



UNION

INSTITUTE & UNIVERSITY

University Catalog

2nd ADDENDUM TO THE 2020-2021 UNIVERSITY CATALOG

Program and policy revisions to the 2020-2021 University Catalog
Effective January 1, 2021 – June 30, 2021

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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, student success coach, program chair, or regional director. Consult the university catalog and each program's student handbook (where applicable) regularly, particularly for policy and procedural matters and/or program requirements. The UI&U University Catalog is updated annually. A mid-year addendum with updates is also prepared.

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) and the Florida Commission for Independent Education.

UI&U is a private institution approved to operate by the California Bureau of Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

UI&U is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA)—as such, the university may enroll residents of other NC-SARA member states as fully-online students without specific state authorization. See catalog section "Institutional Accreditation, Authorizations, and Memberships" or visit <https://myunion.edu/about-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, gender identity or expression, pregnancy, marital status, covered veteran's status, religion, national origin, physical impairment or any other basis as prohibited by law. Union Institute & University policies and practices conform with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975. Union Institute & University conforms to the provisions of student rights under the Family Educational Rights and Privacy Act of 1974 as amended. Files are maintained and released under the provisions of the act.

Union Institute & University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has had no petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.) (CEC §94909(a)(12)).

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INSTITUTIONAL AND ACADEMIC POLICIES

Sexual Misconduct Policy

Effective June 8, 2015, Revised January 1, 2021

Policy Statement

Union Institute & University recognizes the human dignity of each individual of the university community and believes that each has a responsibility to promote respect and dignity for others. UI&U is committed to providing a learning and working environment in which students, faculty, and staff can thrive, and a culture that is welcoming, affirming, and free of fear. To this end, UI&U strives to foster an academic and work environment that is free from sexual/gender discrimination, sexual/gender harassment, and sexual assault. This policy outlines a process to stop, remedy, and prevent all forms of sexual misconduct including acts of sexual violence, sexual/gender harassment, domestic violence, dating violence, stalking, and bullying, including cyberstalking and cyberbullying.

This policy applies to all university students and employees, members of the university's governing board, third parties, and others who do business with the university, including visitors or guests of the university. It applies to all conduct on university premises, and at university-sponsored events or programs, and to other off-campus behavior, not part of a university sponsored activity, when the effects of the conduct substantially intrude on the university and create a hostile academic or employment environment. In the case of allegations of sexual misconduct, this policy supersedes any conflicting procedures and policies set forth in other university documents.

This policy outlines the rights and options of complainant and respondent in the reporting of sexual misconduct situations and ensures a fair and equitable process for all parties. This policy is not a substitution for law; some allegations might rise to actions that are criminal in nature. UI&U supports and encourages individuals to report criminal activity to appropriate law enforcement officials.

Definitions

While the following definitions are not inclusive of all possible violations of this policy, they are meant to create a working glossary to illustrate potential situations covered by this policy and define sexual misconduct. The university prohibits all forms of sexual/gender discrimination, sexual/gender harassment, and sexual misconduct. Violations will not be tolerated and will result in appropriate discipline including possible suspension or expulsion from the university (students), suspension or termination from employment (employees), and sanctions including possible removal as to members of the university governing boards.

Complainant: An individual who is alleged to be a victim of conduct that could constitute sexual harassment.

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

Consensual Relationships: The university discourages consensual sexual or amorous relationships where there is an institutional power difference between the parties involved, for example, between a supervisor and a subordinate employee, or between a student and anyone

having a grading, advisory, or supervisory authority over that student. Relationships that occur in the context of educational evaluation or employment supervision present serious concerns about the validity of consent and existence of welcomeness. The disparity of power in these relationships makes them susceptible to exploitation. The university requires relationships of this type be disclosed using the disclosure form, which is then submitted to Human Resources. Such a disclosure may require changes in the evaluative and grading relationship (i.e., an independent third party assumes the duties of evaluating or grading and in the event of an employee relationship, a change in reporting relationship).

Cyberbullying/Cyberharassment: Cyberbullying or cyberharassment is the willful and repeated use of cell phones, computers, and other electronic communication devices to harass or threaten others on account of sex or gender, gender identity, or sexual orientation.

Cyberstalking: Cyberstalking is the use of the Internet, email, or other electronic communications to stalk, and generally refers to a pattern of threatening or malicious behaviors.

Dating Violence: Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existence of such a relationship shall be determined based on consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence/Intimate Partner Violence: Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Gender Harassment: Gender harassment means unwelcome acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender or gender stereotyping, even if those acts do not involve conduct of a sexual nature. For example, harassment of individuals based upon sexual orientation or of transsexual individuals is a form of gender harassment based upon gender stereotyping. Such conduct is prohibited by this policy.

Hate Crime: A criminal offense of any type committed against a person, property, or society which is motivated, in whole or in part, by the offender's bias against a race, religion, disability, sexual orientation, gender identity, ethnicity, or national origin.

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

Mandatory Reporter: Also known as "responsible employee." All faculty and staff members at UI&U are mandatory reporters and are required to notify the Title IX coordinator or one of the deputy Title IX coordinators if they become aware of a potential violation of the sexual misconduct policy. In the state of Ohio, instances that are potentially felonies must be reported to the local civil authorities. The Title IX coordinator will notify the local civil authorities in such instances. UI&U cannot guarantee confidentiality regarding reporting but will limit information to

those who have a need to know. Mandatory reporting is not contingent on whether or not there is an arrest or formal charge by law enforcement.

Notice: Notice of a possible violation of this sexual misconduct policy may be given by anyone, whether it be the complainant or another person, including the Title IX coordinator. As defined by federal regulations from the U.S. Department of Education, “actual knowledge” to the university occurs when notice of sexual harassment or allegations of sexual harassment are made to the university’s Title IX coordinator or any official of the university who has authority to institute corrective measures on behalf of the university. All staff and faculty at the university are mandatory reporters, but not all mandatory reporters have authority to institute corrective measures on behalf of the university. For the purposes of this sexual misconduct policy, those having authority to institute corrective measures are the Title IX coordinator, the deputy Title IX coordinators, and President’s Cabinet. The university wants to know about any possible violations of this sexual misconduct policy and so encourages reporting such possible violations.

Rape: Rape is a violent form of sexual assault – an act of violence in which sex is used as a weapon. It includes any sexual intercourse with a person that occurs without their effective consent or when the person is unable to give consent. There are several different circumstances under which rape can occur.

- Stranger rape: the victim does not know the perpetrator.
- Acquaintance rape: the victim and the perpetrator are known to each other.
- Date rape: a type of acquaintance rape, when the assault occurs between two people who are dating partners.
- Marital rape: rape between spouses.

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

Respondent: A person identified as alleged to have violated any provision of this sexual misconduct policy.

Sexual Assault: Sexual assault as defined by federal law means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Examples of forcible sex offense include rape, sodomy, sexual assault with an object, and fondling. Examples of non-forcible sex offense include incest and statutory rape.

Sex/Gender Discrimination: Sex discrimination means the unequal and unlawful treatment of a person based solely on that person's sex or gender, sexual orientation, or gender identity when the adverse actions affect either that individual’s employment or educational opportunities. Gender harassment and sexual harassment, including sexual violence, are forms of sex discrimination prohibited by this policy and federal law.

Sexual Exploitation: Sexual exploitation means taking sexual advantage of someone without their consent. Behaviors constituting sexual exploitation include but are not limited to:

- Video or audio recordings of sexual activity without consent of the person(s) involved;
- Physically observing people engaged in sexual activity without the consent of the person(s) involved;
- Knowingly transmitting a sexually transmitted disease to someone;
- Exposing one’s genitals to someone without the other person’s consent;
- Sharing sexually-oriented images with a third party without the consent of the person(s) involved;

- Using sexually oriented images to coerce someone to act against that person’s will;
- Creation, possession, or dissemination of child pornography.

Sexual Harassment: As defined by federal regulations from the U.S. Department of Education, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- **Quid pro quo sexual harassment** (the Latin term for “this for that”) - An employee of the university conditioning the provision of an aid, benefit, or service of the university on an individual’s participation in unwelcome sexual conduct.
- **Hostile environment sexual harassment** - Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity. Included within sexual harassment are sexual assault, dating violence, and stalking.

Sexual Misconduct: Sexual misconduct means non-consensual sexual contact, non-consensual sexual intercourse, sexual assault, or other non-consensual physical sexual conduct perpetrated against another. Sexual intercourse includes any oral, anal, or vaginal penetration, to any degree, with any object. Sexual contact is any sexual touching, with any object, by any person upon another. Sexual touching includes touching of any erogenous areas such as a person’s genitals, breasts, or buttocks. Sexual misconduct may also include sexual exhibitionism, peeping or other voyeurism, prostitution, or solicitation of prostitution, or going beyond the scope of consent, e.g., by allowing others to view consensual sex or the non-consensual photographing or video or audio taping of sexual activity or distribution of recorded sexual activity.

Stalking: Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

The Importance of Consent

Consent is an affirmative decision to engage in mutually acceptable sexual activity given by clear actions or words. It is an informed decision made freely and actively by all parties. Relying solely upon nonverbal communication can lead to miscommunication. It is important not to make assumptions; if confusion or ambiguity on the issue of consent arises anytime during a sexual interaction, it is essential that each participant stops and clarifies, verbally, willingness to continue. Consent may not be inferred from silence, passivity, or lack of active resistance alone. Furthermore, a current or previous dating or sexual relationship is not sufficient to constitute consent, and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Being intoxicated does not diminish one’s responsibility to obtain consent.

Conduct will be considered “without consent” if no clear consent, verbal or nonverbal, is given. It should be noted that in some situations an individual’s ability to freely consent is taken away by another person or circumstance. Examples include, but are not limited to, when an individual is incapacitated due to alcohol or drugs, frightened, physically forced, asleep, unconscious, intimidated, coerced, mentally or physically impaired, beaten, threatened, isolated, or confined.

The Impact of Alcohol and Drugs

The use of alcohol or drugs can have unintended consequences. Alcohol or drugs can lower inhibitions and create an atmosphere of confusion over whether consent is freely and effectively given. The perspective of a reasonable person similarly situated to the complainant and in

consideration of the context of the behavior will be the basis for determining whether one should have known about the impact of the use of alcohol or drugs on another's ability to give consent. Being intoxicated or high is never an excuse for sexual misconduct.

Retaliation

Retaliation is prohibited under this policy. Any individual who believes they have been subjected to misconduct under this policy is encouraged and has the right to seek support, utilize available resources, and come forward with their concern or report. Fear of retaliation should never be an obstacle to reporting an incident of alleged sex/gender-based harassment, sexual violence, relationship violence, or any form of stalking. Retaliation is also prohibited against anyone who participates in an investigation of, or follow-up to, a report of a violation of this policy.

Rights of Complainant

- To be treated with respect before, during, and after the reporting process, investigation, and resolution of a potential violation of the sexual misconduct policy.
- To be informed of the university's process regarding sexual misconduct and possible outcomes.
- To receive substantive communication and, when warranted, procedural developments regarding an investigation.
 - Note that the alleged conduct may also be criminal in nature, and the complainants have the right to report such conduct to the appropriate law enforcement agency. The university will provide assistance in the filing of such a complaint if requested. A criminal report does not preclude university disciplinary action. Likewise, the university may pursue a disciplinary action against a respondent regardless of whether or not a criminal complaint is filed.
- Complainants are strongly encouraged to seek counseling and support. Help with accessing appropriate resources is available through the Office of Student Success (students) or Human Resources (employees). Additional resources are listed under the Help and Resources section of this policy.
- An advisor of the complainant's choice may accompany them to any meeting with the investigator. Should the case go to a hearing, the complainant will be required to have an advisor, who can be but need not be a lawyer. If the complainant does not have an advisor, the university will provide one. In the event of a hearing, the advisor may directly question the respondent, but the complainant cannot. In the hearing, the respondent's advisor may directly question the complainant, but the respondent cannot.
- To have an educational environment that is free of discrimination and to prevent the recurrence of a hostile environment and, if appropriate, remedy the effects of the alleged harassment to the reporting party.

Rights of Respondent

- To be treated with respect before, during, and after the reporting process, investigation, and resolution of a potential violation of the sexual misconduct policy.
- To be informed of the university's process regarding sexual misconduct and possible outcomes.
- To receive substantive communication and, when warranted, procedural developments regarding an investigation.

- Note that the alleged conduct may also be criminal in nature, and the respondents have the right to report such conduct to the appropriate law enforcement agency. The university will provide assistance in the filing of such a complaint if requested. A criminal report does not preclude university disciplinary action. Likewise, the university may pursue a disciplinary action against a respondent regardless of whether or not a criminal report is filed.
- Respondents are strongly encouraged to seek counseling and support. Help with accessing appropriate resources is available through the Office of Student Support Services (students) or Human Resources (employees). Additional resources are listed under the Help and Resources section of this policy.
- An advisor of the respondent's choice may accompany them to any meeting with the investigator. Should the case go to a hearing, the respondent will be required to have an advisor, who can be but need not be a lawyer. If the respondent does not have an advisor, the university will provide one. In the event of a hearing, the advisor may directly question the complainant, but the respondent cannot. In the hearing, the complainant's advisor may directly question the respondent, but the complainant cannot.
- Respondents can expect a presumption of innocence throughout the investigation process unless and until they are found responsible for a violation of this policy.

Prevention

UI&U strives to foster a safe learning and working environment, considering both physical surroundings and the university's response to allegations of sexual assault. The university monitors the physical surroundings of its centers to enhance security and safety through lighting, limited facilities access, security staff, etc. While there is no absolute way to prevent a sexual assault, there are a number of simple precautions that can be taken to minimize risk: individuals should be aware of their surroundings and not let alcohol or other drugs cloud their judgment; keep home, office, and car doors and windows locked; do not lend your keys to anyone you do not trust completely; do not put your name or address on your key ring; do not provide personal contact information (personal email, phone number, address) to someone you do not know and trust; always watch for unidentified visitors to UI&U facilities; report unknown visitors immediately; stay away from isolated or dark areas; walk with a companion or in a group whenever possible.

As part of its commitment to providing a safe learning and working environment free from all forms of sexual misconduct, UI&U provides ongoing training opportunities for students and employees in the prevention and remedy of sexual misconduct.

Reporting a Violation

The university's Title IX coordinator shall have overall responsibility for coordinating compliance with this policy. The Title IX coordinator will work with the vice president for human resources (VPHR) for all Title IX cases involving a student or employee. Any student, employee, or other individual who believes a violation of this policy has occurred may file a complaint with any UI&U mandatory reporter. However, the university encourages reports be submitted in writing to the Title IX coordinator or deputy Title IX coordinator whose contact information is listed below. The report should describe the alleged incident, where and when it occurred, and the desired remedy sought. There is no official statute of time limitations for submitting a report. However, the university encourages reports of violations be filed quickly to maximize the institution's opportunity to respond and investigate. All faculty and staff are mandatory reporters, and as such, all employees who become aware of conduct that might fall under this policy are required

to notify the Title IX coordinator, or a deputy Title IX coordinator, with the names of the parties involved and any known details as soon as possible.

The university cannot guarantee complete confidentiality when reports of possible Title IX violations are received. All employees of the university are mandatory reporters and must report possible Title IX violations of which they are aware to the Title IX coordinator or one of the deputy Title IX coordinators. If a case is investigated, the sharing of details of the investigation will be limited to the complainant and the respondent, their advisors, the investigator, and university personnel involved in the Title IX process. If the case goes to a hearing, those present will include the complainant and the respondent, their advisors, witnesses, and the three-person hearing board. Confidentiality is also affected when the safety of members of the university community (including the complainant) or when the university is required by law to disclose the information, or when issues of equity require disclosure. The university encourages complainants to report violations that might be subject to criminal action to appropriate law enforcement officials. As necessary and as required by the laws of the locality, the university reserves the right to initiate a report, to serve as complainant, and to initiate conduct proceedings without a formal report by the person who would typically be the complainant. All participants (including the complainant, respondent, witnesses, advisors, investigators and others) involved in any part of the reporting, investigative, resolution, or appeals process are expected to respect the confidentiality of the proceedings and circumstances giving rise to the report.

Coverage Under Title IX

For a formal complaint to be processed under Title IX, the incident alleged in the complaint must meet the following conditions:

- 1) It must meet the definition of sexual harassment as defined above, which reflects 34 CFR § 106.30 in the U.S. Department of Education's regulations.
- 2) It must have occurred within the scope of one of the university's education programs or activities.
- 3) It must have occurred against a person in the United States.

It may be that while the incident alleged in the complaint is not covered under Title IX, it may be a violation of the Policies Governing Student Conduct, or a violation of terms and expectations of other university policies.

Contacts

Title IX Coordinator

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Deputy Title IX Coordinators

The deputy Title IX coordinators will assist the Title IX coordinator by forwarding any reports or notice of possible violations of this policy promptly to the Title IX coordinator; will assist complainants and respondents and refer them to local resources as appropriate; will notify local law enforcement if necessary; and will offer overall help in coordinating and implementing the university's Title IX compliance efforts and related reporting and disclosure laws concerning campus safety for their respective centers. In addition, deputy Title IX coordinators will serve as members of hearing boards.

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Resolution Process

The Title IX coordinator is responsible for investigating reports of violations of this sexual misconduct policy, including the possible utilization of external investigators and deputy Title IX coordinators. Upon receipt of a report of sexual misconduct, the Title IX coordinator will conduct an initial assessment of the report and any supporting documentation to determine the appropriate course of action. This course of action may include:

1. A determination that the alleged incident is not covered under Title IX.
2. A determination that the alleged incident does not rise to the level of a violation covered under this policy.
3. An informal resolution approach.
4. The initiation of a formal investigation.

The university will seek action consistent with the complainant's request where possible. Any individual seeking informal resolutions or mediation should discuss these options with the Title IX coordinator. Informal resolution or mediation is not an option for any allegation of sexual assault or violence. Interim, immediate measures may be taken during the course of the informal resolution process and/or investigation to ensure the safety and well-being of the complainant and/or the university at large. These measures will be imposed in a way that balances rights of the complainant and the rights of the respondent.

Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the university's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the university's educational environment, or deter sexual harassment. Supportive measures may include, but are not limited to, extensions of deadlines or other course-related adjustments, referrals to counseling services or support organizations, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The university will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the university to provide the supportive measures. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

Individuals with reports of sexual misconduct also have the right to file a formal complaint with the U.S. Department of Education:

U.S. Department of Education, Office for Civil Rights (OCR)
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100 or by visiting <http://www.ed.gov/ocr> or calling 800.421.3481.

Informal Resolution Process

Where appropriate, it is hoped that resolution of any complaint not involving sexual assault or violence will begin with a sincere attempt at informal resolution. Individuals are encouraged to discuss their concerns with the Title IX coordinator and if the complainant agrees, concerns will be resolved through interactive discussion between the parties and if appropriate, a remedies-based resolution. Informal resolution or mediation is not an option for any allegation of sexual assault or violence.

Remedies-based resolution is a non-disciplinary approach designed to eliminate a hostile environment without initiating a potential disciplinary action against a respondent. Resolution measures may include, but are not limited to, a no-contact order between the parties, adjustments in class schedules, and/or adjustments in group work within classes. All involved parties will be notified in writing by the Title IX coordinator of the allegation and the suggested resolutions within 14 days of the parties agreeing to an informal resolution.

Formal Resolution Process

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

1. Report
 - a. Complainant should submit a written report to the Title IX coordinator. Any supporting documentation and evidence should be referenced in the written report. If the complainant prefers, the complainant can give a verbal statement by phone or in person to the Title IX coordinator.
2. Investigation
 - a. The Title IX coordinator (or another investigator designated by the Title IX coordinator) will begin a formal investigation. The investigation will include interviews with the complainant, the respondent, and any applicable witnesses, as well as review of any applicable documentation or physical evidence.
 - b. Should a complaint be filed against the Title IX coordinator, a deputy Title IX coordinator will work with the vice president for human resources (VPHR) and will coordinate the investigation as appropriate.
 - c. The university prohibits any intentional false reports of incidents. Such intentional false reporting is a violation of the Policies Governing Student Conduct and Employee Workplace standards policy.
 - d. The complainant, respondent, and, if applicable, their advisors, will have access to all evidence collected during the investigation upon request. When requested, the evidence will be provided electronically.
 - e. The Title IX coordinator (or another investigator designated by the Title IX coordinator) will conduct a thorough and impartial investigation. Every attempt will be made to deliver a draft report to the complainant, respondent, and, if applicable, their advisors, within 60 days of the initiation of the report. The complexity of some cases and/or unforeseen circumstances may cause the process to exceed 60 days. The university seeks to balance the needs for timely resolution and a thorough and impartial investigation. If the draft report will take longer than 60 days, the Title IX coordinator will send written notice to the complainant, respondent, and, if applicable, their advisors.
 - f. At the conclusion of the investigation, the Title IX coordinator will provide all collected evidence to the complainant, respondent, and, if applicable, their advisors. The evidence will be provided electronically. The parties will have 10 business days to submit a written response on the collected evidence if they choose to do so. The Title IX coordinator will consider any responses to the evidence prior to completion of the investigation report.
 - g. The Title IX coordinator will then draft the investigation report and send it to the complainant, the respondent, and, if applicable, their advisors. The complainant and the respondent will have 10 business days to review the draft of the investigation report and submit a written response on the draft of the investigation report to the Title IX coordinator if they choose to do so. The investigation report will include the names of the complainant, respondent, details from the investigation, a timeline of significant events, and a conclusion about what evidence there is for determining whether the respondent is or is not responsible for having violated the sexual misconduct policy. The Title IX

coordinator will consider any responses to the draft of the investigation report, making any changes to the investigation report as the Title IX coordinator considers needed based on those responses. The Title IX coordinator will include those responses verbatim with the final investigation report. The Title IX coordinator will then send the final version of the investigation report to the complainant, respondent, and, if applicable, their advisors.

- h. The Title XI coordinator will then select a hearing board who schedules a live hearing.

3. Hearing

- a. A hearing board composed of three officials representing the university is formed. The hearing board reviews the investigation report. One of the members of the hearing board will be named the chair.
- b. The hearing will consist of the complainant, the respondent, their advisors, and any witnesses. While advisors are not required for the investigation portion of the process, they are required for the live hearing. If the complainant or respondent does not have an advisor prior to the hearing, the university will provide an advisor. Advisors are allowed to ask questions directly of the complainant or respondent. Neither the complainant nor the respondent may ask questions of each other directly.
- c. While the hearing must be live, it does not need to be such that all participants are located in a single room. In fact, due to the distributed nature of the university and its students and employees, it is most likely that the hearing will be conducted via teleconferencing technology. The complainant and the respondent will not be in the same room unless both the complainant and the respondent prefer to be in the same room.
- d. The hearing must be recorded.
- e. The chair of the hearing board will determine whether or not any particular question asked by an advisor is relevant. If the chair determines that a question is not relevant, the chair must explain why the question is not relevant.
- f. If a complainant, respondent, or witness does not submit to cross-examination at the hearing, then the hearing board cannot consider any statements made by that person as evidence in reaching their decision.
- g. Structure of the hearing
 - i. The chair of the hearing board states the ground rules for the hearing, logistics for technology, etc.
 - ii. The complainant and the respondent may make a verbal statement to the hearing board if they wish.
 - iii. The complainant's advisor provides an opening statement.
 - iv. The respondent's advisor provides an opening statement.
 - v. The complainant's advisor provides evidence and cross-examines witnesses and the respondent as they choose.
 - vi. Then the respondent's advisor provides evidence and cross-examines witnesses and the complainant as they choose.
 - vii. The chair of the hearing board announces next steps in the process.
 - viii. The hearing concludes.

4. Decision

- a. The hearing board meets to decide if the respondent is responsible for a violation of the sexual misconduct policy. A decision is reached when at least two of the

three hearing board members agree as to whether or not the responding party is responsible. The hearing board will use a “preponderance of the evidence” standard and evaluate available information from the perspective of a reasonable person in the reporting party’s position and in consideration of the context of the behavior.

- b. When the hearing board reaches a conclusion, they give a written decision to the Title IX coordinator within seven business days.
 - c. The written decision will include the following:
 - i. Identification of the allegations potentially constituting violations of the sexual misconduct policy.
 - ii. A description of the procedural steps taken from the receipt of the formal complaint through the determination. Those procedural steps will include any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
 - iii. Findings of fact supporting the determination.
 - iv. Conclusions regarding the application of the sexual misconduct policy to the facts.
 - v. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility.
 - vi. If the respondent is found responsible for having violated the sexual misconduct policy, the written decision will include any sanctions determined by the hearing board.
 1. Possible sanctions can include, but are not limited to, expulsion from the university, suspension, required counseling or training, or termination of employment.
 - vii. Any remedies designed to restore or preserve equal access to the university’s education program or activity will be provided by the university to the complainant.
 - viii. The procedures and permissible bases for the complainant and respondent to appeal.
 - d. The Title IX coordinator will send the completed written decision to the complainant and respondent within 10 business days of the conclusion of the hearing.
5. Appeals
- a. Appeal Process
 - i. The hearing board’s written decision may be appealed by either party by filing a written appeal. A written appeal by either the complainant or the respondent would be addressed to the provost/VPAA.
 - ii. The appeal process is not intended to re-hear the same case and is limited to the specific grounds outlined below.
 - iii. Any resolution or sanction will remain in force while an appeal is considered and a final decision is determined.
 - iv. Each student/employee is limited to one appeal per case, and the decision of the appeal is final.

- v. For the appeal to be considered, the appellant must submit a written notice to the provost/VPAA within 15 business days of receipt of the written decision. This written appeal must state the specific grounds for the appeal and should include any supporting documentation.
 - vi. The Title IX coordinator will notify in writing the complainant and the respondent of any appeal and what the grounds for the appeal are within five business days of the date when the request for appeal was received by the provost/VPAA.
 - vii. The complainant and the respondent will be notified in writing of the appeals decision of the provost/VPAA within 15 business days of when the Title IX coordinator sent notification of the appeal to the complainant and respondent.
- b. Grounds for Appeal
- i. Procedural irregularity that affected the outcome of the matter.
 - ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter. This new information must be included with the request for appeal.
 - iii. The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
 - iv. Dissatisfaction with a decision is not grounds for an appeal. Non-attendance or non-participation in the process is not considered new evidence or grounds for an appeal.

Help and Resources

It is especially important for students or employees who have been sexually assaulted to seek immediate and appropriate medical treatment. This is not only important for the victim's health, but also will be vital for gathering of necessary evidence for criminal investigations. Emergency medical services should be summoned as soon as possible for assault and violence incidents.

Often the impact of sexual assault or violence is invisible and victims of sexual assault or violence may need mental health counseling to assist them in dealing with the trauma.

University Resources

Human Resources

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

Office of Student Support Services

Students who need assistance in securing outside help or services should contact Dr. Jay Keehn, Executive Director for Student Support Services at 800-861-6400 x ext. 2140 jay.keehn@myunion.edu.

ADA Coordinator

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

ADA Coordinator

Dr. Jay Keehn

Executive Director for Student Support Services

4601 Sheridan Street, Suite 400

Hollywood, FL 33021

800.486.7141 ext. 2140

jay.keehn@myunion.edu

National Resources

Rape, Abuse and Incest National Network

The nation's largest anti-sexual assault organization RAINN operates the National Sexual Assault Hotline 800.656.HOPE and carries out programs to prevent sexual assault.

www.rainn.org.

Center for Changing Our Campus Culture

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

<http://changingourcampus.org/>.

- Then click on the Resources tab.

Local/Regional Resources

Cincinnati

- Police
 - 911 or 513.569.8600
- Women Helping Women
 - 24-Hour Hotline: 513.381.5610 or 877.889.5619
 - <http://www.womenhelpingwomen.org/>
- Ohio Alliance to End Sexual Violence
 - 888.886.8388
 - <http://www.oaesv.org/>

Sacramento

- Police
 - 911 or 916.264.5471
- California Coalition Against Sexual Assault
 - 916.446.2520
 - www.calcasa.org

Los Angeles

- Police

- 911 or 877.275.5273
- California Coalition Against Sexual Assault
 - 916.446.2520
 - www.calcasa.org

Florida

- Police
 - 911 or 305.949.5500
- Florida Council Against Sexual Violence
 - 850.297.2000
 - www.fcasv.org

Related Policies

For students: Policies Governing Student Conduct

In the case of allegations of sexual misconduct (including sexual harassment), this sexual misconduct policy supersedes any conflicting procedures and policies set forth in other university documents.

USE OF UNIVERSITY FACILITIES: POLICIES AND PROCEDURES

Effective July 1, 2018, Revised January 1, 2021

Policy Statement

It is the policy of Union Institute & University that the safety of individuals using university facilities is paramount. To that end, the university has established procedures and standards for use of its facilities, including access, general standards for behavior, reporting of injuries and criminal incidents, and timely warnings of dangerous situations. This policy and the information and procedures detailed below apply to all UI&U facilities. There may also be facility-specific rules and restrictions, determined by the building owners/managers, and/or state and local regulations covering facility use and safety.

Union Institute & University Facilities

Except for the UI&U national headquarters in Cincinnati, all university-operated centers occupy leased space or suite(s) within a building having other tenants (all other centers). As a general practice, students and employees have access to university facilities during normal business hours (typically 9 a.m. to 5 p.m., Monday through Friday). Some facilities may be open on evenings and/or weekends for classes and/or academic residencies. Hours of operation are posted at each location. Individuals having questions about access or use of a specific facility should contact the facilities director (Cincinnati center) or the responsible center administrator.

General Standards for Use of UI&U Facilities: Centers, Course Locations, and Temporary Off-Campus Locations

In addition to its permanent centers in Cincinnati, Ohio; Hollywood, Florida; Los Angeles and Sacramento, California, UI&U also offers classes and holds academic meetings at other locations:

the Bachelor of Science program offers numerous classes at law enforcement agency facilities; and doctoral programs may hold academic residencies at hotels/conference centers. These off-campus locations are considered university facilities during the times they are in use by UI&U. The following use standards apply to all university-operated facilities, permanent and temporary:

- Individuals using a university-operated facility shall behave appropriately at all times—they shall not engage in any behavior that is threatening, dangerous or harmful to self or others, disruptive to the learning or work environment, or damaging to university property or property of others. (Appropriate conduct is specifically addressed in a number of other university policies, including but not limited to, the Student Conduct Policy, the Sexual Misconduct Policy, and Policy on Student Use of Alcohol and Controlled Substances.)
- Students and visitors at UI&U facilities are expected to cooperate with university personnel as they carry out their duties, and to abide by any location specific requirements regarding access (such as wearing employee or visitor badges, front-desk check in and out, etc.).
- Personal property is not covered under Union Institute & University's insurance policy. Personal vehicles should be locked, and personal property secured in offices, desks, or hotel rooms, as applicable.
- No firearms or other weapons may be brought onto university property, with the exception of students or employees who are commissioned police officers and required to carry a weapon while on or off duty.
- Tampering with wiring, electrical equipment, sprinkler systems, fire extinguishers, fire alarms or any other safety equipment is prohibited.
- Smoking is not permitted inside any university facility or within 30 feet of any exterior door of a university facility. (Smoking rules at course locations and temporary off-campus facilities may vary.)

General Safety Suggestions

Union Institute & University does not have a police force or official security department at any of its facilities. Security personnel at UI&U's permanent facilities are not commissioned police officers—they have no authority to arrest; nor are they qualified to administer medical services. Security personnel employed by the university are required to call 911 in an emergency situation and to report criminal activity to university officials and to local law enforcement offices.

All individuals visiting university facilities are expected to take reasonable steps to ensure their own safety. To that end, the university offers the following general safety suggestions:

- Avoid walking alone, particularly after dark. If walking alone is unavoidable, be aware of your surroundings. (At most university locations, security personnel are available during operating hours to provide escort services if requested.)
- Do not leave personal property unsecured or unattended.
- Keep vehicles locked, and do not leave personal items in view.
- Offices, workstations, and classrooms should be locked when not in use.
- Be aware of suspicious persons and activities. If you observe someone or something suspicious, notify building security and/or local law enforcement authorities. In an emergency, dial 911.

The Upstanding Bystander

A bystander is an individual who witnesses but is not involved in an accident or criminal incident. The university encourages proactive action by bystanders, such as seeking medical or emergency assistance when an individual's health or safety may be in jeopardy, including, but not limited to, when danger arises due to use of alcohol, drugs, or acts of violence, harassment, vandalism, or hate crimes. Being aware of an incident, acknowledging that the incident may be an emergency, taking responsibility to act, and attempting to help are all characteristics of being an upstanding bystander. Upstanding bystanders may report incidents of concern to any university administrator, to campus security, or by contacting local law enforcement directly.

Reporting Injuries

If a student or other individual is injured while on campus or while participating in a university-sponsored activity off campus, the university strongly encourages the individual to report the injury to a university administrator at the event, who must then inform the chief financial officer (CFO). The individual may be asked to submit a completed UI&U Incident - Accident/Incident Report (Form 134), which can be obtained from Human Resources or downloaded from the UI&U employee intranet. Any injury that occurs to a UI&U employee while at a university facility or while conducting university business at any other location **must** be reported to Human Resources in Cincinnati, Ohio.

Reporting Criminal Incidents

In accordance with federal regulations and in keeping with Union Institute & University's philosophy of concern for its students, faculty, staff, and visitors, any individual who is a victim of criminal activity or who observes such activity occurring at a university-operated facility or at a university-sponsored event occurring off campus is strongly encouraged to report the incident to a Campus Security Authority (CSA) as well as to local law enforcement. Incidents will be tracked in a Daily Crime Log. The university's CSAs are:

Primary CSAs

Tom Frederick (Florida Academic Center)

800-486-7141 ext. 2116

Ami Bryant (Los Angeles Academic Center)

800-486-8328 ext. 1707

Prab Gill (Sacramento Academic Center)

800-486-7049 ext. 1511

Ray Bolin (Cincinnati Academic Center)

800-861-6400 ext. 1248

Any third-party security personnel located at an Academic Center

Secondary CSAs

Renee Cave (Cincinnati Academic Center)

800-861-6400 ext.1202

Dr. Rhonda Brinkley-Kennedy (Deputy Title IX Coordinator, Los Angeles Academic Center)

800-486-8328 ext. 1722

Dr. Pete Caccavari (Title IX Coordinator, Cincinnati Academic Center)

800-861-6400 ext. 1138

Dr. Jay Keehn (Deputy Title IX Coordinator, Florida Academic Center)

800-486-7141 ext. 2140

Sandra Mills (Chief Financial Officer, Cincinnati Academic Center)

800-861-6400 ext. 1104

Dr. Jennifer Raymond (Deputy Title IX Coordinator)

800-861-6400 ext. 1019

Monique Skinner (Ph.D. Program Manager, Cincinnati Academic Center)

800-861-6400 ext. 1201

Sarah Wallis (Deputy Title IX Coordinator, Cincinnati Academic Center)

800-861-6400 ext. 1197

If an emergency situation exists, the victim or witness should call 911. In non-emergency situations, the victim or witness may elect to report the incident to a CSA, who will, in turn, contact local law enforcement.

Criminal incidents and activities should **always** be reported to a CSA, as listed above. Criminal activities may also be reported to security personnel at UI&U facilities, where applicable. Note, however, that security personnel at UI&U facilities are not commissioned law enforcement officers; they have no authority to make arrests.

A report of any criminal incident occurring at a university facility must be written by the CSA who has been notified of the incident and filed with the chief financial officer (CFO) within forty-eight (48) hours of the occurrence. For criminal incidents occurring at university-sponsored events held off-campus (such as a seminar or reception), the university employee with on-site responsibility for the event (such as the faculty convener of a seminar) is responsible for filing the report to the CFO. The CFO, in consultation with the president and/or other personnel, will determine whether additional university investigation of the incident is necessary, whether any disciplinary actions against an employee or student are warranted, and/or if the incident is such as to call for a warning to the university community. University investigations and/or disciplinary actions are separate from actions that may be taken by law enforcement agencies.

Annual Security Report

By October 1 of each year, as required by federal law, the university publishes on the university's website a report of certain types of criminal incidents occurring at university facilities and their immediate environs in the previous calendar year. (The types of crimes reported are determined by federal regulations.) Notice of the location of the report is communicated via email to current students and current employees. The report is available to employees, students, prospective employees, and prospective students, any of whom may request a print version of the report, as directed in the report text.

Confidentiality

It is the policy of UI&U that the university will report to the appropriate law enforcement agency any alleged crimes of which it is made aware. Individuals reporting crimes to the university cannot be assured confidentiality in such reports.

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), as amended in 2000, Union Institute & University has the discretionary authority to disclose to a victim of a crime of violence the final results of any disciplinary action taken by the university against the person accused of the crime. The victim may not disclose this information to any third party. The university may release certain information regarding the final results of a disciplinary hearing to the general public if the hearing was related to a crime of violence for which an individual was found to be in violation of university rules or policies regarding such crimes. If results are released by the university, only the individual's name, the violation committed, and the sanctions imposed by the university against the individual will be published.

Timely Warnings

The CFO, after consultation with the president and other personnel as needed, will alert the university community when the university receives a report of a crime against a person or a particularly threatening crime against property that appears to represent an ongoing danger to the safety of students, faculty, and staff. Alerts may result from reports from local law enforcement or from reports by members of the UI&U community. Every attempt will be made to distribute the alert within 12 hours of the time the incident is reported; however, release of timely warnings is subject to the availability of accurate facts concerning the incident. Alerts will be distributed by email to all employees at the center, to students enrolled at the center, and to faculty who work off-site but are likely to visit the center.

Each alert will include the following information.

1. A succinct statement of the incident, including date and location of the occurrence.
2. Possible connection to previous incidents, if applicable.
3. Physical description of the suspect.
4. Composite drawing of the suspect, if available.
5. Date and time the bulletin was released.
6. Other relevant and important information.

Alerts may also include requests for information about an offender, crime prevention tips, and/or information about special precautions to be taken until the specific crime has been resolved.

See also:

Student Conduct Policy.

Emergency Response Plan.

Emergency Response Plan

Effective July 1, 2018, Revised January 1, 2021

Emergency Preparedness

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

Emergency Officials

The following positions have been designated with responsibility for emergency assessment and notification at each UI&U location.

Location	Responsible Position & Back-up	Contact (Phone Extension)
Cincinnati Center 513.861.6400	Primary CSA Chief Financial Officer	800-861-6400 ext. 1248 800-861-6400 ext. 1104
Florida Center 305.653.7141	Primary CSA Chief Financial Officer	800-486-7141 ext. 2116 800-861-6400 ext. 1104
Los Angeles Center 310.417.3500	Primary CSA Chief Financial Officer	800-486-8328 ext. 1707 800-861-6400 ext. 1104
Sacramento Center 916.564.3100	Primary CSA Chief Financial Officer	800-486-7049 ext. 1511 800-861-6400 ext. 1104

General Emergency Procedures

The key to surviving any emergency is to remain calm and carry out a plan of action appropriate to the emergency. Members of the UI&U community are encouraged to familiarize themselves with the layout of their center and all emergency procedures, so that they will know what to do in an emergency or crisis situation. Note also that some UI&U facilities, where the university

leases space in buildings with other tenants, may have specific emergency response plans for the facility. When that is the case, it is the responsibility of the emergency official to ensure that those plans are communicated to employees and students. Every member of the university community has a role in making UI&U a safe environment. In a true emergency, act! The following general procedures are applicable to all Union Institute & University locations.

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

Non-Life Threatening Emergencies

1. Contact on-campus emergency official.

Fire

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

Gas Leak/Hazardous Spill

1. Cease all operations. Do not switch on lights or other electrical equipment.
2. Contact your center's emergency official.
3. Depending on the nature of the emergency, the official may call for evacuation or for shelter in place. (See Shelter in Place section below.)
4. If the emergency official calls for an evacuation, leave the building immediately, alerting others as you go:
 - Use the nearest exit or staircase. Do not use elevators.
 - Once you are outside, move to the designated assembly area away from the building to allow ready access by emergency personnel.
 - Call 911.

Tornado/Hurricane/Severe Weather

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

Earthquake

Evacuation is not recommended during an earthquake. In the event of an earthquake, take shelter away from windows – sit under a desk or table to avoid flying glass and other debris. Do not leave the building until the earthquake is over. Do not use matches, lighters, or other open

flames, in the event of a gas leak. Do not use elevators or enter stairwells during the quake. Remain in the sheltered space until notified that it is safe to move.

Critical Illness/Injury

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

Bomb Threat

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

If you receive a bomb threat call:

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

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

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

If you are unable to evacuate:

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

Hostile Individual/Intruder

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

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

Evacuation Assembly Areas

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

Center	Evacuation Assembly Area
Cincinnati Center	Parking lot of storage building (465 E. McMillan Street)
Florida Center	Parking lot
Los Angeles Center	Green space at the intersection of Centinela and Sepulveda (north end of the property)
Sacramento Center	Front parking lot

Shelter in Place

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

- Make sure you have a telephone or other means of communication.
- Select a location on the interior of the building, away from windows, skylights, and exterior doors.
- For tornado or other severe storms, choose a ground level location. (If flooding is an issue, an upper-floor location is appropriate.)
- If the emergency involves unsafe air quality and there is time to do so safely, turn off ventilation system and/or close vents.

Shelter In Place - Tornadoes and Severe Storms	Location(s)
Cincinnati Center	First floor, east-west hall at center of building, Room 124, and First floor restrooms-opposite classrooms
Florida Center	Copy/work room & restrooms
Los Angeles Center	Lobby area of UI&U suite
Sacramento Center	Large class/meeting room at mid-point of suite

Emergency Assessment & Notification Procedure

Upon receiving emergency notification of a potential emergency, the designated emergency official for the center will immediately and quickly assess the situation¹. Once the emergency has been reasonably confirmed, the emergency official will, without delay and taking into account the safety of the community, determine the appropriate emergency notification

¹ At Union Institute & University centers that occupy leased facilities having other tenants, a decision to evacuate the building may also be made by building management.

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

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

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

Testing Emergency Procedures

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

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

Academic Transcripts

Effective February 1, 2021, as Revised

UI&U transitioned to Parchment Award Transcript Services® for online ordering to all students and alumni, allowing safe and secure transcript requests. Union Institute & University's preferred transcript ordering method is through Parchment®.

Transcript ordering can be found at <https://myunion.edu/current-students/request-transcript/>.

ADMISSION

Doctor of Education (Ed.D.)

Admission Criteria, Requirements, and Procedures

Admission Requirements

There are three entrance points to the Ed.D. Program annually: August/September (Fall), January (Spring), and April/May (Summer). Applications are reviewed upon completion and admission decisions are made on a rolling basis. The deadline for completed applications is August 1 for the Fall term, December 1 for the Spring term, and April 1 for the Summer term.

Individuals interested in applying to the Ed.D. program must submit:

- A completed online application form. In addition to the personal data, the application form includes three elements.
 1. Choice of one of two Ed.D. majors:
 - Educational Leadership (Pre K-12)
 - Higher Education
 2. A statement of purpose no more than two pages in length.

The submission of this essay should include the following:
Please explain why you want to pursue the Ed.D. degree at Union Institute & University and how you believe it will help you reach your long-term goals. The essay should be two pages in length and demonstrate a clear, well organized, and concise writing style. You may include reference to texts, scholars, or schools of thought that have played an important role in the development of your educational philosophy or that you would like to explore in greater depth as part of your doctoral work.
 3. One letter of recommendation from a person who can speak to the applicant's professional or academic work.
- An official transcript with an earned master's degree from a postsecondary, regionally accredited educational institution or accredited by agencies recognized by both the Council for Higher Education Accreditation (CHEA) and the United States Department of Education (USDE).
- A current resume or CV.
- English proficiency is required of all applicants whose first language is not English (see: <https://myunion.edu/future-students/international-students>). Applicants with degrees (i.e., a bachelor's or master's earned in English from accredited universities in English-speaking countries) meet the Ed.D. program's English proficiency requirement. Alternatively, applicants can demonstrate English proficiency by achieving a minimum score of 79 on the Test of English as a Foreign Language (TOEFL®iBT), a score of at least 6.0 on the International English Language Testing System (IELTS™) Exam, or a score of at least 54 on the Pearson Tests of English Academic (PTE Academic).

Admission Procedures

Once all application documents have been received and the application file is complete, the documents are reviewed by a faculty admissions committee who then makes a recommendation to the associate vice president for academic affairs. The AVPAA may 1) offer full admission, 2)

offer provisional admission, or 3) deny admission. Upon receipt of an offer of admission, the applicant may accept, deny, or request a deferral of admission for up to one year.

- 1) Full Admission is granted to applicants who have met all admission requirements without reservation.
- 2) Provisional Admission may be offered to applicants who have not met the requirements for full admission but have demonstrated potential for success in the program. Provisionally-admitted students will enroll in two courses identified by the admissions committee or the applicant's faculty advisor. Students who are provisionally admitted are eligible for financial aid during the probationary term(s). Upon completion of the first-term coursework, the associate vice president for academic affairs will review the student's progress in close consultation with the instructing faculty and the faculty advisor and either grant full admission, offer a one-term extension of the probationary period, or issue an academic dismissal. If an extension is granted, a second review takes place at the end of the second term, whereupon the associate vice president for academic affairs will make a final decision.
- 3) Denied Applicants are applicants who have neither met the requirements for admission nor demonstrated potential for success in the program and are denied admission. The program follows the practice of not discussing with the applicant the reason(s) for denial of admission. The decision to deny admission is final.

Reinstatement / Readmission

Reinstatement for Ed.D. Students

Students who have been administratively withdrawn for a period of **12 months or less** may apply for reinstatement by letter to the associate vice president for academic affairs. A clearance form will be sent by the graduate college to the Business Office. Both offices must indicate clearance before reinstatement can be processed for approval. A letter from the associate vice president for academic affairs will be sent to the student indicating the date and term of reinstatement. A copy will be forwarded to the faculty advisor and to the Registrar's Office. The Registrar's Office will post date of reentry. The date of reentry is most commonly the first day of the new registration period. The reinstated student will be assigned to the appropriate year/term registration group based on the reentry date. Reinstatement by the graduate college within 12 months may require reconstitution of the dissertation committee depending on whether the dissertation committee members are able and choose to continue serving on the student's committee. Students who have been administratively withdrawn for a period greater than 12 months should follow the readmission procedure.

Readmission for Ed.D. Students

Students who have been administratively withdrawn from the Union Institute & University Ed.D. Program for a period of **greater than 12 months** are only readmitted by formal consideration and action of the Ed.D. program's admissions committee and the associate vice president for academic affairs. Students considered for readmission to the Ed.D. program must follow the most current program degree requirements. All readmitted students will enter under the current academic and administrative policies at the time of readmission. It is the student's responsibility to be informed and to adhere to all current policies. Before applying for readmission, students must resolve all prior financial and administrative obligations. Students must contact the Admissions Office as soon as they intend to apply for readmission. They will begin processing the Readmission Clearance Form, which determines whether the student has met all prior

financial and administrative obligations and is eligible to apply for readmission. A member of the Admissions Office will contact the student as soon as they are cleared to apply for readmission. Students may then prepare the application for readmission. Students who are approved for readmission will enter the program during the term when the classes they need are offered.

The application for readmission includes the following items:

- A new online application for admission (no admission fee);
- A letter explaining the request for readmission;
- A narrative that details the student's professional and educational accomplishments while withdrawn from the program;
- Transcripts originally submitted for admission, as well as transcripts from a regionally accredited university for any academic work completed since withdrawal;
- A recommendation from the student's faculty advisor if currently active on the graduate college faculty.

Military Service Members

Reinstatement/readmission exceptions exist for military service members whose service related commitments prevent being actively registered. In such circumstances, the military service member may be reinstated if absent from enrollment for greater than 12 months. Military service members re-enrolling at UI&U will maintain their class standing/hours earned when last attending.

Note the following:

Students are responsible for learning about and adhering to all current policies and requirements including those published on the university website, faculty or course published requirements, and/or those contained in this catalog or revised documents.

- All readmitted students will enter under the current academic and administrative policies at the time of readmission. (See current registration and tuition 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.

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

DEGREE PROGRAMS

UNDERGRADUATE DEGREE PROGRAMS

Undergraduate (B.A & B.S.) General Education Requirements

Returning Course to General Education Offerings:

GHIS 215: History and Philosophy of Social Change (3 credits)

Course Description

This course is a survey of the history, philosophies, and theories of social change. It will address the meaning, contributing factors, and impact of social change in the United States (**satisfies general education credit in the Civilization and Human Legacy domain**).

B.A. and B.S. Accelerated Bridge/Dual Enrollment Opportunities

Undergraduate students who excel in the Bachelor of Arts with a major in Psychology program or the Bachelor of Science degree program within specific majors have the opportunity to accelerate their progress into a master's degree program in the final term required to complete the B.A. or B.S. degree. Undergraduates meeting established criteria may enroll in two three-credit courses at the graduate level to bridge into a master's degree.

The following chart indicates the available bridge paths from the undergraduate to graduate programs.

Bridge from Undergraduate Programs	To Graduate Programs
B.S.- Business Management Major	Master of Arts with a major in Clinical Mental Health Counseling Master of Science in Health Care Leadership Master of Arts (except Applied Nutrition and Dietetics major)* Master of Business Administration Master of Science in Organizational Leadership
B.S.- Child and Adolescent Development Major	Master of Arts with a major in Clinical Mental Health Counseling Master of Arts (except Applied Nutrition and Dietetics major)*
B.S.- Criminal Justice Management Major	Master of Arts (except Applied Nutrition and Dietetics major)* Master of Business Administration Master of Science in Organizational Leadership
B.S.- Emergency Services Management Major	Master of Arts (except Applied Nutrition and Dietetics major)* Master of Business Administration Master of Science in Organizational Leadership

B.S.- Maternal Child Health: Human Lactation Major	Master of Science in Health Care Leadership Master of Arts (except Applied Nutrition and Dietetics major)*
B.A - Psychology Major	Master of Arts with a major in Clinical Mental Health Counseling Master of Science in Health Care Leadership Master of Arts (except Applied Nutrition and Dietetics major)* Master of Science in Organizational Leadership
B.S. - Social Work Major	Master of Arts with a major in Clinical Mental Health Counseling Master of Science in Health Care Leadership Master of Arts (except Applied Nutrition and Dietetics major)* Master of Science in Organizational Leadership

*Students may not bridge from the B.A./B.S. to the M.A. with a major in Applied Nutrition and Dietetics.

The following master's-level courses may be taken as part of the bridge.

Bridge Courses	
M.A. with a major in Clinical Mental Health Counseling	COUN 501 Counseling in Theory and Practice plus, one of the following: COUN 504 Helping Relationships COUN 505 Professional Orientation and Ethics COUN 506 Human Growth and Development
M.S. in Health Care Leadership	2 courses from among the following: HCL 501 Health Care Leadership HCL 502 Ethics in Health Care Settings HCL 503 Health Care Policy/Advocacy HCL 504 Design Research HCL 508 Economics/Financial Management
Master of Arts	MAP 508 Elements of Scholarship MAP 509 Research Methods
Master of Business Administration	2 courses from among the following: MBA 505 Strategic Management and Organizational Changes MBA 506 Financial and Accounting Management MBA 507 Ethics in Context MBA 508 Management and Leadership MBA 509 Strategic Marketing Management in a Digital Age
Master of Science in Organizational Leadership	LDR 601 Leading Complex Organizations LDR 602 Professional Ethics

Student Qualifications:

1. Have earned 60 or more credits with at least 16 credits completed at UI&U and a minimum cumulative grade point average of 3.00.

2. Qualified undergraduate students are advised by their student success coach in pursuing the accelerated bridge option. The student success coach assists the student through completion of the final undergraduate term by selecting and registering for the appropriate master's-level courses and applying for the selected master's degree program. The student success coach will collaborate with the Registrar's Office in the bridge registration process.
3. Students wishing to bridge to the M.A. with a major in Clinical Mental Health Counseling have specific admission requirements before acceptance and enrollment into the bridge option to ensure appropriate preparedness for counseling related work because the program is a licensure track program. These requirements are:
 - The undergraduate student must complete the M.A.-Clinical Mental Health Counseling application with corresponding documents (transcripts, three (3) letters of recommendation with one being from a faculty member, a CV, and letter of intent).
 - The student will interview with the MA-CMHC program director before being approved for the bridge opportunity, including provisional admittance to the master's degree program, and registration in M.A. classes as an undergraduate student.

How the Bridge Option Works:

- The graduate-level credits earned in the student's final undergraduate term will satisfy the undergraduate degree requirements. These credits may be internally transferred toward the selected master's degree program after the undergraduate degree is earned.
- The student must receive a grade of B or above in each masters-level course to have these credits later applied to the master's degree program as internal transfer credit.
- The undergraduate student may need to enroll in additional undergraduate credit hours/courses in the term with graduate-level classes to complete undergraduate degree requirements.
- Tuition and fees for the master's credit classes, taken as an undergraduate student, will be charged the undergraduate per-credit-hour rate.
- Students enrolled in the accelerated program are eligible for federal, state, and institutional aid per the rules, regulations, and guidelines governing the awarding of such aid. Students in the final semester to earn the undergraduate degree are considered undergraduates for federal financial aid purposes.
- The masters-level courses will be registered on the undergraduate transcript and noted as "Accelerated B.S. to MSOL" or "Accelerated B.S. to M.A. Program", etc.
- Students in the accelerated program will receive whole grades only (no plus/minus).
- If a grade of B or better is not earned in the masters-level courses, credits will be posted to the undergraduate transcript. With passing grades (determined by the undergraduate major requirements) and all other degree requirements satisfied, the undergraduate degree will be completed. However, no credits will be internally transferred to the graduate program should the student matriculate to a master's program.
- After the undergraduate degree is awarded and the student is accepted into the master's program, the graduate courses with grades of B or above will be internally transferred to the student's graduate transcript.

Bachelor of Arts Major in Psychology

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

- **Re-adding PSY 499 Capstone Portfolio: Self-Assessment and Reflection on Learning** as a Core Course in the Major (Required for all concentrations; three credit hours each - totaling 24 credits).
- **New Course: PSY 412 Organizational Behavior and Development (3 credits)** is an added Psychology major elective.

Course Description

This course examines human behavior in organizational settings. Topics include communication, employee motivation and satisfaction, group dynamics, leadership, and organizational structure and development. Conceptual frameworks, case discussions, and skill-oriented activities are applied to each topic.

- **Deleted Course:** PSY 402 Organizational Psychology.

Bachelor of Science Major in Business Management

With Optional Concentrations in Applied Technology & Business Leadership, Health Care Administration, Human Resource Management, or Organizational Leadership

- **MGT 344 Project Management** (3 +1 credit hours) is a major elective in the Business Management major.

Bachelor of Science Major in Maternal Child Health: Human Lactation

With Optional Concentrations in Pathway 2 or Health Disparities and Childbearing

- **MCH 380 Mood Disorders in the Perinatal Period** (3 +1 credits) is a major elective and an elective in both concentrations.
- In addition to MCHL major core courses and practical courses, **all MCHL major electives are satisfied by a minimum grade of C or higher.**

MASTER OF ARTS

- **Deleted:** Double Major of Applied Nutrition and Dietetics and Human Lactation Studies.
- **Curriculum Being Restructured:** Applied Nutrition and Dietetics Major with a Specialization in Human Lactation Studies.

DOCTOR OF EDUCATION (ED.D.)

Associate Vice President for Academic Affairs: Arlene Sacks, Ed.D.

Program Overview

Total Program Credits: 66 semester hours (academic year: 32 weeks; program length: 117 weeks)

Calendar: The academic year is defined as three trimesters. A term for the Ed.D. program is four months. There are three four-month terms in an academic year with enrollment dates in January, May, and September.

Minimum Required Time in the Program: Seven terms, twenty-eight months

Maximum Time in the Program: Five years

Transfer Credits: Up to 25 semester credits

Full-time Status: Nine semester hours

Part-time Status: Six semester hours

Majors:

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

Certificate Programs available within the Ed.D. degree:

- Social Justice
- Teacher Leadership

Academic Program Location

Doctor of Education

Cincinnati Academic Center

440 E. McMillan Street

Cincinnati, OH 45206-1925, Toll-free: 800.861.6400 ext. 1140

The Doctor of Education Student Handbook is available on CampusWeb at https://campusweb.myunion.edu/ICS/Offices/Office_of_the_Registrar/.

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

Program Mission

The mission of the Ed.D. program is to support education professionals to acquire advanced knowledge of scholarship in the field and to develop the skills and attributes that will help them become effective researchers and professionals in their major area of Educational Leadership (Pre K-12) or Higher Education. An additional distinctive purpose relates to the program's emphasis on social justice. The Ed.D. program prepares students who, upon completion of the program will have: (1) a critical understanding of alternative conceptions of social justice; (2) the ability to assess the implications of different views of social justice; and (3) the ability to serve as facilitators among various constituencies for discussion of issues of education related to social justice.

The Ed.D. program supports individuals who seek to acquire the scholarship and skills required for them to serve as educational researchers, advocates, and leaders. The program is designed for individuals with significant experience in and knowledge of the field and profession of education, who seek to explore, explain, and possibly resolve the challenges they face within their organizations and communities.

Thus, the Ed.D. program continues Union Institute & University's historical commitment to provide doctoral education that brings advanced knowledge to bear on critical social issues within an academic delivery model that acknowledges and meets the circumstances of adult students.

Ed.D. Degree Program Structure

Students admitted into the Ed.D. program complete 66 credits. The minimum time to complete the degree is two years and four months (seven terms). The UI&U Ed.D. Degree Program consists of the following components:

- Academic courses in ethics, social justice, and research methods as well as courses in Educational Leadership (Pre K-12) and Higher Education.
- Individualized study that is directly related to the student's area of study, professional interests, and dissertation research.
- Dissertation research that, when completed, contributes new knowledge to the student's field of study.

Major Areas

Students focus their studies in one of the two major areas:

Educational Leadership (Pre K-12)

SOC Codes: 11-9032 Educational Administrators, Kindergarten, Elementary and Secondary School; 11-9031 Education Administrators, Preschool and Childcare Center/Program; 20-2020 Elementary and Middle School Teachers; 25-2030 Secondary School Teachers; 25-2050 Special Education Teachers; 25-9030 Instructional Coordinators.

The goals and objectives of the Educational Leadership (Pre K-12) major are met through coursework that provides the knowledge base and professional skills needed for students to serve effectively in a wide range of educational settings. The major in Educational Leadership (Pre K-12) also places a primary emphasis on issues of ethics and social justice. Students who pursue the major in Educational Leadership (Pre K-12) complete a program of academic study and professional training that is strongly aligned with the National Standards for Advanced Programs in Educational Leadership. Learning goals and objectives for the major in Educational Leadership (Pre K-12) are designed to educate students who are able to serve as effective leaders within the social, organizational, and educational contexts of the present and foreseeable future.

Higher Education

SOC Codes: 11-9033 Education Administrators, Postsecondary; 25-1081 Education Teachers, Postsecondary; 11-9039 Education Administrators, All Other.

The overarching goal of the Higher Education major is to enable students, through their advanced understanding of social, cultural, organizational, and ethical/justice issues, to guide the development of education in a complex, dynamic, and diverse society. An accepted set of curricular and program standards for a major in Higher Education is based upon higher education professional organizations and parallel doctoral programs in higher education. The learning goals and objectives of the major in Higher Education are met through academic residencies, coursework, and original dissertation research.

The two Ed.D. majors are aligned with the core values of UI&U and the Ed.D. program; achieve proficiency in general principles and approaches to doctoral inquiry; acquire advanced knowledge; and conduct doctoral level research completing a dissertation meeting national standards for research at the doctoral level.

Upon successful completion of degree requirements, Ed.D. doctoral students will be awarded the degree of Doctor of Education (Ed.D.) with a major in Educational Leadership (Pre K-12) or Higher Education. The transcript will denote the degree, major area, any earned certificate(s), and dissertation title. The Doctor of Education in Educational Leadership (Pre K-12) or Higher Education degree is awarded in recognition of advanced research and demonstrated abilities in a field of study.

Ed.D. Program Learning Outcomes

The Ed.D. Program in Educational Leadership (Pre K-12) and Higher Education enables students to:

- Thoroughly explain and assess alternative conceptions of ethics and their corresponding views of social justice.
- Thoughtfully articulate prevalent educational principles, processes, practices, and policies and assess their appropriateness within the context of alternative views of social justice.
- Differentiate conceptions of social justice and assess their impact on the well-being of individuals and groups.
- Recognize, document, and direct social change in the scholarship and practice of educational leadership.

Ed.D./Certificate Options

The two certificates described below are embedded in the Ed.D. program curriculum and are available only to degree seeking Ed.D. students. The certificates will be awarded in tandem with the completion of the Ed.D. degree.

Social Justice Certificate (12 credits of designated courses taken/completed within the Ed.D. Program)

The Social Justice Certificate is available to all students enrolled in the Ed.D. program regardless of major.

In order to earn this certificate, students will complete the following four 3-credit courses:

EDU 825 Schools, Society, and Culture (Term 1)

EDU 700 Education and Social Justice (Term 2)

EDU 826 Curriculum and Social Justice (Term 4)

EDU 850 Art of Social Justice & Leadership (Term 5)

Teacher Leadership Certificate (12 credits of designated courses taken/completed within the Ed.D. Program)

The Teacher Leadership Certificate is available to all students enrolled in the Ed.D. program. At its foundation, teacher leadership is a form of collaborative or shared leadership that recognizes the dynamics of leadership as a process that transcends traditional top-down models. The purpose of the certificate is to equip education scholar-practitioners with knowledge, skills, and dispositions that allow them to:

- Serve as teacher leaders in Pre K-12 learning environments (for example, as department chairs, curriculum leaders, instructional coaches, or peer mentors).
- Leverage teacher leadership as a model for implementing positive changes in their schools.
- Design and implement professional development for teachers and teacher leaders.
- Pursue research on teacher leadership and related models of collaborative and shared leadership.

Thus, the certificate is applicable not only for teacher leaders but also for school principals and district leaders who would like to enhance collaborative teaching practices in their schools.

To earn this certificate, students will complete the following four 3-credit courses:

- EDU 821 Leadership and Change in Schools and Educational Systems (Term 2) OR EDU 841 Leadership and Change in Institutions of Higher Learning (Term 2)
- EDU 704 Current Issues in Education Pre K-12 (Term 3) OR EDU 705 Current Issues in Higher Education (Term 3)
- EDU 823 Resource Management in Education (Term 5) OR EDU 843 Resource Management in Higher Education (Term 5)
- EDU 802 Law and Policy in Education Pre K-12 (Term 6) OR EDU 803 Law and Policy in Higher Education (Term 6)

In each of the courses, students pursuing the Teacher Leadership Certificate will have opportunities to explore teacher leadership and related models and principles of collaborative and shared leadership.

Transfer Credit Policy

Students who wish to transfer credits from another institution of higher learning or from another graduate program at Union Institute & University are governed by the following policies:

- The program will determine the acceptance of transfer credit and reserves the right to apply, or not apply, acceptable transfer credit toward the Ed.D. degree requirements.
- Up to 25 graduate-level transfer credits may be accepted.
- Courses that applied to the completion of a prior degree are eligible for transfer.

- To qualify for acceptance, the credits must:
 - Have been granted by a regionally accredited university or institution or accredited by agencies recognized by both the Council for Higher Education Accreditation (CHEA) and the United States Department of Education (USDE).
 - Be listed on an official transcript sent directly from the granting institution to the Admissions Office.
 - Be clearly identified on the transcript as graduate level.
 - Have been completed in the past ten years with an equivalent grade of B or higher.
- A Transfer Credit Petition Form, along with syllabi and/or course descriptions for the courses considered for transfer must be submitted as part of the application package and must reasonably demonstrate that the student has acquired knowledge parallel to that acquired in the relevant Ed.D. program course.

Registration

Ed.D. students will select courses in accordance with the curriculum sequence described below or as agreed upon by student and faculty advisor.

- Registration is required prior to the start of each sixteen-week term.
- Students with a past due balance must obtain financial clearance from the Business Office prior to the term's start date,
- Tuition is due on the first day of each new term.
- Full-time enrollment in the Ed.D. program is defined as nine credits per term. Students may also enroll with part-time status (six credits per term). The tuition and registration policies for the Ed.D. are published annually on the university's website.
- Students register online in the CampusWeb/Web Registration portal according to their degree audit.
- Registration is initiated by the student following consultation with the faculty advisor and must be approved by the faculty advisor after classes are selected in Web Registration.
- 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.
- A student's registration must be approved by the faculty advisor before financial aid will be disbursed.
- All questions regarding registration and course offerings should be directed to the student's faculty advisor or the Office of the Associate Vice President for Academic Affairs (AVPAA) and not the Admissions Office. All questions regarding financial aid status or eligibility should be directed to the Office of Financial Services.

Drop/Add and Withdrawal Policy

Student's Right to Cancel

Students have the right to cancel an enrollment agreement and receive refund of charges if notice of cancellation is made within fourteen (14) calendar days of the term or by the seventh (7th) calendar day of the student's eight-week session start date if applicable.

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

- **The Drop/Add Deadline:** Course may be added for 15 days from the start of the term. Courses may be dropped for 30 days from the term start date. Courses dropped after 30 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, the date of an email request, or the date a phone call is received by the faculty advisor or the Registrar’s Office.
- **Academic Withdrawal Policy:** Students may withdraw through the last day of the term by notifying the university in writing prior to the last day of the term.

Drop/adds can impact continuing financial aid eligibility. Financial aid adjustments are based on federal guidelines. Students should contact the Office of Financial Services (800.861.6400 x 2005 or financialaidcounselors@myunion.edu) immediately if they plan to drop any courses. All drop/add requests must be approved by the faculty advisor, the program director, or their designee.

Adding or dropping courses by the published deadline may alter the student’s tuition charges for the term in the following manner:

- If the number of credit hours added equals the number dropped, there will be no adjustment of 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 full term.
- If the number of credit hours dropped is greater than the number added, tuition will be adjusted for the difference per Schedule of Adjustments.

The following table shows the percentage of tuition to be adjusted for dropped courses.

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

WITHDRAWAL POLICY AND RELATED REFUND OF CREDIT BALANCE

- A program withdrawal is considered a complete withdrawal from the university. The date of withdrawal is the earlier of the following:
 - The date the student notifies the university.
 - The ending date of the previous term if the student fails to register for a new term.
 - The date the student specifies as the date of withdrawal if this date is after the date of notification.
- The withdrawal should be submitted by the student, using the official UI&U Withdraw Form located on CampusWeb, after consultation with their designated campus official. The designated campus official is the student’s faculty advisor. The designated campus

official may also email the student a direct link to the official UI&U Withdraw Form upon request.

- The effective date of withdrawal (which is the date the student notifies the designated campus official) is noted on the UI&U Withdraw Form. Verbal withdrawal requests are only accepted from a student to the designated campus official. Once the official UI&U Withdraw Form is submitted, the student's intent to withdraw will be communicated directly to the appropriate university departments for processing. When a student withdraws from the university prior to the end of a term/session, all incomplete courses for which the student is currently registered at the time of withdrawal will be recorded as W (withdrawn) on the student's transcript. If the withdrawal is effective at the end of the term/session, the grade as supplied by the evaluating faculty for each course will be posted to the student's transcript.
- A student who fails to notify Union Institute & University of withdrawal from the program is financially responsible for all tuition and fees charged for the complete term/session. Tuition is not prorated for coursework with earned academic credit.

Adjustments of Tuition and Fee Charges for Program Withdrawals

Adjustments of tuition and fee charges for program withdrawal from the university are processed as reported to the Business Office from the Registrar's Office. The amount of refundable tuition and fee charges to the student is based on the percentage (%) of completion of the program:

- If a student withdraws **before completing 60%** of the program length, the amount of tuition refunded to the student is calculated as follows:

$$\% \text{ refunded} = \frac{\# \text{ of days in session or term minus } \# \text{ of days completed}}{\# \text{ of days in session or term}}$$

For example, if a student withdraws on day #11 in a 56-day session, the % refunded is 80%.

- If a student withdraws **after completing 60%** of the program length, tuition is considered earned and the student will receive no refund.

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. Tuition is not prorated for coursework with earned academic credit. The amount of the tuition adjustment, if applicable, will be determined by the effective date of the withdrawal. A refund (if applicable) will be issued after financial aid adjustments are made. Financial aid adjustments are based on federal guidelines.

Course Extension Registration

There are two options for students who have not finalized their dissertation by the conclusion of Term VII. Dissertation Supervision (DIS 780/781) is for students who have additional research and writing to perform. Program Completion Extension (PCX 799) is designed for students who need additional time to respond to recommendations for edits as a result of the dissertation defense meeting or AVPAA review.

Dissertation Supervision (DIS-780/781)

Students registered for RSCH 901 Dissertation in term seven or the final term of coursework who do not complete the research and writing of the dissertation by the end of term seven or the final term of coursework must register for Dissertation Supervision. RSCH 901 will remain graded with an Incomplete (I) until all DIS 780/781 registrations are completed. Dissertation Supervision is a non-credit course that is considered the equivalent of full-time academic work for registration status and for financial aid purposes. **Students may register for no more than four dissertation supervision terms while completing research and writing of the dissertation.** Registering for Dissertation Supervision beyond the fourth term must be approved by the AVPAA. **Dissertation Supervision after the fourth term is not eligible for financial aid.** In no case may a student exceed the five-year maximum time-in-program. The dissertation chair is expected to monitor the student's engagement by completion and submission of the Dissertation Supervision Engagement Form for each DIS 780/781 term registered. The form should be submitted no later than the end of the second week of the term, which confirms the student's full-time engagement in the academic completion of their research/dissertation. A student would register for DIS 780 twice and then DIS 781 twice if utilizing the maximum of four times that Dissertation Supervision can be taken. A student registered in DIS 780 or 781 may not register for any other course/credits in the same term.

Financial Aid Policy – Dissertation/Dissertation Supervision

Students may receive financial aid up to the first four terms of DIS 780/781 Dissertation Supervision (writing extension). After four terms of DIS 780/781, while the student may receive special approval from the AVPAA to register for additional DIS 780/781 terms, they are ineligible for financial aid. The Office of Financial Services cannot award or disburse federal aid after the fourth term of DIS 780/781.

Program Completion Extension (PCX 799)

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

The Program Completion Extension affords a student additional time to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review. The extension period is not a new term of enrollment for academic credit. Registration of PCX 799 will be for a four-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two extension terms will be approved. The PCX 799 Program Completion Extension does not qualify a student for financial aid. The

Registrar's Office is required to report students on this extension as registered for less than half-time status to external agencies. No new academic coursework/credits can be taken during a PCX 799 registered term.

Satisfactory Academic Progress Review

Special Review and Academic Dismissal

Special reviews indicate that a student is at risk for not successfully completing the program. Special reviews may be initiated at any time by a faculty member or university administrator through a written request to the AVPAA. The student will receive notice that they are undergoing special review. Special reviews will always be initiated 30 days after notification of the following circumstances:

- The student is placed on academic probation when the academic term GPA falls below 3.00.
- The student has received a grade of C. Two C grades received in the program put the student at substantial risk for academic dismissal.
- The student has not formed their dissertation committee by the end of term four.
- The student has received I grades in consecutive semesters or in two or more courses in a given term.
- Evidence that the student has violated program and/or institutional policies.
- The student commits a breach of the UI&U Academic Integrity Policy or Student Code of Conduct.

Academic Probation

Faculty advisors, in consultation with the AVPAA, 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 their academic advisor to develop a plan for returning to good academic standing. 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, they will be administratively withdrawn from the program. Under special circumstances, and only upon review and approval from the AVPAA, students may be granted an additional term in the program, 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 AVPAA.

Special Review Process

The AVPAA will form a special review committee of three university faculty appropriate to the concern to be reviewed and will provide the committee with documentation pertinent to the issue to be considered. Special review can result in academic dismissal.

The special review committee will make a written recommendation to the AVPAA. The AVPAA will consider the recommendation of the special review committee, consulting with committee

members as needed and, in cases where the committee has recommended academic dismissal, with the university's vice president for academic affairs.

Readmission after Dismissal for Unsatisfactory Academic Progress or Conduct

A student dismissed from the university due to unsatisfactory academic progress may not enroll in any UI&U program or courses for a period of one year. Students who want to return to the university must reapply and be accepted after a program director's or program chair's review on a case-by-case basis.

A student dismissed for reasons of poor conduct has the right to review and appeal this decision as outlined by the applicable university policy. Ordinarily, such dismissal is permanent; however, the program director, dean, or program chair will review requests for readmission on a case-by-case basis.

Student Financial Aid Satisfactory Progress Policy

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

Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact the Office of Financial Services.

Grading Policy

The Ed.D. program uses a plus/minus (+/-) letter grade system. The syllabus for each course will specify the learning documentation to be completed for evaluation. The faculty assigned to each course will evaluate the documentation required, determine the extent to which proficiency is met, and assign a final grade. Faculty assign grades in CampusWeb. While the A, A-, B+, B, B-, C+, C, U grades are used to document the overall completion of learning activities each term, other grading codes (W, I) are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each semester. The following grade summary provides definitions for each grade that may be found in a student's registration record.

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

Grade	Criteria
A	<p>Academic work reflects impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking.</p> <p>4.0 Quality Points</p>
A-	<p>Criteria for A work not fully met.</p> <p>3.70 Quality Points</p>
B+	<p>Criteria for B work are more fully met.</p> <p>3.30 Quality Points</p>
B	<p>Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments.</p> <p>3.0 Quality Points</p>
B-	<p>Criteria for B work are not fully met.</p> <p>2.70 Quality Points</p>
C+	<p>Criteria for C work are more fully met.</p> <p>2.30 Quality Points</p>
C	<p>Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors.</p> <p>2.0 Quality Points</p>
U	<p>Academic work reflects insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. If a student is unable to complete 60 percent of the academic work in a seminar, the student will receive a U grade.</p> <p>0.00 Quality Points</p>

I	<p>Academic work reflects substantial completion (at least 60 percent) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. Students must initiate a request for an Incomplete grade with their instructor, by completing the Petition For An Incomplete Grade Form, which indicates work to be completed. Students have six (6) months (the end of the next semester) to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade.</p> <p>0.00 Quality Points and does not calculate into the GPA</p>
AU	<p>Any learning activities in addition to the required 66 credit hours do not bear credit and must be registered for audit. Courses may be audited on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director.</p> <p>0.00 Quality Points and does not calculate into the GPA</p>
W	<p>Academic work reflects the student has withdrawn from the program (either officially or unofficially) at a time when learning activities remain open. The W grade is also posted to indicate term registration that is dropped.</p> <p>0.00 Quality Points and does not calculate into the GPA</p>
S	<p>Academic work reflects satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for Internships, Dissertation Research, and RSCH 901 Dissertation.</p> <p>0.00 Quality Points and does not calculate into the GPA</p>

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

Ed.D. Program Grade Point Average (GPA)

The grade point average is obtained by dividing the total number of quality points earned by the total number of quality hours earned (excluding RSCH 901). To remain in good academic standing, the Ed.D. program requires a minimum cumulative GPA of 3.00. See the Satisfactory Academic Progress Review for the relationship between GPA and academic probation.

Completed Learning

Academic work completed must be evaluated, graded, and recorded by the end of the term. The instructor reviews and evaluates the academic work to determine that the student has satisfactorily completed the requirements for the learning activity. Faculty submit grades via online Web grading using CampusWeb.

The Ed.D. program exemplifies program and course assessment and evaluation combining

Ed.D. and university outcomes and competencies along with National Board Advanced Leadership Standards. Assessment is accomplished in all courses and is shared with the doctoral student throughout their program.

Incomplete Grade Policy

An incomplete grade may be requested by a student if the current academic work reflects substantial completion (at least 60 percent) of the learning activities assigned, but additional time is needed beyond the end of the four-month term to successfully achieve and document all learning results. Students must initiate a request for an Incomplete grade with their instructor, by completing the **Petition For An Incomplete Grade Form**, which indicates work to be completed. Students have four (4) months (the end of the next term) to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the four-month extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade.

Program Degree Requirements

Union Institute & University utilizes a distributed learning model that combines online learning with virtual residency experiences with faculty, colleagues, and other professional educators. The program is designed to present learning activities in an organized manner with the work completed each term building upon learning experiences of previous terms.

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

The syllabus for each course will specify the learning documentation to be completed for evaluation. The faculty assigned to each course will evaluate the documentation required, determine the extent to which proficiency is met, and assign a final grade. (See the Grading Policy.) Students must complete each course according to academic and curriculum program requirements.

Minimum / Maximum Program Length

Union Institute & University defines the minimum amount of time for a student to complete and earn a doctoral degree as seven academic terms of full-time enrollment (28 months). The program length is 66 credit hours. Any academic work in excess of 66 credit hours will carry zero credits. Students must register for the sequence of courses/seminars as described in the curriculum.

Students must complete all requirements for the Ed.D. program within a minimum of 28 months (seven terms) and a maximum of five years (15 terms) of the date of first enrollment. The 28-

month time-in-program length will be not compromised. The Ed.D. degree program is 66 credit hours. Any learning activities in addition to the required 66 credit hours do not bear credit and must be registered for audit. Courses may be audited on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the AVPAA. Learning activities taken for audit earn zero credits and do not calculate into the grade point average. Students who do not complete the degree requirements within the five-year time frame will be subject to academic dismissal from the program.

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

Students who do not complete the degree requirements within the 28-month expected time frame and who have not petitioned for and been granted an extension will be dismissed from the program. Students who have been granted an extension and fail to meet all program requirements within the extended time period will be dismissed from the program.

Curriculum Sequence

Ed.D. Curriculum Sequence		
	Learning Activity	Credits
Year One		
Semester 1	EDU 825 Schools, Society, and Culture	3
	RSCH 783 Educational Research Design and Methods	3
	EDU 824 Education and Technology	3
	Total	9
Semester 2	EDU 700 Education and Social Justice	3
	RSCH 710 Research Methods (may be transferred in)	3
	EDU 821 Leadership and Change in Schools & Educational Systems OR EDU 841 Leadership and Change in Institutions of Higher Education	3
	Total	9
Semester 3	EDU 701 Ethical Leadership (Elective)	3
	RSCH 785 Qualitative Research	3
	EDU 704 Current Issues in Education Pre K-12 or EDU 705 Current Issues in Higher Education	3
	Total	9
Year Two		
Semester 4	EDU 826 Curriculum and Social Justice	3
	RSCH 786 Focused Research Design Project	3
	EDU 889 Education & Sustainability (Elective)	3
	Total	9
	EDU 850 Art of Social Justice & Leadership	3

Ed.D. Curriculum Sequence		
	Learning Activity	Credits
Semester 5	EDU 891 Literature Review	3
	EDU 823 Resource Management in Education OR EDU 843 Resource Management in Higher Education Settings	3
	INTP 790 Internship Part I (Elective)	3
	Total	12
Semester 6	EDU 802 Law and Policy in Education Pre K-12 OR EDU 803 Law and Policy in Higher Education	3
	RSCH 880 Dissertation Research	3
	INTP 791 Internship Part II (Elective)	3
	Total	9
Year Three		
Semester 7	RSCH 901 Dissertation	9
	Total	9
	Total program (minimum) credits	66

Dissertation

Refer to the program handbook, dissertation guide or feel free to contact the Ed.D. Program Office for in-depth information about the dissertation process and guidelines.

Dissertation Guidelines

The dissertation integrates and adds to the learning accomplished in other phases of the program. It addresses the appropriate intellectual, cultural, and/or artistic traditions of the field and signifies grounding in the theoretical and critical scholarship in this field. It allows students to exercise their originality and creativity so the work provides new knowledge and approaches to the larger scholarly community.

Students may incorporate qualitative and quantitative research methods or mixed methods appropriate to the research problem and the discipline(s) involved. Regardless of which research design and methods the student may choose, the dissertation proposal must include an explicit, detailed discussion of the proposed research methods and a rationale for the selection of methods. Discussion of methods should be framed in such a way that other scholars will understand the methods discussed and can critically evaluate them. In order to develop a sound proposal for the dissertation, the student must be conversant with both general research methods and the research methods that characterize the field of study. When appropriate to the dissertation topic, the student must also achieve and document knowledge of statistics. A thorough grounding in research methods, both quantitative and qualitative, and in the literature related to the area of inquiry, will prepare the student to read and evaluate the research of others in order to conduct their own doctoral level research. To achieve proficiency in research design and methodology, the student must complete four research courses before engaging in their own research.

Where doctoral work involves human subjects, the dissertation must include a section that addresses procedures for the protection of research subjects. That section should address any risks to research participants, informed consent, issues of confidentiality, and any other ethical or human subjects matters normally addressed within the disciplines or professions most closely related to the student's area of inquiry. (See section on Research with Human Subjects: Institutional Review Board.)

The completed dissertation must demonstrate an advanced level of knowledge: critically examine a problem, integrate information, operationalize concepts, implement a research project, and communicate the essential aspects of the study. The dissertation must be relevant to the advancement of knowledge about a professional practice in education.

Dissertation Proposal

Once the dissertation committee has been formed, students should consult regularly with committee members as they develop their proposal, obtaining guidance on the manageability of the topic and general consensus on its direction and suitability. Students submit the written dissertation proposal first to the dissertation committee chair, and then with the approval of the chair, to other members of the committee. Dissertation committee members are expected to provide timely feedback to students regarding their proposals.

Internship

(INTP 790 3 cr. / INTP 791 3 cr.)

Students in the Doctor of Education Program (Ed.D.) may register for INTP 790/791 as electives in the major. INTP 790/791 requires a completion of a 300-clock-hour (minimum) internship. The internship carries a total of six credit hours (three credits each Part I and Part II).

The internship with a major in Educational Leadership (Pre K-12) or Higher Education is a 300-clock-hour (minimum) experience (150 hours in INTP 790 and 150 hours in INTP 791). The student's initial preparation for the internship begins during training and discussions at the academic residency. The faculty advisor and other program faculty assist with the development of an appropriate internship. The internship must be overseen and evaluated by a qualified field supervisor at the internship site; the internship will also be evaluated by a member of the Ed.D. program faculty.

Graduation/Commencement Policy

Following the AVPAAs review, members of the administrative review committee inventory all academic requirements and financial records. The academic record is reviewed in the Registrar's Office; the UI&U Office of Financial Services checks the status of financial aid, if applicable; and the UI&U Business Office audits the financial records (student account).

Graduation requirements also include but are not limited to:

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

Graduation is approved and the degree is awarded when all academic and financial obligations to the university have been met. After the AVPAA's approval for graduation, the conferral date is the last day of the term/month of enrollment required to complete all degree requirements. Therefore, in the final term, a student must be registered for nine credit hours in Dissertation Supervision DIS 780/781 or PCX 799. The final transcript and diploma will be released when all academic and financial clearances have been completed.

Ed.D. graduates are invited to participate in the National Commencement Ceremony held each year at one of the UI&U Academic Centers. Commencement materials are sent to graduates from the Ed.D. program office.

Course Descriptions

DIS 780/781 Dissertation Supervision

0 credits

Non-credit extension term to complete dissertation research and writing supervised by the dissertation chair. There is a maximum of four (2 DIS 780 and 2 DIS 781). **A student is considered as full-time status when enrolled in Dissertation Supervision through four terms. A student will not receive financial aid after four enrollments in Dissertation Supervision. A student registered in Dissertation Supervision may not take other courses/credits in the same term.**

EDU 700 Education and Social Justice

3 credits

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

EDU 701 Ethical Leadership

3 credits

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

EDU 704 Current Issues in Education Pre K-12

3 credits

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

EDU 705 Current Issues in Higher Education**3 credits**

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

RSCH 710 Research Methods**3 credits**

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

RSCH 785 Qualitative Research**3 credits**

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

EDU 802 Law and Policy in Education (Pre K-12)**3 credits**

Decision-making practices within the educational setting are impacted by a myriad of factors; law and policy are factors that permeate every aspect of public school leadership. This seminar addresses significant legal and policy considerations that Pre K-12 educational leaders may encounter in their decisions regarding students, teachers, staff, curriculum and other aspects of schooling. This seminar examines the role of educational leaders in implementing educational policy, disseminating information about the effect of policy decisions on schools, and collaborating with policy makers for advancement and reform of education. The focus is on practical application in the context of ethical leadership and an attention to social justice.

EDU 803 Law and Policy in Higher Education**3 credits**

Decision-making practices within the educational setting are impacted by a myriad of factors; law and policy are factors that permeate every aspect of higher education leadership. This seminar addresses significant legal and policy considerations that higher education leaders may encounter in their decisions regarding students, teachers, staff, curriculum and other aspects of higher education. This seminar examines the role of educational leaders in implementing educational policy, disseminating information about the effect of policy decisions on institutions of higher education, and collaborating with policy makers for advancement and reform of education. The focus is on practical application in the context of ethical leadership and an attention to social justice.

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

This seminar focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in schools, institutions of higher education, or other organizations. The seminar will include an exploration of the relationship between the school/organization's leader and the effectiveness of that setting.

EDU 823 Resource Management in Education**3 credits**

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

EDU 824 Education and Technology**3 credits**

This seminar's focus is on exploring existing and emerging technologies and applications and designing them into student-centric learning experiences and to facilitate the integration access, use, and understanding of new technologies and information resources for continued learning and development.

EDU 825 Schools, Society, and Culture**3 credits**

This course will highlight the significant historical role education has played in society. It will further focus on the importance of creating strong programs that form successful relationships among educational institutions, the community, various cultures, and the wider society. This will include the changing definition of community and social interaction due to vast technological advancements. Additionally, it will incorporate an analysis of internal and external stakeholders in supporting the missions of educational institutions, specifically (but not limited to) its relationship to today's culture.

EDU 826 Curriculum and Social Justice**3 credits**

This seminar will comprise a study of current curriculum innovations and their underlying theoretical bases with a focus on social justice models. Emphasis is given to current research implementation of curricular models in the K-12 and higher education settings and the translation of effective curriculum designs in practice.

EDU 841 Leadership and Change in Institutions of Higher Education**3 credits**

This seminar focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in schools, institutions of higher education, or other organizations. The seminar will include an exploration of the relationship between the school/organization's leader and the effectiveness of that setting.

EDU 843 Resource Management in Higher Education Settings**3 credits**

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

EDU 850 Art of Social Justice and Leadership**3 credits**

This seminar examines reflective practices of reasoning and skill-based critical thinking to explore alternative, refreshing, and new solutions to old problems. Visual cognitive skills, social

justice theories through the lens of art, and leadership principles through visual culture will lead to new implications for problem-solving in education.

EDU 889 Education and Sustainability

3 credits

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

EDU 891 Literature Review

3 credits

Students will gain a deeper understanding of the significant role of the literature review in a dissertation and review alternative approaches to organizing the chapter. Students will use the literature review to develop a dissertation prospectus.

INTP 790/792 Internship

Each 3 credits

Synthesis of academic learning with practical experiences appropriate to the major.

PCX 799 Program Completion Extension

0 credits

When a student reaches the end of the intended final term of full-time academic enrollment (last registered term or Dissertation Supervision) and needs additional time to prepare final documents for AVPAA's review/approval, the student is required to register for PCX 799 Program Completion Extension (0 credits) for the subsequent four-month term. In order for a student to have this four-month completion extension approved, the student must have successfully completed all prior enrollment terms. The program completion extension affords a student additional time to respond to recommendations for edits as a result of the Dissertation Defense meeting or Dean's Review. No new academic coursework may be undertaken during or after this program completion extension registration period. The extension period is not a new term of enrollment for academic credit. Registration in PCX 799 will be for a four-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two (2) extension terms will be approved. The PCX Program Completion Extension does not qualify students for financial aid or in-school loan deferment status. The Registrar's Office is required to report students on the extension as registered less than half-time to the National Student Loan Clearinghouse.

RSCH 783 Educational Research Designs and Methods

3 credits

The course will introduce students to doctoral level inquiry in four domains: (1) arts, (2) humanities, (3) social sciences, and (4) education and professional practice. Consideration will be given to the kinds of questions each domain invokes, the kinds of methods each domain engages, alternative theoretical orientations which drive diverse methods, and the potential contributions and limitations of research in each of the four domains. This course is the first in a series of courses designed to prepare students to launch their original doctoral dissertations.

RSCH 786 Focused Research Design Project

3 credits

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

RSCH 880 Dissertation Research
Collection and analysis of data for dissertation.

3 credits

RSCH 901 Dissertation

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

9 credits

Estimated Schedule of Total Charges for Entire Education Program

Program: Doctor of Education with a major in Educational Leadership (Pre-K12) or Higher Education		
Total Credit Hours: 66		
Enrollment Agreement Period: Academic Year July 1, 2021 – June 30, 2022		
Start Date: 3/1/2021 = Spring 2021, 5/3/2021 = Summer 2021, 8/30/2021 = Fall 2122, 1/3/2022= Spring 2122, 5/2/2022 = Summer 2122		
Approximate No. of Weeks in Academic Program: 117		
CIP Code: 13.0406/13.0401		
Tuition (Per Credit): \$748.00/Credit Hour Credits for Degree: 66	Tuition Cost: \$49,368.00	Prorated upon cancellation or withdrawal. Refer to refund policy within this agreement.
Technology Fee (Per Term): \$75 part time/\$150 full time	+ \$1,050 for 7 terms	
Books Estimated* Cost: (Textbook prices fluctuate depending on recent book editions and pricing changes by publishers.)*	+ \$4,200 for 7 terms, \$600 per term	
<u>ESTIMATED* COST FOR ENTIRE PROGRAM:</u> (66 Credits x \$748) + (\$1,050 Tech Fee + \$4,200 Est. Book + \$4,950 Other Fees)**	= \$59,568.00	*ESTIMATES DO NOT INCLUDE TRANSFER CREDIT, SCHOLARSHIPS, OR GRANTS.
<u>ESTIMATED* CHARGES FOR CURRENT PERIOD:</u> (9 Credits x \$748) + (\$150 Tech Fee + \$600 Est. Book)**	= \$7,482.00	
+ '+ Non-refundable STRF charges - {\$0.50 per \$1,000.00)		
<u>Residency Requirement:</u> One virtual residency at the start of each term.		

ESTIMATED CHARGES DUE UPON ENROLLMENT: \$7,482.00 = YOU ARE RESPONSIBLE FOR PAYING THIS AMOUNT LESS ANY REDUCTIONS DUE TO SCHOLARSHIP OR GRANTS. IF YOU RECEIVE A PRIVATE, FEDERAL AND/OR STATE STUDENT LOAN, YOU ARE RESPONSIBLE FOR REPAYING THE LOAN AMOUNT PLUS ANY INTEREST, LESS THE AMOUNT OF ANY REFUND. Additional Fees, as applicable: Transcript Fee: \$11 via Parchment® / \$12 via Registrar's Office, Return Check Fee: \$25.

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES

Ph.D. Program Learning Outcomes

The Ph.D. Program in Interdisciplinary Studies enables students to:

- Demonstrate comprehensive knowledge of major debates, theories, methods, and approaches within their field(s).
- Demonstrate understanding of theories and practices of the creative process, engaging difference, and social justice.
- Situate scholarly and creative work within the relevant literature, debates, and artistic expressions within their field(s).
- Offer creative interpretations of data, texts, artifacts, and performances that bridge personal insights and scholarly debates.
- Establish the relevance of their scholarly contribution and/or creative work to their specific field(s).

Course Title Correction

RMTH 704 (3 credits) has the correct title of Research Methods I: Foundations of Inquiry.