University Catalog

ADDENDUM TO THE 2016-2017 UNIVERSITY CATALOG

Program and policy revisions to the 2016-2017 University Catalog.
Effective January 1, 2017 – June 30, 2017

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

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

Union Institute & University is accredited by The Higher Learning Commission. Union Institute & University is authorized as a degree-granting institution by the Ohio Department of Higher Education (formerly known as the Ohio Board of Regents), the Florida Commission for Independent Education, and the Vermont Board of Education. 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. UI&U is a member of the National State Authorization Reciprocity Agreement (SARA)—as such, the university may enroll residents of other SARA member states without specific state authorization. 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.

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UNION INSTITUTE & UNIVERSITY – ACADEMIC CENTERS

- Effective September 30, 2016, the Florida Academic Center moved from their location from North Miami Beach, FL to the new location in Hollywood, Florida.

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

ACADEMIC PROGRAMS AT UI&U

- Correction made to Bachelor of Arts with a Psychology noting that the correct optional concentration is Forensic Psychology (not Forensic Studies)
- New degree program:
  Master of Science in Healthcare Leadership (MS – HCL) with a major in Healthcare Leadership
  (details regarding this new degree program can be found later in this document.)
- The online MS - HCL program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states, however because the MS-HCL 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.

STATE AUTHORIZATIONS

- Update: Kentucky is a state that is now a SARA state. UI&U authorization for Kentucky residents is now through SARA and no longer with KY Council on Postsecondary Education.

ADMISSION

- Doctor of Philosophy in Interdisciplinary Studies program changed their admission requirement so that rather than requiring all official transcripts from postsecondary institutions, only an official transcript with the earned master degree noted from a regionally accredited institution is needed.

VETERANS EDUCATION & MILITARY EDUCATION

- Union Institute & University is approved for the education and training of Active Duty, Guard, Reserves, Veterans, and their **eligible** spouses and dependents under all existing public laws.

Veterans in Union

- The Veteran in Union stipend opportunity is now open to qualified UI&U veteran students who reside in any state in the U.S. and register through any one of the UI&U Academic Centers. Refer to the UI&U website https://www.myunion.edu/military/stipend/ for UI&U military scholarships and stipends.

THE BUSINESS OFFICE

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

Services Provided

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

Other services provided upon request include third party billing and student account statements. Students can access and print student account information by accessing 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

Payment of tuition and fees is due the first day of each term. The amount due is determined by reviewing the Registration and Tuition Policy specific to each program; please refer to http://myunion.edu/Documents/BachelorofScienceTuitionPolicies.pdf
Payments options include:

- financial aid
- paper check (mail to Union Institute & University 440 E McMillan St Cincinnati, OH 45206-1925)
- debit or credit card:
  by phone - call 800.861.6400 ext. 1095
  via CampusWeb. Access the How to Make a Payment link on CampusWeb: https://campusweb.myunion.edu/
- selecting the Deferred Payment option (see explanation below)

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

Refund Policy

Union Institute & University's Refund Policy addresses:

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

- Credit balances resulting from:

    1. adjustments of Tuition and Fee charges due to dropped courses or withdrawals
    2. scholarships
    3. overpayments
    4. Third Party payments

Refunds of Excess Title IV Funds

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

Refunds of Credit Balances

Adjustments of tuition and fee charges

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

Dropped courses

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

Withdrawals

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

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

Scholarships

Credit balances created by scholarship postings are refunded upon request by contacting the Business Office at 800.861.6400 ext. 1095. Credit balances remaining (e.g. credit balance

maintained for future tuition) on a student's account are refunded as part of the financial clearance process for graduation.

Overpayments

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

Third Party Payments

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

Return of Title IV Funds (R2T4):

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

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

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

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

Session (8 weeks)

- Prior to and during the first week of a session – 100% reversal of tuition and fee charges
- During the second week of a session – 50% reversal of tuition and fee charges
- During the third week of a session – 25% reversal of tuition and fee charges
- No reversal after the third week of a session

Refund Information

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

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

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

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

When tuition and fees are adjusted due to drops or withdrawals, a credit balance may result. The amount to be refunded is based on a schedule unique to each program. Credit balances created by tuition adjustments are not refunded automatically. The Schedule of 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 ext. 1291.

ACADEMIC POLICIES, PROCEDURES, AND SERVICES

Academic Integrity Policy

- Under Institutional Student Complaint Log, UI&U complies with the provisions of the federal Higher Education Opportunity Act.

DEGREE PROGRAMS

Undergraduate Degree Programs

Articulation and Academic Agreements

- New agreements since July 1, 2016:
    - ITT Technical Institute
    - Learning Care Group, Inc.
    - Straighterline, Inc.

Methods of Fulfilling Degree Requirements

- Certified Learning update: Certified Learning credits will be added to a student's academic record AFTER the drop/add date for a session or term.

Transfer Credit / Advanced Standing Policies

- A maximum of 4 semester credits may be accepted from normally transferrable physical education activity courses; a maximum of 8 semester credits may be accepted from normally transferrable physical education theory courses.
- A maximum of 8 semester credits may be accepted from normally transferrable English as a second language courses.

BACHELOR OF ARTS DEGREE PROGRAM

Bachelor of Arts Major in Psychology

- MCH 325 Social and Ethical Issues in Health Care is added as a Psychology major elective.
- LDR 410 Negotiation and Conflict Resolution is added as a Psychology major elective.

BACHELOR OF SCIENCE DEGREE PROGRAMS

Major in Business Administration

- There are no new students being accepted into the Business Administration major.

- MGT 344 Project Management has a revised course description:
  Course Description:
  This course covers the concepts, tools, and techniques of project management. The goal is to provide the student with an understanding of: project planning, budgeting, scheduling, work breakdown structures, risk analysis, project monitoring, project control, project evaluation, and project completion or termination before the project is completed. The ethical and social implications of project management will also be explored

Major in Child and Adolescent Development

- New course added as a major elective: **CHD 401 Meaningful Math for Young Children (2 credit hours)**
  CHD 401 Course Description:
  This course focuses on early mathematical content and concepts that are relevant to young children during the first five years of life. The course is designed to teach students effective strategies to recognize and promote mathematical development and learning in all young children. Students will explore what mathematics looks like for infants, toddlers, and preschoolers and learn specific ways to facilitate young children's mathematical development.

Major in Early Childhood Studies and Education

- ECS 450/EDU 450 are each variable credit 1-4 credits. These courses ae repeatable, but a student cannot register for more than a total of 4 credits.

Major in Maternal Child Health: Human Lactation

- MCHL Concentrations – NEW for January 2017
  Students who choose the major in Maternal Child Health may complete a generalized program or may elect one of two concentrations within the major with specific focuses as described below.

  Concentration in Pathway 2 (PW2): focus on completion of requirements needed for the IBLCE exam.
  or
  Concentration in Health Disparities and Childbearing (HDC): focus on the cultural aspects of childbearing and early young child feeding and analyzing these elements in the context of power and equity.

- **Students completing the major with a concentration in Pathway 2 (PW2) will be able to:**
    - Sit for the IBLCE exam via pathway 2 (pending CAAHEP LEAARC accreditation).
    - Discuss and evaluate concepts related to the management of human lactation.
    - Appraise the contemporary issues central to lactation care.
- **Students completing the major with a concentration in Health Disparities and Childbearing (HDC) will be able to:**
    - Analyze and explain the social and cultural aspects of childbearing and young child feeding.
    - Examine critical concepts and emerging trends in health disparities.

- Explore how racism, power, inequities, and social structures impact the health of mothers and babies.

Course C=Core E=Elective	Generalized Program	PW2 Concentration	HDC Concentration
BIO 225	E	C	E
GANT 220	E	E	C
GPSY 120	E	C	E
MCH 140	E	C	E
MCH 250 *+	E	C	E
MCH 323	E	E	C
MCH 325	E	C	C
MCH 327	E	E	C
MCH 329	E	C	E
MCH 388+	E	E	C
MCH 428	E	E	C
MCH 429	E	C	E
MCH 460*	E	C	E
MCH 461*	E	C	E
MCH 480++	E	E	C

*Students with a Pathway 2 (PW2) concentration must complete this course for the Experiential Component.

+Students with a Health Disparities and Childbearing (HDC) concentration must complete this course for the Experiential Component.

++MCH 480 has the following prerequisites: MCH 150, MCH 220, MCH 223, MCH 322, HCP 330. MCH 480 may only be taken in the final term of the degree.

Major in Organizational Leadership

- New course added as a major elective: **LDR 115 Leadership and Spirituality (4 credit hours)**
  LDR 115 Course Description:
  The goal of this course is to discuss and present leadership and spirituality and explore the relationship between them from Eastern and Western perspectives, especially as they impact both the leader, who casts the vision, and the followers, who are empowered to create a mission, for positive service in society.

- Under the heading elective courses in the major, the word "Required" is to be ignored and will be deleted in the next version of the University Catalog.

MASTER OF SCIENCE IN HEALTHCARE LEADERSHIP (MS-HCL)

Associate Vice President for Academic Affairs: Arlene Sacks, Ed.D.
Program Director: Jennifer Ossege, Psy.D.

Program Overview

Credits to Degree: 36 semester hours (academic year = 32 weeks, program length = 48 weeks)
Calendar: The academic year is defined as two 16-week terms
Courses: 12 courses, each being three credits
Transfer Credits: None. The MS-HCL Program does not accept transfer credits toward the degree requirements except for some applicable Union Institute & University courses and with the approval of the Program Director.
Formats: Distance learning (online). Cohort model with a virtual learning community
Terms: August-December (Fall), January-April (Winter), and May-August (Spring/Summer). Each 16-week term is split into two 8-week sessions. Students take two courses every eight weeks, if enrolled full-time.
Enrollment Dates: Fall, Winter, and Spring/Summer terms
Minimum Time to Degree: 12 months/ Maximum time to degree: 4 years
Student Status: Full-time/12 semester credits per term; Part-time/six semester credits
Major for the Program: Healthcare Leadership

The annual program calendar and Registration/Tuition Fee Schedule are available on the website at https://myunion.edu/future-students/funding-your-future/

This program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states, however because the MS-HCL 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. Check with an enrollment counselor to determine whether or not your state's regulations will allow you to enroll in this program.

Program Mission and Vision

- Develop healthcare leadership that foster social change.
- Empower creative solution-building leadership for an interdependent healthcare culture.
- Facilitate a transformative learning environment where professionals, students and mentors collaboratively envision, build, and implement interdisciplinary solutions to global business and social challenges.
- Provide individualized student attention and advising.

Program Learning Outcomes

- Critique how policy language contributes to healthcare inequities.
- Critique scholarly literature in healthcare leadership.

- Propose innovative solutions to challenges identified in the healthcare leadership literature.
- Formulate ethical and socially-just alternatives that address challenges facing healthcare leaders and organizations.
- Evaluate challenges facing healthcare leaders and organizations.
- Relate ethical or social and cultural implications of leadership within healthcare.
- Analyze how power and privilege shape global healthcare practices and challenges.
- Appraise how one's own leadership position may unintentionally contribute to oppression, power and privilege in healthcare.

Philosophy for the Master of Science in Healthcare Leadership

Over 50 years ago, Union Institute & University was formed to support adult learners in acquiring leadership skills to be more effective change agents in their local communities. Over this time, Union Institute & University created a proven practice-based curriculum that prepares leaders from various segments within communities and from different organizations. This successful curriculum incorporates leading concepts and practices of transformational leadership that fosters social change through ethical and creative leadership.

Using the insights gained over the past 50 years in adult learning, Union Institute & University designed the Masters of Science in Healthcare Leadership on this historic track record; and moves the emphasis from the broad field of general leadership to the specific field of healthcare as this field is going through profound transformation in the face of the technological and policy changes.

The healthcare field in general and provider organizations in particular are in the midst of significant disruption and innovation. Healthcare is no longer just about medical care. In fact, there is now consensus that "health" is more than medical care; and that health of populations is more significantly determined by social conditions such as access to education, jobs, and housing. Therefore, healthcare leaders and policy experts agree that what is needed in today's healthcare organizations and healthcare systems to drive transformation and innovation is the ability to look at protracted and long-term social and healthcare challenges and apply resources in a creative and ethical way.

Because each community is unique and because each geographic area requires a targeted-approach, there is no single solution that can be applied. Through the MS-HCL program, Union Institute & University will foster creative and unique solutions matched to the local community, healthcare organization, and health needs of that community. To accomplish this, healthcare professionals agree that an entirely new set of skills are required for healthcare organizations. Rather than focusing on technical competence and business managerial skills, healthcare organizations are looking for individuals who have both creativity and the ability to innovate while being grounded in community values and ethics. Based on its historical commitment to ethical and creative leadership and based on its successful accomplishment of its mission, Union Institute & University is offering this expertise and applying them to healthcare leadership through this new Master of Science in Healthcare Leadership program.

Program Description

To successfully lead today's healthcare systems into the future, emerging leaders need more than technical management expertise. They need people skills and leadership insights that catalyze organizational transformation and social change. In effect, leaders need to be change agents within their own complex organizations, all the while being cognizant of the dynamic and turbulent external environments that impinge on their organization.

This program trains students to lead financially successful organizations through innovative healthcare leadership under circumstances in which there are no precedents, as well as maintaining ethical standards and preserving the founding mission of their respective healthcare organizations. It will provide the necessary knowledge and skills in administration and management, as well as fostering creativity, ethics, leadership, and social entrepreneurship to assist students in achieving success for their organizations.

The program will offer the most important determinant of long-term leadership success: mentoring. Mentors will guide and demonstrate through example how to understand one's own skills, limitations, and ambitions while fulfilling the needs of the healthcare organization. Mentors will also be able to model how to maintain positive working relationships with all of the key stakeholders connected to that healthcare organization, including community members, employees, board members, and patients.

Program Delivery Model

- Fully Online, intended to be a full-time program of study with completion possible in 12 to 18 months.
- Students take two courses in sequence per 8-week session, completing the 36 credit hours in 12 months.
- Students have an option to complete the program full-time within a 12-month period or complete it part-time within the four years maximum allowed. For specifics on part-time enrollment at six credit hour (with program approval), see Non-Registration / Part-time Status Policy below.

Admission Criteria, Requirements, and Procedures

Program Candidate Profile

Masters of Science in Healthcare Leadership (MS-HCL) candidates are expected to be emerging professionals or current leaders at all levels of management in for-profit, nonprofit, and public health care sectors, with a minimum of 3-5 years of work experience in healthcare. The university seeks individuals whose goal is to advance their careers in a manner that contributes to their profession, enhances the civic communities in which they live and work, and addresses larger global issues. Appropriate candidates:

- Have successfully completed a bachelor's degree from a regionally accredited college or university with a cumulative grade point average (GPA) of at least 3.0.
- Have a minimum of three to five years of healthcare work experience with an interest in expanding their leadership abilities and skill set with the possibility of taking on greater management or organizational responsibilities.

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

Admission Requirements

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

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

Application Procedure

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

- *Completed Application*

- *Statement of Purpose:* A three-four page (double-spaced) statement of purpose in which the applicant:

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

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

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

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

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

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

Provisional Admission

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

achieve a grade of B or better in any course taken, the student will not be permitted to continue in the program.
- Financial aid is only available for the first session of provisional admission.
- Following successful completion of first session coursework, the student will be granted full matriculated status and allowed to continue enrollment for courses beginning in the next scheduled session of that term.

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

Transfer Credit

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

Admissions Calendar

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

New Student Orientation

In order to become familiarized with the online course environment, it is important to watch a tutorial to help orient you to the CampusWeb course management platform. New students should go to Union Institute & University's New Student Orientation page:
https://campusweb.myunion.edu/ICS/Student_Orientation.jnz
Through this tutorial you will learn about the basics of what is needed to get started as a UI&U student, such as:
- Using the Common Login to Access CampusWeb, Student Email and UI&U Library
- General Navigation of CampusWeb
- How to Access Your Student Email
- General Course Navigation
- Course Email
- Collaboration-Forums
- Coursework Assignments

Minimum/Maximum Timeframe

Students may complete the 36-credit hour degree program in one year of full-time study, while students who desire more time may opt for a two (2) year or longer program. The maximum time allowed for degree completion is four (4) years.

Registration

Union Institute & University operates its MS-HCL program on a three-term, 12-month academic year calendar. The academic terms are identified as fall, winter, and spring/summer. MS-HCL students register three times a year before the beginning of each term.

Registration is completed online on CampusWeb in Web course registration and submitted to the advisor for approval. Instructions are found on the MS-HCL website and on the Web registration site.

- Students register prior to each term in CampusWeb through web registration. Registration is initiated by the student and must be approved by the program advisor. When web registration closes, any registration changes need to be approved by the advisor, and submitted to the Registrar's Office.
- A student's registration through web registration must be approved by the program advisor before financial aid will be disbursed.
- **Students with past due balances must obtain financial clearance from the Business Office prior to the term start date.**
- Approval of the Registration Agreement (which includes the Financial Responsibility Agreement) constitutes acceptance of academic policies and financial responsibility for tuition obligations as outlined in the university catalog. The student must click "I agree" to the Registration Agreement at the time of web registration or approve by signature on a registration form.

Due to the nature of the MS- HCL program's modular design, interrelationships of course topics, and instructional style, fulltime students <u>must</u> register for two courses during an eight-week session.

Registrations are to be processed prior to the start of each new term. The first day of the initial term is the matriculation date throughout the student's graduate program. The registration process and forms found online are initiated by the student. Direct registration questions to the MS-HCL program office.

Tuition is due on the first day of each new term. The tuition and registration policies are published annually on the university's website and also included in this catalog addendum. Payment of tuition is handled with the Business Office. For questions contact the Business Office. Students with past due balances must obtain financial clearance from the Business Office prior to registration for a new term.

Drop/Add and Program Withdrawal

Drop/Add of Courses
To receive a tuition refund students must drop individual courses according to the following schedule:

Schedule of Tuition Refunds	
Week One	100%
Week Two	50%

Week Three	25%
Week Four and After	0%

Maryland Resident Tuition Refund Schedule
Maryland's state regulations stipulate a refund policy for students based on percentages of the term completed. In accordance with those regulations, the minimum refund that UI&U shall pay to a student who is a Maryland resident, who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is shown below. Refund schedules are based on the length of the term in which the student is enrolled. The date of withdrawal or termination determines the percentage of the proration of tuition. If a refund is due, it will be issued within 60 days from the date of withdrawal.

Session – based on 56 days / 8 weeks		
Date of Withdrawal or Termination	Percent of Term Days	Tuition Refund
Day 1 – 5	Less than 10% completed	100%
Day 6 – 11	10% up to but not including 20%	80%
Day 12 – 17	20% up to but not including 30%	60%
Day 18 – 22	30% up to but not including 40%	40%
Day 23 – 33	40% up to but not including 60%	20%
More than 60%		0%

Students are permitted to add courses only prior to the start of an academic term. Courses may be dropped during the first 15 days of an 8-week session. Courses dropped after 15 days will receive a grade of W for withdrawal on the academic record. Course drops may occur through the end of the session; however, the tuition refund schedule is enforced. The effective date of a drop/add is either the date of postmark or the date the written or oral request arrives at the MS-HCL office or Registrar's Office.

Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their financial aid status. All drop/add requests must be approved by the student's instructor(s) in the course(s) dropped and/or added and by their academic advisor.

Courses dropped after the Add/Drop deadline will remain recorded on the student's academic record. A grade of Withdrawn (W) will be posted to the grade field for each course dropped.

Part-Time Status

Students in the MS-HCL are expected to take 12 credits (two courses per session; four courses per semester/term) as full-time students. It is understood that some students, for personal and other reasons, may need to take a reduced load. In order to accommodate these students, the

following ***part-time*** criteria have been established:

- Students who wish to take less than the 12 full-time credit hours per semester/term must submit a written request outlining the reason(s) for the request prior to registration. Upon approval, the student and program advisor develop a written plan of completion outlining how the student will complete the program term-by-term. The student is considered part-time and must conform to the criteria specified in the plan of completion.
  - o Students will be encouraged to take 6-9 credit hours per term during the program.
  - o Students must take both courses during the first session of their first two terms simultaneously (501 & 502 and 503 & 504, respectively).

Non-Registration Policy

Students who take a session off from the program must complete all previous course requirements, with grades assigned by faculty, prior to returning to the program and must meet SAP.

Students who need to take more than a semester/term off from the program should apply for a leave of absence (see https://www.myunion.edu/about/policies/student-leave-of-absence/).

Students who do not register for a semester/term without an approved plan will be considered to have withdrawn from the program and will need to conform to the university Reinstatement / Readmission Policy. Students will be assigned to a new cohort matching his/her progress in the program and assume the new cohort's per credit-hour tuition rate if any of the following criteria are met:
- does not register for a course or drops more than one course in a 16-week term,
- withdraws from the program and requests to be reinstated or readmitted, or
- fails to register for one academic term and requests to be reinstated or readmitted.

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

A student for various life or work reasons may need to not register (NR) for a session or term. If a student decides not to register:

- It is recommended that the student discuss that decision with the MS-HCL Program Director.
- The Program Director is to be notified in writing outlining the reason for not registering and when registration in the program will resume.

Program Withdrawal

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

Administrative Withdrawal

An administrative withdrawal is based on academic dismissal, disciplinary actions, or financial policies. Students dismissed under university policies will be treated the same as withdrawals for purposes of tuition refunds.

Reinstatement

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

Students who have been withdrawn for 12 months or less may apply for reinstatement by letter to the Program Director. The letter should be submitted at least 45 days before the beginning of the term in which reinstatement is being requested and must include the following:

- An explanation for the request for reinstatement.
- A narrative that details the student's professional accomplishments while withdrawn from the program.
- A description of any remediation steps that were taken, if relevant.
- An explanation of how circumstances differ now from those that existed at the time of withdrawal.

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

Readmission

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

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

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

Note the following:

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

Degree Requirements

Online Learning Environment/Courses

The University uses CampusWeb for online course delivery and thus students access their courses via the CampusWeb online management system. Each course is 8 weeks in length and is assigned three graduate credits (unless otherwise specified). Students in the MS-HCL program typically take 2 courses concurrently.

Typically, instructors will assign readings from a textbook and/or scholarly journal readings, along with other educational materials such as PowerPoints, video clips, or pre-recorded or live lectures. There is also typically an online discussion forum within each course, where students interact with one another and with the instructor in order to deepen the understanding of the assigned material. Faculty assign grades based on criteria established for each assignment as outlined in the syllabus. Timely submission of work is a program expectation. Students should become familiar with each of their courses on CampusWeb and know the expectations for each course. Each course will include a comprehensive syllabus, which will include the learning outcomes and how these will be evaluated through the coursework and serves as the contract for the course.

Synchronous, online class meetings/webinars using advanced audio-visual conferencing technology are an important part of each course, and attendance at these is expected. These webinars require telephone, computer and webcam connections for optimal engagement in the class meeting. These meetings provide the opportunity for important student-faculty and student-student interactions, for the purpose of presenting new material, discussing course assignments and readings, and highlighting or clarifying learning concepts. Attendance at these is expected and students are required to notify their professor in advance if they are unable to attend for some reason. Many instructors will record the meetings for students to view later, if unable to attend. Typically, online class meetings last from 60-90 minutes but can vary depending on the course. Instructions for access to the online class meetings is provided in each course syllabus and reiterated on the course page.

Curriculum Sequence

The MS-HCL program adopts a cohort model, where students matriculate through a course sequence of required courses together as a cohort of peers. Below is the typical sequence of courses. Electives may be offered in the future and specific electives are not guaranteed to be offered each term (based on faculty availability and student interest).

Time period	Curriculum component	Time period	Curriculum component
Year 1	Courses	*Year 1*	Courses

Semester A		Semester A	
Session 1	HCL 501 Healthcare Leadership	**Session 2**	HCL 503 Healthcare Policy/Advocacy
Session 1	HCL 502 Ethic in Healthcare Settings	**Session 2**	HCL 504 Design Research
	HLC 550 Mentorship		
Time period	**Curriculum component**	**Time period**	**Curriculum component**
Year 1 Semester B	**Courses**	*Year 1 Semester B*	**Courses**
Session 1	HCL 505 Program Evaluation	**Session 2**	HCL 508: Economics/Financial Management
Session 1	HCL 506 Big Data: Role & Purpose	**Session 2**	HCL 510: Marketing and Communication/Disruptive Innovation Technology
	HLC 550 Mentorship		
Time period	**Curriculum component**	**Time period**	**Curriculum component**
Year 1 Semester C	**Courses**	*Year 1 Semester C*	**Courses**
Session 1	HCL 507 EHR & Information Systems	**Session 2**	HCL 511 Social Entrepreneurship
Session 1	HCL 509 Organizational Research, Analytics and Innovative Solution Building	**Session 2**	HCL 512 Capstone
	HLC 550 Mentorship		

MS-HCL Course Descriptions for Term I

HCL 501 Healthcare Leadership (3 credits)

There is no blue print or a formula for transforming hospitals and health care systems from a focus on sick care model to one that is focused on wellness. Even more daunting is successfully leading complex health care organizations within community settings with stakeholders who have either conflicting or missing views on mission and vision for today's health care organizations. Under these current circumstances, leadership of health care systems and hospitals or even leadership within a department and a service line of a hospital requires creativity and innovation guided by a commitment to serving the needs of both the health care organization and the community. Therefore, this course is designed to examine

roles and responsibilities of health care leadership; foster critical thinking about health care systems and organizational dynamics; survey the major schools of thought about leadership; and facilitate self-assessment and introspection about leadership that is tied to mentoring with senior health care leaders who can guide a personal and professional leadership development plan.

HCL 502 Ethics in Healthcare Settings (3 credits)

While acknowledging the importance of legal statutes, principles of bioethics, and the role of compliance, this course will focus on the need for individuals working in any health care setting and for health care organizations to clearly articulate an ethical framework. This course examines the role of ethics in decision making processes within health care settings; emphasize the need for developing an ethical framework that reconciles competing values and a mindsets; and prioritizes how dwindling resources can be fairly allocated among a competing segment of health care stakeholders. Furthermore, this course will enable health care leaders to appreciate the complexities and the transformational nature of health care.

HCL 503 Healthcare Policy/Advocacy (3 credits)

This course employs an interdisciplinary approach to health policy as it examines the social, environmental, economic and political factors that shape disease and health across societies. We will explore the role of the state and civil society in promoting health and providing care and consider the ways in which structural factors create and maintain health inequities and health disparities including those relating to race, ethnicity, gender, sexual orientation and social class. Students will learn how to use policy analysis and advocacy strategies to influence health policy decisions at the local, state, national or international level.

HCL 504 Design Research (3 credits)

The Design Thinking research method is an interdisciplinary approach to addressing challenges by applying the 4C's—collaboration, creativity, critical thinking, and communication—in order to develop new solutions to persistent healthcare problems. For too long, healthcare problems have been narrowly framed and conceptualized. As a result, the solutions that have emerged have been limited in scope. Design thinking is the methodology that may be used to introduce innovative, imaginative ways to the process of problem solving in order to produce results that are broad-ranging, impactful, and more relevant to the situation on hand. Healthcare professionals are challenged to continually redesign today's healthcare environment, which have been caught in the throes of rapid technological and consumer-driven changes. This course provides an overview of the design thinking framework for healthcare management and innovation; uses case studies to examine issues related to healthcare management, innovation and practice; and explores alternate pathways to problem solving in an industry that—historically—has been slow to change. Theory and practice will be seamlessly brought together to critically examine the emerging landscape of healthcare in the 21st century.

MS-HCL Course Descriptions for Term II

HCL 505: Program Evaluation (3 credits)

Within this course, students will incorporate skills in examination of multiple frameworks and methods used in designing program evaluations on a variety of policy issues including health and the environment. There is a focus on methods of evaluating program effectiveness, particularly within a changing healthcare industry and in light of social innovation and creative approaches to measuring program efficacy, as well as the fundamentals of types of program evaluation, designing program evaluation related to outcome data and ethical, political and cultural challenges when conducting program evaluation. A focus will be on healthcare development models, particularly those which are evidence driven in a variety of fields (such as

public health, mental health, etc.) as these are important aspects of creative and strategic leadership within the healthcare field.

HCL 506: Big Data: Role & Purpose (3 credits)

Leaders within healthcare organizations, whether they manage for-profit, nonprofit or government organizations, must be business savvy while being socially responsible. Accessing available information and understanding that data works to drive improvements in healthcare and demonstrate efficacy to payers is a crucial aspect of healthcare leadership. In light of global economic strategies and world healthcare trends, this course addresses complex issues pertaining to organizational operations, financial management and organizational performance within the healthcare industry. Central to this examination is the use of organizational research and statistics in forecasting, strategic planning, problem solving, critical decision making and innovation. This course will help students better understand the existing data related to population health and to build upon this data to impact issues of healthcare disparities within the population and how to meet the needs of the community served.

HCL 508: Economics/Financial Management (3 credits)

This course extends the concepts and insights addressed in HCL 503. With changing healthcare economics and reimbursement methods both on local and national levels, healthcare leaders must maintain an understanding of their internal financial management and be knowledgeable of how their organization organizes and reports financial data. Management and negotiation of insurance contracts, managing third party payers and addressing different and identifying innovative payment streams (in private and/or public sectors) is an important aspect of healthcare leadership. This will enable them to make financial decisions regarding the cost-effectiveness of their organization and understand the broader environment of funding healthcare services. This course will focus on foundational and advanced economic and financial management theories, principles and methods in healthcare financial management, as well as examine reimbursement methodologies, cost allocation strategies, and risk sharing.

HCL 510: Marketing and Communication/Disruptive Innovation Technology (3 credits)

This course provides students with a thorough understanding of traditional and non-traditional marketing methods (such as social media) enabling them to manage the development and deployment of their business models. This will include the overall design, development and implementation of marketing strategies commensurate with their strategic plan to lead within healthcare organizations. The course will review the role of the disruptive innovation model and how these approaches specifically apply to healthcare allowing them to attract new consumers while continuing to support their existing clientele.

MS-HCL Course Descriptions for Term III

HCL 507: EHR & Information Systems (3 credits)

Electronic Health Records (EHRs) automate the activities of healthcare clinicians throughout healthcare systems, including physicians, nurses, physician assistants, and healthcare administrative staff. The use of EHRs presents both challenges and benefits to patients and staff, including the collection and management of data, HIPAA requirements and security, integration across systems and facilities, and the overall changes in roles and responsibilities of healthcare staff and leaders. This course will focus on understanding EHRs and health

informatics, uses of technology, collection of data, and obtaining the skills to successfully manage those who utilize these systems. This will include developing a robust understanding of the role and function of information technology in operations and the ability to analyze and evaluate information to support decisions or recommendations.

HCL 509: Organizational Research, Analytics and Innovative Solution Building (3 credits)

Organizational analytics that draw upon quantitative and qualitative data is critical for leading and successfully analyzing healthcare operations, making decisive decisions, and innovatively solving problems. Building upon work in HCL 506 and HCL 507, this course synthesizes the learning about research methods throughout the program, as well as further prepares students to develop and utilize various forms of data collection, statistical analysis, and reporting to make organizational decisions and the needed changes to healthcare organizational operations, with a focus on developing leadership skills to enhance creative solutions to problems within the healthcare industry.

HCL 511: Social Entrepreneurship (3 credits)

Social entrepreneurship is emerging as an aspect of organizational leadership that is important within the healthcare field, as these methods help address social and environmental challenges. Social entrepreneurship marries the business realties of healthcare organizations and the need to contribute to the social good. Effective leaders are challenged to fulfill a mission of addressing the needs of the surrounding community and social environmental challenges while also operating organizations in a fiscally responsible manner. More than ever, healthcare leaders are charged with finding opportunities and stepping beyond the traditional profit-driven business models and engaging in innovative problem solving approaches. This course will introduce these concepts and tools needed to operate in today's healthcare landscape while encouraging students to find ways to fulfill the healthcare needs of a population while also engaging in sustainable economic practices.

HCL 512: Capstone (3 credits)

The MS-HCL program invites students to identify a problem related to their own real-world organization or experiences and work on generating innovative solutions to address this problem by generating practical, applied and creative strategies. Work is ongoing throughout the program and culminates with a graduate level capstone project that demonstrates one's knowledge and practical skills in the field of healthcare leadership and addressing the healthcare problem they have been grappling with over the course of the program. The project draws upon and integrates conceptual and analytical work throughout the program. The capstone project is designed to engage in research and analysis that describes one's own perspective on healthcare leadership and how today's leader enable healthcare organizations to operate effectively and creatively to meet both short term and long term challenges.

HLC 550: Mentorship (0 credits)

Students register for this course each semester to coincide with the mentorship experience. It is expected that students meet or have contact with their Mentors bi-weekly, at a minimum. Mentor meetings will focus on developing ideas and social processes, as well as financial perspectives important to support and create change. Other key foci will be on developing the personal and

interpersonal skills necessary in creating change and developing into an effective leader. Methods of mentoring may include discussion, case study analysis, development of strategic plans, addressing competencies and responding to semi-structured prompts. Students will be expected to create a summary of each meeting, documenting the process and progress of the mentoring experience. This work will be documented in an E-Portfolio, which will allow the university to follow the progress of the mentor relationship and the student's developmental progress, is tied to program competencies and will serve as a culminating artifact at the end of the program.

Mentorship Requirement/E-Portfolio

The mentorship component of the Master of Science in Healthcare Leadership Program is a central strategy in connecting the course-based learning to real world scenarios. The mentoring relationship provides an opportunity to develop and expand one's skills as healthcare leaders and professionals. Requirements, expectations and the procedures for selecting, arranging and evaluating mentorship arrangements are described below.

Mentor Qualifications:
Qualified mentors will be experienced in the healthcare field and have a solid understanding of the many needs of developing leaders. They must demonstrate a willingness and excitement to participate in the professional growth of emerging leaders.

Whereas faculty work with students to develop knowledge and content within courses, the focus of the mentor will be on developing the professionalism and applying their knowledge to the real world, which is essential to leadership success.
   Requirements include:
   - o Must be currently working as a healthcare professional/leader
   - o A minimum of 10 years working experience in the field
   - o Willingness and ability to commit to one year of working with a mentee, maintaining at minimum once per month contact via telephone or in-person with the student and providing feedback to the program at scheduled intervals

Selection and Assignment of Mentors:
There are two primary means of establishing the Mentor/Mentee relationship. The student may either be assigned a mentor through an established mentorship program (such as the ACHE Mentorship program) or he/she may identify a qualified individual who meets the Mentorship requirements and is approved by the Program Director or Mentorship Coordinator.
   1. **ACHE Mentorship Program**
      - o Students may want to establish mentorship through national mentorship matching programs. The American College of Healthcare Executives (ACHE) helps match mentees with mentors and has an established process of recruiting and vetting qualified mentor volunteers and matching them with protégés. While there is not a fee for the mentoring service, students do need to be members of ACHE in order to participate in the match. Students are responsible for any associated fees.
   2. **Student Selection (subject to program approval)**

- If students wish to arrange for a mentor through their organization or other contact, they may explore this option. Potential mentors must complete a Mentor Profile (to include work history, geographic location, contact information, work history and experience, and why they want to engage in the mentoring process).
- The potential mentor must submit a current resume that reflects a minimum of 10 years of experience in the healthcare field and current employment as a healthcare professional/leader.
- A phone interview will be scheduled between the potential mentor and the Program Director or Mentorship Coordinator. The purpose of the phone call is to discuss expectations, establish rapport with the mentor and determine that the potential mentor is an appropriate match for the student (i.e. not engaged in a dual role relationship, etc.).

Structure of Mentorship Arrangement

Students will register for Mentorship each semester (16 weeks); 0 credits. Each student is matched with a Mentor prior to beginning the program. In the case where a student is admitted to the program with little time before the term begins, a decision will be made to either defer to the following term or establish a mentor relationship with approval prior to (or as soon after) the beginning of the program, with the discretion of the program director.

Once a mentor is assigned, a Mentorship Agreement will be signed by the student, mentor and Program Director or Mentorship Coordinator. A "Mentorship Developmental Guide" with established objectives for each stage of the mentorship relationship will be given to the assigned mentor. Additional information and forms are available in the Mentorship Handbook. It is expected that students meet or have contact with their Mentors bi-weekly, at a minimum.

Mentor meetings will focus on developing ideas and social processes, as well as financial perspectives important to support and create change. Other key foci will be on developing the personal and interpersonal skills necessary in creating change and developing into an effective leader. Methods of mentoring may include discussion, case study analysis, development of strategic plans, addressing competencies and responding to semi-structured prompts.

Students will be expected to create a summary of each meeting, documenting the process and progress of the mentoring experience. This work will be documented in an E-Portfolio, which will allow the university to follow the progress of the mentor relationship and the student's developmental progress, is tied to program competencies and will serve as a culminating artifact at the end of the program. Each mentoring session entry should include the following:
- Agenda items or topics discussed
- Impressions or reflections on the meeting
- Items for future meetings or to take action on

Evaluation/Feedback Process
- ***Initial Assessment:*** To gauge the longitudinal impact of mentorship on the student, each entering student will be expected to complete the ACHE self-assessment at the start and at the end of the program. Both the pre- and post-degree completion assessments will be part of the student's E Portfolio.
- Furthermore, the entire cohort of mentees and mentors will be provided an orientation to the program and the crucial contribution of the mentoring program to the development of successful leadership skills.

- In addition, the Program Director or Mentorship Coordinator will contact both the mentor and the student within the first month of beginning the program to discuss the initiation of the mentoring. If any problems are identified they will be either remediated or if this is not possible/practical then the student will be reassigned to another mentor.
- *End of Term Assessments:* At the end of each 16 week term (Fall, Winter, Spring/Summer), mentors and students will be asked to complete an evaluation of the mentorship process to date. Both will cosign the assessment and discuss any areas of concerns as well as areas of strengths. This feedback should be used to inform and improve the process. The assessment tool to be utilized is the most current version of the American College of Healthcare Executives (ACHE) Competency Assessment Tool, which will be stored in the student's E-Portfolio. The assessment will be reviewed by the Mentorship Coordinator or Program Director. If problems are identified, he or she will contact the mentor and the student and discuss any issues that need resolution.

Capstone Project

Overview of Capstone Project:
The MS-HCL program concludes with a graduate level capstone project that demonstrates one's knowledge and practical skills in the field of healthcare leadership. The project draws upon and concludes conceptual and analytical work done during the program. The capstone project is designed to engage in research and analysis that describes one's own perspective on healthcare leadership and how today's leader enable organizations to operate effectively and creatively to meet both short term and long term challenges.

Capstone Project Components:
The MS-HCL Capstone Project has two components:
1. Strategic Healthcare Leadership Perspective: a conceptual component on strategic leadership within the healthcare field,
2. Case Study Analysis: a practical application of problem solving related to a selected issue in healthcare.

Project Format Guidelines:
The Capstone Project is completed within the HCL 512 course, which is taken during the last term of the program and is a 3 credit hour course. The instructor of this course will oversee the process, meet with students regarding their individual projects, provide consultation and direction as needed and determine the final grade for the project. Students have flexibility in formatting the project within the following basic guidelines.
- Each component/section is an individual essay. (See below for directions.) Essays are to use section and sub section headings to develop topics and make the essays easy to follow and read.
- When developing essays students should keep these core essay development principles in mind:
  - Critical thinking hallmarked by development of original perspectives and drawing of personal conclusions.
  - Depth and accuracy of research.
  - Structuring and presentation of clear arguments with supporting data and rationale.
  - Analysis of advantages and disadvantages of multiple theories and perspectives.
  - Articulation of viable practical applications and strategies.

- o Professionalism and creativity in written and verbal presentation.
- o Graduate level research and writing skills.
- o Proper citation and referencing using current APA writing guidelines.
- o Note: The University's Writing Center is available to provide assistance.

Capstone Component Guidelines:

Part 1: Strategic Healthcare Leadership: This section articulates at least one perspective on strategic leadership based upon: a) material examined throughout the MS-HCL program, b) academic research on strategic leadership within the healthcare field, and c) one's professional experience.

- Length: 8-10 pages minimum.
- While drawing upon material in MS-HCL course texts, articles and videos, this essay uses and references at least 5 current (within the past 5 years) scholarly, academic articles read for the development of this essay.
- This section examines the following questions:
  - o What is strategic leadership and its critical role in today's ever changing healthcare field/organization?
  - o What challenges do current healthcare leaders face and how do they operate organizations, effectively communicate, and manage these challenges?
  - o In light of the above, what are your conclusions about the core characteristics, attributes, professional qualities, practical skills, etc.—of organizational leadership within the healthcare field?

Part 2: Case Study Analysis: This section practically demonstrates one's leadership skills by analyzing a healthcare issue. This may be an issue identified within the agency or organization of the student, mentor or another issue faced in healthcare leadership (to be selected by the student and approved by the instructor).

- Length: 10-12 pages minimum.
- Healthcare Issue Analysis Case Study: This essay examines the following questions:
  - o Statement of the Problem: What is the specific healthcare issue facing the organization or field? Define and explain the rationale for the specific topic and why this is important to the field of healthcare leadership. (Be descriptive with examples.)
  - o What are contributing factors/causes of this issue and what are the obstacles? (Be specific with examples.)
  - o How can this issue be effectively addressed? (Stay focused and provide rationale for your recommendation.)
  - o What is your recommended action plan? (Outline plan mentioning needed resources.)
  - o How can your plan be successfully implemented? (Mention obstacles that will need to be addressed.)
  - o How will success or effectiveness be determined? (Outline the assessment process.)

Student Evaluation of Faculty

Students provide input to faculty members regarding their effectiveness in a number of ways. At the completion of each academic course, students are invited to participate in a formal evaluation process, providing feedback about the course and the instructor. These evaluations are anonymous and are completed online. Feedback involves quality ratings on many

dimensions of the course and the instruction and allows students to provide written narrative comments on the helpful and less helpful aspects of each course. These course evaluations are read by the Program Director, with a goal of evaluating instruction and making improvements to coursework and teaching.

Satisfactory Academic Progress Standards

Satisfactory Academic Progress Review

Union Institute & University (UI&U) governs that all UI&U students maintain satisfactory academic progress (SAP) toward achieving their certificate or degree. SAP standards apply to all terms of attendance. Satisfactory academic progress requirements for receipt of financial aid are separate and distinct from the university's academic progress requirements for academic continuance. Satisfactory academic progress requirements are reviewed at the end of each 16-week term by the MS-HCL program.

SAP Qualitative Component
The SAP qualitative components include the following:
- Students enrolled in the MS-HCL program are required to maintain a minimum 3.0 cumulative grade point average (GPA) in order to meet the qualitative component of the MS-HCL SAP policy.
- A grade in the range of A or B indicates graduate-level work.
- Course grades of B- or below are a sign that the student is struggling and not meeting required graduate-level standards.
- A student is allowed to receive one C course grade while in the program. When such a grade is assigned, a special review is called and the student will be placed on academic probation for one term. (See "Academic Probation" below.) If a student's progress remains unsatisfactory at the end of the probationary period, the student may be recommended for dismissal from the program.

SAP Quantitative Component
The SAP quantitative component includes a maximum time frame (4 years from the original date of enrollment) and minimum earned credit hour completion requirements (36 credit hours) in order to complete the MS-HCL program within the expected time frame. Students enrolled in the MS-HCL program must successfully complete or earn 67 percent of all credit hours attempted in order to meet the quantitative component of the MS-HCL SAP policy. Credit hours for incomplete courses are counted in attempted credit hours. Credit hours for withdrawn courses are counted in attempted credit hours. If a student fails to meet either of these criteria, the student may be recommended for dismissal from the program.

Student Financial Aid Satisfactory Progress Policy

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

Please review the Student Financial Aid Satisfactory Academic Progress Policy in the university catalog for more details. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Minimum/Maximum Time Frame
The MS-HCL program is a minimum of 12 full-time academic months of graduate study at Union Institute & University. The MS-HCL program is a 36-semester credit hour degree program. The maximum time frame for completion of the degree program is four years. Students are not permitted to petition for extensions beyond the four-year limit.

Minimum Credit Hour Completion Requirements
Students enrolled in the MS-HCL program must successfully complete or earn 67 percent of all credit hours attempted in order to meet the quantitative component of the M.S.O.L. SAP policy.

Incomplete grades
Credit hours for incomplete courses are counted in attempted credit hours.

Dropped Courses
Credit hours for withdrawn courses are counted in attempted credit hours.

Grading Policy

Evaluation of academic functioning is central to the MS-HCL program model of ongoing evaluation of progress and development. For each course taken, the student will be evaluated and graded on the basis of criteria specified in the course syllabus. See section below for information about grading.
Evaluation of academic functioning may include examination scores as well as class participation, oral presentations, scholarly papers, clinical presentations, and/or demonstrations of clinical skills. If course requirements are unclear, discuss them with the professor and/or academic advisor.
The MS-HCL program uses a four-point grading scale (A, B, C, and U), including plus and minus grades, with no A+ or C-. A grade of A, B, or C will result in award of credit for the course. A grade of U will result in no credit.
Criteria for Plus and Minus Grades
Plus (+) and minus (-) grades indicate that the criteria for A, B, and C grades are somewhat more fully met (+) or not quite fully met (-), respectively. Please note that there are no A + or C grades. While the A, B, C, U grades are used to document the overall completion of learning activities each term, several other grading codes are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

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

Grade	Criteria
A	The student's work demonstrates outstanding understanding of the course material and exceeds the level of competence of most students at this stage of development. The student's performance is considered superior or outstanding. Student will receive credit for the course. Academic work reflects thorough an accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims, develop persuasive arguments based

	on original thinking, and develop and present own ideas, conclusions, and judgments. 4.0 Quality Points
A-	Criteria for A work not fully met. 3.70 Quality Points
B+	Criteria for B work is more fully met. 3.30 Quality Points
B	The student's work demonstrates clear understanding of the course material and meets all of the course expectancies in a satisfactory manner. The student's work is considered good and graduate level. Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; evidence of capability to offer informed analysis of extant knowledge and ideas; capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; capability to develop and logically present own ideas, conclusions and judgments. 3.0 Quality Points
B-	Criteria for B work not fully met. 2.70 Quality Points
C+	Criteria for C work is more fully met. 2.30 Quality Points
U	The student's work is unsatisfactory. No credit is given and the course must be repeated. This grade will be given when any one or more of the following apply: • Student has missed more than 50 percent of the course teleconferences and/or 25 percent of the online dialogue forums. • Student is rarely or never in contact with the faculty member. • Student habitually does not follow through on recommendations by faculty members. • Student does not produce written or oral material of professional and/or academic quality. • Student has not met minimum evaluation standards of the course. • Student does not meet deadlines and target dates. • Student does not complete 60 percent of the academic work. • Student is chronically ineffective in managing either his/her time or other resources for completing course work. 2.00 Quality Points
I	A temporary mark of Incomplete (I) will be awarded when all course requirements have not been submitted by the student due to an emergency or serious unexpected life or work issue. Incompletes are awarded when illness, accident, or other grave extenuating circumstances make it impossible for a student to complete required course work during a session. A mark of Incomplete should not be used to grant an extension in the absence of extraordinary circumstances. A grade of I must be requested in writing with supporting rationale by the student and is granted at the discretion of the instructor. The extension is for eight weeks which begins at the end of the session. If granted, a course completion process and timeline is developed which includes the learning activities to be followed and assignments to be completed. When an Incomplete is recorded, the student must satisfactorily finish all course requirements outlined in the course completion process within eight weeks, or the mark will automatically be changed to a U and a special review will be called. No credit is earned for the Incomplete (I) mark until it is converted to the final grade. An I mark is worth 0.0 points and does not calculate into the GPA.

	Incomplete
W	Academic work reflects the student has withdrawn from a course and has not submitted a petition for an Incomplete Grade Form. The W code is also posted to indicate session registration that is dropped. A Withdrawal is worth 0.0 points and does not calculate into the GPA. Withdrawal

The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of quality points. The MS-HCL program requires a minimum cumulative GPA of 3.00. Note: Refer to the UI&U Attendance and Engagement Policy in this catalog.

NE	Never Engaged: An NE attendance indicator will be assigned during the first 21 days of each session for a student who neither attends nor engages in a registered class.
V	Vanished: A V attendance indicator will be assigned six weeks after the beginning of a session by the program director or during end-of-term grading by a faculty member for a student who attends/engages in a registered class but subsequently ceases to attend/engage in the class and does not officially withdraw from the class.

Incomplete Grade Policy
If an MS-HCL program student is registered for a course and, due to an unexpected life or work issue, cannot complete the course during the session, the student can request and be granted an Incomplete (I) grade. The student will then have eight weeks following the session to complete the course work. Incompletes (I) are awarded when illness, accident, or other serious extenuating life or work circumstances make it impossible for students to complete required course work during the session in which they are enrolled. The granting of an Incomplete is at the discretion of the course instructor. It is the student's responsibility to initiate with the course instructor a request for an Incomplete (I) grade.
• A grade of Incomplete (I) must be requested by the student at least two weeks prior to the end of the session.
• Incompletes are normally granted only when students have completed at least 67 percent of the course with a passing grade. (When less than 50 percent of a course has been completed, students will usually have to repeat the course, at the discretion of the instructor.)
• The student must discuss his/her need for an Incomplete (I) grade with the course instructor prior to filing the Incomplete petition, obtained from the program office.
• The student initiates the petition by completing, signing, and dating the petition. The student must submit the form together with supporting rationale for the request to the course instructor. In rare cases when the student is unable to submit the petition form, the course instructor, after consulting with the student, may initiate the petition on behalf of the student.
• The petition for an Incomplete (I) grade is then considered and either approved or denied in writing by the instructor.
• If granted, a course completion process and timeline is developed which includes the learning activities to be followed and assignments to be completed. Students must complete the Incomplete prior to the end of the next eight-week session.
The Incomplete Grade petition form is found in the Student Handbook..

Repeating of Courses
Students receiving an Unsatisfactory (U) grade in any required course must repeat the course at their own expense. If the U course is an elective, the student is permitted to register (and pay) for another elective course in order to fulfill the requisite credit hours degree completion

requirement. If a student has two grades of C on their transcript, and permitted to remain in the program, the third C will require that one of the three courses be repeated with an earned grade of B or better. A student is allowed no more than two standing C grades in any courses applied toward the MS-HCL degree completion requirement.

Academic Probation
Faculty advisors in consultation with the Director, review the academic progress of enrolled students at the end of each term. Students who do not meet satisfactory academic progress as defined above will be notified in writing of their change in status and placed on academic probation for one, 16-week term. During the probationary period, the student is required to meet with his/her academic advisor to develop a plan for returning to good academic standing and regularly thereafter (a minimum of twice per month). The student is also referred to the Office of Student Success to take advantage of services that may assist with a return to good academic standing. Should the student's progress continue to be below standards at the end of the monitoring period, he/she will be recommended to the Vice President of Academic Affairs for dismissal from the MS-HCL program.
Under special circumstances, and only upon review and approval from the Director, the monitoring period may be extended an additional term should there be evidence of academic improvement. Such an extension must be initiated by the student, with the support of the student's faculty advisor, in a formal written request sent to the Director.

In addition, the Financial Aid Office will be notified of the student's probationary status. Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Questions about financial aid status should be directed to the Office of Financial Aid. A student who is making satisfactory academic progress by the end of the probationary term will be removed from academic probation and financial aid warning.

Special Reviews
A special review may be initiated at any time by any faculty member or the student through a written request to the Director. There are a number of reasons for initiating a special review, including: perceived or experienced deficits; concern about a student's academic, professional, or personal/interpersonal functioning; an alleged ethical violation; and/or substandard performance. A special review may be called to address any of these issues and develop a remediation plan or recommend or require dismissal from the program. A special review is automatically called when a student experiences any one of the following:
- Incomplete grades in consecutive terms or in two or more courses in a given term.
- Making insufficient progress on capstone project
- Failure to meet regularly with mentor.
- Violation of program and/or institutional policies, such as breach of the Academic Integrity Policy, Student Code of Conduct, etc.

In the process of the special review, and in any other instances where the faculty determine that a student is unable to perform in professionally related activities competently or poses a threat to self or others, the faculty has the right and professional responsibility to obtain and evaluate personal information. A special review is a collaborative process between faculty and the student with the goal of developing a remediation plan that fosters the student's success in the program. Refusal to participate in the special review or failure to meet any of the objectives of the remediation plan constitutes grounds for immediate suspension or recommendation for dismissal from the program, regardless of which stage the student has reached in the program.

Dismissal/Administrative Withdrawal

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

- Discovery of false application information subsequent to admission. Administrative withdrawal will result in forfeiture of all charges paid and academic credits earned.
- Recommendation of the special review committee.
- Two grades of U (Unsatisfactory) in any courses.
- Failure to meet the terms of academic probation and/or a special review Remediation Plan.
- Failure to complete program requirements within the established time limits.
- Confirmed and/or repeated violation of program and/or institutional policies.
- Recommendations for Dismissal/Administrative withdrawal require review and approval by the Vice President for Academic Affairs (VPAA).

Please refer to the Union Institute & University Catalog for further information on the Student Complaints and Appeals Policy.

Graduation Requirements/Commencement

Graduation Requirements

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

- A minimum cumulative grade point average of 3.00, or by program approval.
- Successful completion of the capstone project, e-portfolio requirements.
- All financial obligations to the institution have been met.
- Required graduation forms have been completed and submitted to the program director.

When all academic requirements for the degree have been met and final evaluations and forms for graduation have been provided to the Program Director, the student's graduation paperwork, and approved the student for graduation, the recommendation is reviewed by the Program Director and then sent to the University Registrar with recommendations for graduation.

The conferral date is the last day of the month of the student's last term of registration. The final transcript and diploma will be released from the Registrar's Office when all academic and financial clearances have been completed.

Commencement

MS-HCL graduates are invited to participate in their regional commencement ceremony (Florida and California in the summer) or the National Commencement Ceremony held in Cincinnati, Ohio each fall. MS-HCL students who are enrolled in their final term of required courses may be invited to participate in a commencement if the following criteria are met:

- Must be officially registered in their final term of enrollment required for the degree;

- Must not have any outstanding Incomplete (I) grades from previous or current terms of enrollment;
- Must have a cumulative grade point average of 3.00.

Eligible candidates to participate in a commencement ceremony will be mailed a Petition to Participate from the MS-HCL program office.

Registration and Tuition Policies

Effective January 1, 2017 – June 30, 2017

Master of Science in Healthcare Leadership (MS-HCL)

Registration

- The MS-HCL program operates on a term basis (two 8-week sessions within a 16-week term). The program length is a minimum of 36 credit hours.
- New students (those matriculating Winter term 2017 (1617W) or after) will be assessed a one-time LiveText e-portfolio fee in their first term of enrollment.
- Mentorship (HCL-550) requires registration each 16 week term (zero credit/no course fee).
- Students register as full time status (12 credit hours) per term or part time status (6 credit hours with program approval).
- Students must register for courses in consultation with a program advisor. Courses selected must be according to the student's approved degree audit.
- Students register prior to each term in CampusWeb through web registration. Registration is initiated by the student and must be approved by the program advisor. When web registration closes, any registration changes need to be approved by the advisor, and submitted to the Registrar's Office.
- A student's registration through web registration must be approved by the program advisor before financial aid will be disbursed.
- **Students with past due balances must obtain financial clearance from the Business Office prior to the term start date.**
- Drop/Add deadlines are for academic purposes only. **All adjustments of tuition due to dropped or withdrawn courses are processed in accordance with the Schedule of Refunds (shown below).**
- **Full-time status is 12 credit hours. Part time status is 6 credit hours.**
- Approval of the Registration Agreement (which includes the Financial Responsibility Agreement) constitutes acceptance of academic policies and financial responsibility for tuition obligations as outlined in the university catalog. The student must click "I agree" to the Registration Agreement at the time of web registration or approve by signature on a registration form.

The term start and end dates are:

2016 – 2017 Term/Session Dates		
Winter Session I 2017 (1617 W1)	1/3/17 – 2/26/17	Add Deadline: 1/9/17
Winter Session II 2017 (1617 W2)	2/27/17 – 4/23/17	Add Deadline: 3/5/17

Spring/Summer Session I 2017 (1617 S1)	5/1/17 - 6/25/17	Add Deadline: 5/7/17
Spring/Summer Session II 2017 (1617 S2)	6/26/17 – 8/20/17	Add Deadline: 7/2/17

Tuition Policy

Tuition and Fee Schedule*	
January 1, 2017 – June 30, 2017	
Tuition	$ 525.00/credit hour
LiveText e-portfolio Fee	$ 136.00 (one-time fee)
Technology Fee	$ 88.00/term
Transcript Fee	$ 10.00

Amounts shown in the Tuition and Fees Schedule, or in other university publications or web pages, represent tuition and fees as currently approved by the Board of Trustees. However, Union Institute & University reserves the right to increase or modify tuition and fees without prior notice, upon approval by the Board of Trustees or as otherwise consistent with board policy, and to make such modifications applicable to students enrolled at Union Institute & University at that time as well as to incoming students. In addition, all tuition amounts and fees are subject to change at any time for correction of errors.

Tuition Cohort Rate

Tuition and fees remain static for each new cohort group provided continuous enrollment until degree completion. The tuition rate will change for a student who changes to a different cohort due to dropping more than one course in a 16 week term, not registering one term, or withdrawing from the program and requesting reinstatement or readmission.

Tuition is due on the first day of the term. 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.

Financial aid is a means of payment, and the absence of or delay in receipt of financial aid funds does not affect the financial responsibility of the student for charges due to the university. Balances unpaid at the time of leaving the program will be processed for collection after 60 days. Should the student seek re-admission at a later date, all unpaid balances and collection costs must be paid in full before consideration of a request for re-admission.

Credit Balances

Credit balances created by federal or state financial aid funds are automatically refunded. Credit balances created by scholarships or third party payments are not automatically refunded

and must be requested by noon on Monday to be included in the week's refund process. Please contact the Business Office 800.861.6400 ext. 1095 before Monday at noon (EST).

If you withdraw from the university and have a credit balance a refund will be issued within 30 days of the withdrawal notification to the Business Office.

Drop/Add Policy

Deadlines for academic course drops, adds, and withdrawals are as follows. Refer to the Schedule of Refunds below for the financial effect of drops, adds, and withdrawals.

- **The Drop/Add deadline:** MS-HCL students may add courses during the first seven days of an 8-week session. Courses may be dropped during the first 15 days of an 8-week session. Courses dropped after 15 days will receive a grade of "W" on the academic record. The effective date of the Drop/Add is the postmark date of a written request, an email request or phone call received by the program office or the Registrar's office.
- **Academic withdrawal policy:** Students may withdraw through the last day of each session by notifying the program advisor in writing prior to the last day of the session.

Drop/Adds can impact continuing financial aid eligibility. Financial aid adjustments are based on federal guidelines. Students should contact the Financial Aid Office immediately if they plan to drop any courses. All Drop/Add requests must be approved by the faculty member.

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

- If the number of credit hours added equals the number dropped, there will be no change in tuition.
- If the number of credit hours added is greater than the number dropped, tuition will be charged for the difference at the applicable tuition rate for the session.
- If the number of credit hours dropped is greater than the number added, tuition will be adjusted for the difference per Schedule of Refunds.

There is no adjustment of tuition for a course(s) dropped after the third week of an 8 week session.

Withdrawal Policy

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

- The date the student notifies the university; or

- The ending date of the previous term if the student fails to register for a new term/session; or

- The date the student specifies as the date of withdrawal if this date is after the date of notification.

The withdrawal can be written or verbal and sent directly to either the student's program office or communicated directly to the Registrar's Office. When a student withdraws from the university prior to the end of a term/session all incomplete courses for which the student is currently registered at the time of withdrawal will be recorded as withdrawn/"W" on the student's

transcript. If the withdrawal is effective at the end of the term/session, the grade as supplied by the evaluating faculty for each course will be posted to the student's transcript.

A student who fails to notify Union Institute & University of withdrawal from the program is financially responsible for all tuition and fees charged for the complete term/session. Tuition is not prorated for coursework with earned academic credit. Adjustments are determined by the effective date of a withdrawal. The amount of the adjustment, if applicable, **will be determined by the effective date of the withdrawal per the Schedule of Adjustments:**

Schedule of Adjustments	
	Session
Week One	100%
Week Two	50%
Week Three	25%
Week Four and Thereafter	0%

Past Due Balances

Balances due from a previous term must be paid in full before continued enrollment is allowed. Students are encouraged to contact the Business Office 800.861.6400 x 1095 to set up a payment plan. The university emails a monthly notification: "Monthly Account Statement" and students are encouraged to periodically review their account activity. Although the university will periodically email and/or mail past due notifications, it is the student's responsibility to review account activity and contact the Business Office with any questions. 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 receipt of a final demand letter the account is placed with a collection agency. Collection fees of 33.33 percent may be assessed. Diplomas and transcripts will not be released if there is a remaining balance including any unrecovered collection costs.

Financial Aid Information

Financial assistance in the form of grants, loans, scholarships, and work-study, is available to students attending all UI&U academic degree programs. In order to receive financial aid from federal and most state sources, a student must first establish their eligibility by filing the *Free Application for Federal Student Aid (FAFSA).* The *FAFSA* must be filed annually. Detailed information on all of the financial aid programs administered by UI&U can be found on the financial aid pages of the university website (http://myunion.edu/current-students/financial-resources/).

Federal aid recipients who withdraw prior to the completion of 60 percent of the current term are subject to a federal aid refund (also called a Title IV refund calculation) which can impact the amount of aid a student can retain upon withdrawing from UI&U. In addition, a decrease in a student's enrolled credit hours can require a modification to some financial aid awards. Students who drop below half-time status begin repayment of their federal student loans. Courses that are audited or canceled and registration for program completion extensions do not count toward enrollment status for financial aid purposes and eligibility.

Students who receive tuition assistance from external sources, i.e. scholarships or tuition assistance or tuition reimbursement from employers are required to document that aid with the Financial Aid Office using the "Scholarship Benefits Reporting" form available on our web site (http://myunion.edu/current-students/financial-resources/).

Many private or alternative student loan sources are available to help with payment of your educational costs. Most private/alternative loans do not require completion of the annual *FAFSA* to determine your eligibility; however, most consider your credit history. Many of these lending sources are available by searching the Internet.

MASTER OF ARTS

Associate Vice President for Academic Affairs: Arlene Sacks, Ed.D.
Program Director: Elden Golden, Ph.D.
Assistant Director: Sarah Bergh, Ph.D.

M.A. Degree Program Mission Statement

- The mission of the MA Program is to provide an education focused on experiential and individualized learning at the graduate level in a variety of academic disciplines to students who are underserved by traditional graduate education.

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

M.A. Major Descriptions

- **Creativity Studies (CRST)**
  Creativity is a vital human resource that exists in all populations, ethnicities, and cultures. Although cultures influence the expression of creativity by what is valued, supported, or suppressed, humans continue to create, even in the most dire circumstances. All culture, in its many varied forms, is the result of accumulated acts of creativity and the urge to create may be one the defining characteristics of humanity. Students in the Creativity Studies concentration will explore major theories of the source, nature, and development of creativity from ancient Greece to the present. The creative person, the creative process, and the creative product will be examined from multiple perspectives. The study of creativity is inherently interdisciplinary with major contributions from the fields of philosophy, psychology, education, the arts, and religion.

- **Health and Wellness (HWEL)**
  Union Institute & University's major in Health & Wellness provide a comprehensive understanding of the health-related issues facing the world today. Students are trained to empower others to take control of their health and implement and maintain healthy behaviors. The MA-HWEL major provides a strong foundation in theory and research methods with evidence-based practice, health promotion, and public education. Students design their own focus or follow the tracks in Complementary and Alternative Medicine (CAM) Health Education, or Human Lactation Studies.

- **History and Culture (HISC)**
  "History & Culture" is a broad concentration encompassing many possibilities for fields of study, questions to ask, approaches to take. The MA-HISC major draws from a wide range of disciplines including: history, anthropology, historical studies, area and cultural studies, archeology, women's studies, art history, peace and justice studies, museum studies and many more. Some of us are interested in postmodern theory, others in

language, others in social history or feminist scholarship, and still others in ethnography, to name a few. The range of topics and approaches enhances our larger conversation and stimulates thoughts that we might not have otherwise had!

- **Leadership, Public Policy, and Social Issues (LPPS)**
  The Leadership, Public Policy and Social Issues area of concentration addresses pressing problems and issues facing our societal institutions--public, private and nonprofit. Through a multidisciplinary perspective, students enhance their understanding of these related disciplines. Students develop a sound knowledge of foundational theory and appropriate research methods. Specific areas such as policy analysis, decision-making and effective leadership are examined. Students learn about the formulation of public policy, gain historical and cultural perspectives on social movements, examine the interaction of social change with legal and ethical issues, and examine the role of leadership in creating and facilitating this change. In keeping with the university's mission, ethical leadership and social responsibility are stressed throughout the curriculum.

- **Literature and Writing (LITW)**
  The Master of Arts with a concentration in Literature and Writing provides the opportunity for intensive study in a variety of literary and related fields in the English language. Students explore how literature intersects with contemporary historical and cultural forces and examine critical theory as it relates to their area of interest. The structure of the program gives its students considerable flexibility in choosing the focus of their study. Students can pursue their literary interests, from the Renaissance to Rap, from Chaucer to Toni Morrison. Although our Master of Arts is not a creative writing degree, this concentration does allow students to incorporate their own creative writing into their study.

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES

- ECL/EDST/HMS/PPS 891 Capstone Seminar (3 credits) will be graded on a "Satisfactory/Unsatisfactory" (S/U) basis effective with the 2017-7A term.

UNION INSTITUTE & UNIVERSITY BOARD OF TRUSTEES

(Revised 1/1/2017)

Union Institute & University's Board of Trustees members are selected for their commitment to the university's purpose and mission. Members are active and involved participants in the governance of the institution and committed to its growth and development. The university's Board of Trustees meets four times each year, in January, April, July or August, and October. Current members of the Union Institute & University Board of Trustees, with their affiliations, positions, and locations are:

UNION INSTITUTE & UNIVERSITY FACULTY

2016-2017

(Revised 10/31/2017)

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

Note: To comply with Florida Commission for Independent Education standards, faculty assigned to the Florida Academic Center are marked with an asterisk(*). Many of these faculty also teach online courses to students living in other states, and many Florida students enroll in courses taught by faculty living in other states.

Name	Highest Degree(s) Earned	Status1	Program(s)
Abbott, Gayle	M.Ed., Middle Grades Education (Math, Science), Georgia State University	AFF	GENED
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
Andrus, Sonja	Ph.D., English, Texas A&M University	AFF	EdD

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

Name	Highest Degree(s) Earned	Status1	Program(s)
Armstrong, LeRonne	M.S.O.L., Organizational Leadership, 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
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, PhD
Bates, Angela	B.A., English, Wright State University	AFF	Student Svcs
Bauer, Timothy	M.S. Emergency Services Administration, California State University-Long Beach	AFF	BS
Bayne, Stephen	Ed.D., Organizational Leadership, University of LaVerne	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
Beineke, John	Ed.D., Social Science Education/American History, Ball State University	AFF	EdD, PhD
Bergh, Sarah	Ph.D., Anthropology, University of Georgia	FT	GENED, MA
Berkowitz, Gary	Ph.D., Classics, University of Cincinnati	AFF	Student Svcs
Beutel, Constance	Ed.D., Muticultural Education, University of San Francisco	AFF	EdD, PhD
Bishop, Michael	M.B.A., University of Phoenix	AFF	MSOL
Blair, Anna	Ph.D., concentration in Health Communication, Union Institute & University	AFF	BS, MA

Name	Highest Degree(s) Earned	Status1	Program(s)
Blocksom, Cynthia	M.Ed., Health Education, M.Ed., Nutrition, University of Cincinnati	AFF	BS, CHE
Blunt-Williams, Kesha	Ph.D., Social Work, The Ohio State University	AFF	BS
Boxill, Nancy	Ph.D., concentration in Child Psychology, Union Institute & University	FT	PhD
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	FT	MA-CMHC
Brugman, Paul*	M.S., Conflict Analysis and Resolution, Nova Southeastern University	PT	BS
Bunthoff, Kathryn	Ph.D., English and Comparative Literature, University of Cincinnati	AFF	Student Svcs
Burnett, Elizabeth	M.A., Human Resources, Chapman University	AFF	BS
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

Name	Highest Degree(s) Earned	Status1	Program(s)
Cadwell, Karin	Ph.D., concentration in Health Policy, Union Institute & University	AFF	BS, MA
Caraway, James	Ph.D., Philosophy & Systematic Theology, Emory University; Ed.D., Higher Educational Administration & Supervision, University of Tennessee	AFF	EdD, PhD
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
Cave, Ron	M.C.J., Criminal Justice, University of West Florida, M.P.S, American Politics and Public Policy, Florida State University	AFF	BS
Chaffee, Frederick* (Rick)	Ph.D., concentration in Applied Social Sciences, Union Institute & University	PT	BS
Chalk Jr., Thomas	M.A., Organizational Leadership, Chapman University	AFF	BS
Chapman, Leonard	Master of Engineering, University of California-Berkeley	AFF	BS, GENED
Chavez, Larry	M.P.A., Public Administration, University of Southern California	FT	BS
Chevalier, Kerry	Ph.D., Counselor Education and Supervision, Ohio University	FT	MA-CMHC
Clark, Christopher	M.S., Emergency Services Management, California State University-Long Beach	AFF	BS
Cobos, Albert	M.S., Emergency Services Administration, California State University-Long Beach	AFF	BS
Coconis, Michel	Ph.D., Philosophy, Ohio State University	AFF	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
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, Kirk	Ed.D., Higher Education and Leadership, University of the Pacific	AFF	MSOL
Davis Jr., William	M.S., Emergency Service Administration, California State University	AFF	BS
DeMaria, Anthony	M.S., Forensic Science, National University	AFF	BS
Demestihas, Evangelos	M.P.A., Public Administration, California State University-Bakersfield	AFF	BS
Dietsche, Kristin	Ph.D., English, University of Cincinnati	AFF	Student Svcs
DiFalco, Carol	M.S., Mental Health Counseling, Springfield College	AFF	BS
Dodson, Michael*	M.A., Criminal Justice, American Public University	AFF	BS
Dragoo, Brian	M.A., Organizational Leadership, Woodbury University	FT	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

Name	Highest Degree(s) Earned	Status1	Program(s)
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
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
Fox, Reginald	M.S., Mathematics Education, Nova Southeastern University	AFF	GENED
Francois, April	M.S., Urban Education, Florida International University	AFF	BS
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	FT	GENED
Freeman, Patricia	M.Ed., Instructional Technology, American Intercontinental University	AFF	BS
Frum, Gregory	M.S., Criminal Justice Administration, California State University – Los Angeles	AFF	BS
Galindo, Michelle	M.S., Educational Counseling, National University	AFF	BS
Galvam, Amy	M.A. Pastoral Theology, Boston College	AFF	BS
Gamez, Ana	Ph.D., Clinical Psychology, Loma Linda University; M.A., Forensic Psychology, California State University-Los Angeles	AFF	BS
Garrett, Sharon	M.Ed., Education, Indiana Wesleyan University	AFF	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
Gilmore, Damon	M.P.A., Public Administration, California State University-Fresno	AFF	BS
Golden, Elden	Ph.D., Humanities, University of Louisville	FT	MA, PHD
Gordillo, Laura	M.S., Counseling Psychology, California Baptist University	AFF	GENED
Gordon, Fran	M.S. Early Childhood Education, Herbert H. Lehman College	AFF	BS
Gottlieb, Andrew	Ph.D., Interdisciplinary Studies, Union Institute & University	AFF	PhD
Grady, Julie	M.S., Nursing, Curry College	AFF	BS
Gregory, Dale	M.S., Human Resources, Chapman University	AFF	BS
Griffin, William	M.A., Management, University of Redlands; M.A.,Negotiation and Conflict Management, California State University-Dominguez Hills	AFF	BS
Guerriero, Steven	Ph.D., Human and Organizational Systems, The Fielding Institute	AFF	MSOL
Hall, James	M.A., English, California State University-Los Angeles	AFF	GENED
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
Haro, Katherine	M.A., Literature and Writing, Union Institute and University	AFF	Student Svcs
Hart, Amy	Ph.D., Labor Relations, Northcentral University	AFF	BS
Harvey, Andrew	Ed.D., Organizational Leadership, Pepperdine University	FT	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
Hawes, John	M.I.M., International Management, American Graduate School of International Management	AFF	BS
Hedrick, Diana*	J.D., Nova Southeastern University	AFF	BS
Helgren, Heidi	J.D., Wayne State University	AFF	BS
Henderson, James	Ed.D., Educational Administration, Rutgers University (Visiting Scholar)	FT	EdD.PhD
Hernandez, Alexander*	M.S., Educational Leadership, Nova Southeastern University	AFF	BS
Hernandez, Nicole	M.S., Child Development, San Diego State University	AFF	BS
Hibbert, Lawrence*	M.S., Dispute Resolution, Nova Southeastern University	FT	BS
Hill, Sylvia	Ph.D., Education, University of Oregon	AFF	PhD
Hood, Herbert	M.Ed., Union Institute & University	AFF	BS
Hopfer, Sharon	M.A., Human Development, Pacific Oaks College	AFF	BS
Hopper, Keith	M.A., Organizational Leadership, Chapman University	AFF	BS
Hudick, Harry	M.B.A., University of Texas	AFF	BS
Ingram, Sheila	M.S. Administration of Justice and Security, University of Phoenix	AFF	BS
Jackson, Eric	Ed.D., Education, University of Cincinnati	AFF	PhD
Jetter, Willaim	Ph.D., Fire Safety, LaSalle University	AFF	BS
Jones, Deidre	Ed.D., Administration and Supervision, Union University	AFF	BS
Jurado, Johnny	M.P.A., Public Administration, California State-Long Beach	AFF	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
Katapodis, James	M.S.O.L., Organizational Leadership, Union Institute & University	AFF	BS
Keehn, Jay	Ph.D., Educational Leadership & Counseling, Barry University	FT	
Kefford, Michelle	M.S., Science Education, Florida International University	AFF	GENED
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
Kolks, Sarah	M.S., Administration of Justice and Securty, University of Phoenix	AFF	BS
Kolloff, Todd	M.A., English, University of Cincinnati	AFF	Student Svcs
Kraus, Bari	M.S.W., Social Work, University of Cincinnati	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, Annie	Ph.D., Sociology, University of California	AFF	BS
Lee, Michael	M.P.A.,,Pubic Administration, California State University-Fullerton	AFF	BS
Lenoir Messer, Kenya	Ed.D., Higher Education Administration, Columbia University/Teacher's College	AFF	EdD
Lewis, Nina	M.S., Health Services Administration, Xavier University; M.S.W., Social Work, Simmons College	FT	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
Lima, Julio	Ph.D., Public Safety Leadership, Capella University	AFF	BS
Lindsey, Drennon	M.A. Psychology, Industrial Organization, Golden Gate University	AFF	BS
Liss, Samuel	Ph.G., Columbia University, College of Pharmaceutical Sciences	AFF	PsyD
Lopez, Holly	Ed.D., Educational Leadership, University of California - Los Angeles	PT	BS
Love, Jaime	M.Ed., Health Promotion, University of Cincinnati	AFF	CHE
Lundy, Kim	M.A. Forensic Psychology, Argosy University	AFF	BS
Lupinski, Kirstin	Ed.D., University of Cincinnati; M.S. Health Education, University of Kentucky	AFF	CHE
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
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
Mast, Eric	M.A., English, Sul Ross State University	AFF	GENED
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

Name	Highest Degree(s) Earned	Status1	Program(s)
McCloskey, Kathy	Psy.D., Clinical Psychology, Wright State University	AFF	PsyD
McClung, Elizabeth	M.S., Administration of Justice & Security, University of Phoenix	AFF	BS
McCourt, Eileen	M.A., Educational Leadership and Administration, Cal Poly University	AFF	BS
McDonnell, David	D.M.A., Music Composition, University of Cincinnati	AFF	GENED
McInerney, Zoe	M.A., Industrial/Organizational Psychology, University of Connecticut	AFF	BS
Melanson, Timothe	M.A., Public Administration, California State University	AFF	BS
Melina, Lois	Ph.D., Leadership Studies, Gonzaga University	AFF	PhD
Mendoza, Terri	M.S., Behavioral Science, Harvard School of Public Health	AFF	BS
Miller, Theodore	M.D., Oregon Health Sciences University; residency in Psychiatry, University of Vermont	AFF	MA-CMHC
Milton, Andrew	Ph.D., Political Science, University of Oregon	AFF	PhD
Miltich, Loree	Ph.D., concentration in U.S. History, Union Institute & University	FT	MA, PhD
Mitchell, Ronald	M.S., Emergency Services Management, California State University-Long Beach	AFF	BS
Mitra, Anuradha	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

Name	Highest Degree(s) Earned	Status1	Program(s)
Moraitis, Edelmira*	M.S. Public Administration, Nova Southeastern University	AFF	BS
Morrell, Melissa	M.S., Project Management, Colorado Technical University	AFF	BS
Morrissey, Rebecca	M.A. Counseling Psychology, Johnson State University	AFF	BA
Murphy, John	M.S. Computer Science, Rensselaer Polytechnic Institute	AFF	BS
Mussoline, Susan	Ed.D., Curriculum & Instruction, Florida International University	AFF	BS
Neher, Tracy	Ph.D., Biochemistry, University of Cincinnati	AFF	GENED
Nimmo, Thomas	M.B.A., Accounting, Xavier 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
North, Laurae	M.S., Instructional Design, Walden University	AFF	GENED
O'Brien, Colleen	Ph. D., English Language and Literature and Women's Studies, University of Michigan	AFF	PhD
Obzsarski, Amy	M.A. American History, University of Cincinnati	AFF	GENED
O'Deane, Matthew	M.S. Criminal Justice, Tiffin University	AFF	BS
Ogbaharya, Daniel	Ph.D., Political Science, Northern Arizona University	PT	PhD
O'Neill, Margarita	Ed.D., School Counseling & Consulting Psychology, University of Massachusetts	AFF	PsyD
Ohannessian, Sarkis	M.A. Organizational Leadership, National University	AFF	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
Ossege, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT	PsyD, GENED
Overton-Adkins, Betty	Ph.D., Higher Education Leadership, Vanderbilt University	PT	PhD
Padilla, Mark	M.A. Business Administration, California State University	AFF	BS
Pandolfi Jr., Roland*	Ph.D., Applied Management & Decision Sciences, Walden University	PT	BS, MSOL
Parris, Michelle	M.A., Multicultural Education, California State University-Dominguez Hills	AFF	BS
Parsons, Michael	M.A., English, Moorehead State University	AFF	Student Svcs
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
Piep, Karsten	Ph.D., English, Miami University	FT	PhD
Ponce, Juan	M.S., Public Administration, California Lutheran University	AFF	BS
Pope, Alyson	Master of Library and Information Science, University of Pittsburgh	AFF	Student Svcs
Poyrazli, Hatice	M.S., Geology & Environmental Science, University of Akron	AFF	BS
Preston, Larry	Ph.D., Political Science, University of Missouri	AFF	PhD
Pretzer, Julie	M.A., Education/Teaching, Azusa Pacific University	AFF	BS
Pruden, Elizabeth	Ph.D. and M.A., History, University of Minnesota	AFF	GENED

Name	Highest Degree(s) Earned	Status1	Program(s)
Purdy, Michael	Ph.D., Interpersonal Communication, Ohio University	AFF	PhD
Quire, Joseph	Master of Public Administration, California State University	AFF	BS
Raffanti, Michael	Ed.D., Educational Leadership & Change, Fielding Graduate University; J.D., Boston College Law School	FT	PhD, EdD
Ramos, Um*	M.C.J., Criminal Justice 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	FT	PhD
Risse, Andre	M.B.A., Woodbury University	AFF	BS
Roach, Gail	B.S., Math, State University College	AFF	Student Svcs
Robinson, Carleen*	M.S.W, Social Work, Barry University	PT	BS
Rogers, Dennis Bernard	Ph.D., Political Science, Howard University	PT	PhD
Roe, Michael	M.S. Organizational Leadership, Union Institute & University	AFF	BS
Rose, Jeff	M.S., Education, Southern Illinois University	AFF	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
Rosselli, Joyce	M.S., Art Education, Central Connecticut University	AFF	GENED
Rossiter, Geraldine	M.A. Creative Writing and Literature, Union Institute & University; M.A. International Relations, University College (Dublin, Ireland)	AFF	GENED
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
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
Sears, Richard	Psy.D., Clinical Psychology, Wright State University, Dayton, Ohio	AFF	PsyD, MA-CMHC
Shaikh, Tayeba	Psy.D., Clinical Psychology, Union Institute & University	AFF	BA
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

Name	Highest Degree(s) Earned	Status1	Program(s)
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
Smyser, William	M.A., Management, University of Redlands	AFF	BS
Snyder, Dwight*	M.S., Criminal Justice, Bethel University	AFF	BS
Spector, Lee	Ph.Ed., College of Professional Studies, Northeastern 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
Steger, Mary Ann	Ph.D., Political Science, Southern Illinois University – Carbondale	AFF	PhD
Stewart, Ernest	M.Ed., Educational Leadership, California State University – San Diego	AFF	BS
Stokes-Brewer, Carole	Ph.D., Counseling Psychology, Union Institute & University	AFF	BS
Stump, Jonina	B.A., Communications, Ashford University	AFF	Student Svcs
Tamburro, Paul	Ph.D. Anthropology and Linguistics, Indiana University-Bloomington; M.S.W. Social Work, Salem State College; M.A. Linguistics, University of New Hampshire	AFF	GENED
Teachout, Woden	Ph.D., History of American Civilization, Harvard University	PT	MA

Name	Highest Degree(s) Earned	Status1	Program(s)
Tiller, Tracey	M.S.O.L., Organizational Leadership, Union Institute & University	AFF	BS
Torres, Marco	M.P.H., Public Health/Community Health Sciences, University of California – Los Angeles	AFF	BS
Trinidad, Thomas	M.A. Criminology, Law, and Society, University of California-Irvine	AFF	BS
Turner-Maffei, Cynthia	M.A., Nutrition & Health Counseling, Lesley College	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
Warren, Tyler	M.S. Nursing, Vanderbilt University	AFF	BS
Wasserman, Leslie	Ph.D., Education, Walden University	AFF	BS
Watnick, Beryl	Ph.D., Specialization in Early Childhood Special Education, Union Institute & University	FT	EdD, PhD
White, Ceilia	M.S.W., Social Work, University of Cincinnati	AFF	BS
Wickert, Adam	M.A., English, Northern Kentucky University	AFF	Student Svcs
Williams, Roxanne	M.S., Early Childhood Education, Nova Southeastern University	AFF	BS
Wubbenhorst, Robert	C.A.G.S., Counselor Education & Supervision; M.A., Counseling Psychology, Union Institute & University	FT	MA-CMHC
Zambri, John	M.A., Security Studies, Naval Postgraduate School	AFF	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
Zuessman, Ronnie	M.A. Education, Antioch University	AFF	MA-CMHC