



UNION INSTITUTE & UNIVERSITY

MASTER OF EDUCATION PROGRAM

VERMONT ACADEMIC CENTER

LEARNER HANDBOOK/CATALOG

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**UNION INSTITUTE & UNIVERSITY
GRADUATE COLLEGE
VERMONT M.Ed. LEARNER HANDBOOK/CATALOG**

The M.Ed. Learner Handbook/Catalog is designed to guide learners in the administrative procedures and processes of the Master of Education degree program as they pertain to the Vermont site. 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 CORE FACULTY



VERMONT MASTER OF EDUCATION PROGRAM

Dear Learners,

The core faculty of the Vermont-based Master of Education Program welcomes new and returning learners to the program. We look forward to our work together towards a better world through educational efforts.

We encourage you to connect with our learning community and to maintain those connections during and after your program, for the M.Ed. Program is more than preparation for teaching or an opportunity for professional development—it is a community of educators held together by a common vision:

The M.Ed. Program seeks to be a culture of inquiry, a center for renewal, and a community of learners. Through thinking critically about issues that matter, reflecting on practice, engaging in meaningful dialogue, working collaboratively, and exploring questions of personal concern and social significance, our goals are to foster the development of educators who are inquirers, reformers, and leaders; to advance theory and practice in education; and to promote real school reform—all, to help us to create a better world.

We look forward to our work with you and encourage you to get to know all of the faculty and staff of the Vermont M.Ed. Program.

Sincerely,

The Vermont M.Ed. Core Faculty
Connie Krosney, Chair
Susan Baker
Ben Williams

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

The mission of the M.Ed. 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 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 M.Ed. Program is aimed both at educators seeking professional development in their own specific fields of study, and at individuals seeking licensure in teaching, school counseling, and administration (including both entry level and second endorsements).

PRINCIPLES AND PRACTICES OF THE M.Ed. PROGRAM

The M.Ed. Program is *learner centered*: it is based on a view that effective teaching and learning work from the learner's context and towards the learner's goals. As such, the M.Ed. Program provides for individually designed study in a close working relationship with a faculty advisor.

The M.Ed. Program is *problem focused* in that it supports the learner's exploration of real problems, often in settings in which the learner is working, and provides for final products that may be useful in the learner's work in schools.

We value *interdisciplinary study* when such study 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 believe that education for all learners 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 political, economic, and cultural contexts.

Thus, *critical examination of both theory and practice is 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 and to become agents of change and improvement in their settings.

It is in community that people can come together to learn, exchange ideas, support one another, bridge gaps, and make meaningful connections. Thus we place strong emphasis on community, both in how our program functions and in what our program offers so that learners may gain understanding and skill in building community in their settings.

Key to the M.Ed. Program and to critical inquiry in education is our *emphasis on both theory and practice and on 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 will not lose sight of and involvement in actual practice for the sake of emphasis on theory; nor will 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 a program of study that accommodates both *college-based and site-based study*, that supports the learner in both theoretical inquiry and action research, and that provides for learners to come together in both settings.

We recognize 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 a program aimed at 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.

Also related to this emphasis, we value and will work to build *meaningful relationships with schools*. Through identifying and building on what each culture—the University 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 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 university and the school but also to acknowledge and tap the expertise of practitioners in the field.

In this context, *our aims include not solely the individual learner's goals for learning and development but also the organization's research goals and initiatives toward improvement* as we strive to generate knowledge and build understanding regarding complex questions in education.

THEME

The theme of the Master of Education Program is “Critical Inquiry in Education: Making a Difference.” In this theme, we are referring to critical inquiry as it implies thoughtful examination of both theory and practice, as it suggests ongoing analysis, questioning, and evaluation of current thinking, assumptions, structures, and practices, and as it fosters innovative ideas as we work toward more effective educational practice in our society and toward making a positive difference in learners' lives.

UNIVERSITY OUTCOMES AND MASTER'S COMPETENCIES

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

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

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.

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

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.

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

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.

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

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

Program Specific Competencies:

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; to analyze this information critically; and to use it effectively for the learners' stated purposes.
2. Apply knowledge of a variety of research methods.
3. Identify a problem in educational practice, to conduct appropriate action and library research into the problem, and to pose practical solutions to the problem.
4. Work collaboratively with colleagues, learners, and community members, including providing feedback to others.
5. Critique major debates in education philosophy, in pedagogy, and in education reform.
6. Examine underlying assumptions, motivations, and purposes of academic sources consulted.
7. Describe key dimensions of individual differences among learners and their implications for teaching, learning, and education environments.

PROGRAM-SPECIFIC ACCREDITATION AND VERMONT

EDUCATOR LICENSURE

The Vermont Master of Education Program is approved by the Vermont Department of Education's Results Oriented Program Approval (ROPA) process to recommend candidates for licensure. For more information, see the Department of Education's list of programs approved for preparation of educators:

http://education.vermont.gov/new/html/licensing/approved_teacher_prep.html

Specifically, the M.Ed. Program is approved to recommend for Vermont Educator Licensure with endorsement in:

Teaching:

- Art
- Early Childhood
- Elementary Education
- English
- Math
- Middle Grades
- Science
- Social Studies
- Special Education

Administration:

- Principal

School Counseling:

- School Counseling

AFFILIATION AGREEMENTS

The Vermont-based M.Ed. Program maintains affiliation agreements with the organizations described below.

ADDISON-RUTLAND CONSORTIUM

In collaboration with curriculum supervisors from four school districts across Addison and Rutland Counties, the core faculty offers the M.Ed. with concentration in Curriculum & Instruction to a cohort of licensed teachers seeking professional development. Coursework is taught in local school facilities and focuses not only on general theory and practice but also on specific issues of concern in the region. At least once each term the Addison-Rutland Consortium M.Ed. liaison convenes meetings of an advisory council, including the curriculum supervisors and two learner representatives, to consider questions and issues that arise over time among cohort members.

COURAGE AND RENEWAL

The M.Ed. Program serves as the institutional host to the Vermont Chapter of Courage to Teach. Learners are invited to apply to join the Courage to Teach retreat cycle and/or to enroll in our graduate course, “The Heart of a Teacher,” offered periodically. To accommodate educators in the field who seek to move into leadership roles in their schools, UI&U offers a cohort model for educators to pursue their master’s degree while taking courses and working with colleagues on site. Drawing on the work and approaches of Courage to Teach and Critical Friends Groups, this option supports educators in their professional development and renewal while preparing them for licensure as principal or for other leadership roles in their school

VERMONT MIDDLE GRADES PROFESSIONAL DEVELOPMENT COLLABORATIVE

The M.Ed. Program is affiliated with the Vermont Middle Grades Professional Development Collaborative and invites M.Ed. learners to participate in the Vermont Middle Grades Professional Development Collaborative summer institute, through which they can earn up to six credits toward their M.Ed. degree.

VERMONT SCHOOL REFORM INITIATIVE

The M.Ed. Program serves as the institutional host for the Vermont School Reform Initiative (VTSRI). Sharing similar missions in relation to school reform, UI&U provides the Vermont School Reform Initiative physical space and incorporates some of their approaches to building professional learning communities in our program.

THE M.Ed. PROGRAM STRUCTURE

Learners admitted into the Vermont Master of Education Program complete a minimum of 36 graduate credits (or a minimum of 48 graduate credits for School Counseling). Completion of program requirements leads to the Master of Education degree with the following concentration options (see below for a description of each area):

Adult and Higher Education

Curriculum and Instruction (including teacher licensure option)

Educational Leadership (including administrative licensure option)

School Counseling (including School Counseling licensure option)

Issues in Education

ADMISSION CRITERIA AND PROCEDURES

CRITERIA FOR ADMISSION

To be considered for admission, the applicant must demonstrate:

- Completion of an accredited baccalaureate degree
- Readiness to undertake faculty approved independent study and take responsibility for using program resources effectively
- Knowledge of resources in applicant's community, including access to research materials
- Access to necessary resources, including the internet
- Competence in the use of information and communication technologies
- Competence in oral and written communication skills
- Strong interest and clearly formed purposes in the field of education as evidenced by the application essay
- The potential to undertake graduate study successfully and to make a contribution to the field of education, as evidenced by academic record (including GPA of 2.7 or above)
- Three 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).

Decisions regarding admissions are made by an Admissions Committee, consisting of at least two core faculty members, the assistant director, and one member of the admissions staff.

PRELIMINARY ASSESSMENT

Applicants who are seeking licensure submit transcripts of all prior college learning. The licensure coordinator will review these documents to assess the learner's preparation and to provide information on the areas of study and the number of terms needed in order to complete the degree and licensure requirements.

TRANSFER CREDIT POLICY

Learners may transfer up to 6 graduate credits, which are related specifically to their area of concentration and in which they have earned a grade of B or better. Learners seeking licensure in school counseling may transfer up to 12 credits, which are related specifically to their area of concentration and in which they have earned a grade of B or better.

Courses contributing to another degree may not be transferred. All applications for transfer credit for prior coursework must be submitted prior to the end of the learner's first year in the Program. Learners who wish to take courses during their M.Ed. studies must include these courses in their study plan for graduate study as a whole. Credit eligible for transfer must have been completed within the last seven years. Learners must submit the application for transfer credit and must include both official transcripts from a regionally accredited institution and the sending institution's course descriptions. It should also be noted that accepted transfer credit will not advance the learner's graduation date if the full 6 (or 8 for school counselor) terms are needed to fulfill degree and/or licensure requirements. Applications will be reviewed by the M.Ed. Education Committee after the learner's Study Plan for Graduate Study as a Whole has been approved.

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.

ENROLLMENT PROCESS

New learners receive a pre-enrollment form before the term begins. To confirm enrollment, learners submit this form, along with a \$250 non-refundable deposit, to the Master of Education assistant director. This enrollment deposit will be credited to the learner's account in partial payment of tuition. Registration is required prior to the start of each term. Registrations are submitted to the Program office for processing.

UPON ENROLLMENT

All learners will be assigned a faculty advisor for their graduate study based on their area of study. Learners working with a particular advisor constitute an advising group.

INTAKE ADVISING

Learners seeking licensure will meet with their advisor at the beginning of their first residency to discuss their plans for fulfilling licensure requirements. Together, the learner and advisor will review prior study, identify areas the learner will need to address, and begin to plan graduate study as a whole. **For detailed information about licensure requirements please see the *M.Ed. Program Guidelines for Licensure Options.***

PROFESSIONAL AND ADULT DEVELOPMENT OPTION

Current practitioners who do not seek the degree, but who wish to further their professional development in education may attend the M.Ed. summer institute for credit and/or enroll for a faculty approved independent study related to their own professional development goals and/or to school initiatives. Courses in graduate education topics may also be offered.

ACADEMIC CALENDAR AND TERM BASED PROGRAM

The Vermont Center M.Ed. Program operates on a 3 term per year calendar. The 12 month academic year is divided into one 3 month summer term (June-August), one 4 month fall/winter term (September- December), and one 4 month spring term (February-May). A learner will register for six credit hours in each term. There is a one week residency included in the spring term and a two-week residency in the summer term. Each learner's matriculation date is determined by the first term start date in the program.

MINIMUM/MAXIMUM PROGRAM LENGTH

The Vermont Center's Master of Education program (M.Ed.) is a: **(1)** two-year, 36-credit hour degree program or a **(2)** two and two-thirds year, 48-credit hour degree program for learners in the School Counseling concentration. **The maximum timeframe for completion of the 36-credit hour program is five years. The maximum timeframe for completion of the 48-credit hour program is six years. All transfer credits that are accepted toward the M.Ed. program are used to determine the remaining maximum timeframe.**

THE CURRICULUM

UI&U's M.Ed. Program consists of the following components:

- Areas of concentration
- Academic residencies in Montpelier
- Core seminars
- Independent study related to the learner's area of concentration, planned and conducted under the supervision of a faculty advisor
- Praxis (connecting theory to practice, through pre-practicum observations and the internship experiences and/or through work experiences in educational settings)
- Portfolio (for those pursuing licensure)
- Capstone document (thesis)

MASTER OF EDUCATION AREAS OF CONCENTRATION

The M.Ed. Program includes five areas of concentration related to fields of inquiry and roles in education. Each learner will enroll in one of these areas, three of which may include licensure:

ADULT AND HIGHER EDUCATION

Designed specifically for learners interested in developing skills and knowledge specific to the fields of adult education or higher education, this concentration entails study of the unique qualities of adult learners and the tools available to support them. Learners may elect to study

topics related to other concentrations, such as counseling adult learners or curriculum & instruction in higher education. Those who select this concentration pursue careers in areas such as alternative programs serving adult learners or university support services.

CURRICULUM & INSTRUCTION (INCLUDING TEACHING LICENSURE OPTIONS)

All learners pursuing teaching licensure endorsement areas are advised to follow the Curriculum & Instruction area of concentration. This concentration is designed to meet Vermont State competencies such as those related to understanding learners, developing curriculum, planning instruction, assessing learning, creating learning communities, and communicating with parents. Learners in this concentration are supported in developing their own philosophical views of curriculum, instruction, and assessment and in applying these views through internships or, in the case of those pursuing professional development, through refinement of ongoing practice.

EDUCATIONAL LEADERSHIP (including administrative licensure option)

Through a concentration in leadership, learners hone their skills as leaders and practice them in a variety of educational settings. The M.Ed. Program recognizes that good leadership takes many forms. This concentration considers different leadership models, theories that support them, and case studies demonstrating their applications. Specific areas investigated by learners through coursework and practicum experiences include educational reform, policy, finance, ethics, and sustainability.

ISSUES IN EDUCATION (examples include Social Foundations, Multicultural Education, Organizational Development and Change)

This concentration is designed to allow educators pursuing professional development to apply knowledge and skills developed through M.Ed. coursework to specific areas of interest or need. For example, a learner might use skills developed in the summer seminar titled *Ethics in Education* to examine school environments that hinder learners in an institution from reaching their full potential, and then use further studies to explore ethical ways to address this challenge.

SCHOOL COUNSELING (including school counseling licensure option)

This area of concentration not only supports those pursuing licensure in school counseling, but also provides professional development opportunities for educators wishing to improve their skills in counseling theory and practice. Specific skills include active listening, effective questioning, and empathic communicating—all useful for developing helping relationships in classrooms and schools, for responding to learners’ emotional needs, and for resolving interpersonal conflicts.

All programs of study include both a core curriculum offered each summer term (including the two week residency in July) and an individually designed plan, developed by each learner in relation to his/her interests, questions, and goals in consultation with a faculty advisor, culminating in a thesis.

The core curriculum includes seminars, emphasizing theory, in:

- educational philosophy
- social, political, and economic issues in education

- the learner
- critical reflection on practice
- theory and practice in counseling
- group processes in education
- leadership in education
- ethics in education
- assessment in education

and workshops in topics related to practice, including, for example:

- curriculum development and analysis
- using technology to enhance practice
- creativity across the curriculum
- reaching diverse learners in the classroom
- strategies for teaching reading
- assessment in teaching and learning
- working with groups in the classroom

PROCESSES FOR STUDY

The learner works both individually with a faculty advisor and with his/her advising group during the residencies in the summer and winter and in bi-weekly meetings in the fall and spring terms. For learners' planning, it is useful to note that the summer term, which is approximately three months long, is more intensive than the fall and spring terms, which are approximately four months long.

Prior to the summer residency, learners complete substantial readings in preparation for core seminars and brief readings in preparation for workshops. Prior to the winter residency, learners complete brief readings in preparation for the Research Study Group and workshops.

In addition, learners new to the M.Ed. Program will complete a worksheet for their "Study Plan for Graduate Study as a Whole," to submit to the program office in advance of their first residency. Guidelines and dates for doing the plan are sent to the learner in the orientation packet.

ACADEMIC RESIDENCIES

Learners attend two campus residencies per year: a two-week residency during the summer term and a one-week residency at the beginning of the spring term. At the summer residency, learners participate in two core seminars and at least two workshops, meet individually with their faculty advisor to plan their graduate study, meet with their advising group, and attend graduating learner presentations. Study planning during the first summer residency includes an overview of the design for graduate study as a whole and a study plan for the independent study of the fall term. Both study plans are submitted for approval prior to the end of the residency. During the second summer residency, study planning includes completing and submitting for approval the thesis proposal and a study plan for the fall term. Following the summer residency, learners

return home to complete the work of the seminars. At the winter residency, learners participate in the Research Study Group (RSGI in the first winter residency and RSGII in the second winter residency), in workshops, meet individually with their faculty advisor to plan the study for the spring term, and meet with their advising group. Note: Learners do not write self-directed study plans for the summer term, because seminar participation is required.

At the conclusion of each residency, learners and faculty evaluate the residency experience. The learners' analysis of the residency is an important opportunity to consider how well they made use of the experience and to provide suggestions for how future residencies might be improved. The core faculty considers this input carefully and refines each residency, resulting in a continuous cycle of assessment and improvement.

IMPORTANCE OF COMMUNITY

As one of our foundational principles states, it is in community that people can come together to learn, exchange ideas, support one another, bridge gaps, and make meaningful connections, and so we therefore place strong emphasis on community, and learners should plan for full involvement during residencies. Ongoing conversations about the residency's theme occur within in the context of such events as: keynote presentations and discussions, community meetings, film showings and social events. Involvement in the community not only increases our understanding of important educational issues, but also of each other.

THE COMMUNITY MEETING

Our community meeting is intended to bring together all members of the community, to gather community members' input, and to discuss questions and issues that have arisen. The process evolves and changes; in recent years it has also continued the conversation regarding our residency theme. To develop the agenda, we post a blank slate for anyone to add items; during the faculty meeting with learner representatives, we plan the meeting, which is co-facilitated by a learner and a member of the faculty. All members of the community are encouraged to attend.

THE RESEARCH STUDY GROUPS

During their first winter residency, learners participate in Research Study Group I, which is designed to increase knowledge of research methodologies and to gain ability to evaluate research, to articulate a research topic, question, or hypothesis, and to plan a review of the literature. In their second winter residency, learners participate in Research Study Group II, which is designed to help learners refine their research topic and methodology and to develop the primary components of their Master's thesis.

THE ADVISING GROUP

The advising group serves throughout the learner's program as a learning team in which learners provide support and critique and share resources and information. Several meetings with the advisor and advising group occur in person during residencies, and meetings are electronically mediated when learners are at a distance. Electronic meetings may include both synchronous and a-synchronous conferencing.

CORE SEMINARS

Below are titles and brief descriptions of the core seminars; faculty will provide specific and complete descriptions, including content, reading lists, and writing requirements. While core seminars reflect areas of central importance to the M.Ed., they strive to accommodate the needs of both entry level and advanced learners and to balance the value of exploring shared topics and inquiry and of pursuing individual learning goals. The M.Ed. Program works toward each of these balances through the shape of the offerings as a whole during each residency and through the design of each core seminar. All seminars include dialogue, discussion, and experiential activities, and engage learners actively in the process of learning. Related to a basic tenet of the M.Ed. Program, learners are encouraged to consider all seminars, including those which they might perceive to be outside their roles in schools.

CRITICAL THEORY IN EDUCATION: SOCIAL, POLITICAL, AND ECONOMIC ISSUES IN SCHOOLS

The purpose of the seminar is to examine schools and education more broadly as social institutions, embedded in, reflecting, and affecting our communities and culture. Participants look critically at school purpose, curriculum, pedagogy, and organization, and consider the educational and social effects of barriers to equity and justice, such as, but not limited to, classism, racism, and sexism. Learners are encouraged to examine their current and future work contexts in light of critical theory, and explore ways to apply their increased understanding.

CURRICULUM, INSTRUCTION AND ASSESSMENT: FRAMES OF GOOD PEDAGOGY

The purpose of this seminar is to offer frames through which to examine the different theories and practices of curriculum, instruction, and assessment. Few educators are offered a conceptual view of curriculum that exposes and clarifies the roots of varying educational philosophies. Many teachers consider instruction to be curriculum, while it is actually part of a larger framework. Curriculum asks: What will we learn/teach? Instruction speaks to: How will we learn/teach? And assessment wonders: How will we know what we learned/taught? Participants are asked to ground their own views of curriculum, instruction, and assessment philosophically and to prepare to apply their grounded views to practice.

THE EDUCATOR AS COUNSELOR: THEORY, SKILLS, AND PRACTICE

This seminar serves as an introduction for educators to counseling theory and practice and to the use of counseling skills in our roles as teachers, administrators, and guidance counselors. Participants work to develop the knowledge and skills needed for building helpful relationships in classrooms and schools, for responding to learners' emotional needs, and for resolving interpersonal conflicts, including skills needed for active listening, effective questioning, and empathic communicating. The seminar includes active role-playing and other experiential learning activities.

ETHICS IN EDUCATION

Using classical and more recent theories of ethics, participants are introduced to the theory and practice of ethics in educational and social service settings. Learners work through their own and others' ethical case studies, explore a variety of theories of moral development, examine the possible and various roles of schools and teachers in moral and character development, and learn systems to work through ethical questions. Emphasis is placed on clarifying questions, thorough

exploration through dialogue and reflections, and finding and articulating our own “principled positions.”

GROUP PROCESSES IN EDUCATION

This seminar explores group processes in education, as applied to the classroom, to the school as an organization, and to working groups of teachers and other school professionals. Topics studied include social styles, group development, team-building, norms, conflict, diversity, leadership, power, communication, and decision-making. Participants work in large and small groups to study group development, team-building, norms, conflict, diversity, leadership, power, communication, and decision-making during class sessions. Post-residency writing assignments provide participants with opportunities to apply, synthesize, and reflect on their learning in the areas of group development, team building, and decision making.

INTRODUCTION TO PHILOSOPHY OF EDUCATION

This seminar explores the philosophical underpinnings of education, and provides tools of the discipline to analyze current issues in a variety of educational settings. Readings and other resources represent a wide variety of perspectives, including idealism, realism, existentialism, perennialism, essentialism, progressivism, and reconstructivism. Participants draw upon these to develop their own informed statements of educational philosophy. Particular emphasis will be placed on the application of philosophy to school and classroom experience, and on the discovery of the foundations of educational beliefs and practices.

THE LEARNER: NEW RESEARCH

The purpose of this seminar is to deepen understanding of learning and how human beings grow and develop. New theories of intelligence, recent research on the brain, and ongoing inquiry by insightful developmentalists offer fresh “lenses” that we can adapt or adopt to help understand our learners. While fields of learning theory and developmental theory are vast, they are rooted in different traditions – both worthy of our attention.

LOOKING AT LEADERSHIP

Leadership is practiced in the classroom, in the school and in the community—sometimes boldly and sometimes subtly. This seminar examines leadership from a variety of perspectives and asks participants to critically reflect on theories and concepts as they apply to themselves. Through the study of leadership and its practice, teachers, administrators, and guidance counselors can increase their influence and effectiveness in the quest of achieving desirable educational goals.

REFLECTION AS EMPOWERMENT: FROM AWARENESS TO AGENCY

In this seminar we reflect on ourselves, our practice, and our context to increase our awareness of our identity as educators and to develop our potential as advocates and agents of change in education. Drawing on our own experiences, on the literature of autobiographical narrative, critical reflection and critical pedagogy, and on models for reflection, we identify our own values, views, and vision; examine the contradictions, obstacles and opportunities presented by our contexts; and discover the possibilities for action and reform in our settings.

DIALOGUE, PLANNING AND PRACTICE (required for all learners during residencies)

Through a series of learning experiences, including workshops on educational practice, individual and group meetings with their advisors, workshops, and sessions, learners clarify learning and professional goals, develop an appropriate plan for achieving these goals, and assess their progress in relation to these goals.

Individual and Group Planning Meetings

Individual and group planning meetings with advisors provide opportunities for learners to examine and assess prior learning and professional experiences, to formulate educational and professional goals, and to develop plans of study.

Workshops

Workshops offer learners opportunities for exploring a variety of interests and meeting educational goals, emphasizing the exchange of ideas and focusing on bringing theory to practice as learners broaden their repertoire of technique and gain skill. Typically, workshops meet for six hours in a given week and include only minimal outside preparation.

Sessions

Sessions offer learners opportunities to explore specific topics, usually about aspects of the M.Ed. Program itself and are intended for learners' information. Each session is conducted by an M.Ed. faculty member, runs from 1 to 2 hours in length, and requires no special preparation. Learners should plan to attend those sessions relevant to their study plans and programs.

STUDY PLAN FOR GRADUATE STUDY AS A WHOLE

As noted above, learners complete and submit a rough draft of their Study Plan for Graduate Study as a Whole during the first week of their first residency. That study plan is then revised and submitted to a faculty review committee for feedback and to the advisor for approval by the end of the residency. Any learner whose Study Plan for Graduate Study as a Whole has not been approved by the end of their first residency must resubmit the plan within 2 weeks and must complete an approvable plan by the end of their first term. Any learner whose plan has not been approved by the end of Term 1 will not be allowed to enroll in Term 2.

STUDY PLAN FOR ONE TERM OF GRADUATE STUDY

In addition, learners submit a study plan for each of their fall and spring terms. As study titles eventually appear on the transcript, learners should keep titles for each term's study brief and frame them carefully to reflect the focus of the term.

Note: See the appendices for study planning forms, including a form for "Study Plan for Graduate Study as a Whole" and a form for "Study Plan for One Term of Graduate Study."

INDEPENDENT STUDIES

During the fall and spring terms, learners carry out their individually designed studies from their home setting. Each term, learners submit three packets of work to their faculty advisor, who responds with feedback, questions, and ideas for further exploration.

Packets may include reviews of titles read, longer academic papers on particular topics, log entries regarding action research, video tapes of classroom interactions, electronic portfolios including aural and visual as well as written presentation of the learner's work, writing for the thesis, and/or other agreed upon documentation of the learner's learning and progress. All written work submitted should be in 12 point font size and double spaced, pages should be numbered and have one-inch margins. Individual packets should be at least 15 pages and no more than 25 pages in length. Learners may, with the advisor's approval, submit additional alternative products as long as the minimum requirement of 15 written pages has been met.

Study packets should include a cover letter, outlining the contents and responding to the advisor's comments on the preceding study packet. Advisors may request that learners submit revisions to their packets when the writing has not met standards for graduate work, including grammar, usage, and mechanics, or when the topics have not been substantively addressed. These revisions will become part of the learner's work for the term.

The writing and other forms of documentation to be included in study packets provide not only the process through which the learner systematically analyzes, synthesizes, and evaluates his/her resources and research; they also provide, along with the faculty's written response, the basis for the dialogue between the learner and faculty advisor, and they establish the organizational framework for the curriculum. Thus the study packet marries content and process of the independent study and provides both documentation of learning and a basis for evaluation.

Because of the importance of this dialogue between faculty and learners and so that learners may respond to feedback and develop their work as the term progresses, it is essential that learners follow the prescribed schedule for submitting work, which is as follows:

For the fall term:

1st packet due at end of 4 weeks

2nd packet due at end of 8 weeks

3rd packet due at end of 12 weeks

Self-evaluations due at end of 14 weeks

For the spring term:

1st packet due 4 weeks after end of February residency

2nd packet due 8 weeks after end of February residency

3rd packet due 12 weeks after end of February residency

Self-evaluations due 13 weeks after end of February residency

Learners who have not submitted a 1st study packet by the end of the 8th week of the term will be withdrawn for the term and receive a grade of W. Learners who have not submitted two-thirds of the work of the term by the end of the 12th week of the term will not be eligible for an extension and will receive a grade of U.

THE THESIS

The thesis is intended to be the capstone of the learner's studies in the M.Ed. Program. While it may take many forms such as, for example, a case study, a curriculum, a program design, or a purely theoretical thesis, it should focus on a central question, problem, or issue that has meaning for the learner and will contribute to the field. The thesis includes personal and professional reasons for undertaking the project; a review of the literature; analysis, interpretation, and results/findings; and conclusion(s), including implications for practice and further study.

Licensure candidates should note that the thesis may also contribute directly to their preparation for licensure and may serve to meet certain licensure requirements. For a full discussion of the thesis and thesis proposal guidelines, see the *M.Ed. Program Thesis Guidelines*.

All thesis proposals are submitted and reviewed during the summer residency prior to the thesis term (regardless of whether the thesis is to be done in the fall or spring term).

The study plan for the term should include a preliminary table of contents for the thesis.

The schedule for submission of the thesis is as follows:

Full draft of thesis due to advisor and second reader 1 month prior to the end of the term.

Two copies of final thesis due to the Program Office 1 week prior to the end of the term.

Prior to these dates the schedule for submission of packets is arranged by the advisor and advisee.

It is important for learners to realize that much of the writing of the thesis is revision. Thus with each packet, a learner is typically sending both a draft of a portion of the thesis and revisions of earlier drafts. It is not unusual to revise a particular segment, for example, two or three times.

When the thesis has been approved the learner must submit 2 complete copies of the final version to the M.Ed. Program Office. Up to three additional copies may be included for personal bound copies.

Note: All final theses must be proofread and error-free. Only theses free of errors in grammar, usage, mechanics or format will be bound or placed in the library for other learners' use.

At the residency following completion of the thesis, the learner does a 45-minute presentation sharing his or her research and findings with the M.Ed. community. The thesis presentation is intended for the graduate to share the work of his or her thesis with the M.Ed. community. While the presentation may take many forms, we hope learners will use this time not only to share the results of their work, but also to engage others in the issues and questions it raises. Learners who complete the M.Ed. Program in February and who do not wish to graduate until July have the option of presenting their thesis either in February or July.

TYPICAL PROGRAM SEQUENCE

I. Professional development programs (What follows is a typical though not mandatory sequence):

- Term 1 (Summer): Core Seminars, Workshops, Presentations, and Study Planning
- Term 2 (Fall): Independent Study
- Term 3 (Spring): Research Study Group I, Workshops, Presentations, Study Planning, Independent Study
- Term 4 (Summer): Core Seminars, Workshops, Presentations, Study Planning, and Thesis Proposal
- Term 5 (Fall): Independent Study
- Term 6 (Spring): Research Study Group II, Workshops, Presentations, Thesis

II. Licensure programs (What follows uses licensure to teach as an example):

- Term 1 (Summer): Core Seminars, Workshops, Presentations, and Study Planning
- Term 2 (Fall): Independent Study (related to competencies* required for licensure, e.g. educational philosophy and psychology, plus 30 hours of classroom observations)

*See Guidelines for Licensure Options for a list of competencies required for educator licensure candidates.
- Term 3 (Spring): Independent Study (related to competencies required for licensure, e.g. curriculum, instruction and assessment, plus 30 hours pre-practicum)
- Term 4 (Summer): Core seminars, Workshops, Presentations, Study Planning, and Thesis Proposal
- Term 5 (Fall): Internship (integration of theory and practice through journal and reflective essays, and completion of the licensure portfolio)
- Term 6 (Spring): Research Study Group II, Workshops, Presentations, Thesis

GRADUATION

(participation in the graduation ceremony)

Upon fulfillment of all expectations and criteria for the degree, learners will have earned the Master of Education degree. Graduation ceremonies are held once a year during the summer residency. The presentation of the thesis to learners and faculty, which is necessary to earning the degree, may be done during either the February or the July residency.

FACULTY

<http://www.myunion.edu/academics/master-of-education/faculty.html>

Core and Affiliated Faculty serve as advisors in the M.Ed. Program, teach seminars, and occasionally lead residency sessions and activities. Full-time (core) faculty work .75 time or more for the Vermont M.Ed. Program and are responsible for academic administration as well as teaching and advising. Affiliated faculty work under .50 time and their work is devoted to teaching and advising. Practicing professionals lead most residency workshops. The faculty advisor's role is to support advisees throughout their studies in the M.Ed. Program. Providing consultation in the design of the study, advisors help learners to focus their inquiry, suggest resources, and offer assistance in the research design. Throughout learners' graduate work, the advisor provides support, critique, and evaluation, helping learners to both clarify and accomplish their learning goals. Cooperating practitioners, that is, teachers, administrators, and counselors who serve as field-based mentors to learners during their internships, hold at least Master's degrees in their fields, are licensed in the appropriate endorsement area, and have at least three years of experience in that field. College supervisors, who will observe, support, and evaluate learners during their internships, hold at least Master's degrees in their fields, are licensed in appropriate endorsement areas, have at least three years of experience in their fields, and have experience in supervision.

ACADEMIC EXPECTATIONS

RESIDENCIES:

- Participate fully in two summer residencies
- Participate fully in two winter residencies
- Successfully complete three seminars each summer
- Participate in at least two workshops each summer residency
- Participate in at least one workshop each February residency
- Successfully complete one research study group each February residency
- Complete all assigned readings for workshops and seminars
- Present to advising group regarding term's work
- Participate in advising group
- Attend graduating presentations
- Attend individual meetings with advisor (at least 2 meetings each week)
- Submit study plan for graduate study as a whole (first residency)

- Submit study plan for each fall and spring term
- Submit proposal for the thesis (second summer residency)
- Present thesis

NON-RESIDENCIES:

- Participate in bi-weekly advising group meetings (usually these are conducted electronically)
- Document learning through work submitted core seminar leaders and to advisor
- Review the literature, including reading of key thinkers and regarding key issues in the field
- Plan and conduct research for the thesis, including presentation of purposes, methodology, findings, and interpretations
- Complete the thesis

SATISFACTORY ACADEMIC REVIEW

Each term, a learner's academic progress and eligibility for credit will be evaluated by his/her advisor in relation to the goals articulated in the study plan and the University Outcomes and Masters' Competencies. The advisor will record if the learner has satisfactorily completed the work of the term, or not satisfactorily completed the work of the term. A learner judged by the advisor to have completed the work of the term and met the criteria, as appropriate to each term, will be assigned credit and will advance to the next term. Learners who only marginally complete the work of the term as noted in the narrative evaluation will advance to the next term on probation and receive a warning letter. A learner is automatically withdrawn from the M.Ed. Program after any two terms evaluated as unsuccessful or only marginally successful by the learner's advisor. Learners should note that the faculty evaluation is part of the academic transcript for the term.

REVIEWS

At three points in the learner's progress through the M.Ed. Program, the advisor and a committee of second readers will review the learner's work.

First, the preliminary "Plan for Graduate Study as a Whole" will be reviewed during the learner's first residency by a faculty committee, who will offer critical feedback on the plan; the revised "Plan for Graduate Study as a Whole" will be submitted to the advisor by the end of the residency and when necessary reviewed again by the faculty committee.

Second, the preliminary "Proposal for the Thesis" will be reviewed during the second summer residency by a faculty committee, who will offer critical feedback on the proposal; the revised "Proposal for the Thesis" will be submitted to the advisor at the end of the second summer residency for approval.

Third, the final product will be read and responded to by both the advisor and a second reader during the learner's final term; both readers must approve the completed final product and present the learner's work to the full faculty for approval.

Licensure candidates, during the term prior to the internship, will be reviewed by the M.Ed. Licensure Coordinator regarding their readiness to undertake the internship.

LEARNER EVALUATION: CRITERIA, DOCUMENTATION, AND PROCESSES

I. Criteria:

- A. Substantial progress in relation to University Outcomes and Master's Competencies, as appropriate each term.
- B. Successful completion each term of the minimum stated expectations (see section "Expectations," above) for the learning activities of the term.
- C. Successful completion of the thesis, which should be presented effectively, advance the learner's learning, and make a contribution to the field.
- D. Successful completion of the portfolio (in licensure programs), which should include full and clear documentation of having met all generally required and endorsement-specific competencies. (The Guidelines for Licensure Options detail these competencies.)

II. Documentation:

- A. Narrative faculty evaluation of work in each core seminar, noting resources and methodologies used, products generated, learning outcomes, and quantity and quality of work in relation to the seminar's goals.
- B. Workshop leader evaluation of work in each workshop, noting resources and methodologies used and learning outcomes in relation to the workshop's goals.
- C. Narrative learner self-evaluation and narrative faculty evaluation each term, describing the goals for the term, learning activities, resources and methodologies used, dialogue between learner and advisor, and the products generated; articulating and evaluating the learning from the study and progress in relation to the learner's learning goals and to the University Outcomes and Master's Competencies; and identifying the learner's strengths and areas in need of further development.

Faculty also note if, overall, the learner has satisfactorily completed the work of the term. Terms are evaluated as satisfactorily completed or unsatisfactorily completed. Learners receiving an evaluation of unsatisfactory will be considered on probation for continuance in the M.Ed. Program. A second term evaluated as unsatisfactory will result in withdrawal from the M.Ed. Program.

III. Processes:

- A. At end of each summer term, seminar leader submits evaluation of work of each learner in core seminar.
- B. At end of each residency, workshop leader submits evaluation of work of each workshop participant.
- C. At end of each term, learner submits self-evaluation, and faculty advisor submits evaluation of the learner's work.

CREDIT

Full time in the M.Ed. Program is considered to be six credits per term, three terms per year (or 18 credits). Six credits are granted for each successfully completed satisfactory "S" graded

term. No credit (“U”) is granted for an unsatisfactorily completed or an incomplete term. Learners may not receive partial credit for a term.

A term for which work has been satisfactorily completed will receive credit; the evaluation will read “satisfactorily completed”; the transcript will record the grade of “S”. A term for which work has not been completed will not receive credit. Learners who have not submitted a 1st packet by the end of the 8th week of the term will be withdrawn for the term and receive a grade of W. Learners who have not submitted two-thirds of the work of the term by the end of the 12th week of the term will not be eligible for an extension and will receive a grade of “U”.

A term for which work has been completed but not satisfactorily will not receive credit; the evaluation will read “not satisfactorily completed”; the transcript will read “U”.

The faculty advisor’s evaluation of the learner’s work for the term serves as an addendum to the official academic transcript which includes the title of the term’s study.

APPROVAL TO UNDERTAKE INTERNSHIP

All licensure candidates must submit the pre-internship portfolio to their advisor **three months** prior to the intended beginning of the internship. At that time, the Licensure Coordinator will review the learner’s portfolio to determine if the learner has:

- successfully fulfilled expectations, including core seminars, workshops, and independent studies, as attested to by core seminar, workshop, and study evaluations,
- demonstrated the skills and qualities necessary to effective teaching, leadership or counseling,
- met all pre-internship common competencies,
- met all pre-internship endorsement-specific competencies,
- completed all observation and field experiences,
- achieved passing scores on the PRAXIS I exam and, in endorsement areas for which it is required, the PRAXIS II exam.

A determination will be made based upon the learner’s readiness for the internship and suitability for the profession.

PETITIONS, APPEALS, AND GRIEVANCES

Learners may present to their faculty advisor written petitions, on the M.Ed. Program’s petition form, requesting exceptions to program regulations. The faculty advisor will submit the petition, along with a recommendation, to the M.Ed. Education Committee, which will recommend action to the Program Director, whose decision is final.

Learners may present to their faculty advisor written petitions requesting reconsideration of academic and administrative decisions made in regard to their work or status. The faculty advisor will submit the petition of appeal, along with a recommendation to the M.Ed. Education

Committee, who will recommend action to the Dean of Education through the Program Director. Learners may appeal the action of the Dean of Education through the Provost.

A grievance relates to non-academic university issues. For instance, there are occasions when learners feel they are not being treated fairly based on one or more of the following factors:

1. Discrimination (e.g. race, religion, national origin, gender, age, ancestry, handicapped status, sexual orientation, or personal beliefs)
2. Sexual Harassment

A learner who wishes to file a grievance related to non-academic issues should refer to University policy.

For additional information about UI&U policies, see <http://www.myunion.edu/about/policies.html>.

INTERRUPTIONS IN ACADEMIC PROGRESS /ACADEMIC EXTENSIONS

ACADEMIC EXTENSION

A learner unable to complete a term's study may submit a petition requesting an "I" incomplete grade and a one term extension. An extension is granted only for extenuating circumstances, upon the recommendation of the advisor and the approval of the education committee. The learner will be enrolled in Course Extension CEX 599 0.0 cr. hours. Registration is NOT permitted for another credit bearing term until the previously registered coursework is completed and evaluated (or the time period for completion of the incomplete work has expired). Upon approval to do an extension, a learner's work is considered to be incomplete until the work is due, at which time the work is evaluated as either S if the work is satisfactorily completed or U if the work is not satisfactorily completed. Registration in a CEX 599 course extension is reported as less than half-time status and does not qualify the learner for financial aid.

The M.Ed. program office will accept a petition for an extension only from learners who have completed two-thirds or more of their term's study and whose faculty advisor agrees to continue to work on the project. Once the extension has been completed, a learner may begin the next term with program approval. The work of one term must be completed before enrolling in a subsequent term. The costs of extensions are listed in the Fees and Financial Policies brochure and the Registration and Tuition Policies on CampusWeb
<http://www.myunion.edu/academics/master-of-education/vermont.html>.

ADA EXTENSIONS

Individual extensions may be a formal accommodation for learners with an ADA profile. All paperwork must be in place and the ADA Coordinator consulted before this type of extension can be granted.

REGISTRATION

M.Ed. Program learners are required to register prior to each term. Registration and billing authorization forms are sent to each learner from the M.Ed. program office at least one month before the start of the new term. This correspondence will include term timelines and seminar schedules for the new term of registration. Registration forms are submitted to the VT M.Ed. program office for processing. Refer to the program's Registration and Tuition Policies <http://www.myunion.edu/forms/FORM521.pdf>

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

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

REGISTRATION STATUS CODES

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

- 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

M.Ed. Program Withdrawal

A learner wishing to withdraw must notify the M.Ed. Program Office in writing of the decision. The date of withdrawal is defined as the day on which the M.Ed. Program Office receives official written notification of withdrawal by the learner or such later date as the notification of withdrawal may indicate. *See Refund Policy in Fees and Financial Policies brochure for specifics on receiving any refund of tuition paid.* A learner may not use University resources after the date of withdrawal.

A learner is automatically withdrawn from the M.Ed. Program following a second consecutive dropped and/or incomplete term, after any two terms evaluated as either unsuccessful or only marginally successful by the learner’s advisor, or if a learner does not enroll for 3 consecutive terms.

M.Ed. PROGRAM READMISSION

A learner who wishes to be readmitted to the M.Ed. Program after withdrawal or separation may apply for readmission. Contact the M.Ed. Office for the application form and information on required materials. A separated learner may reapply to the M.Ed. Program after a one-term absence from the M.Ed. Program.

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

A written withdrawal must be sent directly to the M.Ed. Program Office or communicated directly to the Registrar’s Office. The learner is strongly encouraged to submit a withdrawal form to facilitate the process.

When learners withdraw from the university prior to the end of a term, all courses for which learners are currently registered at the time of withdrawal will be recorded as withdrawn on learners’ grade records with no credit awarded. 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 course history.

- Learners must follow the reinstatement procedures after withdrawal.
- Learners may not receive any academic credit or university services during periods of withdrawal.
- Withdrawn learners are reported to the National Student Clearinghouse as not registered. This may impact loan deferrals.

It is understood that learners who fail to notify Union Institute & University of withdrawal from the M.Ed. Program are 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 the last term of enrollment with earned academic credit. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal and the balance of the learner account, after financial aid adjustments, as of the withdrawal date. Financial aid adjustments are based on federal guidelines. Tuition is partially reversed or refunded when learners withdraw completely from the M.Ed. Program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

The following table shows the percentage of tuition to be reversed for complete withdrawals from the M.Ed. Program:

SCHEDULE OF TUITION REFUNDS FOR WITHDRAWAL

Week One	100%
Week Two	100%
Week Three	75%
Week Four	50%
Week Five	25%
Week Six and thereafter	0%

Note: *Learners receiving student loans should contact the Financial Aid Office to learn the effect withdrawing will have on their aid. It is assumed that the learner will begin the next term in the same advising group.*

Note: *Licensure candidates who withdraw for a term must fulfill any revised or additional requirements for licensure that were implemented during the time of their withdrawal.*

Note: *Upon returning to the M.Ed. Program, licensure candidates who have been away for more than one year must complete at least one term of study prior to applying to undertake the internship.*

Note: **After a one-year absence from the program the learner must re-apply for admission.**

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 term
- 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.

DIPLOMAS AND TRANSCRIPTS

Diplomas and transcripts are issued from the University Registrar’s Office. Refer to the policies on <http://www.myunion.edu/about/university-policies/index.html>

COMMENCEMENT

(participation in the national graduation ceremony)
Refer to the policies on <http://www.myunion.edu/about/university-policies/index.html>

CAREER COUNSELING

Union Institute & University has partnered with ReadyMinds, an organization that provides career counseling services to a wide range of clients in private, governmental, non-profit, and educational communities. 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.

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

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

UNIVERSITY POLICIES AND PROCEDURES

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

Here you will find information about university policies and procedures applicable to learners, such as Academic Integrity, ADA, Alcohol and Drug Abuse, Discriminatory and Sexual Harassment, the Family Education Rights and Privacy Act (FERPA), Gender Neutral Language, Immunization, Intellectual Property, International Learners, Learner Complaints and Appeals, Name Change, Technology Use, University Closing, and many others. University policies are regularly reviewed and revised, and new policies may be introduced at any time. Learners are strongly encouraged to check this web page regularly.

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 term are subject to a federal aid refund (also called a Title IV refund calculation), which can impact the amount of aid a learner 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 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>.

FINANCIAL AID PROBATION / SATISFACTORY ACADEMIC PROGRESS

Learners who do not meet the requirements of the satisfactory academic progress qualitative and quantitative components by the end of the academic year will be placed automatically 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 his/her 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 or 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 his/her 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 his or her 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. A learner should also submit appropriate documentation to support the appeal. The financial aid office may request additional information and/or documentation to verify the circumstances of the learner's appeal. ***A learner is 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.

TUITION

Term 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. A learner may elect, at the time of registration, a deferred payment option that requires equal monthly payments over the number of months of the term. Only the amount remaining due after deducting financial aid may be divided into monthly payments. The monthly payment option is the only deferred payment option available for learners. Learners will not be allowed to register for the next term if the balance from a previous term has not been paid without making special arrangements with the Business Office.

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

For additional information about Vermont M.Ed. tuition policies, see www.myunion.edu/forms/Form521.pdf

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 term 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 term. 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

Enrollment Deposit Fee – A non-refundable hold fee is required upon admission to the M.Ed. Program. This is deducted from the first tuition payment and holds the learner's acceptance into the M.Ed. Program for twelve months.

Technology Fee – All M.Ed. learners are required to pay a technology fee per term. This fee 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). The toll free number for DVA or SOC information is 1-800-368-5622.

For additional information regarding Veteran's Affairs see www.myunion.edu/admissions/veterans-affairs/index.html

PHYSICAL FACILITIES

The Vermont M.Ed. Program offices are located in Stone Science Hall on the Vermont College campus. The building contains more than 4,000 square feet of space, which includes classrooms, faculty and staff offices, and a computer laboratory. The Montpelier Center includes the Gary Library and Dewey Dining Hall. During residency events, learners have easy access to dormitory facilities, and to food services provided by the New England Culinary Institute.

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 Assistant 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: 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

THE MEANING OF ACCREDITATION

Union Institute & University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. To find out more about the meaning of accreditation and how it is different from state authorizations:

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

Guidelines for Writing Study Plan for Graduate Study as a Whole

In your Study Plan for Graduate Study as a Whole, first you will articulate your central goals for your graduate studies, that is, **WHAT** you want to learn in the realms of both knowledge and skill and why you want to learn it. To do this, you will need to include questions or problems you want to address and the areas of inquiry or topics under which they fall. Second, you will need to talk about **HOW** you intend to go about learning these things, including, for example, the resources you will use, the action research you will conduct, the core seminars you will attend, the questionnaires you will develop, etc. Third, you should describe the **PRODUCTS** you will generate through your studies. While you will be able to be more specific in each term's study plan, you should note your plans at this stage, for example, for case studies, papers, reflective journals, curriculum, etc. Fourth, you should provide a broad overview of **WHEN** you will undertake each of these learning activities, for example, doing a review of the literature on your topic in term 2, doing an internship in term 5, etc. Finally, you should submit your bibliography.

The first, second, and third elements of your plan (goals, learning activities, and products) should be presented in narrative form. For each goal, you should articulate your goal, discuss why it is important, how you will work toward that goal, and how you will document your learning. The fourth and fifth elements (calendar and bibliography) may be listed.

Your Study Plan for Graduate Study as a Whole should include:

1) Central goals for your graduate studies:

what you want to learn, in the realms of both knowledge and skill, i.e., what you hope to know or better understand and be able to do by the end of your graduate studies at UI&U, including:
why you want to learn these things and topics, areas of inquiry, questions or problems you intend to investigate or address

2) Learning activities for your graduate studies:

how you will go about accomplishing your learning goals, including:
resources you'll use, books and articles you'll read, seminars and workshops you'll participate in, pre-practica and internships you'll do, conferences you'll attend, writing you'll do, etc.

3) Products and documentation of your learning:

what forms of work you will submit to your advisor for each of the learning activities mentioned above, including, if possible, your intention regarding the form of the thesis

4) Overview of calendar for your plan:

when, i.e., which topics you will address each term, which terms you will do the seminars, internship (if pursuing licensure), thesis proposal, literature review, and thesis.

5) Preliminary bibliography (arranged by topic)

6) Completed checklist on study plan cover page

Study Plan for One Term of Graduate Study

preliminary _____
 revised _____

Name _____ Advisor _____

Concentration: Adult & Higher Education Curriculum & Instruction Educational Leadership
 (Circle one) School Counseling Issues in Education

Endorsement area: (for licensure candidates only) _____

Dates of Term: _____

Address: _____

Phone: (h) _____ (w) _____ e-mail _____

Study title: _____

Areas of study included: _____

Following the guidelines for study planning and using as many additional pages as necessary, complete this form and record your plan for this term of graduate study, including each of the items below:

1. The central goals and focus of this term's study
2. The learning activities and resources for the study
3. The products you will generate
4. The schedule for submission of work
5. Bibliography
6. Criteria you will use to evaluate the study

Checklist:

Included the 6 elements
 Presented your goals, learning activities, and products in narrative form
 Identified readings that are relevant and sufficient
 Incorporated feedback from your advisor
 Used APA form in your bibliography

Student	Advisor
_____	_____
_____	_____
_____	_____
_____	_____

Signature: _____ Advisor's signature: _____

Date: _____ Date: _____

Advisor's comments (when needed): _____

Guidelines for Writing Study Plan for One Term of Graduate Study

The Study Plan for One Term of Graduate Study follows the same form as for graduate study as a whole, except in greater detail and with one addition. For this study plan you need to articulate your learning goals—in both theory and practice—for this term, the learning activities and resources you will employ, the products you will generate to document your learning, your calendar for submission of work (i.e., what you will submit in each of your three packets), your bibliography, and, finally, the criteria by which you will evaluate the learning outcomes of your term.

The first, second, and third elements of your plan (goals, learning activities, and products) should be presented in narrative form. For each goal, you should articulate your goal, discuss why it is important, how you will work toward that goal, and how you will document your learning. The fourth, fifth, and sixth elements (calendar, bibliography, and evaluation criteria) may be listed.

Your Study Plan for One Term of Graduate Study should include:

1) Central goals for your study:

what you want to learn, in the realms of both knowledge and skill, i.e., what you hope to know or better understand and be able to do by the end of your study, including:

topics, areas of inquiry, questions or problems you intend to investigate or address

2) Learning activities for your study:

how you will go about accomplishing your learning goals, including:

resources you'll use, books and articles you'll read, seminars and workshops you'll participate in, pre-practica and internships you'll do, conferences you'll attend, writing you'll do, etc.

3) Products and documentation of your learning:

what forms of work you will submit to your advisor for each of the learning activities mentioned above

4) Overview of schedule for your plan:

when, i.e., which topics you will address in each packet, what products you will include in each packet.

5) Preliminary bibliography (arranged by topic)

6) Criteria for evaluation:

how you will know that you have met your learning goals, including:

questions you will ask to evaluate your learning

7) Completed checklist on study plan cover page

Amendment to Study Plan for Graduate Study as a Whole

Please record the intended change to the study plan below, including any deletions or additions of learning activities or bibliography and stating the reasons for the change.

Signature: _____

Advisor's signature: _____

Date: _____

Date: _____

62 Ridge Street, Suite 2
Montpelier, VT 05602

Voice: 802-828-8810
Fax: 802-828-8519

Amendment to Study Plan for One Term of Graduate Study

Please record the intended change to the study plan (or thesis proposal) below, including any deletions or additions of learning activities or bibliography and stating the reasons for the change.

Signature: _____

Advisor's signature: _____

Date: _____

Date: _____

Petition Form

Name: _____

For any exception to Program policy, regulation, or requirements, the student must complete this form and submit it to his/her advisor, who will present it to the Education Committee.

Please state your request and reasons for it below. In stating reasons, you should provide the Committee with any information that would be helpful in making its decision about your request.

Request: _____

Reasons: _____

Signature: _____ Date: _____

Advisor recommendation: _____

Advisor's signature: _____ Date: _____

Committee action: Approved: _____ Not approved: _____

Rationale, comments, and/or stipulations: _____

Faculty chair signature: _____ Date: _____

UNIVERSITY OUTCOMES AND MASTER'S COMPETENCIES

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

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

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.

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

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.

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

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.

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

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

Program Specific Competencies:

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; to analyze this information critically; and to use it effectively for the students' stated purposes.
2. Apply knowledge of a variety of research methods.
3. Identify a problem in educational practice, to conduct appropriate action and library research into the problem, and to pose practical solutions to the problem.
4. Work collaboratively with colleagues, students, and community members, including providing feedback to others.
5. Critique major debates in education philosophy, in pedagogy, and in education reform.
6. Examine underlying assumptions, motivations, and purposes of academic sources consulted.
7. Describe key dimensions of individual differences among students and their implications for teaching, learning, and education environments.

MASTER OF EDUCATION PROGRAM
62 Ridge Street, Suite
Montpelier, VT 05602

VERMONT CENTER OF UNION INSTITUTE & UNIVERSITY
Voice: 802-828-8810
Fax: 802-828-8519

Intent to Graduate

This form must be completed during the term prior to the term in which you anticipate completing all degree requirements. Please provide the information requested, and give this form to your advisor well before the deadline. After your advisor has signed it, this form is placed on file in the M.Ed. Program office.

NAME _____
(Print your name as you wish it to appear on your diploma)

ADDRESS (for mailing diploma and transcripts) _____

Telephone # _____ E-mail address _____

ANTICIPATED DEGREE COMPLETION MONTH – Select one:

- February (This form must be on file by November 1).
- July (This form must be on file by April 15).

DIPLOMA – Select one:

- Please **mail** my diploma to me upon graduation.
(The diploma will be mailed to the above address shortly after the conclusion of the term in which degree requirements are completed.)
- Please **hold** my diploma. **I wish to participate in the July graduation ceremony.**

COMMENCEMENT INFORMATION

NOTE: Orders for caps and gowns are placed in June.

Students who complete degree requirements are invited to participate in commencement ceremonies (providing the Intent to Graduate Form is filed by the above deadlines). Information about how to order a cap, gown, and hood will be sent to separately.

IMPORTANT: GRADUATES ARE RESPONSIBLE FOR PAYMENT FOR CAPS, GOWNS, AND HOODS.

To the best of my knowledge, this student will soon have completed all degree requirements.

Advisor's Signature: _____ Date: _____