better.
- Students in the accelerated program must comply with all policies and procedures of the M.S.O.L. program regarding incompletes and extensions, as described in the University Catalog.
- Students enrolled in the accelerated program who wish to lodge an academic appeal must follow the procedures contained in the University catalog.
- The masters-level courses will be registered on the undergraduate transcript and will be identified as “Accelerated BS/MSOL Program.” If admitted into the M.S.O.L. program, these courses will be applied to the student’s graduate transcript consistent with the program’s transfer policy.
- Upon satisfactory completion of the coursework (grades of B or better are earned) the university registrar will note the completion of the B.S. degree on the undergraduate transcript and will issue a Bachelor of Science diploma. The masters-level classes will be then be applied to the M.S.O.L. academic record as internal transfer credits.
- If a grade of B or better is not earned in the masters-level courses, credits will be posted to the undergraduate degree as long as the grade earned was at least a C. The B.S. degree will thus be complete. No credits will be posted to the M.S.O.L. degree.
- Coursework and technology fees in the accelerated program will be billed at the undergraduate tuition rate.
- Drop and withdraw deadlines will follow the schedules set by the M.S.O.L. program.
- Students enrolled in the accelerated program are eligible for Federal, State, and Institutional Aid per the rules, regulations, and guidelines governing the awarding of such aid.
- Students in the final semester of the B.S. program are considered undergraduate students for federal financial aid purposes.

Bachelor of Science Major in Criminal Justice Management

With Optional Certificates in Forensic Science Management or Homeland Security

New course: PSY 356 Forensic Psychology

3 credits

New CJM elective as well as being a new PSY major elective in the Forensic Psychology Concentration

This course provides an examination of the field of forensic psychology. It evaluates applications of psychology to the criminal justice system including the areas of investigative psychology, law enforcement responses, psychology and the courts, forensic assessment, and correctional psychology. It will also provide an in-depth survey of the relationship between violence and mental disorders and focus on the criminal justice system's handling and treatment of the mentally ill.

Bachelor of Science Major in Emergency Services Management

Optional Concentrations in Criminal Justice Management or Leadership With an optional Certificate in Homeland Security

As part of course work in the major, every student will complete a Culminating Graduation Requirement (CGR). The CGR requirement is to be met by the following.

- A research paper (the assessment artifact in one of the core courses – separate credit not awarded). The major research paper must be a minimum of 10 pages in length and written in APA or MLA format including the abstract. Students are encouraged to discuss their major topic with their instructor at the start of a term.
- Students work with their assigned instructor on the research paper which reflects their knowledge base of Emergency Services Management, their ability to evaluate current information and issues, and their ability to write critically and convincingly on a chosen topic.

Bachelor of Science Major in Leadership

With Optional Concentration in American Sign Language/English Interpretation

LDS 430 Global Perspectives in Leadership is the capstone course and final culminating graduation requirement for the Leadership major. With the support and advice of faculty, students choose a specific topic to examine in depth. Students review relevant research and write a paper using the UI&U outcomes, major outcomes and course specific outcomes that address the topic. The paper serves as the CGR for the major, challenging students to draw on theoretical and practical information gained to create a document that demonstrates their mastery of knowledge acquired through the entire degree program.

Bachelor of Science Major in Maternal Child Health: Human Lactation

- MCH 329 Perspectives In Professional Lactation Support New Prerequisites added: HCP 330, MCH 220, HCP 332
- MCH 480 Power and Social Inequities in Maternal Child Health (2 credit hours) now has a +1 credit hour co-requisite reading option available – See Program Advisor.

Bachelor of Science Major in Social Work

Culminating Graduation Requirement (CGR)

Students must complete 4 credits of SOW 489. Students may enroll in SOW 489 once for 4 credits, or twice over two semesters for 2 credits each time.

MASTER OF ARTS DEGREE PROGRAMS

- Master of Arts with a Major in Clinical Mental Health Counseling
- Master of Arts

MASTER OF ARTS WITH A MAJOR IN CLINICAL MENTAL HEALTH COUNSELING (MA-CMHC)

Program website: <https://www.myunion.edu/academics/masters-programs/ma-clinical-mental-health-counseling/>

The MA-CMHC Student Handbook is available on the program's CampusWeb Group page. Access to this page is for current students only.

Program costs and fee schedule is available on the UI&U website at <http://myunion.edu/future-students/tuition-scholarships/tuition-fees/>.

Program Philosophy

The MA-CMHC program's conceptual framework aligns with the mission of the larger institution in the promotion of high quality, accessible, innovative, brief-residency programs for adult students across the country and even throughout the world. The program subscribes to a practitioner-scholar training model that includes seminal thinking on evidence-based practices and reflects a culture of competence view in which learning and skill acquisition are the products of a sequential, organized, and supervised educational experience that prepares the student for practice as a counseling professional.

The program employs a developmental training approach where expectations of minimum competency increase as students progress through the sequence of course work, supervised clinical practice, and completion of other requirements including the capstone project. Congruently, students are evaluated and assessed at different stages of their development. Graduates of the program are thus expected to be able to function as competent and ethical professional counselors, capable of providing mental health services to individuals, groups and organizations, consistent with the goals as specified below.

Program Description

The MA-CMHC program is a competency-based, practitioner-scholar training program aligned with national credentialing and state licensing standards and designed to meet the needs of students who wish to:

- Advance their career in the mental health field;
- Obtain advanced education and training while maintaining their current family, community and social responsibilities and connections;
- Pursue licensure/certification as a professional counselor; and/or

- Seek preparation for doctoral work in counseling, or a closely related field.

The program's distributed learning model consists of online coursework, live/synchronous class sessions between students and faculty using advanced technology, and face-to-face, on-ground academic experiences. The on-ground academic experiences are held three times annually (one weekend per term) in either Brattleboro, VT or Cincinnati, OH, and include such learning activities as faculty-led workshops, supervised clinical training, guest speakers from the community, student scholarly presentations, advisor groups, practicum/internship seminars, and a combination of formal and informal faculty-student and student-student interactions.

The program requires the completion of 60 credits delivered on a trimester schedule and is offered with full- and part-time options to meet the needs of working professionals. There are three entrance points annually: August/September (Fall), January (Winter), and April/May (Spring). Students may complete all degree requirements in approximately two years (seven terms) of full-time study (a minimum of 9 credits per term), while students desiring more time may opt for a longer program. The maximum time allowed for degree completion is five (5) years from the original date of admission.

The program offers instruction in core curricular areas, an optional Alcohol and Drug Abuse Counseling Certificate (see "Certificate of Alcohol and Drug Abuse Counseling" below), and supervised practicum and internship experiences as required by state and national agencies and credentialing bodies. Working with a team of qualified faculty who hold graduate degrees and possess relevant practitioner experience, students engage in scholarly inquiry, examination of traditional and current literature, theory, and research in the counseling field, and engage in supervised practice.

Students are guided in their professional development and socialization to the field of clinical mental health counseling through intensive, formal faculty-student contact that occurs both face-to-face and at a distance. Students are provided with comprehensive evaluation and assessment of their professional and interpersonal competence and personal abilities at regular intervals throughout the program. In addition, students are offered numerous opportunities to provide formalized feedback to the program to ensure continuous quality improvement.

Transfer Credit Policy

Applicants wishing to learn prior to admission about the acceptance of transfer credit should submit official transcripts from a regionally accredited institution, the new Transfer Request Form, and a description of each course to be credited to the Assistant Director for approval.

Satisfactory Academic Progress Review

Comprehensive Reviews

Comprehensive Reviews will be done at regular intervals, rather than just in terms two and four, when academic advisors review their advisees' overall programs and progress toward degree and competency requirements. The purposes of the comprehensive reviews are as follows:

- Identify areas of strength and weakness and assist students in resolving potential problems in academic or clinical performance, and interpersonal, professional, and/or ethical behavior.
- Provide feedback to the student regarding progress toward the MA-CMHC degree in relation to the stated goals, objectives and competencies.

- Assess readiness for practicum and/or internship, when applicable.

A special review may be called by a student or the faculty advisor to address any issues that are noted in the context of the competency review or the competency review form, including academic performance or ability; professional or interpersonal behavior or relationships; issues related to codes of conduct and/or ethical improprieties; or unusual circumstances, such as an illness, personal loss, or accident (see Special Review Policy).

Grading Policy

Instructors are required to submit final grades to the Registrar via CampusWeb within 14 days of the end of the term. Exceptions may be made with prior approval from the Assistant Director.

Program Features

Curriculum Review Committee

The Curriculum Review Committee is comprised of three persons, one of whom must be the Director or his/her designee and the other a faculty member. The purpose of this committee is two-fold: (1) to discuss/review proposed changes to the curriculum and other program requirements and submit recommendations for approval to the Graduate Dean; and (2) to review data from program assessment, communicate results to students/faculty, and make recommendations for improvement.

Practicum and Internship

COUN 505 has been added as a foundational course (along with COUN 501, 502, 504, 506, 507, 508, and 509) which must be successfully completed along with practicum training before beginning an internship.

Schedule of Tuition Refunds

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

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

Course Descriptions

Course prefixes used for this program are COUN with #500 level courses. ADC is the prefix for the Alcohol and Drug Counseling Certificate courses. Courses are three semester credit hours.

COUN/ADC 501 Counseling Theory and Practice

3 credits

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

COUN 502 Psychopathology: Diagnosis, Assessment/Treatment

3 credits

This course includes study of the etiology and categorization of pathological behavior patterns; historical, sociopolitical, medical, behavioral, and epidemiological approaches to the systematic description of psychological disorders; use of the current version of the DSM/ICD in differential diagnosis; potential alternatives to the existing system; the roles of assessment and treatment planning in intervention; and the use of related services, intake interviews, and psychological reports.

COUN 504 Helping Relationships

3 credits

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

COUN 505 Professional Orientation and Ethics

3 credits

This course includes the study of ethical issues in a variety of settings, including the moral and legal bases for ethical codes; guidelines for human service professionals; personal values and biases as related to the counseling relationship and ethical and professional conduct, standards, and practices; strategies for personal and professional self-evaluation and professional development; the counselor as advocate for clients and for the profession; conflicts among client, counselor, and societal, legal, and cultural values; and methods and practices for recognizing and resolving ethical dilemmas. Relevant state and national standards for counselor preparation, certification, and licensure will be examined.

COUN 506 Human Growth and Development

3 credits

This course examines the course of human development through the lifespan as well as the interaction between genetic, biological and environmental factors. Emphasis is placed on psychological, sociological, and physiological approaches, human behavior (normal and abnormal), personality theory and learning theory; and the nature and needs of individuals at all developmental levels.

COUN/ADC 507 Group Work and Therapy

3 credits

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

contributing to group effectiveness will be covered, as well as the characteristics and practices of effective group leaders. Ten theoretical approaches and key concepts to group counseling will be included, as well as the application of these theoretical models to group work. The historical and cultural context in which these theories were developed, as well as the ethical and professional implications of employing these paradigms in practice, will be considered. The course includes a practice component requiring ten hours of group counseling participation.

COUN 508 Appraisal and Diagnostic Techniques

3 credits

This course explores appraisal of the individual through testing and includes the basic principles of assessment and diagnosis, development of a framework for understanding the individual, methods of data gathering and interpretation, classification of psychological and educational tests, and the study of individual differences with consideration of ethnic, cultural and gender factors. Ethical and legal considerations in assessment will also be addressed.

COUN 509 Treatment Modalities

3 credits

This is a course in the practice of counseling, and is the third in a three-course counseling intervention series. The course covers the process of treatment of mental and emotional disorders from diagnostic assessment to case conceptualization, treatment planning, intervention, outcomes assessment and referral. The course emphasizes the application of evidence-based approaches in an ethical and multicultural-competent way. Prerequisites: COUN 501 and COUN 504.

COUN 510 Social Basis of Behavior and Cultural Diversity

3 credits

This course includes study of a number of advanced topics in multicultural counseling, including cultural, ethnic, and group processes, sex roles, organizational behavior, group dynamics, status role, and attribution theory. Socially inherited and transmitted patterns of pressure, expectations, and limitations learned by individuals will be considered. Issues and trends in a pluralistic society will be examined. Major ethnic groups are studied along with counseling, social justice and advocacy approaches appropriate to each. Emphasis will be placed on understanding cultural diversity including, but not limited to, facilitating awareness of attitudes and beliefs that may negatively impact relationships with persons who are sensitive to issues of discrimination. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

COUN 511 Career and Lifestyle Development

3 credits

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

COUN/ADC 512 Psychopharmacology for Mental Health and Addictive Disorders

3 credits

This course provides an introduction to the principles of pharmacology, particularly the interaction of chemistry and biology to produce behavior, and the use of psychotropic medications for a range of populations and disorders. This will include an examination of the pharmacological features of different drugs, including: drug interactions; the basic physiology underlying the pharmacology; and the psychological impact of medications in therapeutic

contexts. Also addressed will be a review of regulatory and governmental control issues, and the role of the psychologist in collaborating with physicians and other primary healthcare providers. This course is not intended to prepare the student for a primary role of prescribing, administering or overseeing the use of medications.

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

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

COUN 514 Family Therapy **3 credits**

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

COUN 515 Crisis Intervention **3 credits**

This course involves the study of the theories and principles of crisis intervention as applied to therapeutic strategies for treatment; scientific bases of various approaches to crisis intervention including short-term, long-term and telephone counseling methods; community and societal crisis; interventions with diverse clinical populations; professional skills for intervening, prevention techniques; evaluation of services; and the roles and responsibilities of others participating in crisis intervention. Important videos will be used in order to help demonstrate various crisis counseling skills (i.e. applying theory into practice). Differences and similarities between crisis counseling and traditional counseling approaches will be examined.

COUN 516 Clinical Consultation **3 credits**

This course presents theory and practice concerning consultation and management including organizational assessment and analysis, diversity within organizations, group dynamics, systems theory, managing resistance, and intervention theory. Students develop practical skills in organizational consultation and training including conducting meetings, making presentations, entering and analyzing organizations, team building, executive coaching, transition management, and diversity training. The course also provides skills needed for clinical consultation to schools, community agencies, and organizations.

COUN/ADC 518 Substance Abuse/Addictive Disorders **3 credits**

This course provides an introduction to the nature of addictive disorders, and the historical and societal aspects of addiction problems and their treatment; specific drugs of abuse and the neurophysiology of addiction; addiction across the lifespan, and substance abuse prevention and intervention with at-risk populations; assessment and diagnosis of addiction, and the use of screening instruments and tests; conceptual models of substance use and addiction (e.g. moral, medical, biopsychosocial); gender, sexual orientation, race, ethnic, culture, and social class differences and their implications for the assessment and treatment of addiction; co-morbidity of substance abuse and mental health disorders; behavioral addictions (e.g. internet, shopping, gambling, sexual addictions); and an introduction to treatment approaches (e.g. mutual help groups, CBT, Motivational Interviewing), treatment planning, treatment settings, and levels of care.

COUN 519 Tests and Measurements**3 credits**

This course includes studies of the theory and practice of psychological assessment; psychological testing and measurement theory; clinical and practical aspects of administration and interpretation of individual and group standardized tests of mental ability and personality; and the use of assessment procedures in diagnosis and treatment planning. Emphasis will be given to an understanding of procedures for developing and evaluating instruments and specific threats to psychometric quality. Professional standards for test development and use and the legal and ethical issues as established by the American Counseling Association and the National Board of Certified Counselors will be addressed.

COUN/ADC 520 Substance Abuse Counseling with Addicted Populations **3 credits**

This course addresses counseling procedures and strategies with addicted populations, focusing on prevention, intervention, relapse prevention, and recovery. Theories linked with addiction to biological, psychological, and other factors will be evaluated critically with an emphasis on developing effective recovery and relapse prevention. Evidence-based approaches and ethical and legal issues related to chemical dependency counseling are emphasized. Multicultural and ethical components are integrated.

COUN 521 Capstone Project**0 credits**

The capstone project is designed to be a culminating scholarly product that is typically 30 - 35 pages in length. The purpose of this paper is to provide students with the opportunity to explore a topic relevant to applied professional practice in the helping profession in greater depth, while demonstrating an understanding of inquiry-based learning, research, and scholarly writing expectations at the graduate level. The student is required to present his/her capstone project to the student body during a residency weekend. This is a fee-based course.

COUN 522 Capstone Writing Extension**0 credits**

This is a writing extension for students who have made satisfactory progress on the capstone project but need an additional term to complete it. This is a fee-based course. This course carries no equivalent course credit for financial aid purposes.

COUN 525 Diagnosis of Disorders Occurring in Childhood & Adolescence **3 credits**

This course reviews the etiology, diagnostic criteria and developmental course of the mental and emotional disorders most commonly diagnosed during childhood and adolescence. Students learn how to conduct diagnostic assessments, develop case formulations and how to diagnose children and adolescents using the current version of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM). Corresponding *International Classification of Diseases* diagnoses will be reviewed.

COUN 529 Biological Bases of Behavior**3 credits**

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

COUN/ADC 530 Assessment, Diagnosis & Treatment Planning for Addictive Disorders**3 credits**

This course focuses on addictive disorder diagnosis, assessment and treatment planning competencies. Clinical evaluation (screening, assessment) and treatment planning instruments and other methods are reviewed and practiced, including screening for co-occurring mental

health problems. Referral and treatment plan implementation are also discussed. Treatment approaches, including utilizing different theoretical orientations and interventions (e.g., psychological, medical and social models) are discussed.

COUN 531 Practicum

3 credit

This course is designed for students to complete a supervised clinical experience in a clinical mental health counseling setting. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. The student is provided practical, on-the-job, supervised and evaluated field experiences that provide the foundation for internship experiences. Practicum duties will be performed under the supervision of an on-site supervisor who must be approved by the internship coordinator.

Students are required to complete 100 clock hours, with 40 hours minimum being direct service at an approved site. Students will work under the supervision of a site supervisor and attend an average of 1.5 hours of group supervision with Counselor Education faculty. The practicum must be completed prior to internship.

COUN 542, 543, 544 Internship in Counseling I, II and III

3 credits

This course is designed for students to complete a post-practicum supervised clinical experience in a clinical mental health counseling setting. During this time the student will refine and enhance basic counseling skills or student development knowledge and skills, and integrate and authenticates professional knowledge and skills related to program objectives. All aspects of counseling practice – individual counseling, group counseling, appraisal, therapeutic intervention, and consultation - will receive exposure in this experience. Students must s lead or co-lead a counseling or psychoeducational group during the internship experience. Internship duties will be performed under the supervision of an on-site supervisor who must be approved by the internship coordinator.

Students are required to complete 600 clock hours (300 per term), with 240 hours minimum being direct service at an approved site. Students will work under the supervision of a site supervisor and attend an average of 1.5 hours of group supervision with Counselor Education faculty. Prerequisite: COUN 531 Practicum.

MASTER OF ARTS

Associate Vice President for Graduate Programs: Arlene Sacks, Ed.D.

Director: Andrea Scarpino, Ph.D.

Withdrawal Policy/Schedule of Refunds

Tuition is partially reversed or refunded when students drop courses or withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the drop or withdrawal. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office.

The following table shows the percentage of tuition to be reversed for course drops or complete withdrawals from the program:

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

DOCTORAL DEGREE PROGRAMS

- Doctor of Education (Ed.D)
- Doctor of Philosophy in Interdisciplinary Studies (Ph.D.)
- Doctor of Psychology (Psy.D.) (This program is in teach-out through August 31, 2020.)

New Graduate Certificate in Educational Leadership

The Graduate Certificate in Educational Leadership will be available to all students enrolled in the Ph.D. in Interdisciplinary Studies Program and will be of particular interest to students in the Educational Studies and Ethical and Creative Leadership majors. The purpose of this 12 credit-hour certificate is to provide a more focused lens through which Education and Leadership scholar-practitioners perceive and understand the highly complex nature of leadership in schools and institutions of higher education. By narrowing the focus, special emphasis will be on praxis and allow for enhanced opportunities that engage educational practitioners in real-life problem solving. While this graduate certificate focuses on leadership within schools and institutions of higher education, the attributes and skills which serve as its focus may be reframed and generalized for other professional settings.

Curriculum

The Certificate in Educational Leadership embedded in the Ph.D. degree program requires 12 credit hours. In addition, candidates for the certificate will be required to attend a minimum of four luncheons convened during Ph.D. Academic Residencies with a focus on assigned readings to include topics such as: leading for social inclusion; building professional learning communities, evidence-based leadership within learning communities, cognitive science and teaching and learning; human development and learning; issues in higher education, and student affairs. Candidates will also be required to make at least one presentation at these luncheons, and participate in ongoing Campus Web Group discussions.

The Certificate will include four components embedded in existing Ph.D. Education Studies and Ethical and Creative Leadership seminars, thereby allowing students to investigate crucial dimensions of educational leadership specific to their leadership interests.

Seminars offering the Graduate Certificate in Educational Leadership include:

Required: (3 credits each)

- ECL 710 – Foundations of Ethical and Creative Leadership
- EDST 710 – Education, Society and Culture

May include any two: (3 credits each)

- ECL 822- Leadership and Change
- ECL 807 – Women, Leadership and Policy
- EDST 826 – Race, Racism, and Critical Race Theory in Education
- EDST 875 – Internship

Ph.D. Area of Specialization – Martin Luther King, Jr. Studies

In addition to the Martin Luther King, Jr. Studies information and requirements stated in the 1516 University Catalog, the following requirement has been added:

Students completing the MLK Specialization are expected to develop a dissertation that expands, enriches, deepens, and/or analyzes an aspect or element of the MLK Legacy. A wide variety of topics and foci meet this criteria. Scholarly inquiries that consider inclusion, economic justice, educational opportunities, social justice, fair housing, and criminal justice review are a few examples of the breadth of possibilities.

Ph.D. Special Review and Academic Dismissal

An eighth bullet has been added for conditions that warrant a special review and possible academic dismissal for students in the Ph.D. program:

- The student's dissertation committee has not approved the dissertation proposal after four terms of dissertation supervision.

PROFESSIONAL STUDIES AND CONTINUING EDUCATION

Certificate in Alcohol and Drug Abuse Counseling

The certificate program comprises six graduate-level courses integrated within the MA-CMHC curriculum that cover the 270 hours of education/training in the required chemical dependency specific content areas. Completion of the certificate enables students to apply for credentialing as alcohol and drug abuse counselors in the following states: Vermont, Ohio, Kentucky, Indiana, Pennsylvania, and New Hampshire. Non-degree certificate applicants may enroll in courses individually, or in pursuit of the certificate. Applicants are invited to attend the MA-CMHC residencies each academic term (see Master of Arts with a major in Clinical Mental Health Counseling). The required courses for the certificate are offered in a one-year sequence enabling a student to finish within that time frame.

- Minimum time frame for completion to qualify for financial aid is two semesters (32 weeks).
- Minimum/maximum number of credit hours: 18.
- Maximum time to earn the certificate: two years.
- Full-time status: six credit hours; Half-time status: three credit hours.
- Total number of credits/hours required for Certificate in Alcohol and Drug Abuse Counseling completion: 18 credits/270 education hours earned through completion of the entire six course sequence.

Certificate in Health Education

With the increase in chronic diseases specifically related to modifiable lifestyle factors and the rising cost of health care, the need for individual and community education related to the prevention of diseases and the promotion of health care is paramount. The fully online Certificate in Health Education is a graduate-level health education program designed to provide current health professionals with the knowledge and skills to design, implement, and evaluate health promotion activities, initiatives, and programs related to a variety of health issues at all levels of the socioecological model — intrapersonal, interpersonal, institutional, community, and public policy. This program of study emphasizes the understanding and application of the theories and planning models that address individual and community health. This certificate program fulfills the academic requirements for eligibility to take the examination for the Certified Health Education Specialist (CHES) credential and prepares students for the CHES exam.

- Minimum time frame for completion to qualify for financial aid is two semesters (32 weeks).
- Minimum number of credit hours: 15; maximum number of credit hours: 25.
- Maximum time to earn the certificate: two years.
- Full-time status: six credit hours; Half-time status: three credit hours.

SPECIAL FLORIDA COMMISSION FOR INDEPENDENT EDUCATION ADDENDA TO THE 1516 UNIVERSITY CATALOG

The following addenda, effective August 1, 2015, and revisions have been made to the 1516 catalog that was effective July 1, 2015 at the request of the Florida Commission for Independent Education, to ensure that the content of Union Institute & University's catalog is fully aligned with Florida's state regulations and requirements governing institutions authorized by the state by reason of accreditation.

Additions to 1516 Catalog pages 16 & 17:

Page 16 (below listing of Bachelor of Arts Programs)

The online B.A. programs are available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states, however because the B.A. program is not licensed by the Florida Commission for Independent Education, Florida residents enrolled in that program do not receive services or support from the Florida center.

Page 17

Below listing of Bachelor of Science Programs:

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

Below listing of Master of Arts Program with majors in...

The online M.A. program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states, however because the M.A. program is not licensed by the Florida Commission for Independent Education, Florida residents enrolled in that program do not receive services or support from the Florida center.

Below listing of M.S.O.L. Program

The online M.S.O.L. program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states, however because the M.S.O.L. program is not licensed by the Florida Commission for Independent Education, Florida residents enrolled in that program do not receive services or support from the Florida center.

1516 Catalog page 20:

Florida Commission for Independent Education.

UI&U is authorized in Florida by the Commission on Independent Education through an annual review process. Additional information may be obtained by contacting the Commission at 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. Phone: 850.245.3200 or 888.224.6684. <http://www.fldoe.org/cie/>

Revision

Florida Commission for Independent Education. UI&U is licensed in Florida by the Commission for Independent Education through an annual review process. Additional information may be obtained by contacting the Commission at 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. Toll free phone number 888.224.6684. <http://www.fldoe.org/cie/>

1516 Catalog page 143:

The online B.A. programs are available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states.

Revision

The online B.A. programs are available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states, however because the B.A. program is not licensed by the Florida Commission for Independent Education, Florida residents enrolled in that program do not receive services or support from the Florida center.

Additions to 1516 Catalog page 161:

Beneath section that lists center locations

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

1516 Catalog page 278:

The online M.A. program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states.

Revision

The online M.A. program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states, however because the M.A. program is not licensed by the Florida Commission for Independent Education, Florida residents enrolled in that program do not receive services or support from the Florida center.

1516 Catalog page 292:

The online M.S.O.L. program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states.

Revision

The online M.S.O.L. program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states, however because the M.S.O.L. program is not licensed by the Florida Commission for Independent Education, Florida residents enrolled in that program do not receive services or support from the Florida center.

1516 Catalog page 431:

**Florida Academic Center
16853 N.E. 2nd Avenue, Suite 102
North Miami Beach, FL 33162
Toll-free: 800-486-7141
Local: 305-653-7141**

The Florida academic center is located in North Miami Beach, occupying leased space in an office park area that is near to the interstate, and to shopping and restaurants. Offering ample meeting room and classroom space, the facility also features faculty and staff offices and a computer lab. In addition to housing the administrative and faculty offices for the B.S. program, the center provides space for the university's Office for Student Success and the office of the Associate Vice President for Graduate Studies for the entire university. The Florida center is fully handicap accessible.

Addendum

The Florida academic center is located in North Miami Beach, occupying approximately 11,300 square feet of leased space in an office park area that is near to the interstate, and to shopping and restaurants.

UNION INSTITUTE & UNIVERSITY ADMINISTRATION

2015-2016

To comply with Florida Commission for Independent Education standards, those administrators whose offices are located at the Florida center have been identified with an asterisk (). Note that the majority of these administrators serve students across the U.S. At the same time, administrators (and their staff) not located at the Florida center also serve students who are Florida residents.*

Angela Byles, M.A., Assistant Dean, Miami Center*

Browning, Kimbrea, M.B.A., Vice President, Enrollment

Patty Burke, J.D., Assistant Director of Human Resources and Title IX Coordinator

Caccavari, Peter, Ph.D., National Dean for Undergraduate Programs & Regional Dean, Cincinnati Center

Cotter, Robert, M.Ed., Director of Information Technology and Director, Center for Teaching and Learning

Crandall, Julie, M.A., Regional Dean, Sacramento Center

Cunningham, Thomas, M.B.A., Vice President, Finance & Chief Financial Officer

Eamoe, Deborah, M.Ed., Vice President of Human Resources

Finkes, Ashley, M.S., Director of Marketing

George, David, Ed.D., Regional Dean, Miami Center*

Golden, Eldon, Ph.D., Coordinator, Institutional Review Board

Henderson, James, Ed.D., Director, Ed.D. program*

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

Keehn, Jay, Ph.D., Associate Dean, Office of Student Success*

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

Lax, William, Ph.D., ABPP, Dean, Psy.D. program, Director, M.S.O.L. program, and Dean of Professional Studies and Continuing Education

McKiernan, Jean, B.A., Associate Registrar

Meier, P. Neal, Ph.D., Director of Alumni Affairs

Miller, Mollie, M.B.A., Associate Registrar

Moore, Lew Rita, M.A., Registrar

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

Pastores-Palffy, Elizabeth, Ph.D., Regional Dean, Los Angeles Center

Pohlman, Jean. Interim Director, Financial Aid

Pruden, Elizabeth, Ph.D., Associate Vice President for Institutional Effectiveness

Raffanti, Michael, Ed.D. & J.D., Associate Dean, Ph.D. program

Sacks, Arlene, Ed.D., Associate Vice President for Graduate Programs*

Scarpino, Andrea, Ph.D., Director, M.A. program

Schreck, Nicole, M.B.A., Tiffin University, Senior Director of Enrollment

Scott, Jennifer, Psy.D., Director, M.A. in Clinical Mental Health Counseling program

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

Sprague, Sharon, M.A., Director, B.A. program

Sublett, Roger, Ph.D., President

VanVolkenburgh, Linda, B.S., Director of Institutional Research

UNION INSTITUTE & UNIVERSITY FACULTY

2015-2016

UI&U faculty rosters may change throughout the year as new instructors are engaged to meet students' specific academic needs. This roster consists of individuals who regularly provide instruction at UI&U, including UI&U staff members who provide instruction outside their job description and faculty who may not provide instruction every term but are held in active status. Faculty who teach general education courses for the undergraduate programs are shown as such, rather than with an assigned program. Note that the roster does not include *emeritus* faculty who may teach occasionally, deans or associate deans who hold faculty status but do not typically provide instruction, or undergraduate site coordinators, some of whom may occasionally provide instruction.

Note: To comply with Florida Commission for Independent Education standards, faculty who teach courses in Florida (either at the Florida Academic Center or at any of the center's course sites in Florida) are marked with an asterisk(). Many of these faculty also teach online courses to students living in other states, and many Florida students enroll in courses taught by faculty living in other states.*

Name	Highest Degree(s) Earned	Status²	Program(s)
Abbott, Gayle	M.Ed., Middle Grades Education (Math, Science), Georgia State University	AFF	GENED
Aceves, Edward	M.S., Criminal Justice and Security, University of Phoenix	AFF	BS
Alonso, Lisa	M.S., Child Development, University of LaVerne	AFF	BS
Amos, Mary	M.Ed., Union Institute & University	AFF	BS
Andrews, John	M.P.A., Public Administration, National University	AFF	BS
Armbrust, Robert	Ph.D., Higher Education Management, St. Louis University; M.B.A. University of Louisville	AFF	BS
Arnold, Lois	Ph.D., concentration in Public Policy/Administration, Public Health, Union Institute & University	AFF	BS
Babcock, James	M.P.A., Public Administration, Golden Gate University	FT	BS
Babzien, Cynthia	Ph.D., concentration in Educational Leadership, Union Institute & University	AFF	BS
Bacci, Robert	M.B.A., specialization in Leadership, John F. Kennedy University	AFF	MSOL
Baker, Jason	M.S., Education, Herbert Lehman College	AFF	GENED
Barrett, Carol	Ph.D., Interdisciplinary Studies: Creative Writing, Union Institute & University; Ph.D., Clinical Psychology, University of Southern California, Los Angeles	FT	MA, Ph.D.
Barton, Michael	M.B.A. Keller Graduate School of Business	AFF	BS
Bauer, Timothy	M.S. Emergency Services Administration, California State University-Long Beach	AFF	BS
Becker, Joshua	M.A. School Counseling and Child and Family Studies, University of Massachusetts	AFF	BS
Becker-Klein, Rachel	Ph.D., Community Psychology, New York University	AFF	MA-CMHC

² Faculty status codes: ADM=Administrators with faculty status actively engaged as instructors; AFF=Affiliated faculty, engaged to provide specific instructional services within a given term (including staff who may be providing instruction outside their normal assigned responsibilities; FT=Full-time faculty; PT=Part-time faculty whose services to the university continue from term to term.

Name	Highest Degree(s) Earned	Status²	Program(s)
Beineke, John	Ed.D., Social Science Education/American History, Ball State University	AFF	EdD, Ph.D.
Bellamah, Stephanie	M.S., Criminal Justice, Xavier University	AFF	BS
Bergh, Sarah	Ph.D., Anthropology, University of Georgia	AFF	GENED, MA
Bianco, Joseph	M.S. Administration, California State University-Bakersfield	AFF	BS
Bishop, Michael	M.B.A., University of Phoenix	AFF	MSOL
Blair, Anna	Ph.D., concentration in Health Communication, Union Institute & University	AFF	BS, MA
Blocksom, Cynthia	M.Ed., Health Education, M.Ed., Nutrition, University of Cincinnati	AFF	BS, CHE
Blunt-Williams, Keshia	Ph.D. Social Work, The Ohio State University	AFF	CIN
Boxill, Nancy	Ph.D., concentration in Child Psychology, Union Institute & University	FT	PhD
Boyes, Javier	M.S. Management, Notre Dame de Nemur University	AFF	BS
Bradley, Gerald	M.S., Administration, Central Michigan University	AFF	GENED
Bradley, Robert	M.Ed., Instructional Design/eLearning/Adult Learning, University of Phoenix	AFF	BS
Brimdyr, Kajsa	Ph.D., concentration in People, Computers & Work, Union Institute & University	AFF	GENED, BS
Brown, Linton	M.S., Mathematics Education, Florida State University	AFF	BS
Brown Beatty, Rosalyn	Ph.D., Counselor Education and Supervision, Ohio University	PT	MA-CMHC,
Burns, Stewart	Ph.D., History of Consciousness/Politics, University of California, Santa Cruz	FT	PhD
Byles, Angela	M.A., Concentration in Human Resource Management, Union Institute & University	AFF	BS
Byron, Miriam	M.S. Administration of Justice and Security, University of Phoenix	AFF	BS
Cadieux, Kathryn	Ed.S., Nova Southeastern University	AFF	BS
Cadwell, Karin	Ph.D., concentration in Health Policy, Union Institute & University	AFF	BS, MA
Calcagno, Douglas	M.A., Leadership, St. Mary's College	AFF	BS
Caraway, James	Ph.D., Philosophy & Systematic Theology, Emory University; Ed.D., Higher Educational Administration & Supervision, University of Tennessee	AFF	EdD, Ph.D.
Carter, Frances	M.S.W., Social Work, University of Hawaii; M.F.A., Writing, Goddard College	AFF	BS
Carter-Remy, Beverly	Ed.D., Educational Leadership, Nova Southeastern University	AFF	BS
Castillo, Warner	D.B.A. Business Administration: Homeland Security and Leadership, Northcentral University; M.A. Criminal Justice: Terrorism Studies, American Military University	AFF	BS
Cerecerez, Ezekiel	M.A. Psychology, California State University-Los Angeles	AFF	BS
Chaffee, Frederick (Rick)	Ph.D., concentration in Applied Social Sciences, Union Institute & University	PT	BS
Chapman, Leonard	Master of Engineering, University of California-Berkeley	PT	GENED
Chappell, Norma	M.A. Leadership Studies, Saint Mary's College of California	AFF	BS
Chavez, Larry	M.P.A., Public Administration, University of Southern California	FT	BS

Name	Highest Degree(s) Earned	Status²	Program(s)
Clark, Christopher	M.S. Emergency Services Management, California State University-Long Beach	AFF	BS
Clift, Elayne	M.A. Health Communications, University of Maryland-College Park	AFF	BA
Cobos, Albert	M.S., Emergency Services Administration, California State University-Long Beach	AFF	BS
Collado, Nidia	Ph.D., concentration in Psychology, Union Institute & University; M.S.W. Social Work, Barry University	AFF	BS
Corbett, Aubria	J.D., University of Virginia	AFF	MSOL
Cottengim Bolen, James	M.S. Safety, Security, and Emergency Management, Eastern Kentucky State University	AFF	BS
Cruz, Edgar*	M.P.A. Public Administration, Barry University	AFF	BS
Davis, Denise	M.D., Medical College of Ohio	AFF	BS
Davis, Kirk	Ed.D., Higher Education and Leadership, University of the Pacific	AFF	MSOL
Deardurff, Dayle	J.D. Creighton University School of Law	AFF	BS
DeMaria, Anthony	M.S. Forensic Science, National University	AFF	BS
Desulme, Alix	M.S., Exceptional Student Education, St. Thomas University	AFF	BS
Diaz, Jorge	Ed.D., Educational Leadership, Union Institute & University	AFF	BS
Dietsche, Kristin	Ph.D. English Literature, University of Cincinnati	AFF	MA
DiFalco, Carol	M.S., Mental Health Counseling, Springfield College	AFF	BS
Dominguez, Laura	M.P.A. Public Administration, American Military University	AFF	BS
Dragoo, Brian	M.A., Organizational Leadership, Woodbury University	AFF	BS
Duenas, Lorenzo	M.A., Leadership, Saint Mary's College of California	AFF	BS
Dunbar, Andrew*	M.A., Professional Studies, Saint Thomas University	AFF	BS
Edmonds, David	M.A., Organizational Leadership, Gonzaga University	AFF	BS
Edson, Mary	Ph.D., Organizational Systems, Saybrook University	AFF	MSOL
Edwards, Darien	Master of Management, Human Resource Management, Indiana Wesleyan University	AFF	BS
Ellis, Donna	M.S.N. Nursing, University of Texas	AFF	BS
Eskridge, Jonathan	M.Div., Missiology, Gardner-Webb University	AFF	GENED
Esquivel, Cindy	M.S., Child Development, University of LaVerne	AFF	BS
Essick, Mark	M.B.A. Golden Gate University	AFF	BS
Fenn, Randy	M.S. Criminal Justice, University of Cincinnati	AFF	BS
Ferguson, Robin	M.S., Child Development, Loma Linda University	AFF	BS
Fichtelman, Linda	M.S., Family Relations & Human Development, The Ohio State University	AFF	BS
Fiebig, Gregory	M.S., Criminal Justice, Xavier University	AFF	BS
Firman, Dorothy	Ed.D., Consulting Psychology, University of Massachusetts	AFF	BA
Fitch, Brian	Ph.D. Human and Organizational Development, Fielding Graduate Institute; M.A. Communication Studies, California State University-Los Angeles	AFF	BS
Fox, Reginald	M.S., Mathematics Education, Nova Southeastern University	AFF	GENED
Fray-Cenatus, Hilary	M.Ed., concentration in Early Childhood Education, Union Institute & University	AFF	BS
Frederick, Thomas	Ed.D., Education Administration & Supervision, Florida Atlantic University	AFF	GENED
Freeman, Patricia	M.Ed., Instructional Technology, American	AFF	BS

Name	Highest Degree(s) Earned	Status²	Program(s)
	Intercontinental University		
Frum, Gregory	M.S., Criminal Justice Administration, California State University – Los Angeles	AFF	BS
Galvam, Amy	M.A. Pastoral Theology, Boston College	AFF	BS
Gamaz, Ana	Ph.D. Clinical Psychology, Loma Linda University; M.A. Forensic Psychology, California State University-Los Angeles	AFF	BS
George, David*	Ed.D. and M.S. Instructional Technology and Distance Education, Nova Southeastern University	ADM	BS
Gibson, Stephanie	Ph.D., Human Services, Capella University; Master of Criminal Justice, Tiffin University	AFF	BS
Gilmore, Damon	M.P.A., Public Administration, California State University-Fresno	AFF	BS
Goeldner, Jacqueline	M.P.H., Health Policy and Management, University of California-Berkeley	AFF	BS
Golden, Elden	Ph.D., Humanities, University of Louisville	PT	MA
Goodman, Patrick	M.S., Homeland Security, American Military University	AFF	BS
Gordon, Fran	M.S., Early Childhood Education, Herbert H. Lehman College	AFF	BS
Grady, Julie	M.S., Nursing, Curry College	AFF	BS
Gray, Linda	Ph.D., History, McGill University	PT	GENED
Green, Ansina	M.A. Human Development, Pacific Oaks College	AFF	BS
Griffin, William	M.A., Management, University of Redlands; M.A. Negotiation and Conflict Management, California State University-Dominguez Hills	AFF	BS
Guerriero, Steven	Ph.D. Human and Organizational Systems, The Fielding Institute	AFF	MSOL
Gutierrez, Luis	M.A., Business Management, University of Redlands	AFF	BS
Hall, James	M.A., English, California State University-Los Angeles	AFF	GENED
Hamel, Kathryn	Ph.D. Public Safety Leadership, Capella University; M.S. Criminal Justice, Chapman University	AFF	BS
Hamel, Michael	M.S. Public Policy and Administration, California State University-Los Angeles	AFF	BS
Handley, William	M.B.A. University of Phoenix	AFF	BS
Hansen, Lawrence	M.P.A., California State University-Stanislaus	AFF	BS
Harrington, James	M.A., Criminal Justice Management, Boston University	AFF	BS
Hart, Amy	Ph.D., Labor Relations, Northcentral University	AFF	BS
Harvey, Andrew	Ed.D., Organizational Leadership, Pepperdine University	FT	BS
Haverkos, Pamela	M.A., Security Studies, Naval Post Graduate School, Center for Homeland Defense and Security	AFF	BS
Hawes, John	M.I.M., International Management, American Graduate School of International Management	AFF	BS
Hawkins, Robert	Ph.D. and M.A., Social Policy, Brandeis University	PT	PhD
Healy, Kathleen	M.Ed., Education, Chestnut Hill College	AFF	BS
Hedrick, Diana*	J.D., Nova Southeastern University	AFF	BS
Heighton, F. Kilmer	M.A., History, New York University	PT	GENED
Henderson, James	Ed.D., Educational Administration, Rutgers University	AFF	EdD, PhD
Hernandez, Alexander*	M.S., Educational Leadership, Nova Southeastern University	AFF	BS
Herrera, Traci	M.A., Government, California State University-Sacramento	AFF	BS
Hewitt, George	M.F.A., Poetry, University of Iowa; M.A., English,	AFF	BA

Name	Highest Degree(s) Earned	Status²	Program(s)
	Johns Hopkins University		
Hibbert, Lawrence*	M.S., Dispute Resolution, Nova Southeastern University	FT	BS
Higgins, Eric	M.S. Criminal Justice, University of Cincinnati	AFF	BS
Holcombe, Melissa	M.Ed., Early Education and Care, Cambridge College	AFF	BS
Hood, Herbert	M.Ed., Union Institute & University	AFF	BS
Hopfer, Sharon	M.A., Human Development, Pacific Oaks College	AFF	BS
Horton, Jason	M.A., Management, University of Redlands	AFF	BS
Howard, Kelli	J.D., University of Dayton	AFF	BS
Hudick, Harry	M.B.A., University of Texas	AFF	BS
Hunt, Byron	M.S., Criminal Justice, Xavier University	AFF	BS
Ingram, Sheila	M.S., Criminal Justice Administration, University of Phoenix	AFF	BS
Isenberg, Joan	Ed.D., Education, Rutgers University	AFF	EdD, PhD
Jackson, Kim	M.B.A., Business Administration, American Intercontinental University	AFF	BS
Jackson, Raven	Doctor of Physical Therapy and B.S., Physical Therapy, Simmons College	AFF	BS
Jetter, William	Ph.D. and M.S., Fire Safety Management, LaSalle University	AFF	BS
Johnson, Jacqueline	M.Ed., Special Education, University of Cincinnati	AFF	BS
Johnson, Rachel	M.A., Educational Psychology with a specialization in Early Education, California State University, Northridge	AFF	BS
Jones, Kevin	D.A., English Studies, Illinois State University	FT	GENED
Jurado, Johnny	M.P.A., Public Administration, California State-Long Beach	AFF	BS
Kefford, Michelle	M.S., Science Education, Florida International University	AFF	GENED
Kelly, Lisa	M.D., Harvard University	AFF	BS
Kennedy, Roseanne	Ph.D., Political Science, New School of Social Research	AFF	PhD
Kirkland, Robert	Ph.D. and M.A., Latin American History, University of Pittsburgh	AFF	BS
Knight, Robert*	M.S., Management, St. Thomas University	AFF	BS
Knill, Robert	M.S., Public Administration, National University	AFF	BS
Kraus, Bari	M.S.W., Social Work, University of Cincinnati	AFF	BS
Kraus, Christopher	J.D., Chase College of Law; M.T.S., The Harvard Divinity School	AFF	BS
Kraut, Mary	M.P.A., Public Administration, Florida Atlantic University	AFF	BS
Lacher, Donald	M.S., Organizational Management, University of LaVerne	FT	BS
Lax, William	Ph.D., Clinical Psychology, The Fielding Institute	AFF	PsyD
Le, Tom	M.A., Mathematics, California State University-Fullerton	AFF	BS
Leduc, Erie	M.A., English, University of California, Riverside	AFF	BS
Lee, Michael	M.P.A., Pubic Administration, California State University-Fullerton	AFF	BS
Lee, Sandra	M.A., concentration in Psychology, Union Institute & University	AFF	BS
Lewis, Nina	M.S., Health Services Administration, Xavier University; M.S.W., Social Work, Simmons College	FT	BS
Liss, Samuel	Ph.G., Columbia University, College of Pharmaceutical	AFF	PsyD

Name	Highest Degree(s) Earned	Status²	Program(s)
	Sciences		
Logsdon, Donald	Ph.D., Zoology, Colorado State University; M.S., Biology, Trinity College	AFF	BS
Lopez, Holly	Ed.D., Educational Leadership, University of California - Los Angeles	PT	BS
Love, Jaime	M.Ed., Health Promotion, University of Cincinnati	AFF	LLL
Lundy, Kim	M.S. Forensic Psychology, Argosy University	AFF	BS
Lupinski, Kirstin	Ed.D., University of Cincinnati; M.S. Health Education, University of Kentucky	AFF	LLL
Maan, Ajit	Ph.D. Philosophy, University of Oregon	AFF	PhD
Maffei, Ciera	M.S., Nursing, Boston University	AFF	BS
Maloney, Thomas	M.A., Leadership, Saint Mary's College of California	AFF	BS
Maples, L.D.	M.A., Security Studies, U.S. Naval Graduate School; M.S., Emergency Services Administration, California State University	AFF	BS
Marrie, Stella	Psy.D., Clinical Psychology, Illinois School of Professional Psychology	FT	BA, PsyD
Marshall, Ellen	Ph.D., concentration in Psychology, Union Institute & University	AFF	GENED
Martin, Lyle	M.B.A., Business Administration, University of Phoenix	AFF	BS
Massey, Drake	M.P.A., Public Policy & Administration, California State University-Bakersfield	AFF	BS
Mauser, Steven	M.S., Criminal Justice, California State University-Sacramento	AFF	BS
Mast, Eric	M.A. English, Sul Ross State University	AFF	GENED
Mauser, Steven	M.S. Criminal Justice, California State University-Sacramento	AFF	BS
Maxam, Sue	Ed.D., Higher Education, Union Institute & University	AFF	EdD
McClain, Edward	M.S., Exceptional Student Education, Florida Memorial University	AFF	BS
McCleod, Jeanine	Ed.D., Organizational Leadership/Higher Education Leadership, Nova Southeastern University	AFF	BS
McCloskey, Kathy	Psy.D., Clinical Psychology, Wright State University	AFF	PsyD
McClung, Elizabeth	M.S., Administration of Justice & Security, University of Phoenix	AFF	BS
McCollum, Heather	Ed.D., Administration & Social Policy, Harvard University	AFF	BA
McDaniel, Judith	Ph.D., English Literature, Tufts University; J.D., Rutgers University Law School	PT	BA, MA
McDonnell, David	D.M.A., Music Composition, University of Cincinnati	AFF	GENED
McGhee, Joy	Psy.D., Clinical Psychology, Wright State University	AFF	MA-CMHC, PsyD
McInerney, Zoe	M.A., Industrial/Organizational Psychology, University of Connecticut	AFF	BS
Medrano, Luis	M.A., Executive Leadership, University of Southern California	AFF	BS
Meija, Luis	M.S., Emergency Services Management, California State University-Long Beach	AFF	BS
Melina, Lois	Ph.D., Leadership Studies, Gonzaga University	AFF	PhD
Messer, Kenya Lenoir	Ed.D. Higher Education Administration, Columbia University	AFF	EdD
Michelini, John	M.S., Human Resource Management, National University	AFF	BS

Name	Highest Degree(s) Earned	Status²	Program(s)
Michelson, Richard	M.P.A., Public Administration, National University	AFF	BS
Miller, Theodore	M.D., Oregon Health Sciences University; residency in Psychiatry, University of Vermont	AFF	MA-CMHC
Miltich, Loree	Ph.D., concentration in U.S. History, Union Institute & University	FT	MA, Ph.D.
Mitchell, Ronald	M.S., Emergency Services Management, California State University-Long Beach	AFF	BS
Mitra, Anu	Ph.D., English Literature: Literature & Women's Studies, University of Rochester	FT	EdD, PhD
Mizrahi, Hadas	M.A., Early Childhood Education, California State University-Northridge	AFF	BS
Moffett, Ian	M.S. Criminal Justice, University of Cincinnati	AFF	BS
Monks, Birgit	Ed.D., Educational Leadership & Change, Fielding Graduate University	AFF	BS
Montejano, Dennis	M.S., Criminal Justice, California State University - Fresno	AFF	BS
Moraitis, Edelmira*	M.S. Public Administration, Nova Southeastern University	AFF	BS
Morrissey, Rebecca	M.A. Counseling Psychology, Johnson State University	AFF	BA
Morrell, Melissa	M.S. Management, Colorado Technical University	AFF	BS
Mortenson, Terry	M.A. Sociology, Kent State University	AFF	GENED
Moyer, James	M.B.A., Florida Atlantic University	AFF	BS
Murphy, James	M.S., Administration of Justice, California Lutheran University	AFF	BS
Murphy, John	M.S. Computer Science, Rensselaer Polytechnic Institute	AFF	BS
Murphy, Margaret	M.Ed., Adult and Organizational Learning, Northeastern University	AFF	BS
Mussoline, Susan	Ed.D., Curriculum & Instruction, Florida International University	AFF	BS
Neher, Tracy	Ph.D., Biochemistry, University of Cincinnati	AFF	GENED
Nelson, Ellen	M.B.A., Oregon State University	AFF	BS
Nevarez, Robert	M.P.A., Public Administration, National University-Fresno	AFF	BS
Nice, Charles	M.P.A., Public Administration, California State University-Hayward	AFF	BS
Nighswonger, Davis	M.A. Military Studies, American Public University	AFF	BS
Nimmo, Thomas	M.B.A., Accounting, Xavier University	AFF	BS
Nixon, Anthony	M.S., Justice Administration, Tiffin University	AFF	BS
Nolan, Joseph	Ph.D., Education, Texas Women's University	AFF	EdD, PhD
Norris, John (Ian)	Ph.D., Experimental Psychology, Texas Tech University	AFF	PsyD
Nuzzo-Morgan, Tammy	M.F.A., Creative Writing & Literature, SUNY Stony Brook; M.B.A., Management & Finance, Long Island University	AFF	GENED
Obzsarski, Amy	M.A. American History, University of Cincinnati	AFF	GENED
O'Brien, Colleen	Ph. D., English Language and Literature and Women's Studies, University of Michigan	AFF	PhD
O'Connell, Timothy	M.A. Public Administration, National University	AFF	BS
O'Deane, Matthew	M.S. Criminal Justice, Tiffin University	AFF	BS
O'Neill, Margarita	Ed.D., School Counseling & Consulting Psychology, University of Massachusetts	FT	PsyD
Ohannessian, Sarkis	M.A. Organizational Leadership, National University	AFF	BS

Name	Highest Degree(s) Earned	Status²	Program(s)
Ossege, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT	PsyD, GENE D
Pandolfi Jr., Roland*	Ph.D., Applied Management & Decision Sciences, Walden University	PT	BS, MSOL
Pandolfi, Maria	M.S.W., Social Work, San Diego State University	AFF	GENE D
Paredes, Mariselle	M.S. School Psychology, California Baptist University	AFF	GENE D
Parris, Michelle	M.A., Multicultural Education, California State University-Dominguez Hills	AFF	BS
Pashi, Marie	Ed.D., Educational Leadership, Union Institute & University; M.A. Romance Languages, University of Cincinnati	AFF	BS
Peebles, Jodie	M.A., Leadership and Organizational Studies, Azusa Pacific University	AFF	BS
Peterson, Leland	M.A., Art Therapy, School of the Art Institute of Chicago	AFF	BA
Phipps, Perry	M.A., Leadership & Organizational Studies, Fresno State University	AFF	BS
Piazza, Charles	Ph.D. Interdisciplinary Studies, concentration in Organizational Behavior/Development, Union Institute & University	AFF	MSOL
Piep, Karsten	Ph.D., English, Miami University	FT	PhD
Pierre, Jacques	Ph.D., concentration in Educational Leadership/Systems, Union Institute & University	AFF	BS
Ponce, Juan	M.S., Public Administration, California Lutheran University	AFF	BS
Poyrazli, Hatice	M.S., Geology & Environmental Science, University of Akron	AFF	BS
Pretzer, Julie	M.A., Education/Teaching, Azusa Pacific University	AFF	BS
Pruden, Elizabeth	Ph.D. and M.A., History, University of Minnesota	AFF	GENE D
Purcell, David	Ph.D. and M.A., Sociology, University of Cincinnati	AFF	BS
Quire, Joseph	M.P.A. Public Administration, California State University-Northridge	AFF	BS
Raffanti, Michael	Ed.D., Educational Leadership & Change, Fielding Graduate University; J.D., Boston College Law School	AFF	PhD, EdD
Ramos, Um*	M.C.J., Criminal Justice and M.P.A., Public Administration, Florida International University	AFF	BS
Raymond, Jennifer	Ph.D., Policy Studies, University of Massachusetts	FT	PhD, EdD
Read, Frederick (Rick)	Ed.D., Adult & Continuing Education, Virginia Tech University; M.S., Business Administration, Lindenwood University	PT	BS
Redding, Norris*	M.S., Criminal Justice, Grambling State University	AFF	BS
Rice, Scott	Ph.D., Counseling Psychology, University of Massachusetts	PT	MA-CMHC, PsyD
Richard-Allerdyce, Diane	Ph.D., English, University of Florida	PT	PhD
Rielage, Robert	M.P.A. Public Administration, Norwich University	AFF	BS
Risse, Andre	M.B.A. Woodbury University	AFF	BS
Rodriguez, Peter	M.A. Management, University of Redlands	AFF	BS
Roe, Michael	M.S. Organizational Leadership, Union Institute & University	AFF	BS
Rolfes, Harold	M.B.A. Business, California State University-Hayward	AFF	BS
Rose, Jeff	M.S., Education, Southern Illinois University	AFF	BS
Rosselli, Joyce	M.S., Art Education, Central Connecticut University	AFF	GENE D
Rossiter, Geraldine	M.A. Creative Writing and Literature, Union Institute &	AFF	GENE D

Name	Highest Degree(s) Earned	Status ²	Program(s)
	University; M.A. International Relations, University College (Dublin, Ireland)		
Rubik, Beverly	Ph.D., Biophysics, University of California-Berkeley	AFF	MA
Sanchez, Jenny*	Ed.D., Educational Leadership, Nova Southeastern University; M.S. Pre-K to Primary Education, Barry University	AFF	BS
Santo, Ronald	M.A., Organizational Leadership, Woodbury University	AFF	BS
Scala, Frank*	Certificate of Advanced Graduate Studies, Educational Leadership, Plymouth State College; M.Ed., Educational Administration, Lowell University	FT	BS
Scarpino, Andrea	Ph.D., Creative Writing, Bath Spa University	FT	MA, PhD
Schmutzler, Ian	M.S. Criminal Justice/Law Enforcement Administration, California State University	AFF	BS
Schumacher, Larry	M.S., Criminal Justice, Boston University	AFF	BS
Scott, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT	PsyD, MA-CMHC
Shaikh, Tayeba	Psy.D., Clinical Psychology, Union Institute & University	AFF	BA
Shaw, Tommetta	Ph.D., Early Childhood Education & Teaching, Walden University	AFF	BS
Sherzer, Michael	M.P.A., Public Administration, Western Michigan University	AFF	BS
Siegel, Irvin (Jack)*	Ed.S., Computer Science, Barry University; M.Mus., University of Miami	AFF	BS
Simpkins, Steven	M.A., Administrative Leadership, University of Oklahoma	AFF	BS
Small, Mary	M.A., Special Education, California State University - Dominguez Hills	AFF	BS
Smith, Corina	M.P.A., Public Administration, California State University-Northridge	FT	BS
Smith, Ronald (Brent)	M.A., Organizational Leadership, Chapman University	AFF	BS
Smyser, William	M.A., Management, University of Redlands	AFF	BS
Snyder, Dwight*	M.S. Criminal Justice, Bethel University	AFF	BS
Spero, Susan*	Ed.D., Curriculum & Instruction, The University of Mississippi; M.A. Curriculum & Instruction in Social Studies, Grades 6-12, University of Southern Mississippi	AFF	BS
Spinelli, Robert	M.B.A., Management, Rochester Institute of Technology	AFF	BS
Stanfield, Steven	M.S. Criminal Justice, American Military University	AFF	BS
Stangle, Don	M.S., Emergency Services Administration, California State, Long Beach	AFF	BS
Steger, Mary Ann	Ph.D., Political Science, Southern Illinois University – Carbondale	AFF	PhD
Stewart, Ernest	M.Ed., Educational Leadership, California State University – San Diego	AFF	BS
Stewart, Gregory	Ph.D., Educational Leadership-Student Personnel, Ohio University, M.S.W., University of Cincinnati	AFF	BS
Stokes-Brewer, Carole	Ph.D., concentration in Counseling Psychology, Union Institute & University; M.S.W., Social Work, University of Louisville	FT	BS
Sullivan, Michael	M.B.A., Business Administration, University of Phoenix	AFF	BS
Tamburro, Paul	Ph.D. Anthropology and Linguistics, Indiana University-Bloomington; M.S.W. Social Work, Salem State	AFF	GENED

Name	Highest Degree(s) Earned	Status²	Program(s)
	College; M.A. Linguistics, University of New Hampshire		
Teachout, Woden	Ph.D., History of American Civilization, Harvard University	PT	MA
Thomas, E. Perry	Ph.D., Biology, Northern Arizona University	AFF	MA
Todd, Mary Peaco	M.A., Humanities, San Francisco State University	AFF	BA
Torres, Marco	M.P.H., Public Health/Community Health Sciences, University of California – Los Angeles	AFF	BS
Toth, Paul	M.S., Criminal Justice, University of Cincinnati	AFF	BS
Trinidad, Thomas	M.A. Criminology, Law, and Society, University of California-Irvine	AFF	BS
Troxell, Dennis	M.A., Business Administration, American Public University	AFF	BS
Tucker, Jocelyn	M.A., Human Development, Pacific Oaks College	AFF	BS
Turner-Maffei, Cynthia	M.A., Nutrition & Health Counseling, Lesley College	AFF	BS
Valentini, Kenneth	M.B.A., Management; M.B.A., Accounting/Finance, American Intercontinental University	AFF	BS
Vengrove, Andrew	Ed.D., Educational Psychology, American International College	PT	MA-CMHC, PsyD
Voparil, Christopher	Ph.D., Political Theory, New School for Social Research	FT	PhD
Wadia, Tanya	M.S., Geology, University of Cincinnati	AFF	GENED
Walker, Myshamil	M.S., Instruction and Curriculum in Mathematics Education, University of Phoenix	AFF	GENED
Wasserman, Leslie	Ph.D., Education, Walden University	AFF	BS
Watnick, Beryl	Ph.D., Specialization in Early Childhood Special Education, Union Institute & University	FT	EdD, PhD
Wayland, Susannah	M.A., Teaching & Curriculum, Michigan State University	PT	BS
Wells, Michael	M.A., Leadership, St. Mary's College of California	AFF	BS
White, Ceilia	M.S.W., Social Work, University of Cincinnati	AFF	BS
Williams, Roxanne	M.S., Early Childhood Education, Nova Southeastern University	AFF	BS
Wright, Tammi	M.S., Criminal Justice, Tiffin University	AFF	BS
Wubbenhorst, Robert	C.A.G.S., Counselor Education & Supervision; M.A., Counseling Psychology, Union Institute & University	AFF	MA-CMHC
Zambri, John	M.A., Security Studies, Naval Postgraduate School	AFF	BS
Zamora, Jorge	M.A., Leadership Studies, Saint Mary's College of California	AFF	BS
Zimmerman, Kevin	M.P.S., Security and Safety Leadership, The George Washington University	AFF	BS