



## **Union Institute & University**

### **Master of Arts Program Online Student Handbook**

**Effective July 1, 2011 - June 30, 2012**

#### **National Headquarters**

Union Institute & University  
440 East McMillan Street  
Cincinnati, OH 45206

Phone: 513 861-6400 / 800 486-3116

[www.myunion.edu](http://www.myunion.edu)

#### **M.A. Program Online Office**

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

Phone: 802 828-8697/ 800 336-6794 ext. 8697

Fax: 802 828-8622

E-mail: [MaProg@myunion.edu](mailto:MaProg@myunion.edu)

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

The policies and procedures described in this handbook apply to students matriculated into the Master of Arts Program Online July 1, 2011 or later. The handbook is intended to be supplemental to program information found in the *University Catalog*, <http://www.myunion.edu/academics/handbooks/university-catalog.pdf>. Students are responsible for familiarizing themselves with the contents of both documents.

Union Institute & University reserves the right to amend, modify, or to revise the policies and procedures stated herein as deemed necessary and appropriate.

*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.*

## TABLE OF CONTENTS

<b>MESSAGE FROM THE DEAN .....</b>	<b>4</b>
<b>UNIVERSITY MISSION, VISION, VALUES AND PRINCIPLES .....</b>	<b>5</b>
<b>Mission.....</b>	<b>5</b>
<b>Vision .....</b>	<b>5</b>
<b>Values.....</b>	<b>5</b>
<b>Principles .....</b>	<b>5</b>
<b>CURRICULUM.....</b>	<b>6</b>
<b>Program Structure.....</b>	<b>6</b>
<b>Final Document Guidelines .....</b>	<b>6</b>
Submission .....	6
Format .....	7
Presentation.....	7
<b>WITHDRAWAL POLICIES .....</b>	<b>11</b>
<b>Course Drop/ Add Policy .....</b>	<b>11</b>
<b>Program Withdrawal and Refund Policy .....</b>	<b>11</b>
<b>Dismissal .....</b>	<b>11</b>
<b>Reinstatement/ Readmission .....</b>	<b>11</b>
Reinstatement.....	11
Readmission .....	12
<b>GRADUATION PROCESS .....</b>	<b>13</b>
<b>ACADEMIC ADVISING .....</b>	<b>14</b>
<b>Appendix A: Learning Agreement Template.....</b>	<b>15</b>
<b>Appendix B: Final Document Proposal Template .....</b>	<b>16</b>
<b>Appendix D: Final Document Abstract Template .....</b>	<b>19</b>
<b>Appendix E: Final Document Rubric .....</b>	<b>20</b>
<b>Appendix F: Graduation Teleconference Rubric .....</b>	<b>22</b>
<b>GRADUATION TELECONFERENCE RUBRIC .....</b>	<b>22</b>
<b>Appendix G: Program Calendar, 2011-2012.....</b>	<b>23</b>
<b>Appendix H: Program Forms.....</b>	<b>25</b>

## MESSAGE FROM THE DEAN

Dear Student:

Welcome to our program! For almost forty years, we have offered the Master of Arts degree at a distance to adult students 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 students.

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  
Associate Dean of Online Master of Arts

## 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 students 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 students with dedicated faculty mentors and the larger society in which they live and work, thus building a mutually beneficial, expansive, and collaborative community that lives beyond the classroom.

## CURRICULUM

### **Program Structure**

Refer to the *University Catalog*, pages 233-243 for a description of admissions criteria, requirements and procedures, transfer credit, program sequence, and course descriptions.

### **Final Document Guidelines**

*[Concentration Prefix]* 630O **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]* 628O **Final Document I** 3 credits  
*[Concentration Prefix]* 629O **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 student is required to present to his/ her committee a coherent, analytical and substantial document that includes extended critical exposition. The final document stands as the culmination of a student'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 student submits his/her document in its final form to his/her final document advisor as a *Word* (.doc or .docx) file at least 1 month prior to the course-end date. If additional time is needed to complete the document, a student 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 student in a registered active status but at zero (0) credit hours. In this situation students are not eligible to receive federal financial aid. The registrar's office will report students on this extension as registered less than half time during the next scheduled report to external agencies, therefore students on financial aid and students with prior loans in a deferment status will begin to have their loans processed for repayment by their lenders. A non-refundable fee is charged for enrollment in Program Completion Extension (PCX 599).

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 student 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 student 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 student 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 student 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 student'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 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 the study 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.

## WITHDRAWAL POLICIES

### **Course Drop/ Add Policy**

Refer to the *University Catalog*, page 236 for a description of the program's course drop/ add policy.

### **Program Withdrawal and Refund Policy**

Refer to the *University Catalog*, pages 236-237 for a description of the program's withdrawal and refund policy.

### **Dismissal**

Students 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 dean, in consultation with the student's committee, initiates the action for dismissal. The dean will send written notification of dismissal directly to the student. Dismissal may also result from a student's violation of the university's conduct expectations. If, in the judgment of the administrative offices of the university, a student'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. Students may also be dismissed for failure to pay past due balances (see section entitled Registration). Students 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 students who have not been actively registered for 18 months or less, and who were not dismissed for academic or disciplinary reasons. All other former students, absent from enrollment greater than 18 months, must apply for re-admission. Students 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 student's responsibility to inform himself/ 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
- Students who were dismissed for academic and/or disciplinary reasons.

The former student 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. Readmitted students must follow the program and university policies and procedures in effect at the time of re-enrollment.

## GRADUATION PROCESS

The graduation process begins upon satisfactory completion of all course work and approval of the final document by the student's final document advisor and a second reader, assigned by the dean. When both the final document advisor and the second reader are satisfied that the document is ready to move forward, the final document advisor schedules a graduation teleconference with the student, second reader and when required, the third committee member. During the teleconference, the student discusses with his/her committee how university outcomes and competencies (*University Catalog*, page 26) 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.

Students who are required by their committee to provide additional work or to edit submitted work, have up to one month to resubmit this work to their faculty advisor. Students requiring more than one month to complete revisions must register for PCX 599 Program Completion Extension. Students whose studies are not accepted by the committee may appeal the decision following the procedures outlined on pages 76-79 of the *University Catalog*.

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 (student 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 student'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.

## ACADEMIC ADVISING

It is the responsibility of each student to know and meet program and university requirements and to obtain adequate academic advising. (Advising on non-academic issues such as financial aid is handled through the appropriate university administrative office.) Regular advisor contact will help to ensure the student has current academic information and is making adequate progress toward his/her educational goals.

Each student, upon matriculation is assigned a faculty advisor by the dean. Responsibilities of the academic advisor include but are not limited to:

1. Assisting students to register for appropriate courses and to make changes in registration (actual registration occurs through the program office);
2. acting as a resource for students regarding the policies, procedures, services, and educational opportunities of the university;
3. assisting students in choosing educational objectives (for example, study focus), commensurate with their abilities and interest;
4. serving on advisees' graduation committees;
5. referring students to the dean or other university officers, when appropriate.

At a minimum, advisor/advisee contact should occur prior to the beginning of each term and at mid-term. *It is the responsibility of the student to initiate contact.*

## Appendix A: Learning Agreement Template

### LEARNING AGREEMENT

**Student Name:**

**Area of Concentration:**

**Instructor:**

**Course Number and Name:**

**Term:**

#### **Course Description**

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

#### **Course Competencies**

List the competencies students are expected to achieve in the course. Competencies should address the university outcomes, listed on pages 23-24 of *the University Catalog*.

#### **Readings**

**Required**

**Optional**

#### **Course Activities and Requirements**

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

Describe what the student 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 and Evaluation of Learning**

How will each of the listed course competencies be assessed and evaluated? 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?

*The instructor indicates his/her approval of the learning agreement by sending it as an attachment to the program office at [MaProg@myunion.edu](mailto:MaProg@myunion.edu) . The learning agreement must be received by the program office no later than 30 days after the course begins.*

## Appendix B: Final Document Proposal Template

### FINAL DOCUMENT PROPOSAL

Name:

Date:

Area of Concentration:

Field of Study:

#### Working Title of Final Document

##### I. Introduction and Descriptive Summary

*Provide overview of proposed research project.*

##### A. Statement of Problem or Research Question

*State the question or issue your final document will address.*

##### B. Purpose and Potential Value of Study

*State your reason(s) for pursuing this question/topic.*

- *What existing gap in understanding will your project address; how might it facilitate future research in the field?*
- *State the social relevance of your proposed study --“why does it matter?” and describe the anticipated value of the study to the larger community (i.e. what you hope to learn, and how it will be of value to others)*

##### C. Literature Review and Theoretical Foundation of Study

*Provide brief literature review (no more than 5 pages) that describes context of study and presents key research on this topic or related issues including:*

- *Theoretical schools of thought/ approaches that you will draw upon.*
- *Key research studies and/or scholars that inform your study.*

##### D. Research Design and Approach

- *Describe the framework (qualitative, quantitative, or blended), and strategy (survey, ethnography, case study, narrative research, literary criticism, historical research, etc.) that you will use in your research, and provide rationale for your approach.*
- *What will your document include (for example, review of the literature, presentation and analysis of original research, case studies etc.)*

##### E. Method of Data Collection and Analysis

- *What data will you collect?*
- *Describe the method(s) you will use to collect your data.*
- *Describe how you will analyze your data.*

##### F. Ethical Issues in Research

- *Describe any potential ethical issues your study involves.*
- *Will you involve human subjects in your research? \_\_\_\_\_yes \_\_\_\_\_no*

If yes, have you received IRB approval for your project? \_\_\_\_yes \_\_\_\_no  
For more information on Institutional Review Board procedures, see:  
<http://www.myunion.edu/administration/offices/institutional-effectiveness/institutional-review-board/index.html>

## **II. 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 preliminary title. Here are some examples:*

### **[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....]

## **III. Preliminary Bibliography**

Include preliminary bibliography of sources you intend to consult for your Final Document (bibliographic entries must use correct citation style).

**Faculty signature/date:** \_\_\_\_\_

**Learner signature/date:** \_\_\_\_\_



## Appendix D: 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, 2011].

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 E: Final Document Rubric

### FINAL DOCUMENT RUBRIC

Final Doc. Components	Outcome Criteria	Level 1: Below Expectations	Level 2: Meets Expectations	Level 3: Exceeds Expectations
<b>Research Question</b>	<i>Critical &amp; 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
<b>Data Collection &amp; Presentation</b>	<i>Critical &amp; Creative Thinking Outcome, Social &amp; 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
<b>Data Classification and Analysis</b>	<i>Critical &amp; 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
<b>Conclusion and Recommendations (Synthesis)</b>	<i>Critical &amp; 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
<b>Format: Writing/ Documentation</b>	<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		
<b>Relevance*</b>	<i>Ethical &amp; 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
<b>Relevance*</b>	<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 the final document advisor.

## Appendix F: Graduation Teleconference Rubric

### GRADUATION TELECONFERENCE RUBRIC

Level	Outcomes/Competencies
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<p><b>Communication:</b> <i>Express and interpret ideas clearly, using a variety of written, oral, and/or visual forms.</i></p> <p>a. Construct coherent and organized written documentation using standard English.</p> <p>b. Analyze, critique, and synthesize scholarly literature in the field.</p> <p>c. Critically reflect on experience related to acquired knowledge.</p> <p>d. Consistently document sources using appropriate academic citation style.</p>
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<p><b>Critical and Creative Thinking:</b> <i>Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.</i></p> <p>a. Critically interpret and evaluate research results applicable to the student's field of study.</p> <p>b. Formulate and defend a scholarly analysis of a range of resources.</p> <p>c. Using critical inquiry, explain theory and how it intersects with praxis in student's field of study.</p>
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<p><b>Ethical and Social Responsibility:</b> <i>Express ethical and social implications in one's social, professional, artistic, and/or scholarly practice.</i></p> <p>a. Examine the ethical implications of one's own focus of study and relate those implications to the larger world.</p> <p>b. Explain the social implications of one's own focus of study and relate those implications to the larger world.</p>
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<p><b>Social and Global Perspectives:</b> <i>Articulate a perspective on power in the world and one's own place in the global community.</i></p> <p>Examine the contributions of diverse peoples and cultures in the field of study.</p>

## Appendix G: Program Calendar, 2011-2012

Fall/Winter Term: October, 2011–March, 2012 (2011-8D)

September 26-30	Orientation (new students only)
October 1	Fall/Winter term officially begins
October 3	Courses begin
November 21-25	Thanksgiving break
November 24-25	University offices closed
November 28	Courses resume
December 19-January 2	Winter break
December 23-January 2	University offices closed
January 3	Courses resume
January 16	Martin Luther King Day (University offices closed)
February 17	Courses end
March 31	Fall/Winter term officially ends

Spring/Summer Term: April–September, 2012 (2012-7D)

March 26-30	Orientation (new students only)
April 1	Spring/Summer term officially begins
April 2	Courses begin
May 28	Memorial Day (University offices closed)
May 28-June 1	Mid-term break
June 4	Courses resume
July 2-6	Independence Day break
July 4	University offices closed
July 9	Courses resume
August 10	Courses end
September 3	Labor Day (University offices closed)
September 30	Spring/Summer term officially ends

\*Winter Term: January-March, 2012 (2012-8D/D1)

January 1	Winter term officially begins
January 3-7	Orientation
January 9	Courses begin
January 16	Martin Luther King Day (University offices closed)
March 30	Courses end
March 31	Winter term ends

\*Summer Term: July-September, 2012 (2012-7D/D2)

July 1	Summer term officially begins
July 2	Courses begin
July 4	Independence Day (University offices closed)
September 3	Labor Day (University offices closed)
September 21	Courses end
September 30	Summer term officially ends

*\* Beginning students only may enroll for this term. Courses offered are limited to MAP 5080 Elements of Scholarship (3 credits) and MAP 5090 Research Methods (3 credits).*

## Appendix H: Program Forms

Most forms specific to the Master of Arts Program Online are found on the university website and are interactive. These forms are listed below:

- Disabilities Disclosure Form  
<https://secure.myunion.edu/Forms/MAOnline/Disabilities.aspx>
- Drop/Add Form  
<https://secure.myunion.edu/Forms/MAOnline/DropAdd.aspx>
- Incomplete Grade Request Form  
<https://secure.myunion.edu/Forms/MAOnline/IncompleteGrade.aspx>
- Pre-Registration Form  
<https://secure.myunion.edu/Forms/PreRegistration/MAOnline.aspx>
- Registration Form  
<https://secure.myunion.edu/Forms/MAOnline/MAREgistration.aspx>
- Transfer Request Form (downloadable)  
<https://secure.myunion.edu/doc/FORM607.doc>

For a complete list of university forms, go to  
<https://secure.myunion.edu/Forms/Default.aspx>