



**Master of Education Online Degree
Program Handbook/Catalog**

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UNION INSTITUTE & UNIVERSITY

M.Ed. LEARNER HANDBOOK

The M.Ed. Learner Handbook is designed to guide learners in the administrative procedures and processes of the Master of Education degree program as they pertain to the program's online delivery option.. This manual also seeks to answer questions that are frequently asked by learners. Therefore, as a learner, you should read the Handbook carefully to become familiar with its content and discuss any questions you might have with a program representative. You should consult the Handbook regularly throughout your graduate program, particularly when you are unsure about policy or procedural matters and when you have to meet particular program requirements.

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.

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MESSAGE FROM THE DEAN

Dear Learners:

On behalf of the UI&U academic community, I want to welcome you to the online Master of Education program. Our university has a rich history in innovative academic practice for the adult learner and you are now beginning a journey that is meant to transform and enlighten you in your role of scholar / practitioner.

This handbook/catalog has been developed to serve as a guide as you matriculate into the online Master of Education program. This publication describes the program and its offerings, defines the procedures and requirements of the program, as well as other relevant information pertinent to your matriculation. In order to comprehend program curriculum, policies and procedures, and university academic expectations, each learner must have a working knowledge of this handbook. These rules, regulations, and appendices are approved under the authority of Union Institute & University's Board of Trustees and, therefore, constitute official university policy.

The online Master of Education is a learner-centered program. Your work with us will be socially relevant, enriching and professionally cogent. As such, program administrators and faculty strive to be responsive to your academic needs and individual goals. We ask you to accept responsibility for fulfilling the requirements of your degree program. We are here to facilitate and foster your academic success. Best wishes as you embark on this academic journey.

Sincerely,

Arlene Sacks, Ed.D.

Dean

UI&U MISSION, VISION, VALUES & PRINCIPLES

Our 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.

Our 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.

Our 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.

Scholar-Practitioner Model

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

Our 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.

MASTER OF EDUCATION PROGRAM MISSION STATEMENT

The Union Institute & University Master of Education program with locations in Florida and Vermont as well as online share a common mission statement and criteria for the M.Ed. degree.

The mission of this program is to foster the development of educational leaders who make meaningful, positive change within their communities and who are committed to life-long inquiry. Related to this mission, our goals are to prepare knowledgeable, thoughtful, and effective teachers, counselors, and administrators; to enliven, challenge, and strengthen practicing educators; to promote the development of educators who are leaders, inquirers, and reformers; to generate knowledge; and through all of these goals, to improve schools and communities.

To reach these goals, we are innovative in our approaches by providing more effective modes of learning and teaching within models that are accessible for adult learners. We offer avenues to inquiry that are meaningful, as they stem from the learner's own questions and address real problems and issues in the world. The program is designed for both educators seeking professional development in their own specific fields of study, and for individuals seeking licensure/certification in teaching, guidance and counseling, and administration.

PRINCIPLES AND PRACTICES OF THE M.ED. ONLINE PROGRAM

- We value *learner centered* education based on a view that effective teaching and learning work from the learner's context and towards the learner's goals. As such, the program provides for individually designed study in a close working relationship with a Program Director and Faculty Advisor.
- We value *problem-focused* learning. The program supports the learner's exploration of real problems, often in settings in which the learner is working, and provides for final products which may be useful in the learner's work in schools.
- We value *interdisciplinary study* which allows the learner to bring more lenses to bear on the issue at hand, to probe questions more fully, or to approach a problem more creatively than would examination of the problem through only one discipline.
- We value *our learners' understanding that education requires knowledge of, and respect for, individual differences and diversity* of race, class, gender, ethnicity, sexual orientation, modes of knowing and learning, and ability. Related to this view, we value highly *the critical examination of curriculum, pedagogy, and school organization* as these are embedded in a political, economic, and cultural context.
- We value *critical examination of both theory and practice as essential to effective leadership in education*. Educators should neither accept the ends and means of their work as given nor view their professional education as merely technical; rather they must examine critically their purposes and approaches in order to develop their own "professional identity" (Beyer et al., 1989) and to become agents of change and improvement in their setting.
- We value *critical inquiry in education that emphasizes both theory and practice as well as the integration of theory and practice*. We view a strong, rigorously researched knowledge base and ongoing reflection on one's practice to be essential to one's effectiveness as an educator and to school reform and organizational change. We should not, as schools of education have been known to do, lose sight of and involvement in actual practice for the sake of emphasis on theory; nor should we forsake theoretical inquiry as we examine problems in practice. Rather each is essential to and informs the other.
- Thus, we value and have designed programs that accommodate both *college-based and site-based study*, that support the learner in both theoretical inquiry and action research, and that provide for learners to come together in both settings.
- We value not only the importance of many roles to the complex enterprise of education but also *the ways in which these areas of inquiry and roles are necessarily related to one another*. Thus, we offer programs designed for teachers, administrators, counselors, and researchers and view the M.Ed. program's inclusion of this variety of fields, interests, and roles within education to be important to its mission.

- We value and will work to build *meaningful relationships with schools*. Through identifying and building on what each culture – the graduate college and the school – offers and attempts, we hope both to provide the learner with an enhanced learning environment and to engage in collaborative inquiry with the schools. Further, through, “professors and professionals” working together and through practitioners in schools teaching in the M.Ed. Program, we hope not only to strengthen the relationship between the graduate college and the school but also to acknowledge and tap the expertise of practitioners in the field.
- As we strive to generate knowledge and build understanding regarding the complex questions in education, we also aim to fulfill both the learners’ goals for learning and the university’s research goals for improvement.

UNIVERSITY OUTCOMES AND MASTER'S COMPETENCIES

In order to be awarded the Master of Education degree, a learner must demonstrate the following competencies:

University Outcome I: Communication - Express and interpret ideas clearly, using a variety of written, oral and/or visual forms.

Master's Competencies:

1. Analyze, critique, and synthesize scholarly literature in the field.
2. Construct coherent and organized written documentation using standard English.
3. Critically reflect on experience related to acquired knowledge.
4. Consistently document sources using appropriate APA citation style.

University Outcome II: Critical and Creative Thinking - Use multiple modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.

Master's Competencies:

1. Formulate and defend a scholarly analysis of a range of resources.
2. Critically interpret and evaluate research results applicable to the learner's field of study.
3. Using critical inquiry, explain theory and how it intersects with praxis in learner's field of study.

University Outcome III: Ethical and Social Responsibility - Express ethical & social implications in one's social, professional, artistic and/or scholarly practice.

Master's Competencies:

1. Examine the ethical implications of one's own focus of study, and relate those implications to the larger world.
2. Explain the social implications of one's own focus of study, and relate those implications to the larger world.

University Outcome IV: Social and Global Perspectives - Articulate a perspective in the world and one's own place in the global community.

Master's Competency:

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

Program Specific Outcomes:

Learners who successfully complete requirements for the M.Ed. program will be able to:

1. Access educational theory, ideas, and data from a variety of sources, including electronic; analyze this information critically; and use it effectively for the students' stated purposes.
2. Use a variety of research methods.
3. Identify a problem in educational practice, conduct appropriate action and library research into the problem, and pose practical solutions to the problem.
4. Work collaboratively with colleagues, students, and community members, and provide feedback to others.
5. Critique major debates in education philosophy, in pedagogy, and in education reform.
6. Describe key dimensions of individual differences among students and their implications for teaching, learning, and education environments.

THE M.ED. ONLINE PROGRAM STRUCTURE

Learners admitted into the Master of Education online program complete a minimum 36 semester credits on one year and take no longer than three years.

ADMISSION

- *Admission Criteria*

To be considered for admission, the applicant must demonstrate:

- completion of a regionally accredited baccalaureate degree
- readiness to participate in online instruction and become a member of an online community of inquiry,
- access to necessary tools such as the internet and email,
- competence in the use of information and communication technologies,
- competence in written communication skills,
- strong interest and clearly formed purposes in the field of education,
- potential to undertake graduate study successfully and to make a contribution to the field of education.

- *Admission Procedure*

To apply, the learner must submit:

- application,
- narrative essay,
- official transcript with the baccalaureate degree noted,
- GPA of 2.7 or above,
- two letters of reference from people who can comment on the applicant either academically or professionally (at least one reference must pertain to the applicant's accomplishment or potential as an educator).

MINIMUM/MAXIMUM PROGRAM LENGTH

The online Master of Education program is a one year, thirty-six (36) credit hour degree program. The maximum timeframe for the completion of the thirty-six credit hour program is three years. All transfer credits that are accepted toward the degree program are used to determine the remaining maximum timeframe. Full-time status is 9 semester hours for this program.

ACADEMIC CALENDAR AND TERM BASED PROGRAM

The M.Ed. Online program follows a trimester calendar. The twelve month academic year is divided into three sixteen-week semesters. There are two eight-week sessions within each sixteen week semester. There are two courses, 3 credits each, offered in both eight-week sessions each semester. Therefore, a total of twelve courses, thirty-six credit hours are completed in twelve months to complete the degree.

ACADEMIC PROGRAM REQUIREMENTS

CURRICULUM SEQUENCE

M.Ed. Online Curriculum Sequence
Course Number/Name
Semester I – Session I (8 weeks)
EDUO 501 Practice to Scholarship 3cr
EDUO 502 Technology & Learning 3cr
Semester I – Session II (8 weeks)
EDUO 503 Teaching Praxis & Social Change 3cr
EDUO 504 Research Methodology 3cr
Semester II – Session I (8 weeks)
EDUO 505 Art, Education, and Social Justice 3cr
EDUO 506 Social Justice for Teacher Leaders, Administrators, and Community Leaders 3cr
Semester II – Session II (8 weeks)
EDUO 507 Learning, Culture, and Curriculum 3cr
EDUO 508 Cognitive Development and Curriculum 3cr
Semester III – Session I (8 weeks)
EDUO 509 Differentiated Instruction and Distinguishing Learning Differences 3cr

EDUO 510 American Social Movements and Education 3cr	
Semester III – Session II (8 weeks)	
EDUO 511 Research as a Force for Social Change 3cr	
EDUO 512 E-Portfolio 3cr	
36cr	Total

TRANSFER CREDIT POLICY

Up to 6 graduate credits (the equivalent of two courses) from a regionally accredited institution are eligible to be reviewed by the Admissions Committee for approval of transfer. The transfer courses must have been completed in the past five years with an equivalent grade of “B” or above. These transfer credits must be specifically applicable to courses in the online M.Ed. program.

Transferability of credit to another institution is at the discretion of the accepting institution. It is the responsibility of the learner to determine if credits earned while enrolled at Union Institute & University will be accepted by another institution.

REGISTRATION

Online M.Ed. Program learners are required to register for both eight-week sessions prior to the beginning of each sixteen-week semester. Registration and billing authorization forms are sent to each learner at least one month before the start of the new term. This correspondence will include term and session timelines and course schedules for the new term of registration.

ACADEMIC YEAR REGISTRATION PERIOD

Fall Semester = August - December

Fall Session I = First 8 weeks August – October

Fall Session II = Second 8 weeks October- December

Winter Semester = January - April

Winter Session I = First 8 weeks January-February

Winter Session II = Second 8 weeks March-April

Spring / Summer Semester = May-August

Spring / Summer Session I = First 8 weeks May-June

Spring / Summer Session II = Second 8 weeks June-mid
August

Once registered, enrollment is presumed to be continuous 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 for.
2. Withdrawal – The learner has informed UI&U of intent to withdraw from the program. (See Withdrawal Policy) 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 of termination for cause. The causes of dismissal are academic or financial, meaning the learner has failed 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:

- RR – Registration form is received in the program office.
- PR – Registration is processed in the system, but the official term date has not begun. Active connections to university passwords and technology accounts begins.
- RA — Registered Active: Maintains active connections to university passwords and technology accounts.
- NR — Not Registered: Maintains active connections to university passwords and technology accounts.
- GI — Graduation in Progress.
- W — Withdrawn from program. Discontinues connection to university passwords and accounts. “WA” Administrative and Financial withdrawal are internal registration status codes. See Withdrawal Policies for reasons for withdrawal.
- WA – Administrative Withdrawal due to academic or financial or learner conduct issues. Discontinues connection to university passwords and accounts.
- EI - CEX 599 Course Extension
- G – Graduated

WITHDRAWAL POLICIES

WITHDRAWAL AND TUITION 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 verbal and sent directly to either any university office, program office, or communicated directly to the Registrar's Office. When a learner withdraws from the university prior to the end of a term, all incomplete courses for which the learner is currently registered at the time of withdrawal will be recorded as withdrawn on the learner's grade record. If the withdrawal is effective at the end of the term, the grade as supplied by the evaluating faculty for each course will be posted to the learner's grade record.

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 term. Learners who withdraw prior to the end of the term should refer to the current tuition policies statement for information about appropriate tuition refunds. Tuition is not prorated for coursework 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.

DROP/ADD POLICY

Learners can drop or add a course after registration by completing, signing, and processing the drop/add section of the Change of Status form. This serves as an addendum to the original registration form and becomes a part of the official registration record. Adding individual courses is permitted up to seven days after the term start date and requires the approval of the program director. Course drops are accepted until the end of the eight-week session. The effective date of a drop/add is either the date of postmark or the date the written request arrives at the university. Drop/adds can impact continuing financial aid eligibility, so learners should contact the Financial Aid Office immediately if they plan to drop below full-time status (below 9 credit hours per semester). Learners who drop below half-time status (below 4.5 term credit hours) should contact the Financial Aid Office if they are receiving loans. Dropping or adding

courses by the published deadline may alter the learner's tuition charges for the term in the following manner (See also Tuition Policies):

If the number of term credit hours added equals the number dropped there will be no change in tuition assessed. If the number of term credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full term. If the number of term credit hours dropped is greater than the number added, tuition will be assessed for the difference based upon the following refund schedule:

Schedule of Tuition Refunds for Dropped Courses or Withdrawal

Session

Week One	100%
Week Two	50%
Week Three	25%
Week Four	and thereafter 0%

There is no adjustment of tuition for a dropped course after the end or the third week of an eight-week session.

ADMINISTRATIVE WITHDRAWAL

Actions that lead to Administrative Withdrawal include, but are not limited to:

- Failure to meet financial obligations
- Failure to register for any given semester
- Failure to maintain Satisfactory Academic Progress

Learners will receive a letter confirming their administrative withdrawal and the grounds for this determination. Learners who are administratively withdrawn from the university are excluded from all university educational activities, functions and facilities. Learners who wish to be reinstated after they have been administratively withdrawn should follow the reinstatement procedures.

REINSTATEMENT

Learners who have been withdrawn for a period of 18 months or less may apply for reinstatement by letter to the dean. A clearance form will be sent by the graduate college to the business office. Both offices must indicate clearance before reinstatement can be processed for approval. A letter from the dean will be sent to the learner indicating the date and semester of reinstatement. A copy will be forwarded to the faculty advisor and to the registrar's office. The registrar's office will post date of re-entry. The date of re-entry is most commonly the first day of the new registration period. Learners who have been administratively withdrawn for a period greater than 18 months should follow the readmission procedures.

READMISSION

A learner who has been withdrawn from the M.Ed. Program at Union Institute & University for a period greater than 18 months is only readmitted by formal consideration and action by the Dean of Education. All readmitted learners will enter under the current academic and administrative policies at the time of readmission. It is learners' responsibility to stay informed and to adhere to all current policies. Before applying for readmission, learners must resolve all prior financial and administrative obligations. Learners must also contact the program director as soon as they intend to apply for readmission. Administrative processing will determine if learners have met all prior financial and administrative obligations, and is eligible to apply for readmission. The M.Ed. Program office will contact learners as soon as they are cleared to apply for readmission. Learners may then prepare the application for readmission. Learners who are approved for readmission will enter the program at the start of the next semester.

The application for readmission includes the following items:

- 1) A new application form (no admission fee will be charged);
- 2) A letter explaining the request for readmission;
- 3) A narrative that details the learner's professional and educational accomplishments while withdrawn from the program;
- 4) Transcripts originally submitted for admission, as well as transcripts for any academic work completed since withdrawal (original transcripts should be on file in the registrar's office if the date of withdrawal was less than five years prior); and
- 5) A recommendation from the learner's faculty advisor.

SERVICE MEMBERS

Reinstatement/readmission exceptions exist for service members whose service related commitments prevent being actively registered. In such circumstances, the service member may be reinstated if absent from enrollment for greater than 18 months. Service members re-enrolling to UI&U will maintain their class standing/hours earned when he/she last attended the university and program.

UNIVERSITY POLICIES

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

This is the link to numerous university policies and procedures applicable to learners, including policies on academic integrity; the university's alcohol and drug abuse policy and prevention program; policies and procedures related to the Americans with Disabilities Act; the Family Education Rights and Privacy Act (FERPA); use of gender neutral language; policies and procedures related to discriminatory and sexual harassment; the university closing policy, and many more. Because policies are subject to change without notice, learners are strongly encouraged to visit this Web page periodically.

INSTITUTIONAL REVIEW BOARD

For those masters learners who elect to undertake traditional research with human subjects (use of an experimental model) to be incorporated into their thesis, approval of the Institutional Review Board must be obtained. The Union Institute & University Institutional Review Board (IRB) must review and approve all research designs which involve human participants. Information on the IRB process is available at:

<http://www.myunion.edu/administration/offices/institutional-effectiveness/institutional-review-board/index.html>

PROGRAM POLICIES

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that all financial aid recipients make satisfactory academic progress (SAP) toward achieving a certificate or degree. This requirement applies to all terms of attendance, regardless of whether the learner received financial aid. Satisfactory academic progress is reviewed annually at the end of each academic year and is determined by both qualitative and quantitative components.

QUALITATIVE COMPONENT

The cumulative grade point average (CGPA) requirements to achieve satisfactory academic progress are as follows:

Number of Credit Hours Attempted	Minimum Cumulative GPA Requirement
0 – 18	2.5
19 and above	3.0

Transfer credits: Transfer credits are not calculated in the GPA but are counted to determine the remaining maximum timeframe.

Repeated courses: Credit hours for a repeated course are included in earned credit hours and the GPA divisor only once, and the quality points associated with only the higher grade is included in the GPA numerator. *Note: credit hours for financial aid enrollment status may only include the first time a course is repeated.*

QUANTITATIVE COMPONENT

Maximum timeframe: The Online Master of Education program is a one-year, 36-credit hour degree program. However the maximum timeframe for completion is three years.

Transfer credit: All transfer credits that are accepted toward the degree program are used to determine the remaining maximum timeframe. The remaining time-frame is determined by

subtracting the accepted transfer credits from the 36-credit hour program length; deriving the percentage of credit hours that remain (credit hours that remain divided by 36); multiplied by the maximum timeframe of three years for the 36-credit hour program.

Minimum credit hour completion requirements: In order to complete the program in the maximum timeframe, a learner must earn the following minimum credit hours by the end of each academic year:

36 Credit hour program

Year 1: 12 credit hours

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

Dropped/withdrawn courses: Credit hours for dropped or withdraw 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 attempted credit hours.

FINANCIAL AID PROBATION

Learners who do not meet the requirements of the satisfactory academic progress qualitative and quantitative components by the end of the academic year will automatically be placed on financial aid probation for the following term. A learner remains eligible for financial aid during a probationary term. A learner placed on financial aid probation will be notified in writing by the financial aid office of status and the requirements to prevent termination of financial aid eligibility. Financial aid for terms subsequent to the probation term is placed on hold until the learner's eligibility status can be determined based on final grades/ratings, which must be posted to the learner's official university transcript for the probationary period.

- 1) A learner who is making satisfactory academic progress by the end of the probation term will be removed from financial aid probation.
- 2) A learner is who is not making satisfactory academic progress by the end of the probation term **but who has met the requirements** for the probation term as set forth in writing to the learner by the financial aid office, will be continued on financial aid probation and remain eligible for financial aid on a term by term basis in accordance with the financial aid probation procedure.

FINANCIAL AID TERMINATION

Financial aid will be terminated for a learner who is not making satisfactory academic progress and who has not met the requirements for the probation term as set forth in writing to the learner by the financial aid office. The financial aid office will notify a learner in writing if financial aid eligibility is terminated. All grades for the probation term must be recorded on the learner's official university transcript in order for this determination to be made. A learner may appeal financial aid termination to the financial aid office.

FINANCIAL AID TERMINATION APPEAL

Learners who believe they have mitigating circumstances that contributed to their not making satisfactory academic progress may appeal the termination of their financial aid eligibility. Appeals must be in writing and should be submitted to the financial aid office within 20 days of the date of the written notice of termination. Written appeals should include a description of the mitigating circumstances, which must be of a personal nature. Learners should also submit appropriate documentation to support their appeal. The financial aid office may request additional information and/or documentation to verify the circumstances of the learner's appeal. ***Learners are not eligible for financial aid during the appeal process.***

The financial aid office will consider all written appeals and render a decision in writing to the learner within 20 days of receipt of the learner's appeal with all requested supporting documentation. Possible decisions resulting from the appeal are restoration of financial aid eligibility and the granting of an additional probation term(s) or confirmation of financial aid termination. When financial aid eligibility is restored, it is generally made retroactive to the beginning of the applicable term in which financial aid was terminated. Any conditions for the restoration of financial aid eligibility will be stipulated in writing to the learner by the financial aid office.

SPECIAL REVIEW AND ACADEMIC DISMISSAL

To remain in satisfactory academic standing, the M.Ed. program requires a cumulative GPA of 2.50 for learners who have earned less than 19 credit hours and 3.0 for learners who have earned 19 or more credit hours. See the Satisfactory Academic Progress Policy for the relationship between GPA and Academic Probation. Special Reviews indicate that a learner is at risk of not successfully completing the program. Special Reviews may be initiated at any time by a faculty member or university administrator through written communication with the learner. Learners will receive notice that they will be subject to a Special Review that will be initiated 30 days after notification of the following circumstances:

- The learner is placed on academic probation.
- The learner has received a second grade of C, which may put the learner at risk for academic dismissal if the GPA falls below 2.5.
- The results of the portfolio reviews are not satisfactory.
- The learner has violated program and/or institutional policies, such as not attending a residency event.
- The learner commits a breach of the academic integrity policy or learner code of conduct.

SPECIAL REVIEW PROCESS

The program director will form a special review committee of three university faculty members appropriate to the concern to be reviewed and will provide the committee with documentation pertinent to the issue to be considered. Special review can result in academic dismissal. The Special Review Committee will make a written recommendation to the dean of education. In cases where the committee has recommended academic dismissal, the dean and the university provost will be consulted.

GRADING POLICIES

Evaluation and grading are an integral part of the learning process. The syllabus for each course specifies the learning documentation, and its associated weight, to be completed for evaluation. The adjunct faculty use a Course Proficiency Form to evaluate the required documentation to determine the extent to which proficiency is met and to assign a final grade. Evaluations of completed studies result in the assignment of a letter grade **A, B, C**, or **U**.

All registered learning activities will receive one of the following grade codes at the conclusion of each eight-week session.. The following grade summary provides definitions for each grade that may be found in a learner's registration record.

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

Grade Criteria

A Academic work reflects: Impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking.

4.0 Quality Points

B Academic work reflects: Accurate grasp of major concepts, theories, and prevailing knowledge; evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments.

3.0 Quality Points

C Academic work reflects: Adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors.

2.0 Quality Points

- U Academic work reflects: Insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the masters level. If a learner is unable to complete 60% of the academic work in a seminar, the learner will receive a U grade.

0.00 Quality Points

- I Academic work reflects: Substantial completion (at least 60%) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. In addition, the adjunct must verify that the learner has maintained communication during the semester. Learners must initiate a request in writing for an Incomplete grade with their adjunct and the program director. Learners have an additional 30 days (1) month to submit final documentation to their adjunct professor. Upon the final evaluation of the adjunct, I grades will be converted to final grades, even if the learner withdraws the I extension term. If the learner has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the Registrar when an activity previously graded as incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the "I" grade until it is converted to the final grade.

0.00 Quality Points and does not calculate into the GPA

- W Academic work reflects: The learner has withdrawn from the program (either officially or unofficially) at a time when learning activities remain open. The "W" grade is also posted to indicate term registration that is dropped.

0.00 Quality Points and does not calculate into the GPA

The grade point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit.

COMPLETED LEARNING

Academic work completed must be evaluated, graded and recorded by the end of the semester by utilizing the Course Proficiency Form. The instructor reviews and evaluates the academic work to determine that the learner has satisfactorily completed the requirements for the learning activity. Faculty submit all Course Proficiency Forms to the program director.

ATTENDANCE & 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 “Never Engaged/No Show” 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.

COMPLETED LEARNING

Academic work completed must be evaluated, graded and recorded by the end of the semester on the Course Proficiency Form. The instructor reviews and evaluates the academic work to determine that the learner has satisfactorily completed the requirements for the learning activity. Faculty submit all Course Proficiency Forms to the program director.

ACADEMIC APPEALS

An academic appeal relates to disagreement concerning academic issues (e.g., evaluation, grading, advising). Issues related to sexual harassment and discrimination are handled through Grievance and Appeals procedures. Appeals concerning academic issues should follow the procedure described below.

Step 1: When learners question an academic decision, they must first discuss the matter with the faculty member as an informal complaint. Only if the result of that discussion is unsatisfactory should a formal academic appeal be pursued. Learners have a 30-day limit after the end of each semester to initiate step 1 of the Academic Appeal process.

Step 2: If the complaint is not mutually resolved, learners may file a written appeal to the M.Ed. program director. Following the completion of step 1, learners have another 30 days to initiate step 2 of the Academic Appeal process. The appeal must describe the problem, summarize the circumstances surrounding it, and indicate what has already been done to resolve it. The faculty member is to be given a copy of the appeal and must respond to the M.Ed. program director in writing. The M.Ed. program director will convene an academic appeal committee (composed of 3 faculty) who will review the allegation and all other relevant material. The academic appeal committee must maintain confidentiality concerning all information related to the appeal, and must submit their findings to the M.Ed. program director within 15 days of receipt of all information. The learner will receive a response from the M.Ed. program director no later than 15 days after the recommendation of the academic appeal committee. With the agreement of both parties, the time limits can be extended.

Learners are expected to continue enrollment during the academic appeal process. Learners may withdraw the appeal/or stop the appeal process at any time by making a written request to the M.Ed. Program Director.

COMPLAINTS AND APPEALS

Learners who are dissatisfied with the resolution of an academic appeal may institute a formal complaint at the institutional level. Learners with concerns about issues related to sexual harassment or discrimination may also initiate a complaint. Visit the university policies Web page for policies and procedures for academic and non-academic complaints and appeals: <http://www.myunion.edu/about/university-policies/index.html>

EXCEPTIONS TO ACADEMIC POLICY

Exceptions to academic policy may be submitted to the M.Ed. program director through the use of a Waiver Petition form. Waivers will be reviewed by the dean on a case-by-case basis.

TUITION

<http://www.myunion.edu/admissions/cost.html>

Semester tuition is due on the first day of each new term. The Tuition and Registration Policies for each program are published annually on the web. Payment may be made by check, written credit card authorization, or online credit card payment through CampusWeb (<http://www.myunion.edu/Login.html>). 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 semester. 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 semester if the balance from a previous semester 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. Balances unpaid at the time of leaving UI&U 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.

CREDIT BALANCES

Credit balances created by federal or state financial aid funds will be automatically refunded to the learner. Credit balances created by funds other than federal or state financial aid funds will not be automatically refunded to the learner. Please 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.

PAYMENT PLANS

1. Term Payment. Tuition payment is due on the first day of the new semester according to the learner's date of matriculation. Payment may be made by check, credit card, or financial aid eligibility.
2. Deferred Payment Option. A learner may elect at the time of registration a deferred payment option that spreads the payments over the six months of the semester. The deferred payment option is the only option for delayed payment without special arrangements with the Business Office.

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

Application Fees – The Graduate College requires payment of a non-refundable application fee and a transcript fee.

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

VETERAN'S EDUCATION

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 Ohio, or the Learner Services Coordinator at the Vermont, Florida, or California Academic Centers. Union Institute & University is a Servicemembers Opportunity College (SOC); graduate program learners may also be eligible to participate in the Yellow Ribbon program for veterans and their families. The toll free number for DVA or SOC information is 1-800-368-5622. More information about UI&U programs for military veterans can be found at <http://www.myunion.edu/admissions/veterans-affairs/index.html>

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 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 web site. Federal aid recipients who withdraw prior to the completion of 60 percent of the current semester are subject to a federal aid refund (also called a Title IV refund calculation), which can impact the amount of aid a student can retain upon withdrawing from UI&U. In addition, a decrease in a 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 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 your 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>

DIPLOMAS AND TRANSCRIPTS

Diplomas and transcripts are issued to graduates from the University Registrar's Office. Refer to the diploma policies and procedures on the UI&U website at <http://www.myunion.edu/administration/offices/registrar/diplomas.html>

Upon graduation, two final official transcripts are prepared for each learner. Learners are provided one complimentary official copy and one student 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. The transcript request form is available on CampusWeb at <http://www.myunion.edu/administration/offices/registrar/transcripts.html>

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

COMMENCEMENT

(participation in the graduation ceremony)

Commencement in Cincinnati typically occurs annually in early fall. Participation in the commencement ceremony is contingent upon graduation approval no less than 11 weeks prior to the commencement date. Those learners who do not meet the 11-week minimum are welcome to attend commencement the following year. Learners who are eligible to participate in commencement will receive information in advance. Academic regalia may be ordered at that time. Need link

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. Registered learners may access ReadyMinds services through the university's Web site at no additional charge. ReadyMinds provides one-on-one service from counselors certified by the National Board of Certified Counselors. Each counseling "session" has five components:

- 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.
- An assigned career counselor.

- Telephone counseling session or sessions.
- A summary report from the counselor to the learner that will suggest resources for moving forward with career planning.
- E-mail access to the counselor for up to six months to allow for extended discussion and questions and answers.

THE ALUMNI ASSOCIATION

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.

For further information:

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

TECHNOLOGY AND LEARNER SERVICES

INFORMATION TECHNOLOGY

The Department of Information Technology (IT) provides a single point of contact for all technical support needs at Union Institute & University. The Help Desk is available to all learners, faculty and staff who need technical support. The Infrastructure team provides technical services for Union computers, the university network and servers. The Development team manages Union's Jenzabar Learner Information System as well as other custom development. The Instructional Design team works with the faculty to develop online courses.

CONTACTING INFORMATION TECHNOLOGY

Phone: Monday-Thursday, 8:00 a.m. to 8:00 p.m. EST

Friday, 8:00am to 4:00 p.m. EST

Please check the IT Web site for the most current hours.

888-85-UNION (locally, 513-487-1137)

Email: help@myunion.edu

Web: <http://www.myunion.edu/IT>

UI&U MINIMUM COMPUTER PROFICIENCY/LITERACY

Learners who attend Union Institute & University's degree programs are expected to have a basic working knowledge of computers, including the following minimum skills:

Basic Knowledge of Computers and Standard Productivity Software

- Understand the concept and basic functions of a Windows operating system.
- Save to disks, find files, create directories, and run/execute programs on a Windows XP (or Mac OS 10) or newer system.
- Copy and paste text and images.
- Create, edit, and save a document using word processing software.
- Install and remove application programs.
- Upload and download software and files.

Information Retrieval Skills

- A working knowledge of the World Wide Web and its functions, including searching, surfing, and installing and upgrading a Web browser.

Electronic Communication Skills

- Use of e-mail, listservs, and bulletin boards.
- Proper "netiquette"

Technology documentation and training is available online through the IT Web site. Among the topics available are the use of e-mail, CampusWeb, web video and audio conferencing, and online courses.

UI&U MINIMUM COMPUTER REQUIREMENTS

Learners at UI&U must meet minimum computer hardware requirements for their home computers to receive support from Information Technology. These requirements are reviewed annually, and updates are posted on the IT Web site. Learners should review the requirements prior to each academic term. As of July 2009, the minimum requirements are as follows:

Windows Computers

- Operating System(s): Windows XP or Vista
- Internet Browser(s): Internet Explorer 6 or 7
- Office Software: Microsoft Office XP, 2003 or 2007, or OpenOffice.org 3 (if saving in Microsoft Office compatible formats)

Apple Computers

- Operating Systems(s): Mac OS 10 (also called Mac OS X)
- Internet Browser(s): Firefox 2 or 3
- Office Software: Microsoft Office X, 2004 or 2008, or OpenOffice.org 3 (if saving in Microsoft Office compatible formats)

The following computers and software are specifically NOT supported.

- Any computers (Apple or for Windows) built prior to March 2001 (this pre-dates Windows XP and Mac OS X)
- Any Windows OS prior to XP
- Any Mac OS prior to Mac OS X (version 10)

E-MAIL FOR LEARNERS

Learners at UI&U are issued UI&U e-mail accounts at the time of registration. UI&U e-mail addresses for learners end with “@email.myunion.edu” and may be used as long as a person is an active learner or graduate of UI&U. These accounts are available via a partnership with Microsoft, and include additional services, including online file storage. UI&U e-mail addresses are the official means of communication with learners, so learners are required to check their UI&U e-mail on a regular basis. Learner e-mail may be accessed at <http://webmail.myunion.edu>.

UNION ID#

All new learners are issued a Union ID# when they register at UI&U. At the point of registration, an overnight process will send an e-mail to the learner’s personal e-mail address. The e-mail will contain their Union ID#, e-mail address and password information. A letter will also be mailed to

the learner's home address with the same information. This information is used to log into all UI&U technology resources.

CAMPUSWEB – STUDENT INFORMATION SYSTEM PORTAL

CampusWeb is a Web portal to the Student Information System (SIS). The portal gives learners the ability to view grades, registered courses, account balances (and the option to make payments), print ID cards, and more. CampusWeb is offline each morning from 3 am to 6 am Eastern time due to backups and batch processing. Learners should use their Union ID# and password to log in to the portal. CampusWeb may be accessed at <http://campusweb.tui.edu>.

WWW.MYUNION.EDU

The UI&U Web site is available 24/7 with a wealth of information about all aspects of the university. The site features information about every program and department, as well as links to all technology resources (such as Web mail, CampusWeb, the Library research databases, etc.). The site also offers links to download university forms, and look up e-mail addresses and phone numbers of all faculty and staff.

UI&U LEARNER ID CARD

As a currently enrolled learner, you may access and print your UI&U ID card from CampusWeb. Access CampusWeb by logging in with your Union ID#, then, click the My Profile tab. Under Personal Information, you will find the ID Card link. After clicking the link, you will be able to print your ID card. Detailed printing instructions are provided on the page.

AUDIO AND VIDEO CONFERENCING

UI&U uses both audio and video conferencing to enhance communication between learners and faculty. Video conferencing technology incorporates the use of the Internet by sharing information via Web cameras and desktop sharing, as well as chats and file sharing. Instructions for using the current conferencing technology can be found at the IT Web site.

ECOLLEGE ONLINE COURSES

UI&U provides online courses for many learners through a partnership with eCollege, a premier online learning management system company. Learners may log into their eCollege account by using their Union ID# and password. Within eCollege, there are tutorials and orientation guides for learners to become familiar with the system.

FORMS

Once logged into MyUnion, you can access nearly all of the forms used by the institution and your particular program. Use the filtering options at the top to narrow the list of forms to your program, including particular keywords. If you are not able to find a particular form, contact the Program Director for more information.

LIBRARY SERVICES

Gary Memorial Library houses collections of approximately 45,000 bound and 35,000 electronic/online books. It also provides 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. The 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. 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 an online catalog, the library offers 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 the university curriculum.

CONTACT INFORMATION

- Internet homepage: www.myunion.edu/library
- General inquiries, including reference questions, document delivery and circulation requests: email: 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

UNION INSTITUTE & UNIVERSITY
ONLINE MASTERS IN EDUCATION PROGRAM
COURSE DESCRIPTIONS

Course Numbering: Courses numbered 500-699 are master's level credit and are no open to undergraduate learners.

EDUO 501 ~ Practice to Scholarship (3 semester credit hours)

The initial course provides learning experiences regarding online community culture, philosophy and writing components, case-based problem solving, critical thinking, and reflective experiences using examples modeling National Board of Professional Teaching Standards (NBPTS). Discussions will encourage how to utilize the Internet to: 1) build a community of learners, and 2) incorporate learning processes that consider individual learning styles. Additionally, a focus will be on conceptions of social justice and viewing the teacher as a leader. Finally, this course will include an introduction of the e-portfolio process as both a repository and a developmental learning tool.

EDUO 502 ~ Technology & Learning (3 semester credit hours)

Exposure to technology and its integration in all phases of instruction with special attention to realistic application in the classroom. Emphasis focuses on curriculum and technology and its role in creating and building inclusive learning online communities. Additional emphasis is placed on the role of Social networking and other Web 2.0 applications in the promotion of social justice.

EDUO 503 ~ Teaching Praxis and Social Change (3 semester credit hours)

This course provides students the opportunity to analyze change in existing paradigms of social justice, exploring the interplay of the classroom, the larger school community, and the wider society. Students will reflect upon their own existing practice within the context of change, and how education itself is a process of change. The student will undertake both a journey inward toward a more coherent understanding of social justice, and a journey outward toward the potential for enhancing teaching and the community by incorporating social justice concepts. Emphasis will be on such questions as what is social justice, why should we pursue it, what does it encompass, and how various teaching strategies address social justice education.

This course parallels FL M.Ed. course EDU 510 ~ Trends and Issues in Educational Practice, and VT M.Ed. course MED 523 ~ Critical Theory in Education: Social Political and Economic Issues in Schools.

EDUO 504 ~ Research Methodology (3 semester credit hours)

Directed reading, reports, and discussions of the current literature in the field of education, a critical analysis of research techniques, terminology and methodologies. Focus upon using

differentiating types of research, together with the steps necessary to the solution of research problems in the field. This course explores the perspective that questions should drive the research rather than the research driving the questions.

This course parallels FL M.Ed. course EDU 512 ~ Research Methods, and VT M.Ed. course MED 528 ~ Research Institute.

EDUO 505 ~ Art, Education and Social Justice (3 semester credit hours)

This course explores approaches to the analysis and study of social justice (including visual and cognitive analysis) as a focus, with an attention to the understanding of social justice issues as it affects and impacts educational issues. Issues presented for analysis, study, reflection, and ultimately social action will include poverty, cultural diversity, race and identity politics, gender equity, immigration, urbanization, affirmative action, income distribution, free speech vs. hate speech, and globalization. In any work of art, often simultaneous and conflicting views of social justice are presented in order to suggest (on the part of the artist) a form of social praxis which often serves as a vehicle for social change. Learners will engage in the study of alternative approaches to the systematic analysis of social justice ideas and consider the implications of the various views for the field of education.

This course parallels VT M.Ed. seminar ~ Ethics in Education

EDUO 506 ~ Social Justice for Teacher Leaders, Administrators, and Community Leaders (3 semester credit hours)

The traditional role of the school as the heart of community life and organization will be examined, and how that role has gained renewed importance. This course focuses on effective strategies for leading and managing current challenges in educational and community settings. Federal/local mandates and policies, and analysis of social, political, and economic environments, will be examined in the framework of constructive social action and ethical decision-making. The values, vision, and mission of the school setting also will be enhanced through the Interstate School Leader Licensure Consortium (ISLLC) standards which will provide additional conceptualization and structure for teacher leaders and education administrators. Collaborative and inclusive models of sustained leadership, and case studies from diverse school and community venues, will be emphasized.

This course parallels FL M.Ed. course EDL 520 ~ Educational Leadership, and VT M.Ed. course MED 559 ~ Educational Leadership.

EDUO 507 ~ Learning, Culture and Curriculum (3 semester credit hours)

While most public systems assume a universal context for key concepts such as assessment, curriculum, pedagogy many researchers say we should question these assumptions as education has many different meanings across the cultural spectrum. This course will examine key educational concepts such as curriculum, assessment, cognition, pedagogy and other areas for the diversity of their interpretations across cultures and communities. Particular attention will be

paid to areas of conflict where the child's cultural context impacts school performance and learning. Students will analyze and synthesize pedagogy and curriculum development, and design meaningful assessment activities focusing on diverse student populations. A focus will include cognitive development and its application to learning styles (i.e., multiple intelligence), as well as motivation. Journals will be kept in order to provide connections between readings and classroom observations.

This course parallels FL M.Ed. course EDU 511 ~ Teaching Curriculum and Change, and VT M.Ed. course MED 503 ~ Curriculum, Instruction, and Assessment.

EDUO 508 ~ Cognitive Development and Curriculum (3 semester credit hours)

In this course, we will be introduced to the study of cognition--including topics such as perception, attention, memory, categorization, language and consciousness. In particular, we will link these topics to our understanding of visual cognitive analysis--that is, how do we interpret the visual field in the ways in which we do and to what end? Finally, we will connect these strategies to key educational concepts such as curriculum, assessment, pedagogy, and other diverse areas that contextualize our culture and our communities. We will consider how thought processes are organized and how they affect our everyday behavior.

This course parallels FL M.Ed. course EDU 550 ~ Cognitive Psychology and Methods of Teaching and Learning.

EDUO 509 ~ Differentiated Instruction & Distinguishing Learning Differences (3 semester credit hours)

This course focuses on remediating cultural and individual learning differences in the classroom. Students will differentiate components of the learning process through curriculum, learning styles and preferences, and evidentiary pieces of assessment in order to support better instructional practices. Additional focus will be on creating effective learning environments where respecting differences are modeled through integrating differentiation strategies into instruction. Examples of interventions which accommodate learning differences will be RIR and RTI; curriculum modifications will focus on UDL.

This course parallels VT M.Ed. course MED 556 ~ Differentiated Instruction.

EDUO 510 ~ American Social Movements and Education (3 semester credit hours)

This course offers an historical survey of the integration of social justice and change concepts in major American social movements. The focus will be on thinkers and leaders who have emphasized education as a key institution in creating change. The genesis and development of these various schools of thought, including the influence of significant international thinkers and comparison to contemporary movements in other countries, will be addressed. An examination of how these movements have "won or lost," what role they have played in actual reform, and how they have continued to evolve, or not, in present form are integral to the course.

EDUO 511 ~ Research as a Force for Social Change (3 semester credit hours)

This course involves a research project designed by the learner in his/her own professional environment to foster the experiential component advocated by NBPTS as significant to the assessment process.

EDUO 512 ~ E – Portfolio (3 semester credit hours)

The Electronic Portfolio will be presented as the program's culminating experience. The e-portfolio will allow the learner to reflect upon the spectrum of coursework completed throughout the program. Pre-selected documentation from each course will be used as evidence demonstrating the learner's mastery of the University outcomes and competencies, the core propositions statements from NBPTS, as well as the development of one's own conception of social justice. The e-portfolio is a capstone document marking the learner's success in the program.

This course parallels FL M.Ed. course PORT 599 ~ Capstone Portfolio.

APPENDICES

THE MEANING OF ACCREDITATION

In the United States, schools and colleges voluntarily seek accreditation from nongovernmental bodies. There are two types of educational accreditation: institutional and specialized. In addition to accreditation, schools must also obtain approval to operate from the state(s) in which they are located. For information about what accreditation means, the different types of accreditation, and how accreditation differs from state authorizations:

<http://www.myunion.edu/about/accreditation.html>

FIVE CORE PROPOSITIONS

National Board for Professional Teaching Standards

“The following five core propositions form the foundation and frame for the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers.” (NBCT) The following propositions reflect the board’s vision for accomplished teaching practice.

1. Teachers are committed to students and learning.

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

2. Teachers know the subjects they teach and how to teach those subjects to students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

3. Teachers are responsible for managing and monitoring student learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

4. Teachers think systematically about their practice and learn from experience.

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

5. Teachers are members of learning communities.

- NBCTs collaborate with others to improve student learning.

- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

ACADEMIC PROBATION POLICY – CONTRACT OF STUDY*Contract of Study:*

I understand that I have been placed on academic probation. Because of this designation, I agree to the following:

- 1) An initial meeting with the program director or faculty advisor to address any areas of academic need;
- 2) A bi-weekly email communication initiated by the learner to the program director delineating progress in course work; and
- 3) Submission of draft work to the program director prior to final submission to the evaluating adjunct professor.

Signature

Date