



Union Institute & University

**Master of Arts Program Online
Learner Handbook**

July 1, 2009 - June 30, 2010

M.A. Program Online Office

Union Institute & University
62 Ridge Street, Suite 2
Montpelier, VT 05602

Phone: 802 828-8697

Fax: 802 828-8622

E-mail: MaProg@myunion.edu

URL: <http://www.myunion.edu/academics/master-of-arts/index.html>

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The policies and procedures described in this handbook apply to learners matriculated into the Master of Arts Program Online July 1, 2009 or later and are continually updated. Union Institute & University reserves the right to amend, to modify, or to revise the policies and procedures stated herein as deemed necessary and appropriate and as approved by the Board of Trustees.

Union Institute & University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Union Institute & University is also authorized as a degree-granting institution by the Ohio Board of Regents, the Florida Commission for Independent Education and the Vermont Board of Education.

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

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WELCOME TO NEW LEARNERS

A Message from the Director of Master's Programs

Dear Learner:

Welcome to our program! For almost forty years, we have offered the Master of Arts degree at a distance to adult learners in all fifty states and in many countries around the world. Since 2006, we have been offering the degree totally online. We are glad that you have chosen to join our special group of scholars.

Although you will be studying at a distance, you will receive full support from our faculty. Program staff are always available to answer your questions and to assist you in resolving any issues that might arise. By becoming part of an online community, you will also receive ongoing support and encouragement from your fellow learners.

Another essential source of information is this handbook. It describes the program, outlines policies, procedures and requirements of the program and provides other valuable information that will assist you during your course of study. I strongly encourage you to become familiar with its contents and refer to it regularly. In addition, the university website (<http://www.myunion.edu>) provides up-to-date information concerning our institution as well as additional information regarding the program.

I wish you all the best with your studies and hope that your time in the program will result in an exciting and enriching experience.

Sincerely,
Brian P. Webb
Director of Master's Programs

UNIVERSITY MISSION, VISION, VALUES AND PRINCIPLES

Mission

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

Vision

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

Values

Social Relevance

Union Institute & University requires that the programs of its learners reflect their awareness of the social implications of their studies and of their obligation to share knowledge with integrity in uplifting the communities in which they serve.

Creative and Critical Thinking

Union Institute & University supports different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.

Interdisciplinarity

Union Institute & University promotes interdisciplinary scholarship as a means to advance the frontiers of knowledge and develop new modes of inquiry.

Scholar-Practitioner Model

Union Institute & University advocates an educational process whereby scholarship and theory are connected and applied to real-world action and practice.

Principles

Academic Quality

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

Diversity

Union Institute & University reflects and celebrates diversity in all its forms.

Service

Union Institute & University engages in service to others with a commitment to transparency, integrity, and respect.

Community

Union Institute & University links engaged learners with dedicated faculty mentors and the larger society in which they live and work, thus building a mutually beneficial, expansive, and collaborative community that lives beyond the classroom.

PROGRAM HISTORY AND PHILOSOPHY

History

The Master of Arts Program was founded at Goddard College, Plainfield, Vermont in 1969 as the Goddard Graduate Program. The program was acquired by Vermont's Norwich University in 1981, relocated to the Vermont College campus in Montpelier, Vermont and renamed the Graduate Program. In October 2001, the program, along with all other Vermont College programs, was acquired by Cincinnati-based Union Institute & University. Subsequently the name of the Graduate Program was changed to the Master of Arts Program.

The program was conceived as a distance learning program for adults. Learners met on a regular basis with their faculty in regional meetings in various geographical locations across the country and abroad. Between meetings, learner and faculty members maintained contact, primarily by mail, telephone, and more recently, online. In 1994, a weekend option was established at Vermont College's Brattleboro site and later at the Montpelier site, allowing learners to receive monthly face-to-face contact with their faculty advisor and peers.

Beginning in October 2006, the program entered a new era, by offering the Master of Arts degree totally online. As long as a learner has access to the Internet, he/she is able to pursue studies toward the Master of Arts degree in an online delivery option.

Philosophy

The fundamental philosophy of the program is based on principles set forth by the progressive Vermont educator, John Dewey (1859–1952). Three of his principles, experiential learning, respect for the individual learner and a democratic approach to learning, have been central precepts of the program since its inception.

The relationship between actual experience and education is a central tenet of the program. By focusing on experience, there is a continual interaction between one's inner subjective self and the outer objective environment. Libraries and online learning spaces certainly provide rich resources but need to be supplemented and tested by wider experience. The program aims at scholarship rooted in ordinary experience that may extend, illuminate, and even transform ordinary experience.

Respect for the individual is built into the program's design. After providing foundational learning in academic scholarship and in the learner's chosen area of concentration, the program offers opportunities for individualized learning, allowing the learner to tailor his/her course of study to meet his/her unique personal and professional goals and objectives. In this way, the educational process has the potential to unlock each learner's potential for new vision, new

forms of art, and new forms of justice that might contribute to the betterment of this world.

In line with the program's commitment to individuality and the free pursuit of learning is a commitment to the democratic arrangements that maximize freedom, especially freedom to search, to question, and to discuss. The program recognizes that scholarship is a cooperative enterprise, constructed among individuals who affirm each other's rights, learn from each other's point of view and appreciate mutual responsibilities.

LEARNING OUTCOMES AND COMPETENCIES

A learner must demonstrate through his/her course work and final document that he/she has met the following outcomes and competencies:

1. **Communication:** *Express and interpret ideas clearly, using a variety of written, oral, and/or visual forms.*
 - a. Construct coherent and organized written documentation using standard English.
 - b. Analyze, critique, and synthesize scholarly literature in the field.
 - c. Critically reflect on experience related to acquired knowledge.
 - d. Consistently document sources using appropriate academic citation style.

2. **Critical and Creative Thinking:** *Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.*
 - a. Critically interpret and evaluate research results applicable to the learner's field of study.
 - b. Formulate and defend a scholarly analysis of a range of resources.
 - c. Using critical inquiry, explain theory and how it intersects with praxis in learner's field of study.

3. **Ethical and Social Responsibility:** *Express ethical and social implications in one's social, professional, artistic, and/or scholarly practice.*
 - a. Explain the social implications of one's own focus of study, and relate those implications to the larger world.
 - b. Examine the ethical implications of one's own focus of study, and relate those implications to the larger world.

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

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

PROGRAM STRUCTURE

Union Institute & University awards the 36-credit Master of Arts degree with areas of concentration in History and Culture, Literature and Writing, Leadership, Public Policy and Social Issues, Health and Wellness, Creativity Studies, Education, and Psychology. (*The Education and Psychology areas of concentration are both non-licensure track.*)

To be considered for the degree, a learner must successfully complete 36 credits beyond the baccalaureate degree, in a manner consistent with program policies and procedures outlined in this handbook.

Program Admission

Admission Criteria

To be considered for admission, the applicant must demonstrate:

1. completion of a baccalaureate degree from a regionally accredited college, university or foreign equivalent, as evidenced by an official transcript with the baccalaureate degree noted, sent directly from the sending institution to the admissions office;
2. evidence of relevant academic achievement in transcripts (and/or relevant post-graduate experience) to indicate potential for success in graduate study;
3. evidence, in letters of reference from persons who know the applicant academically or professionally, that he/she is regarded as having potential to succeed in graduate study;
4. evidence of graduate-level writing skills and command of the English language; and
5. access to e-mail and to the Internet.

Admission

1. Once all application documents have been received and the application file is complete, the documents are reviewed by an admission committee.
2. The admission committee may accept or reject the applicant, or request further information about the applicant's preparation for graduate study.

Enrollment

1. Enrollment must occur within 12 months of acceptance.
2. Enrollment occurs on the dates listed in the program calendar (Appendix K).

3. Enrollment is confirmed when the registrar's office processes the learner's signed registration form and the business office has processed tuition and fees.

Academic Calendar

Union Institute & University operates its Master of Arts Program Online on a 12-month academic year calendar with two, six-month terms: Fall/Winter (October 1-March 31 Year/7D term) and Spring Summer (April 1-September 30 Year/8D term).

Orientation

Learners enrolling in the program for the first time participate in a five-day online orientation session. They have the opportunity to introduce themselves to fellow learners and faculty, participate in a teleconference, learn about the history of the university and the program, are exposed to e-learning, and instructed on how to access and use the university library. The orientation also introduces the learner to **e-College**, the learning management system used by the program.

Course of Study

Learners may enroll on a full-time (12 credits per term), three-quarter-time (9 credits per term) or half-time (6 credits per term) basis.

If a learner chooses to take 12 credits per term, he/she normally takes the following courses over three terms:

First Term

Disciplinary Foundations	6 credits
Elements of Scholarship	3 credits
Research Methods	3 credits

Second Term:

Field of Study	6 credits
Applications I	3 credits
Advanced Research Methods/Final Document Proposal	3 credits

Third Term

Applications II	3 credits
Final Document	9 credits

If a learner chooses to take 9 credits per term, he/she normally takes the following courses over four terms:

First Term

Disciplinary Foundations	6 credits
Elements of Scholarship	3 credits

Second Term:

Field of Study	6 credits
Research Methods	3 credits

<u>Third Term</u>	
Applications	6 credits
Advanced Research Methods/Final Document Proposal	3 credits

<u>Fourth Term</u>	
Final Document	9 credits

If a learner chooses to take 6 credits per term, he/she normally takes the following courses over six terms:

<u>First Term</u>	
Elements of Scholarship	3 credits
Research Methods	3 credits

<u>Second Term</u>	
Disciplinary Foundations	6 credits

<u>Third Term:</u>	
Field of Study	6 credits

<u>Fourth Term</u>	
Applications I	3 credits
Advanced Research Methods/Final Document Proposal	3 credits

<u>Fifth Term</u>	
Applications II	3 credits
Final Document I	3 credits

<u>Sixth Term</u>	
Final Document II	6 credits

It is possible to register for a different number of credits (12, 9, or 6 credits) in successive terms.

COURSES

Prefixes

Elements of Scholarship and Research Methods are taken by all learners, regardless of area of concentration and have the designated prefix, **MAP**. The prefixes for all other courses reflect the learner's area of concentration:

- HISC History & Culture
- LITW Literature & Writing
- LPPS Leadership, Public Policy & Social Issues
- HWEL Health & Wellness
- PSYC Psychology
- CRST Creativity Studies
- EDUC Education

Core Courses

Elements of Scholarship, Research Methods, and Disciplinary Foundations are core courses taken by all enrolled learners. They provide the underpinning for subsequent advanced courses. The syllabi of these courses are more prescriptive than those of the advanced courses. Learning occurs online, through the learning system, **e-College**.

MAP 508E Elements of Scholarship 3 credits
This course provides graduate-level concepts and processes of critical thinking, academic writing, and reading strategies.

MAP 509E Research Methods 3 credits
This course explores information literacy and surveys primary research modes, designs, and methods (quantitative and qualitative).

[Concentration Prefix] **511E Disciplinary Foundations:** *[Area of Concentration]*
6 credits

A course designed to give graduate-level breadth of knowledge in the learner's area of concentration. The learner will work with the instructor of this course to identify his/her field of study by the completion of this course. *A field of study title, approved by the instructor must be submitted to the program office prior to enrollment in [Concentration Prefix] 520E Field of Study.*

Advanced Courses

After completion of the core courses, remaining courses are tutorial-based, with the learner working with an instructor, one-to-one or in small learner cohorts. Instruction begins with the learner and instructor working together to create a learning agreement for each course (Appendix B). The instructor submits the approved learning agreement within 30 days of the date the course begins.

[Concentration Prefix] 520E Field of Study 6 credits

A course designed to give graduate-level depth of knowledge in a specific field of study. The learner works one-to-one or in a small learner cohort with a qualified instructor. Emphasis is on learner initiative, guided reading, and consultations with the instructor.

Prerequisite: *Disciplinary Foundations*

Prior to the completion of Disciplinary Foundations, the learner will have worked with his/her Disciplinary Foundations instructor to identify his/her field of study by the completion of said course. Where Disciplinary Foundations gives breadth of knowledge in the learner's area, Field of Study gives an opportunity to explore an aspect of the learner's area in greater depth. The field identified should not be so broad that graduate-level depth cannot be achieved. At the same time, it should not be too narrowly focused—the final document will present an opportunity to further focus the study.

Listed below are some examples of field of study titles:

- American History
- Educational Psychology
- Human Services
- Humanitarian Aid
- Gender and Culinary History
- Leadership for Non Profits

A relatively wide field of study can be narrowed down by period, location, or by some other parameter:

- British History: Tudor/Stuart Period
- Nutrition Studies: Indonesia
- Literature: Victorian Novel

The field of study title is listed on the transcript. *Whatever title is chosen for the field of study, it should be brief and accurately reflect the focus of the study.*

[Concentration Prefix] 620E Advanced Research Methods/Final Document Proposal 3 credits

A graduate-level course designed to provide the learner with in-depth knowledge of research methods appropriate to his/her field of study. As part of the course, the learner develops and completes an approved final document proposal. The learner works with a qualified instructor, one-to-one or in a small learner cohort.

Prerequisite: *Research Methods*

The final document proposal serves as a blueprint for the paper and allows learner and faculty advisor to come to an agreement on its content. All planned research projects and studies involving human participants or subjects must be reviewed and approved by the Institutional Review

Board (IRB) prior to beginning any research project or study (IRB policies are outlined on the university website at <http://www.myunion.edu/administration/offices/irb/index.html>). The final document proposal must be approved by the faculty advisor and a copy submitted by the faculty advisor to the program office.

A template for the final document proposal is presented in Appendix C.

[Concentration Prefix] 527E **Applications** 6 credits
An examination of the professional, academic, and social significance of the learner's study. The course may have an applied component and is designed by the learner in conjunction with an instructor.

[Concentration Prefix] 525E **Applications I** 3 credits
[Concentration Prefix] 526E **Applications II** 3 credits
These two courses divide the content of **Applications** over two terms.
Applications I is a prerequisite for ***Applications II***.

The Applications course gives the learner the opportunity to design part of his/her study around his/her own personal and professional goals. The course can take a number of forms. Some examples follow:

- A learner studying the essays of Victorian women authors wrote a series of essays in the style of that period.
- A high school history teacher created and implemented a curriculum dealing with the Vietnam War.
- A marine archeologist incorporated his summer internship at a marine research center.
- A learner working for an international corporation researched global communications within that corporation.

Final Document

[Concentration Prefix] 630E **Final Document** 9 credits
A substantial research and writing project that includes extended critical exposition. The final document may take a variety of forms, including that of a traditional thesis. The official title of the final document is listed on the academic transcript.
Prerequisite: Advanced Research Methods/Final Document Proposal.

[Concentration Prefix] 628E **Final Document I** 3 credits
[Concentration Prefix] 629E **Final Document II** 6 credits
These two courses divide the content of **Final Document** over two terms.
Final Document I is a prerequisite for ***Final Document II***.

Each learner is required to present to his/her committee a coherent, analytical and substantial document that includes extended critical exposition. The final document (document) stands as the culmination of a learner's study and provides evidence that program outcomes and competencies have been met.

The body of the document (introductory section through the concluding chapter) should be 16,000 to 25,000 words in length, excluding footnotes and end notes. Approval of the final document advisor is required for the document to extend beyond 25,000 words.

Submission

The learner submits his/her document in its final form to his/her final document advisor as a *Word* (.doc) file at least 1 month prior to the course-end date. If additional time is needed to complete the document, a learner may register for Program Completion Extension (PCX 599). This extension allows one additional six-month term to complete the final document, approved by the final document advisor and the second reader. The extension maintains the learner in a registered active status but at zero (0) credit hours. Learners are not eligible to receive federal financial aid. The registrar's office will report learners on this extension as registered less than half time during the next scheduled report to external agencies, therefore learners on financial aid and learners with prior loans in a deferment status will begin to have their loans processed for repayment by their lenders. A non-refundable fee is charged for enrollment in Program Completion Extension (PCX 599). Refer to Registration and Tuition Policies below.

Registration and Tuition Policies:

<http://www.myunion.edu/forms/Form522.pdf>

The final copy of the document must be free of typographic or spelling errors or any errors of grammar, usage, or syntax. It is the responsibility of the learner to copyedit and proofread text meticulously. All material must be presented in an appropriate and neat, well-organized fashion with a clear and consistent style for headings and subheadings. Pages must be numbered consecutively throughout the body of the document. Any document containing such errors will be returned to the learner for editing, resulting in a possible delay of its approval.

Format

Style manuals differ according to discipline. Examples include The American Psychological Association Publication Manual (APA), A Manual for Writers of Term Papers, Theses, and Dissertations (Turabian), and the Modern Language Association Style Manual (MLA). The faculty advisor will assist the learner in deciding which style manual is most appropriate. No matter what style manual is used, the following formatting conventions are followed:

Page Size: 8 ½"x11", portrait

Margins: Left 1.5" and right, top, and bottom margins 1.0". This allows room for the left-sided binding of a hard copy should a learner opt to bind the final document.

Font Size: 12 point. Restrict or altogether avoid special font styles such as bold and italics unless dictated by the style manual of choice.

Text Alignment: Left-align only. Please do not use justify.

Spacing: Lines should be double-spaced throughout the document, with the exception of footnotes, endnotes, block quotations, bibliographic entries (double space between the entries), tables, etc.

New Paragraph: Show the beginning of a new paragraph by indenting the first line. Do not increase line spacing.

Page Numbering: Use lower-case Roman numerals for the preliminary pages. The title page, committee approval sheet, and abstract are counted but the Roman numerals should not appear on these pages. Arabic numerals begin on the first page of the text, starting with page 1.

Presentation

The document is assembled in the following order:

1. Title Page
2. Abstract
3. Acknowledgments (optional)
4. Preface (optional)
5. Table of Contents
6. List of Illustrations (optional)
7. List of Tables (optional)
8. Text (divided into introduction and chapters)
9. Appendices (optional)
10. Endnotes (optional)
11. Glossary (optional)
12. Bibliography or Works Cited

Title Page

The title page lists the title of the study, the learner's name, the names of the committee members, followed by the initials of their degrees, the date of submission (month and year), and these words: "Submitted in partial fulfillment of the requirements for the Master of Arts degree at Union Institute & University." A template for the title page is presented in Appendix D.

Abstract

An abstract is a concise yet comprehensive summary of the contents of the final document condensed into one paragraph. Present the most important point in the lead sentence, followed by text that is densely packed with key information, including findings, implications, and conclusions. The abstract should not exceed 120 words. A template for the abstract is presented in Appendix E.

Acknowledgments (optional)

The acknowledgments page is considered part of the front matter and is paginated with lower-case Roman numerals.

Preface (optional)

A preface usually offers a personal introduction into the work that follows, stating something of the reasons for undertaking the study. Preface and acknowledgments can be combined. Also part of the front matter, a preface is paginated with lower-case Roman numerals.

Table of Contents

The table of contents, sometimes simply titled "Contents," includes preface, list of tables and list of illustrations (if applicable); introduction and each chapter listed separately; appendices, glossary, and endnotes (if applicable), and list of works cited or bibliography, with page numbers for each. As part of the front matter, the table of contents should be paginated with lower-case Roman numerals.

List of Illustrations (optional)

If the final document contains extensive figures or illustrations, they may be listed with page numbers. Use exactly the same style and format as used on the preceding "Table of Contents" page.

List of Tables (optional)

If the final document contains tables, list these with page numbers using the same style and format used for the "Table of Contents" and "List of Illustrations."

Introduction

The main text begins with the introduction on page 1. In the introduction, the purpose and goals of the study are presented. What question or questions form the basis of this inquiry? Why is it significant? What is the historical background of the inquiry? What are the major theoretical schools of thought? What are the scope and limits of the study? The introduction should conclude with a brief description of each chapter, showing how the inquiry progresses from one chapter to the next.

Chapters

Each chapter begins with a chapter number and title. Pagination continues consecutively from the introduction, through each chapter, until the final page of the document.

If the final document presents the findings of an empirical research study, it may have approximately five chapters, although this may vary. The chapters would include such topics as theoretical schools of thought bearing on the inquiry, review of literature (research studies and/or critical works), research methodology (including rationale for the methods chosen, discussion of subjects, instruments, and procedures), presentation and analysis of findings, and conclusion. If the document involves critical analysis of primary records (such as historical documents, literary works, visual art, or other such materials), include

chapters on theoretical schools, literature review, and methods of analysis. The concluding chapter should focus on how the research and critical analysis discussed in the body of the study have illuminated the original question(s) or have proved or disproved any hypothesis presented. It is also appropriate to make recommendations for further research.

If the final document consists of a critical, contextual essay accompanying a collection of prose fiction, poetry, visual art, or other creative work, it may be helpful to organize the document into two parts. If appropriate, it is possible to subdivide the critical piece into chapters in part one and organize the creative work in part two. Regardless of what kind of study is undertaken, it needs to demonstrate critical awareness of theory and current literature bearing on the inquiry.

Appendices (optional)

An appendix may contain various types of materials that may be helpful as further clarification or documentation but not essential parts of the main text. Some examples would be the texts of laws or policies illustrating the text, long lists, survey questionnaires, charts or tables that provide further clarification, etc. If there is more than one appendix, each one should be identified with a letter and a name.

Endnotes (optional)

If endnotes are used instead of parenthetical citations or footnotes, they appear as a separate section preceding the bibliography. Endnotes are organized by chapter. The notes for each chapter start with note 1.

Glossary (optional)

If a study requires frequent use of specialized terminology, it is useful to include an alphabetical list of those words with a definition for each.

Bibliography or Works Cited

The last item in the final document is a bibliography of the sources consulted or cited. The content of the bibliography can vary, depending on the conventions of the field and the wishes of the faculty advisor. References are alphabetically arranged and conform to the reference style outlined in the style manual being followed.

TRANSFER CREDIT, INTERNAL TRANSFER CREDIT, CREDITS APPLIED TO A PREVIOUSLY-EARNED DEGREE

Transfer Credit

Learners wishing to transfer credits from another institution of higher learning are governed by the following transfer credit policy:

1. The program will determine the acceptance of transfer credit.
2. Up to six graduate-level transfer credits may be accepted. To qualify for acceptance, they must:
 - a. be listed on an official transcript from a regionally accredited college, university or foreign equivalent, sent directly from the sending institution to the admissions office;
 - b. be granted by an accredited institution of higher learning or equivalent;
 - c. be clearly identified on the transcript as graduate-level;
 - d. be closely related to the course of study as judged by the program;
 - e. be of a grade B (or equivalent) or better;
 - f. be listed in whole semester hour credits or, if listed in quarter credits, then they will be converted into semester hour credits;
 - g. not have been applied to any other earned degree.

Internal Transfer Credit

Learners who have earned graduate-level credits in another program of Union Institute & University may apply those credits to their program of study, subject to the following limitations:

1. The program will determine the acceptance of internal transfer credit.
2. To qualify for acceptance, such credits must:
 - a. be graduate-level credits;
 - b. be closely related to the course of study as judged by the program;
 - c. be of a grade of B (or equivalent) or better;
 - d. not have been applied to any other earned degree.
3. No more than 12 internal transfer credits and transfer credits combined will be accepted. In no case will enrollment in the program be less than 12 months. Exceptions to this policy may be made at the discretion of the program director and provost.

Transfer Credit Request Form: <https://secure.myunion.edu/doc/FORM607.doc>

Credits Applied to a Previously-Earned Degree

If credits applied to a previously-earned degree are closely related to one or more of the core courses (see page 15), the learner may petition the program director to replace up to six credits of the core courses with additional applications credits.

REGISTRATION

Registration

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

Academic Registration Form: <http://www.myunion.edu/academics/master-of-arts/forms.html>

Full-time enrollment status in the Master of Arts Program Online is defined as 12 credits per term. Learners may also enroll with three-quarter-time status (9 credits per term) or half-time status (6 credits per term). Tuition is prorated accordingly. Refer to the current Registration and Tuition Policies.

Registration and Tuition Policies: <http://www.myunion.edu/forms/Form522.pdf>

The learner's academic year is determined by the term of his/her initial registration. The first day of the term is the matriculation date throughout the learner's program. Registration forms are initiated by the learner and must be approved by the program director. Signatures of both the learner and program director are required.

Once registered, enrollment normally occurs in contiguous terms, until one of the following occurs:

1. Graduation—The learner has been approved for graduation. Tuition is charged through the end of the term in which academic credit is registered.
2. Withdrawal—The learner has informed the university of his/her intent to withdraw from the program (see section entitled *Withdrawal Policies*). Withdrawal also includes short-term absences from the program in cases where learners do not immediately register in their next academic year/term.
3. Dismissal—The learner has been notified that he/she has been terminated for cause. The causes of dismissal are two-fold in nature: academic dismissal or dismissal for failure to fulfill financial obligations. In the case of dismissal for financial reasons, a registration form accepting financial liability for the tuition obligation and detailing payment arrangements must be filed by the deadline in order to be reinstated.

Registration Status Codes

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

- RA Registered Active: Registered for 4.5 or more credits per term. Maintains active connections to university passwords and technology accounts.
- NR Not Registered: Registered less than 4.5 credits per term. Maintains active connections to university passwords and technology accounts.
- GI Graduation in progress.
- W Withdrawn from program. Discontinues connection to university passwords and accounts.
- GI Completion Extension (PCX 599)

WITHDRAWAL POLICIES

Course Drop/Add Policy

Learners have 40 days from the beginning of the term to drop to three-quarter time or half- time status. Tuition and technology fees will be reduced to the appropriate tier level as noted on the tuition and fee schedule for drops that occur within this 40-day period. Learners have 10 days from the term start date to add courses that change their status to three-quarter time or to full-time. Tuition and fees will be increased to the next tier level for additions. The effective date of a drop/add is either the date of postmark or the date the written request arrives at the program office. If the number of credit hours added equals the number dropped, there will be no change in tuition and technology fee assessed. Drop/Adds can impact continuing financial aid eligibility. Learners receiving financial aid and especially federal student loans should contact the financial aid office if they plan to drop or add courses to determine the effect, if any, on their financial aid eligibility. All drop/add requests must be approved by the program director.

Drop/Add Form: <https://secure.myunion.edu/Forms/MAOnline/DropAdd.aspx>

Program Withdrawal and Refund Policy

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

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

The withdrawal can be written or oral and can be sent directly to the program office or communicated directly to a university office. To facilitate the process, the learner is strongly encouraged to notify the program office in writing of his/her intent to withdraw.

When a learner withdraws from the university prior to the end of a term, all courses for which the learner is currently registered at the time of withdrawal will be recorded as withdrawn on the learner's grade record with no credit awarded. If the withdrawal is effective at the end of a term, the grade as supplied by the evaluating faculty for each course will be posted to the learner's course history.

- Learners must follow the reinstatement procedures after withdrawal.
- Learners may not receive any academic credit or university services during periods of withdrawal.

- Periods of withdrawal do not count toward minimum or maximum time in program.
- Withdrawn learners are reported to the National Student Clearinghouse as not registered. This may impact loan deferrals.

It is understood that a learner who fails to notify Union Institute & University of withdrawal from the program is obligated for all tuition assessed for the complete semester. Learners who withdraw prior to the end of the term should refer to the current tuition policies statement for information about appropriate tuition refunds <http://www.myunion.edu/forms/FORM522.pdf>. Tuition is not prorated for the last term of enrollment with earned academic credit. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal and the balance of the learner account, after financial aid adjustments, as of the withdrawal date. Financial aid adjustments are based on federal guidelines.

Tuition is partially reversed or refunded when learners withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

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

Schedule of Tuition Refunds for Withdrawal	
First Week of Term	100%
Second Week of Term	100%
Third Week of Term	100%
Fourth Week of Term	75%
Fifth Week of Term	50%
Sixth Week of Term	50%
Seventh Week of Term	25%
Eighth Week of Term	25%

Dismissal

Learners who have been placed on probation for at least one term and have not met the conditions of the probation may be dismissed from the university for unsatisfactory academic progress. The program director, in consultation with the learner's committee, initiates the action for dismissal. The program director will

send written notification of dismissal directly to the learner. Dismissal may also result from a learner's violation of the university's conduct expectations. If, in the judgment of the administrative offices of the university, a learner's conduct does not conform to stated standards (<http://www.myunion.edu/about/policies.html>), the university through its officers, after following such procedures as they consider appropriate with due regard to the rights of the individual, may impose such penalties as they may determine are justified by the circumstances, including disciplinary probation, suspension (i.e. dismissal for a short, fixed period of time), or dismissal from the university. Learners may also be dismissed for failure to pay past due balances (see section entitled Registration). Learners dismissed from the university for academic, disciplinary or financial reasons are excluded from all university educational activities, functions and facilities.

Reinstatement/Readmission

Reinstatement applies to learners who have not been actively registered for 18 months or less, and who were not dismissed for academic or disciplinary reasons. All other former learners, absent from enrollment greater than 18 months, must apply for re-admission. Learners who are readmitted re-enter the program under the current catalog, and program curriculum requirements and policies, plus, institutional policies and procedures that are in place at the time of re-enrollment. It is the learner's responsibility to inform him/herself of, and to adhere to, all applicable policies.

Reinstatement

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

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

Readmission

The readmission process applies to the following:

- Individuals who withdrew more than 18 months prior to the request
- Individuals who were administratively withdrawn and who have been out of the program for more than 18 months

- Learners who were dismissed for academic and/or disciplinary reasons.

The former learner should notify the appropriate program's admissions office of the intent to apply for readmission. The applicant will be notified of any outstanding financial and/or administrative obligations, all of which must be met before the application may be submitted. The procedure for readmission varies by program, as described in individual program handbooks. Re-admitted learners must follow the program and university policies and procedures in effect at the time of re-enrollment.

ACADEMIC POLICIES

Academic Integrity

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

Academic Integrity Institutional Policy and Procedural Guidelines:

<http://www.myunion.edu/about/university-policies/academic-integrity.html>

Grading Policy

Courses registered and attempted each term are ultimately evaluated on a satisfactory (“S”) or unsatisfactory (“U”) grading scale. While the “S” or “U” grades are used to document the overall completion of courses each term, several other grading codes are used to indicate the specific status of each course at any time. All courses registered will receive one of the following grade/status codes at the conclusion of each term. The following summary provides definitions for each grade or status that may be found in a learner’s registration record.

Note: Grades of U, I and W may adversely affect a learner’s satisfactory academic progress.

S The “S” grade indicates satisfactory completion of all prescribed learning activities for a course, as evidenced by performance equivalent to B or better on a standard letter grading scale (3.0 or better on a 4.0 scale).
An “S” grade results in credit being earned for that course.

U The “U” grade is recorded for a course in the following circumstances:

1. Unsatisfactory performance, defined as any performance less than B on a standard letter grading scale (less than 3.0 on a 4.0 scale).
2. A course previously graded as incomplete (“I”) is not successfully completed within an approved additional time period.

Results in credit not being earned for that course.

The “U” grade appears on the official transcript.

A course graded as “U” may be repeated for credit in a subsequent term.

A learner who receives a “U” grade after receiving one or more “U” grades in a previous term, will be dismissed.

The “I” (incomplete) status (excluding final document) indicates that the learner has been making positive academic progress toward completion of

the course (at least 70% completed satisfactorily as determined by the instructor) but needs additional time beyond the end of the published course end date in which to complete successfully all learning activities. Learners may petition the instructor for an additional 30 days to complete course requirements. If additional time beyond 30 days is needed, learners must receive approval from both the faculty advisor and the program director. In no circumstance will an additional time period extend beyond the end of the subsequent term.

No credit is earned for the “I” grade until such time as it might be converted to a final “S” grade.

An “I” grade automatically changes to a “U” grade, if learning activities for a course are not satisfactorily completed at the conclusion of the approved additional time period.

W The “W” status indicates that the learner has withdrawn from a course, prior to the course end date. If the learner withdraws from the program prior to the end of the term, the “W” grade is awarded for all courses attempted in that term.

No credit is earned for the “W” grade.

N Indicates no grade has been reported for a course at the conclusion of the term. The “N” designation is a temporary grade indicator, which converts to a final grade, once reported to the registrar’s office.

Attendance and Engagement Policy

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

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

Unofficial Withdrawals

- An “NE” indicator for “No Show/Never Engaged” will be assigned during end-of-term grading for a learner who does not attend nor engages in a registered course. The “NE” attendance indicator will not affect the learner’s grade point average (GPA).

- **A “V” indicator for “Vanished” will be assigned during end-of-term grading for a learner who attends/engages in a registered course but subsequently ceases to attend/engage in the course and does not officially withdraw from the course. A designation of “V” will not impact the learner’s GPA.** However, faculty may determine instead to issue a “U” grade if a learner fails to achieve acceptable academic performance as defined in the course learning competencies as stated in the course syllabi.

Official Withdrawals

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

Attendance indicators of “WX” or “WU” will override a “W” withdrawal status. “W”, “WX” or “WU” do not impact a learner’s GPA.

Satisfactory Academic Progress Policy (SAP)

Satisfactory Academic Progress (SAP) requirements are reviewed each term by the program office for learners matriculated in the program, in accordance with both the SAP qualitative and quantitative components.

SAP Qualitative Component

A grade point average is not computed for the Master of Arts degree. A learner is making satisfactory academic progress when a satisfactory rating (“S”) is received and recorded on the learner’s official university transcript with the applicable earned credit hours. A rating of satisfactory (“S”) is the equivalent of a “B” grade or better (3.0 or better on a 4.0 scale). If the work for a course is unsatisfactory, a rating of unsatisfactory (“U”) and no credit hours will be awarded.

1. A learner who receives a “U” rating, or multiple “U” ratings in the same term is not making satisfactory academic progress and will be placed on academic probation. The program director will notify the financial aid office of any learner who receives one or more “U” ratings.
2. A learner who receives additional “U” ratings in a subsequent term will be dismissed. The program director will notify the financial aid office of any learner who is academically dismissed from the program.

SAP Quantitative Component

The SAP quantitative component includes a maximum timeframe and minimum credit hour completion requirements in order to complete the Master of Arts within the maximum timeframe.

1. Maximum Timeframe: The maximum timeframe for completion of the program is 150% (rounded) of the standard program length, in accordance with the learner's term-by-term enrollment status:
2. Minimum Credit Hour Completion Requirement: In order to complete the program within the maximum timeframe, a learner must earn the following minimum credit hours by the end of each academic year:

<u>Enrollment Status</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 2.5</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 4.5</u>
Full-time	15	15	6			
Three-quarter-time	12	12		12		
Half-time	8	8		8	8	4

3. Transfer credit: All transfer credits (internal and external) that are accepted toward the degree program are used to determine the remaining maximum timeframe.
4. Repeated courses: When a course is repeated the credit hours are included in attempted credit hours and therefore affect the remaining maximum timeframe. Note: credit hours for financial aid enrollment status may only include the first time a course is repeated.
5. Incomplete grades: Credit hours for incomplete courses are counted in attempted credit hours and therefore affect the remaining maximum timeframe.
6. Dropped/withdrawn courses: Credit hours for dropped or withdrawn courses before the expiration of the drop/add period are not counted in attempted credit hours. Credit hours for dropped or withdrawn courses after the expiration of the drop/add period are counted in the attempted credit hours.

Academic Probation

1. A learner who does not meet the qualitative and/or quantitative components of satisfactory academic progress will be placed on academic probation.
2. If a learner's progress remains unsatisfactory at the end of the probationary period or the learner receives a second grade of "U", he/she will be dismissed from the program.

3. A learner who is making satisfactory academic progress by the end of the probationary term will be removed from academic probation.

Learner Complaints and Appeals

It is the policy of Union Institute & University (UI&U) to ensure that learners have recourse to due process with regard to situations and decisions with which they disagree or where they believe they have been unfairly treated, whether for academic or administrative reasons. Union Institute & University is committed to consistent and fair consideration of learner complaints and appeals through processes that ensure that all involved parties in a dispute are given due consideration.

Learner Complaints and Appeals: <http://www.myunion.edu/about/policies.html>

TUITION

Tuition is due on a term basis, on the first day of each new term. The Registration and Tuition Policies for the program are published annually on the university website (<http://www.myunion.edu/forms/FORM522.pdf>).

Payment may be made by check, written credit card authorization, or online credit card payment through CampusWeb (<https://campusweb.myunion.edu>). A learner may elect, at the time of registration, a deferred payment option that requires equal monthly payments over the number of months of the term. Only the amount remaining due after deducting financial aid may be divided into monthly payments. The monthly payment option is the only deferred payment option available for learners. Learners will not be allowed to register for the next term if the balance from a previous term has not been paid without making special arrangements with the business office.

Financial aid is a means of payment, and the absence of or delay in receipt of financial aid funds does not affect the financial responsibility of the learner for charges due to the university.

Credit Balances

Credit balances created by federal or state financial aid funds will be automatically refunded. Credit balances created by funds other than federal or state financial aid funds will not be automatically refunded. Learners are advised to contact the business office to receive these other credit balances. Refund requests must be received by the business office in Cincinnati before Monday at 12 noon (EST) to be included in that week's refund checks.

Unpaid Balances

Balances unpaid at the time of leaving Union Institute & University will be processed for collection after 60 days. Should the learner seek readmission at a later date, all unpaid balances and collection costs incurred by UI&U must be paid in full before consideration of the application for readmission.

Additional Costs and Fees

The program requires payment of a non-refundable application fee and a transcript fee.

Technology Fee—Learners are required to pay an annual technology fee, which supports the technology required to maintain efficient communications with a dispersed learner population, provide full-text library databases and provide online teaching tools.

Financial Aid Information

Financial assistance in the form of grants, loans, scholarships, and work-study, is available to learners attending all UI&U academic degree programs. In order to receive financial aid from federal and most state sources, a learner must first establish their eligibility by filing the *Free Application for Federal Student Aid (FAFSA)*. The *FAFSA* must be filed annually. Detailed information on all of the financial aid programs administered by UI&U can be found on the financial aid pages of the university website (<http://www.myunion.edu/admissions/financial-aid.html>). Learners can also request a copy of the “UI&U Guide to Financial Assistance” and “UI&U Award Guide” by contacting the financial aid office.

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

Many private or alternative student loan sources are available to help with payment of your educational costs. Most private/alternative loans do not require completion of the annual *FAFSA* to determine eligibility, however most consider personal credit history. Many of these lending sources are available by searching the Internet. Information about the financial aid eligibility, including scholarships, is available online at <http://www.myunion.edu/admissions/financial-aid.html>.

Veterans’ Education / Services Members Opportunity College

Union Institute & University is approved for the education and training of veterans and their eligible dependents under all existing public laws. Requests for information should be referred to the UI&U Registrar’s Office if the learner is enrolled in Cincinnati, Ohio Center or to the Learner Services Coordinator at the Vermont, Florida or California Academic Centers. Union Institute & University is a Servicemembers Opportunity College (SOC). The toll free number for DVA or SOC information is 1-800-368-5622. For more information, consult the Department of Veterans’ Affairs website at <http://www.vba.va.gov/VBA/>.

Satisfactory Academic Progress Policy (Financial Aid)

Union Institute & University and federal regulations that govern the university’s participation in the federal student aid programs require that all UI&U learners maintain satisfactory academic progress (SAP) toward achieving their certificate or degree. SAP standards apply to all terms of attendance regardless of whether or not a learner received financial aid. SAP requirements for receipt of financial aid are not separate and distinct from the university’s academic progress requirements for academic continuance.

SAP requirements are reviewed each year by the financial aid office for learners matriculated in the program, in accordance with both the SAP qualitative and quantitative components.

SAP Qualitative Component

A grade point average is not computed for the Master of Arts degree. A learner is making satisfactory academic progress when a satisfactory rating (“S”) is received and recorded on the learner’s official university transcript with the applicable earned credit hours. A rating of satisfactory (“S”) is the equivalent of a “B” grade or better (3.0 or better on a 4.0 scale). If the work for a course is unsatisfactory, a rating of unsatisfactory (“U”) and no credit hours will be awarded.

1. A learner who receives a “U” rating, or multiple “U” ratings in the same term is not making satisfactory academic progress and will be placed on academic probation. The program director will notify the financial aid office of any learner who receives one or more “U” ratings.
2. A learner who receives additional “U” ratings in a subsequent term will be dismissed. The program director will notify the financial aid office of any learner who is academically dismissed from the program.

SAP Quantitative Component

The SAP quantitative component includes a maximum timeframe and minimum credit hour completion requirements in order to complete the Master of Arts within the maximum timeframe.

1. Maximum Timeframe: The maximum timeframe for completion of the program is 150% (rounded) of the standard program length, in accordance with the learner’s term-by-term enrollment status:
2. Minimum Credit Hour Completion Requirement: In order to complete the program within the maximum timeframe, a learner must earn the following minimum credit hours by the end of each academic year:

<u>Enrollment Status</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 2.5</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 4.5</u>
Full-time	15	15	6			
Three-quarter-time	12	12		12		
Half-time	8	8		8	8	4

3. Transfer credit: All transfer credits (internal and external) that are accepted toward the degree program are used to determine the remaining maximum timeframe.
4. Repeated courses: When a course is repeated the credit hours are included in attempted credit hours and therefore affect the remaining maximum timeframe. Note: credit hours for financial aid enrollment status

may only include the first time a course is repeated.

5. Incomplete grades: Credit hours for incomplete courses are counted in attempted credit hours and therefore affect the remaining maximum timeframe.
6. Dropped/withdrawn courses: Credit hours for dropped or withdrawn courses before the expiration of the drop/add period are not counted in attempted credit hours. Credit hours for dropped or withdrawn courses after the expiration of the drop/add period are counted in the attempted credit hours.

Financial Aid Probation

1. A learner who does not meet the qualitative and/or quantitative components of satisfactory academic progress will be placed on academic and financial aid probation.
2. If a learner's progress remains unsatisfactory at the end of the probationary period or the learner receives a second grade of "U", he/she will be dismissed from the program.
3. A learner who is making satisfactory academic progress by the end of the probationary term will be removed from financial aid probation and from academic probation.

Right to Appeal Financial Aid Termination

Learners may appeal their ineligibility to receive financial aid by submitting a written appeal to the financial aid office no later than ten (10) business days following the notification of financial aid denial/termination **IF** they can document extenuating or mitigating circumstances beyond their control which contributed to their non-compliance with the SAP requirements. Written appeals must include a description of the mitigating or extenuating circumstance(s) and which must be of a personal nature. Learners must also submit appropriate documentation to support their appeal. The financial aid office may request additional information and/or documentation as needed. A learner **is not** eligible for financial aid during this appeal process.

The financial aid office will consider all written appeals and render a decision in writing to the learner within twenty (20) business days of receipt of the learner's appeal and all supporting documentation. Possible decisions resulting from the appeal are: (1) the granting of an additional financial aid probation term(s); or (2) confirmation of financial aid denial/termination. If an additional financial aid probation term(s) is granted, the financial aid office will stipulate to the learner in writing any conditions for their continued financial aid eligibility. When financial aid eligibility is restored it is usually made retroactive to the beginning of the applicable term in which financial aid eligibility was terminated or denied. Learners may not appeal the decision a second time.

GRADUATION AND BEYOND

Graduation Process

The graduation process begins upon completion of all course work and approval of the final document by the learner's final document advisor and a second reader, assigned by the program director. When both the final document advisor and the second reader are satisfied that the document is ready to move forward, a representative from the program office asks the learner to schedule a graduation teleconference with the final document advisor and second reader and when required, a third committee member. During the teleconference, the learner discusses with his/her committee the course work completed and how the outcomes and competencies listed above were met. The committee may recommend the degree be granted, request revisions to the final document and/or additional work prior to reconsideration, or recommend that the degree not be granted.

Learners who are required by their committee to provide additional work or to edit submitted work, have up to 3 months to resubmit this work to their faculty advisor. Learners whose studies are not accepted by the committee may appeal the decision following the procedures outlined in **Petitions and Appeals**.

Following the committee's review, the registrar's office reviews the academic record, the financial aid office checks the status of financial aid (if applicable), and the business office audits the financial records (learner account). Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. The degree grant date is the last day of the learner's final official term of enrollment. The final transcript and diploma will be released when all clearances of the academic and administrative review have been completed.

Transcripts and Diplomas

Diplomas and transcripts are issued to graduates from the registrar's office. Upon graduation, two final official transcripts are prepared for each learner. Learners are provided one complimentary official copy and one learner copy of their transcript when their degree is awarded. These transcripts upon graduation are both stamped "Learner Copy". Learners may at any time request transcripts to be mailed. Release of transcripts require the learner's written request, payment of the transcript fee and all financial obligations to the university paid in full.

Transcript Request Form: <https://secure.myunion.edu/pdf/Form031.pdf>

Learners who have met the academic requirements but have an outstanding account balance with the university will not have their diplomas released, cannot attend commencement activities and will not receive transcripts until all UI&U amounts due have been paid. Minimum collection fees are 25% of the unpaid

balance and can go higher depending upon legal and other administrative fees that may be incurred.

Commencement

Commencement (participation in the graduation ceremony) typically occurs annually in early fall. Participation in the commencement ceremony is contingent upon graduation approval by the learner's committee, no less than four weeks prior to the commencement date. Those who do not meet the four-week minimum are welcome to attend a later commencement. Learners who are eligible to participate in commencement will receive information in advance. Information regarding commencement can be found on the university website at <http://www.myunion.edu/administration/offices/communications/commencement.html>.

Career Counseling

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

1. Three online surveys to assist the learner and counselor in defining the learner's values, skills, and interest as they relate to career planning and/or job searches
2. An assigned career counselor
3. Telephone counseling session or sessions
4. A summary report from the counselor to the learner that will suggest resources for moving forward with career planning
5. E-mail access to the counselor for up to six months to allow for extended discussion and questions and answers

ReadyMinds' services:

<http://www.myunion.edu/academics/career-counseling.html>.

The Alumni Association

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

Located at the Union Institute & University headquarters in Cincinnati, Ohio, the UI&U International Alumni Association Board (IAAB) was founded to be of

service to the university, to promote its interests, and to perpetuate good fellowship among learners, former learners, graduates, friends, faculty, and staff. The Alumni Association strives to represent its constituency as an active part of the university's academic community and operates in close conjunction with the university. It is governed by a volunteer board of directors and relies primarily on memberships and donations from former learners and friends to exist. The Alumni Association continually strives to meet the needs of our greater UI&U family. The IAAB is also an advisory Board to the President.

Mission

Union Institute & University's International Alumni Association strives to promote the values, heritage, traditions, and evolving goals of UI&U in both principle and practice and to foster the interrelationships among students, administration, alumni, and faculty, keeping with the tradition of Union's spirit of excellence.

<http://www.myunion.edu/alumni/alumni-relations.html>.

TECHNOLOGY SERVICES

The Department of Information Technology (IT) provides a single point of contact for all technical support needs at Union Institute & University. Go to <http://www.myunion.edu/administration/offices/information-technology/index.html> for a detailed description of IT services.

GARY MEMORIAL LIBRARY

Collections

Gary Memorial Library houses collections of approximately 45,000 bound and 40,000 electronic/online books. We also provide access to more than 120 online databases that link researchers to millions of full text items, including research and trade journal articles, doctoral dissertations, book chapters, and other research monographs. Our book collection is general in scope but includes more significant holdings in the following subjects: social sciences, humanities, theoretical and applied psychology, comparative religion, alternative health and medicine, education, visual arts, literature, cultural studies, and women's studies.

Services

The Gary Library provides a broad range of library services to currently enrolled learners, faculty members, and staff members of the Union Institute & University. Our services include a circulating book collection, bibliographic instruction, access to reference librarians, and Web-based resources. The library also provides remote document delivery and interlibrary loan services. Group and individual research/instructional support services are available for all interested faculty members, learners, and staff.

Online Resources

Every physical research resource housed at the Gary Library is searchable via our online catalog. In addition to our online catalog, we offer a wide range of licensed research databases that provide full-text online access to more than 30,000 periodical titles in the arts, humanities, and selected sciences. The library also maintains a web page of annotated links to Web-based resources covering a broad spectrum of topic areas related to our university curriculum.

For further information:

- Internet homepage: www.myunion.edu/library
- General inquiries, including reference questions, document delivery, and circulation requests: library@myunion.edu
- Main phone: 802.828.8747 (or 888.828.8557 x.8747)
- Instructional services: 802.828.8758 (or 888.828.8557 x.8758)
- Fax: 802.828.8748

APPENDICES

Appendix A: Family Education Rights and Privacy Act of 1974 (FERPA as Amended)

Union Institute & University has a long-standing commitment to the concern for and protection of learners' rights and privacy of information. Union Institute & University complies with the provisions of the Family Education Rights and Privacy Act (FERPA) of 1974, as amended. The full text of this document can be accessed at <http://www.myunion.edu/about/university-policies/ferpa.html> .

Appendix B: Learning Agreement Template

LEARNING AGREEMENT

Course Number and Name:

Number of Credits:

Learner Name:

Faculty Advisor:

Term:

Course Description

Write a paragraph (no more than 120 words) outlining what material the course will cover.

Course Competencies

List the competencies learners are expected to achieve in the course.

Competencies should address the University outcomes, listed on page 21.

Readings

Required

Optional

Course Activities and Requirements

Describe the activities the learner must undertake (readings, etc.)

Describe what the learner must produce (annotations, literature reviews, essays, papers (including length and format requirements)

Describe expectations regarding class discussion and/or interaction with faculty advisor

Indicate a timeline for submission of work

Assessment of Learning

How will each of the listed course competencies be assessed? To receive a grade of “Satisfactory” (equivalent to a grade of “B” or better), how will each component of the coursework be weighed to determine the final grade?

Faculty advisor signature and date: (if returned by surface mail or fax)

Learner signature and date: (if returned by surface mail or fax)

If the learning agreement is submitted as an attachment to an e-mail message, the e-mail serves as the signature.

The Learning Agreement must be received by the Program office no later than 30 days after the course begins.

Appendix C: Final Document Proposal Template

FINAL DOCUMENT PROPOSAL

Name: [Jane Doe]

Area of Concentration: [History & Culture]

Field of Study: [Twentieth-Century American History]

Working Title: [The Gulf of Tonkin Resolution and its Policy Implications]

Descriptive Summary

*Write a section (c. 1500 words or five pages), which addresses each of the following bulleted items. **Particular attention should be paid to addressing the contributions of diverse peoples and cultures for the third, fourth and fifth items:***

- *The question or issue your final document will address*
- *Your hypothesis, if you have one*
- *The background or historical context of the subject*
- *Major theoretical schools you will draw upon*
- *Key research studies or critical works bearing on your study*
- *What your document will include (for example, review of the literature, presentation and analysis of original research, case studies etc.)*

Narrative Table of Contents

Provide a narrative table of contents. Each chapter should relate to the question to be addressed and should lead to the following chapter in a logical manner. The descriptions should be substantial and specific in content indicating the major theories, research, and/or methodology on which the learner will be drawing in each case. Each chapter must have a title.

[INTRODUCTION

The Introduction will present the issues to be addressed, will provide an overview of the material to be covered, and provide definitions for key terms...]

[CHAPTER 4. THE PROCESS OF POLICY MAKING IN AMERICA

This chapter will focus on how American social policy is made, from both a civics and a practical perspective....]

[CHAPTER 6. CONCLUSIONS

The final chapter will draw together the points raised in each of the preceding chapters and will provide an opportunity to summarize what I have learned....]

APPENDICES: (optional)

PRELIMINARY BIBLIOGRAPHY

Sources should be related to your final document..

Appendix E: Final Document Abstract Template

ABSTRACT

An abstract of the final document of [Jane Patricia Smith] for the Master of Arts degree, Union Institute & University, [March, 2010].

Title: [Write Title of the Final Document]

[Write the text of abstract here. It should not exceed 120 words. Present the most important point in your lead sentence, followed by text that is densely packed with key information, including your findings, implications, and conclusions.]

Appendix F: Final Document Rubric

FINAL DOCUMENT RUBRIC

Final Doc. Components	Outcome Criteria	Level 1: Below Expectations	Level 2: Meets Expectations	Level 3: Exceeds Expectations
Research Question	<i>Critical & Creative Thinking Outcome</i>	-primary question is unclear -sub-questions do not relate well to the primary question	-primary question is clear -sub-questions relate to the primary question	-primary question is exceptionally clear, shows originality and creative thinking -sub-questions clearly relate to the primary question
Data Collection & Presentation	<i>Critical & Creative Thinking Outcome, Social & Global Perspectives</i>	-evidence is gathered from limited sources, indicating little variety of point of view evidence information on topic with lack of research, details or historically accurate evidence	-accurate evidence is gathered from a variety of relevant sources -evidence generally relates to primary question and sub-questions -some attempt to use sources from diverse perspectives, peoples and cultures in the field	-critical, accurate and detailed evidence gathered from a wide variety of relevant sources -evidence clearly and consistently relates to primary question and sub questions -sources include those of diverse perspectives, peoples and cultures in the field
Data Classification and Analysis	<i>Critical & Creative Thinking Outcome</i>	-limited connections made between evidence, subtopics, counterarguments & thesis / topic -lack of coherent analysis	-connections made between evidence, subtopics, counterarguments & thesis / topic showing acceptable level of analysis - Analysis presents some evidence of originality and intuitive thinking	Evidence of: -exceptionally critical evaluation of data that makes relevant and consistent connections between evidence, subtopics, counterarguments & thesis / topic showing excellent analysis -intuitive and or imaginative thinking, originality, elaborating on relationships, patterns and associations
Conclusion and Recommendations (Synthesis)	<i>Critical & Creative Thinking Outcome</i>	-lack of clear and logical development of ideas -transition between sections often unclear	-clear and logical treatment of relevant scholarly literature -transitions between sections generally clear	-exceptionally clear, logical, & thorough treatment of relevant scholarly literature -transitions between sections consistently clear -coherent conclusions based on different viewpoints; conclusion reflecting use of innovative approach in using field; praxis and concepts based on a given case of argument
Format: Writing/ Documentation	<i>Communications outcome</i>	-coherence & organization inconsistent, a number of grammatical & typographical errors - formatting conventions often not followed -lack of care in	-mostly coherent, organized & free of grammatical & typographical errors -formatting conventions generally followed -sources are properly documented, correct format, a few errors noted, adhered to the Academic Integrity	-coherent, organized & free of grammatical & typographical errors -formatting conventions consistently followed -sources are properly documented, correct format, full adherence to Academic Integrity

		documenting sources		
Relevance*	<i>Ethical & Social Responsibility</i>	-little attempt to explain social implications of study -ethical implications of study minimally addressed	- some analysis of social context of study - some reflection on ethical issues raised in study	-detailed assessment of social context of study -clear statement of study's relevance -exceptionally thoughtful reflection on ethical issues raised in study -clear analysis of relation of ethical implications to larger world
Relevance*	<i>Global Perspective</i>	-minimally addresses the relevant implications of study in global context	-addresses the relevant implications of study within global context	-presents an in-depth consideration of relevant implications of the research to a broader global context

* Degree and level of Relevance may vary across concentrations. Specific guidance will be provided by faculty advisor.

Appendix G: Research with Human Subjects: Institutional Review Board (IRB)

Union Institute & University is committed to ongoing dialogue about the ethical foundations of all forms of research and scholarly inquiry. Protecting human research participants is one particularly important and visible dimension of ethical inquiry. The IRB's policies and procedures are guided by the Code of Federal Regulations Title 45 CFR Part 46, "*Protection of Human Subjects*" (Revised June 23, 2005), of the U.S. Department of Health and Human Services (HHS), and the National Institutes of Health (NIH), the Office for Human Research Protections (OHRP), or any other successor office, and *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. Union Institute & University's IRB is registered with the OHRP.

All planned research projects and studies that involve human participants or subjects--whether part of a seminar, internship, course, or dissertation--must be reviewed and approved, in advance, by the IRB. The IRB has been empowered by the Board of Trustees to review and approve proposed research with human subjects. Union Institute & University and the IRB do not have the authority or expertise to review or approve research involving animals. Researchers who wish to conduct research using animal subjects are required to familiarize themselves with the criteria for conducting such research and to secure consent of an appropriately constituted animal subjects review board external to Union Institute & University.

You are required to seek and secure IRB approval for any aspect of your program that involves interaction with or collection/analysis of data from or about human subjects. No part of a research project, including recruitment, may begin until all academic approvals and the IRB approval process are completed. Obtaining IRB approval is a requirement that is not limited to final document research. Other activities involving human subjects that may be part of any course also require IRB approval.

Learners proposing to conduct research projects that involves human participants (such as surveys, interviews, observations, etc.) should consult with their faculty advisor for assistance in developing and submitting an IRB application and research proposal. Contact the IRB Coordinator whenever you are unsure whether IRB approval is required for a research project. Once your faculty advisor and the Program Director have approved your Dissertation Proposal, you must prepare and submit the **IRB Application and Research Proposal Outline Form**. All academic approvals must have been completed and documented prior to submission.

Completion of the CITI Course for the Protection of Human Research Subjects is a prerequisite for submitting an IRB application and research proposal. A completion report will be sent automatically to the IRB Coordinator. The CITI

course may also be a requirement for one or more courses. Detailed information about the IRB and its requirements is available on the IRB web site: <http://www.myunion.edu/administration/offices/irb/index.html>. Extensive information about research with human subjects may be accessed and read in the IRB *Handbook on Research with Human Subjects*. *The Belmont Report* is also available on the IRB web site.

Appendix H: Program Faculty (July, 2009)

Full-time

Loree Miltich, Ph.D., Union Institute & University, 2002
Elizabeth Perry Thomas, Northern Arizona University, 1995
Asghar Zomorrodian, Ph.D., University of Southern California

Part-time

Ann Ambrecht, Ph.D., Harvard University, 1995
Carol Baron, Ph.D., Virginia Commonwealth University, 2003
Anna Blair, Ph.D., Union Institute & University, 2001
Karin Cadwell, Ph.D., Union Institute & University, 1994
Richard Fantina, Ph.D., University of Miami, 2007
Steven Golan, Ph.D., University of Kansas, 1994
Elden Golden, Ph.D., University of Louisville, 2006
Linda Gray, Ph.D., McGill University, 1999
Richard Judah, Ed.D., Pennsylvania State University, 1979
Leslie Korn, Ph.D., Union Institute & University, 1996
Daniel Metraux, Ph.D., Columbia University, 1978
Barbara Miller, M.F.A., Norwich University, 2001
Patricia Monaghan, Ph.D., Union Institute & University, 1995
Beverly Rubik, Ph.D., University of California Berkeley, 1979
Michael Sherman, Ph.D., University of Chicago, 1974
Woden Teachout, Ph.D., Harvard University, 2003

Appendix I: Policy on Program, Location or University Closure

Union Institute & University's Policy Statement on Program or Location Closure and University Closure was developed in 2001 to clarify the actions to be taken by the university in the event the decision is made to close or end a program to or to close a center or campus. The policy also outlines the actions that will guide the university in the event of institutional closure.

Termination of Degree Programs or Locations

Union Institute & University is cognizant of its many responsibilities to its learners, including the responsibility to provide to learners the opportunity to complete their degree programs. Decisions to terminate or phase out a program or to close a center or campus are never made lightly, yet may become necessary for any number of reasons, including, but not limited to: low enrollments, high service cost, termination of lease, or state licensing restrictions.

Should the university determine that it is necessary or advisable to terminate or phase out a program or to close a location at which programs are offered, it will make every reasonable effort to ensure that learners affected by the termination or closure are able to continue in the program through graduation, within existing policies regarding satisfactory progress. Such efforts may include, but are not limited to:

- Alternative program delivery options (e.g. learners enrolled at a center continue their programs through distance learning delivery).
- Phase out the program within the administration of another comparable program within the university until all learners have completed the program.

Alternatively, the university may choose to:

- Transfer or sell the program to another regionally accredited educational institution, with the provision that currently enrolled learners will automatically continue in the program under the new institution.

Whenever possible, the university will advise affected learners well in advance of the actual program termination or location closing, recognizing that advance notice of a location closing may not always be possible if the reason for the closing is beyond the control of the university, such as a catastrophic event (hurricane, fire, flood) or sudden termination of a lease agreement or of state authorization to offer degree programs.

If a learner should choose to withdraw rather than to continue in the program, existing University withdrawal policies shall be applicable. If a tuition refund is due, it shall be calculated from the date of receipt of the learner's written notification of withdrawal, as determined by postmark date, dated e-mail message, or dated fax transmission.

University Closing

While Union Institute & University is fiscally sound with workable plans for the future, no organization can say, with certainty, that it will never cease operations. The university's Articles of Incorporation (1969) state that:

Upon dissolution of the corporation or the winding up of its affairs, the assets of the corporation shall be distributed exclusively to such other charitable, religious, scientific, literary, or educational organizations which would then qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended.

To that end, should university closing become a possibility, the university will enter into an arrangement with an appropriate Ohio-based institution which will serve as recipient of the university's academic records in the event of closure, agreeing to provide former learners with transcripts and other official records as requested. In the event of institutional closure, the university will make every reasonable effort to notify current and former learners to advise them of arrangements made with regard to access to academic records, and procedures and policies pertaining to tuition refunds and financial aid.

Academic Records

Union Institute & University recognizes its obligations to current and former learners and to graduates, and will make every reasonable effort to ensure integrity of and access to academic records subsequent to university closing. Transfer of assets to a comparable educational institution shall, accordingly, include provision for access to academic records including official transcripts.

Tuition Refunds

Such transfer of assets shall also include provision for tuition refunds, where applicable, following the provisions of existing university withdrawal and tuition refund policies.

Financial Aid

The transfer of assets to another institution shall also include provisions for termination of the institution's participation in Student Financial Aid programs. As part of the conditions of participation in such programs, the university agrees to refund to students any unearned Title IV assistance funds, to provide for collection of outstanding student loans, and to make provisions for retention and storage of records pertaining to management of financial aid.

2001, Revised 2007

Appendix J: The Meaning of Accreditation

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

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

Institutional Accreditation: Regional and National

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

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

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

Specialized Accreditation

Specialized accrediting bodies evaluate particular units, schools, or programs within an educational organization. Specialized accreditation is also called program accreditation. Specialized accrediting bodies are frequently affiliated with national professional associations (e.g. American Bar Association) or with specific disciplines, such as teacher training, psychology, and social work. Many regionally accredited institutions seek both specialized, program accreditation and institutional accreditation. Some professional licensing boards will not consider graduates of non-accredited programs for licensure, even when the individual has graduated from a regionally or nationally accredited institution. Graduation from a program with specialized accreditation does not guarantee licensure but it may expedite the process; conversely, achieving licensure after

graduating from a program that does not have specialized accreditation may be possible—this varies by profession and by state.

Value of Accreditation: What It Is and What It Isn't

Accreditation provides public certification of acceptable institutional quality. It is not a guarantee that a credits or a degree will be accepted at another institution or by a future employer.

Accreditation and Transfer of Credits/Recognition of Degrees

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

Accreditation and the U.S. Department of Education

Eligibility for Federal financial aid is determined by an institution's accreditation and state authorizations. The U.S. Department of Education recognizes numerous institutional and specialized accrediting associations; students who attend schools that are not accredited are not usually eligible for Federal financial assistance. The U.S. Department of Education does not authorize or accredit institutions of higher education—there are some schools that have chosen to operate without Federal financial aid eligibility for their students.

State Licensing

Just as there are two types of accreditation, there are often two levels of state licensing—institutional authorizations and program specific certifications.

Institutional Authorizations

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

State Certifications

Just as there are two types of accreditation, institutional and specialized, there are specialized (program-specific) processes that certify that a specific program meets the state's standards for professional licensure. State certifications are often seen for professions such as teaching, social work, etc. where a state-authorized license is required for an individual to practice. Graduation from a

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

Appendix K: Program Calendar 2009-2010

Fall/Winter Term: October, 2009–March, 2010 (2009-8D)

September 28-October 2	Orientation (new learners only)
October 1	Fall/Winter term officially begins
October 5	Courses begin
November 23-27	Thanksgiving break
November 26-27	University offices closed
November 30	Courses resume
December 21-January 1	Holiday break
January 4	Courses resume
January 18	Martin Luther King Day (University offices closed)
February 19	Courses end
March 31	Fall/Winter Term officially ends

Spring/Summer Term: April–September, 2010 (2010-7D)

March 29-April 2	Orientation (new learners only)
April 1	Spring/Summer term officially begins
April 5	Courses begin
May 31	Memorial Day (University offices closed)
May 31-June 4	Mid-term break
June 7	Courses resume
July 2-9	Independence Day break
July 5	University offices closed
July 12	Courses resume
August 13	Courses end
September 6	Labor Day (University offices closed)
September 30	Spring/Summer term officially ends