



UNION INSTITUTE & UNIVERSITY

Master of Arts Student Handbook

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The policies and procedures described in this handbook apply to students matriculated into the Master of Arts July 1, 2012 or later. The handbook is intended to be supplemental to program information found in the *University Catalog*, <http://www.myunion.edu/academics/handbooks/university-catalog.pdf>. Students are responsible for familiarizing themselves with the contents of both documents.

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

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

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

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MESSAGE FROM THE ASSOCIATE DEAN

Dear Student:

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

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

An essential source of information is the *University Catalog*. It outlines university policies and procedures, including those specific to this program. Another essential source of information is this handbook. It provides supplemental information to that provided in the *University Catalog*. I strongly encourage you to become familiar with both documents and refer to it regularly. In addition, the university website (<http://www.myunion.edu>) provides up-to-date information concerning our institution as well as the program.

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

Sincerely,
Brian P. Webb, Associate Dean, Master of Arts

FACULTY ADVISOR

Upon matriculation, students are assigned a faculty advisor by the Associate Dean. Responsibilities of the faculty advisor include but are not limited to:

1. assisting students to register for appropriate courses;
2. acting as a resource regarding the policies, procedures, services and educational opportunities of the university;
3. assisting students in choosing educational objectives commensurate with their abilities and interests;
4. serving on students' graduation committees; and
5. referring students to the Associate Dean, Dean, or other university officer, when appropriate.

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

CURRICULUM

Program Structure

Refer to the *University Catalog*, pages 218-228 for a description of program policies and procedures, including the admission process, transfer credit, program sequence, and course descriptions. Below, you will find supplemental information for the **Field of Study** and **Advanced Research Methods/ Final Thesis Proposal** courses, as well as for the **Thesis**.

Field of Study

[Concentration Prefix] 520-O Field of Study 6 credits

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

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

Listed below are some examples of field of study titles:

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

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

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

The field of study title is listed on the student's final transcript.

Advanced Research Methods/ Final Thesis Proposal

[Concentration Prefix] 620-O Advanced Research Methods/ Thesis Proposal 3 credits

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

Prerequisites: Elements of Scholarship and Research Methods

The thesis proposal serves as a blueprint for the paper and allows the student and instructor to come to an agreement on its content.

All thesis proposals must be reviewed and approved by the Institutional Review Board (IRB) prior to beginning any research project or study. (IRB policies are outlined on the university website at <http://www.myunion.edu/irb>.)

The thesis proposal must be approved by your instructor and a copy submitted by the instructor to the program office. A template for the thesis proposal is presented in Appendix B.

Thesis

[Concentration Prefix] 630-O Thesis 9 credits

A substantial research and writing project that includes extended critical exposition.

The title of the thesis is listed on the student's academic transcript.

Prerequisite: Advanced Research Methods/ Thesis Proposal.

[Concentration Prefix] 628-O Thesis I 3 credits

[Concentration Prefix] 629-O Thesis II 6 credits

These two courses divide the content of Thesis over two terms.

Thesis I is a prerequisite for Thesis II.

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

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

Submission

The student submits his/her thesis in its final form to his/her thesis advisor as a *Word* (.doc or .docx) file at least one month prior to the course end date. If additional time is needed to complete the thesis, the student must register for **Program Completion Extension** (PCX 599). Refer to the *University Catalog* page 228 for a detailed description.

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

Format

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

Page Size: 8 ½"x11", portrait

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

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

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

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

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

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

Presentation

The thesis is assembled in the following order:

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

Title Page

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

Abstract

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

Acknowledgments (optional)

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

Preface (optional)

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

Table of Contents

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

List of Illustrations (optional)

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

List of Tables (optional)

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

Text

Introduction

The main text begins with the introduction on page 1. In the introduction, the purpose and goals of the study are presented. What question or questions form the basis of this inquiry? Why is the study significant? What is the historical background of the inquiry? What are the major theoretical schools of thought? What are the scope and limits of the

study? The introduction should conclude with a brief description of each chapter, showing how the inquiry progresses from one chapter to the next.

Chapters

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

If the thesis presents the findings of an empirical research study, it may have approximately five chapters, although this may vary. The chapters would include such topics as theoretical schools of thought bearing on the inquiry, review of literature (research studies and/or critical works), research methodology (including rationale for the methods chosen, discussion of subjects, instruments, and procedures), presentation and analysis of findings, and conclusion. If the thesis involves critical analysis of primary records (such as historical theses, literary works, visual art, or other such materials), include chapters on theoretical schools, literature review, and methods of analysis. The concluding chapter should focus on how the research and critical analysis discussed in the body of the study have illuminated the original question(s) or have proved or disproved any hypothesis presented. It is also appropriate to make recommendations for further research.

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

Appendices (optional)

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

Endnotes (optional)

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

Glossary (optional)

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

Bibliography or Works Cited

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

GRADUATION PROCESS

The graduation process begins upon satisfactory completion of all course work and approval of the thesis by the student's thesis advisor and a second reader, assigned by the Associate Dean. When both the thesis advisor and the second reader are satisfied that the thesis is ready to move forward, the thesis advisor schedules a graduation teleconference with the student, second reader and when required, a third committee member. During the teleconference, the student discusses with his/ her committee how university outcomes and program competencies were met (*University Catalog*, pages 23-24). The committee may recommend the degree be granted, request revisions to the thesis and/ or additional work prior to reconsideration, or recommend that the degree not be granted.

Students who are required by their committee to provide additional work or to edit submitted work, have up to one month to resubmit this work to their thesis advisor. Students requiring more than one month to complete revisions must register for PCX 599 **Program Completion Extension**. Students whose studies are not accepted by the committee may appeal the decision following the procedures outlined on pages 72-75 of the *University Catalog*.

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

APPENDICES

Appendix A: Learning Agreement Template

LEARNING AGREEMENT

Student Name:

Area of Concentration:

Instructor:

Course Number and Name:

Term:

Course Description

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

Course Competencies

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

Readings

Required

Optional

Course Activities and Requirements

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

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

Describe expectations regarding class discussion and/ or interaction with instructor

Indicate a timeline for submission of work

Assessment and Evaluation of Learning

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

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

Appendix B: Thesis Proposal Template

THESIS PROPOSAL

Name:

Date:

Area of Concentration:

Field of Study:

Working Title of Thesis

I. Introduction and Descriptive Summary

Provide overview of proposed research project.

A. Statement of Problem or Research Question

State the question or issue your thesis will address.

B. Purpose and Potential Value of Study

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

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

C. Literature Review and Theoretical Foundation of Study

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

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

D. Research Design and Approach

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

E. Method of Data Collection and Analysis

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

F. Ethical Issues in Research

- *Describe any potential ethical issues your study involves.*

- *Have you received IRB approval or an IRB exemption for your project?*
____yes ____no

For more information on Institutional Review Board procedures, see:
<http://www.myunion.edu/administration/offices/institutional-effectiveness/institutional-review-board/index.html>

II. Narrative Table of Contents

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

INTRODUCTION

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

CHAPTER 4. THE PROCESS OF POLICY MAKING IN AMERICA

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

CHAPTER 6. CONCLUSIONS

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

III. Preliminary Bibliography

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

Faculty signature/ date: _____

Student signature/ date: _____

Appendix C: Thesis Title Page Template

[Write the Title of the Thesis Here]

by

[Write your Full Name Here]

Submitted in partial fulfillment of the requirements for the
Master of Arts degree

at

Union Institute & University

[Month and year of submission, i.e. the final month and year of enrollment]

Thesis Advisor Date

Second Reader Date

Third Reader (if applicable) Date

Associate Dean, Master of Arts Date

Appendix D: Thesis Abstract Template

ABSTRACT

An abstract of the thesis of [Student Name] for the Master of Arts degree, Union Institute & University, [Month, Year, i.e. the final month and year of enrollment].

Title: [Title of the Thesis]

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

Appendix E: Thesis Rubric

THESIS RUBRIC

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

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

* Degree and level of relevance may vary across concentrations. Specific guidance will be provided by the thesis advisor.

Appendix F: Graduation Teleconference Rubric

GRADUATION TELECONFERENCE RUBRIC

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

Appendix G: Program Calendar, 2012-2013

Fall/ Winter Term: October, 2012–March, 2013 (2012-8D)

September 24-28	Orientation (new students only)
October 1	Fall/ Winter term officially begins
October 1	Courses begin
November 19-23	Thanksgiving break
November 22-23	University offices closed
November 26	Courses resume
December 24-January 4	Winter break
December 24-January 1	University offices closed
January 7	Courses resume
January 21	Martin Luther King Day (University offices closed)
February 22	Courses end
March 31	Fall/ Winter term officially ends

Spring/ Summer Term: April–September, 2013 (2013-7D)

March 25-29	Orientation (new students only)
April 1	Spring/ Summer term officially begins
April 1	Courses begin
May 27	Memorial Day (University offices closed)
May 27-31	Mid-term break
June 3	Courses resume
July 1-5	Independence Day break
July 4	University offices closed
July 8	Courses resume
August 9	Courses end
September 2	Labor Day (University offices closed)
September 30	Spring/ Summer term officially ends

*Winter Term: January-March, 2013 (2013-8D/ D1)

January 1	Winter term officially begins
January 2-5	Orientation
January 7	Courses begin
January 21	Martin Luther King Day (University offices closed)
March 29	Courses end
March 31	Winter term officially ends

** Beginning students only may enroll for this term. Courses offered are limited to MAP 508-O Elements of Scholarship (3 credits) and MAP 509-O Research Methods (3 credits).*

*Summer Term: July-September, 2013 (2013-7D/ D2)

June 24-28	Orientation
July 1	Summer term officially begins
July 1-5	Independence Day break
July 4	Independence Day (University offices closed)

Appendix H: Program Forms

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

- Disabilities Disclosure Form
<https://secure.myunion.edu/Forms/MAOnline/Disabilities.aspx>
- Drop/ Add Form
<https://secure.myunion.edu/Forms/MAOnline/DropAdd.aspx>
- Extension Request Form
<https://secure.myunion.edu/Forms/MAOnline/IncompleteGrade.aspx>
- Preregistration Form
<https://secure.myunion.edu/Forms/PreRegistration/MAOnline.aspx>
- Registration Form - Academic
<https://secure.myunion.edu/Forms/MAOnline/MAREgistration.aspx>
- Transfer Request Form (downloadable)
<http://www.myunion.edu/forms/MAO005.pdf>

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