



UNION INSTITUTE & UNIVERSITY

**MASTER OF ARTS
STUDENT HANDBOOK & THESIS GUIDE**

2020-2021

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



... from the MA Program Director

October, 2020

Dear MA Student:

Welcome to our program! For over fifty years Union Institute & University has offered graduate degrees at a distance to adult students across the country and around the world. Since 2006, we have offered the Master of Arts degree totally online. We are glad that you have chosen to join our 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.

This student handbook consists of three parts. Part I contains the Master of Arts portion of the 2020-2021 Union Institute & University academic catalog. Part II contains information about the MA faculty, advising, web registration, program policies, thesis requirements, and the graduation process., and Part III contains policies regarding the supervised clinical practice [SCP] in the MA with a major in Human Lactation Studies and the supervised experiential learning [SEL] in the MA with a major in Applied Nutrition and Dietetics. Portions of the university catalog are contained here for your convenience but, in the case of any difference in text, the official catalog language controls. The *University Catalog* can be found at <https://myunion.edu/academics/catalog/>. I encourage you to become familiar with the contents of both documents.

I wish you the best with your studies and hope that your time in the program will be rewarding and enlightening.

Sincerely,

A handwritten signature in black ink that reads "Elden Golden". The signature is written in a cursive, flowing style.

Elden Golden, PhD, JD
Director, MA Program

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PART I – MA PROGRAM INFORMATION

MASTER OF ARTS

Associate Vice President for Academic Affairs: Arlene Sacks, Ed.D.

Program Director: Elden Golden, Ph.D., J.D.

Assistant Director: Sarah Bergh, Ph.D.

1.1 Program Overview

Credits to Degree for Applied Nutrition and Dietetics major: 47 semester hours (academic year 48 weeks, program length 80 weeks); maximum 60 semester hours

Credits to Degree for all other MA majors: 36 semester hours (academic year: 48 weeks; program length: 64 weeks); maximum 60 semester hours

Transfer Credits for Applied Nutrition and Dietetics major: no internal or external transfer credits will be accepted.

Transfer Credits for all other MA majors: Up to six credits of external transfer. Up to 6, 12, or 18 credits of internal transfer depending on the source.

Calendar: August-December (Fall), January-April (Spring), and May-August (Summer). All terms and courses are sixteen weeks in length.

Enrollment Dates: Fall, Spring, and Summer terms

Minimum Time to Degree: 16 months (for students with no transfer credits) 8 months (for students with maximum internal transfer credits)

Full-time Status: Nine semester credits per term

Part-time Status: Six semester credits per term

This program is available in a fully online format to residents in California and all NC-SARA approved states, [see the online listing of NC-SARA states](#). Please check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Academic Program Location

Master of Arts Office

Union Institute & University

440 E. McMillan Street

Cincinnati, Ohio 45206

Toll-free: 800.861.6400 ext. 1252

Email: MAProgram@myunion.edu

<http://www.myunion.edu/academics/masters>

Majors

- Applied Nutrition and Dietetics
- Creativity Studies
- Education
- Health and Wellness
- History and Culture
- Human Lactation Studies
- Leadership, Public Policy, and Social Issues
- Literature and Writing

The Tuition and Fee Schedule is available on the website at <https://myunion.edu/future-students/funding-your-future/>

Any required M.A. program approvals or requests for policy exceptions are to be directed to the program director and the associate vice president for academic affairs.

1.2 M.A. Degree Program Mission Statement

The mission of the MA Program is to provide an education focused on experiential and individualized learning at the graduate level in a variety of academic disciplines to students who are underserved by traditional graduate education.

1.3 Philosophy

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

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

Respect for the individual is built into the program's design. After providing foundational learning in academic scholarship and in the student's chosen major area, the program offers opportunities for individualized learning, allowing the student to tailor the course of study to meet unique personal and professional goals and objectives. In this way, the educational process has the potential to unlock each student's potential for new vision, new forms of art, and new forms of justice that might contribute to the betterment of this world.

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

1.4 M.A. Major Descriptions

- **Applied Nutrition and Deitetics (DIET)**
SOC Codes: 29-1031 Dietitians and Nutritionists; 29-2051 Dietetic Technicians; 21-1094 Community Health Workers; 21-1091 Health Educators

The major in Applied Nutrition and Dietetics provides course work and experiential learning experience in Clinical Nutrition, Food Service Management, Community Nutrition, and Leadership. The Applied Nutrition and Dietetics major blends a high-level

graduate degree and experiential learning to offer the student an opportunity to study and develop exceptional skills to provide nutrition care to a variety of populations.

- **Creativity Studies (CRST)**

SOC Codes: 27-3043 Writers and Authors; 25-1123 English Language and Literature Teachers; 41-3011 Advertising Sales Agents; 11-2021 Advertising, Marketing, Promotions PR, and Sales Managers; 11-1000 Top Executives; 25-2050 Special Education Teachers; 19-3051 Urban and Regional Planners; 33-3021 Detectives and Criminal Investigators; 11-1021 General and Operations Managers.

Creativity is a vital human resource that exists in all populations, ethnicities, and cultures. Although cultures influence the expression of creativity by what is valued, supported, or suppressed, humans continue to create, even in the most dire circumstances. All culture, in its many varied forms, is the result of accumulated acts of creativity and the urge to create may be one the defining characteristics of humanity. Students in the Creativity Studies concentration will explore major theories of the source, nature, and development of creativity from ancient Greece to the present. The creative person, the creative process, and the creative product will be examined from multiple perspectives. The study of creativity is inherently interdisciplinary with major contributions from the fields of philosophy, psychology, education, the arts, and religion.

- **Education (EDUC)**

SOC Codes: 25-1081 Education Teachers, Postsecondary; 25-2000 Preschool, Elementary, Middle, Secondary, and Special Education Teachers; 25-3000 Other teachers and Instructors; 25-9020 Farm and Home Management Educators; 25-9030 Instructional Coordinators; 25-9040 Teaching Assistants.

The non-licensure MA with a major in education studies provides students with the opportunity to gain graduate-level skills and credentials in education and to further focus their studies in education. The MA-EDUC major provides a strong theoretical foundation in theory and research methods allowing the student to fully engage with the academic community of educators.

- **Health & Wellness (HWEL)**

SOC Codes: 21-1094 Community Health Workers; 21-1091 Health Educators; 11-9111 Medical and Health Services Managers; 17-2111 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors; 29-9011 Occupational Health and Safety Specialists; 21-1022 Healthcare Social Workers; 25-9030 Instructional Coordinators.

The major in Health & Wellness provide a comprehensive understanding of the health-related issues facing the world today. Students are trained to empower others to take control of their health and implement and maintain healthy behaviors. The MA-HWEL major provides a strong foundation in theory and research methods with evidence-based practice, health promotion, and public education. Students design their own focus in fields such as Complementary and Alternative Medicine (CAM) or Health Education.

- **History & Culture (HISC)**

SOC Codes: 19-3093 Historians; 19-4061 Social Science Research Assistants; 39-7011 Tour Guides and Escorts; 25-4010 Archivists, Curators, and Museum Technicians; 25-

1125 History Teachers, Postsecondary; 19-3094 Political Scientists; 11-1031 Legislators; 27-3041 Editors.

“History & Culture” is a broad major encompassing many possibilities for fields of study, questions to ask, approaches to take. The MA-HISC major draws from a wide range of disciplines including: history, anthropology, historical studies, area and cultural studies, archeology, women's studies, art history, peace and justice studies, museum studies and many more. Some of us are interested in postmodern theory, others in language, others in social history or feminist scholarship, and still others in ethnography, to name a few. The range of topics and approaches enhances our larger conversation and stimulates thoughts that we might not have otherwise had!

- **Human Lactation Studies (LACT)**

SOC Code: 29-9099 Healthcare Practitioners and Technical Workers, All Other
All healthcare practitioners and technical workers not listed separately

Breastfeeding has positive global health and economic implications, which cannot be duplicated in any other form and as such, it has been studied for decades. The Human Lactation Studies major offers students the ability to learn from previous research while building the skills and strategies necessary in breastfeeding management as they prepare to become International Board Certified Lactation Consultants (IBCLC) and/or aid in their professional develop as a seasoned (IBCLC). The MA-LACT major provides a strong foundation in research methods, healthcare ethics, evidence-based practice, and experiential learning.

- **Leadership, Public Policy, & Social Issues (LPPS)**

SOC Codes: 11-1021 General and Operations Managers; 19-3094 Political Scientists; 25-1065 Political Science Teachers, Postsecondary; 27-3031 Public Relations Specialists; 11-1031 Legislators; 11-9030 Education Administrators; 27-3031 Public Relations Specialists; 25-9030 Instructional Coordinators; 11-9111 Medical and Health Services Managers.

The Leadership, Public Policy & Social Issues major addresses pressing problems and issues facing our societal institutions--public, private and nonprofit. Through a multidisciplinary perspective, students enhance their understanding of these related disciplines. Students develop a sound knowledge of foundational theory and appropriate research methods. Specific areas such as policy analysis, decision-making and effective leadership are examined. Students learn about the formulation of public policy, gain historical and cultural perspectives on social movements, examine the interaction of social change with legal and ethical issues, and examine the role of leadership in creating and facilitating this change. In keeping with the university's mission, ethical leadership and social responsibility are stressed throughout the curriculum.

- **Literature & Writing (LITW)**

SOC Codes: 27-3043 Writers and Authors; 25-1123 English Language and Literature Teachers; 27-3041 Editors; 19-3094 Political Scientists; 19-3093 Historians; 41-3011 Advertising Sales Agents; 11-2021 Advertising, Marketing, Promotions PR, and Sales Managers.

The Master of Arts major in Literature & Writing provides the opportunity for intensive study in a variety of literary and related fields in the English language. Students explore how literature intersects with contemporary historical and cultural forces and examine critical theory as it relates to their area of interest. The structure of the program gives its students considerable flexibility in choosing the focus of their study. Students can pursue their literary interests, from the Renaissance to Rap, from Chaucer to Toni Morrison. Although our Master of Arts is not a creative writing degree, this major does allow students to incorporate their own creative writing into their study.

1.5 Learning Outcomes and Competencies

The goals and objectives of the M.A. program are consistent with the mission, vision, core principles, and values of Union Institute & University. The following University outcomes/MA competencies, and MA program outcomes/competencies are regularly assessed both at the university level and at the program level.

University Outcome	MA Competencies
<p>I. Communication:</p> <p>Express and interpret ideas clearly, using a variety of written and oral and/or visual forms.</p>	<p>CONSTRUCT coherent and organized written documentation using standard English.</p> <p>ANALYZE, CRITIQUE, and SYNTHESIZE scholarly literature in the field.</p> <p>REFLECT critically on experience related to acquired knowledge.</p> <p>DOCUMENT sources consistently using appropriate academic citation style.</p>
<p>II. Critical and Creative Thinking:</p> <p>Use different modes of disciplinary and interdisciplinary inquire to explore ideas and issues from multiple perspectives.</p>	<p>ANALYZE a variety of scholarly perspectives, ideas, and/or theories</p> <p>CONNECT an understanding of theory with practice</p> <p>INITIATE new practice or draw new conclusions based in a field-related theoretical understanding</p>
<p>III. Ethical and Social Responsibility:</p> <p>Express ethical and social implications in one's social, professional, artistic and/or scholarly practice.</p>	<p>EXAMINE the ethical values and social and cultural practices related to the student's focus of study.</p> <p>RELATE ethical or social and cultural implications to a broader context.</p> <p>ACT on or ENVISION a plan for acting on a theoretical understanding of ethics in the field</p>

	of interest and recognize one's own social responsibility to individuals, groups, and communities.
<p>IV. Social and Global Perspectives:</p> <p>Articulate a perspective on power in the world and one's own place in the global community.</p>	<p>DEMONSTRATE knowledge about the ways oppression and social inequities can be presented at individual, cultural, and societal levels.</p> <p>EXHIBIT ongoing critical reflection on issues of race, ethnicity, oppression, power, and privilege in one's own life.</p>
MA Program Outcomes	Competencies
<p>V.1. Knowledge Base:</p> <p>Demonstrates knowledge of the scholarly conversation (evolution of ideas, major debates, theories, methods, and/or approaches) related to the field(s) of study:</p>	IDENTIFIES one or more major debates, theories, methods, and/or approaches within the field(s) of study.
<p>V.2. Application and/or Experiential Learning:</p> <p>Academic inquiry is informed by application and/or experiential learning.</p>	REFLECTS on how applied and/or experiential learning informs inquiry.

1.6 Transfer Credit

1.6.1 External Transfer Credit

Students who wish to transfer credits from another institution of higher learning are governed by the following transfer credit policies:

- The program will determine the acceptance of transfer credit.
- Up to six graduate-level transfer credits may be accepted.
- To qualify for acceptance, the credits must:
 - Be listed on an official transcript from a regionally accredited college, university or foreign equivalent, sent directly from the sending institution to the admission office.
 - Be granted by a regionally accredited institution of higher learning or equivalent.
 - Be clearly identified on the transcript as graduate-level.
 - Be closely related to the course of study as judged by the program.
 - Be of a grade B (or equivalent) or better.
 - Be listed in whole semester hour credits or, if listed in quarter credits, then they will be converted into semester hour credits.
 - Not have been applied to any other earned degree.
- No external credits will be accepted toward the Applied Nutrition and Dietetics major.

1.6.2 Internal Transfer Credit

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

- The program will determine the acceptance of internal transfer credit.
- To qualify for acceptance, such credits must:
 - Be graduate-level credits.
 - Be closely related to the course of study as judged by the program.
 - Be of a grade of B (or equivalent) or better.
 - Not have been applied to any other earned degree.
- Number of internal transfer credits:
 - No more than 18 credits may be transferred from a M.A. Graduate Certificate to the MA Program and no more than 18 credits may be transferred from a combination of internal credits from a Graduate Certificate and external transfer credits.
 - No more than 12 credits may be transferred from the Health Education Certificate to the MA Program and no more than 12 credits may be transferred from a combination of internal credits from the Health Education Certificate and external credits.
 - No more than 12 credits may be transferred from the Leadership in Public Service Certificate to the MA Program.
 - No more than 12 credits may be transferred from the Cannabis Studies Certificate to the MA Program and no more than 12 credits may be transferred from a combination of internal credits from the Cannabis Studies Certificate and external credits..
 - In all other cases, no more than 6 credits may be transferred from an internal UI&U program to the MA Program and no more than 12 internal credits and external transfer credits combined will be accepted.
- No internal credits will be accepted in the Applied Nutrition and Dietetics major.

In no case will enrollment in the program be less than 8 months. Exceptions to this policy may be made at the discretion of the director and the associate vice president for academic affairs.

1.6.3 Credits Applied to a Previously-Earned Degree

If credits applied to a previously-earned degree are closely related to one or more of the core courses, the student may petition the M.A. Director to replace up to six credits of the core courses with additional M.A. application course credits.

1.7 Program Accreditation and Professional Certification/Licensure

1.7.1 IBLCE Pathway 2

Union Institute & University's M.A. major in Human Lactation Studies has received its initial accreditation by the Commission on Accreditation of Allied Health Programs (CAAHEP) through January 31, 2023 and offers the didactic lactation-specific education and clinical practice experience required for the International Board of Lactation Consultant Examiners (IBLCE) Pathway 2 accredited Academic Program. Since not all Pathway 2 students will have completed the IBCLE-required fourteen prerequisite health science courses prior to entering UI&U's M.A. major in Human Lactation Studies, students may take more than 36 credits in order to complete all the prerequisite health science courses. Only those students who also complete a 300-hour internship and show successful completion of all lactation-specific competencies will qualify for the IBCLE exam.

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19, Suite 158
Clearwater, FL 33763
727.210.2350
www.caahep.org

Eligibility to Enter Human Lactation Studies Internship

To enter into a supervised clinical practice internship, students must submit an Internship Application & Articulation Agreement at least two months prior to beginning the Internship. Students must also meet the following criteria:

- Meet criteria for satisfactory academic progress (SAP) by the end of the term preceding enrollment in the Internship.
- Successfully complete all pre-requisite courses.
- Submit a signed Articulation Agreement for the internship location
- Maintain a grade point average of 3.00.
- Submit vaccine records.
- Submit criminal identification and investigations record checks.
- Submit proof of professional liability insurance coverage in the amount of \$1 million per occurrence and \$3 million aggregate; more if required by the placement location.
- Submit proof of health insurance coverage
- Submit proof of automobile insurance coverage, where applicable
- Adhere to the Union Institute & University Policies Governing Student Conduct.

Students are responsible for planning, securing, and completing the two 150-hour internship terms (300 hours total) in their own community

Internship Fee

Students taking the Pathway 2 track and entering the supervised clinical practice internship will be assessed a non-refundable internship fee of \$125 when enrolled in LACT 528.

There are additional requirements for the IBLCE exam which are not part of the degree. For exam requirements, see <http://www.iblce.org/>. It is the student's responsibility to be sure that all

exam qualification and application requirements are met. Note that IBLCE updates these requirements periodically.

1.7.2 Applied Nutrition and Dietetics Major

Beginning in 2024, a master's degree will be required in order to gain candidacy to sit for the Registered Dietitian Nutritionist (RDN) Examination. Union Institute & University's Master of Arts with a Major in Applied Nutrition and Dietetics is an accredited graduate demonstration program under the Future Education Graduate Model Accreditation Standards. The Accreditation Council for Education in Nutrition and Dietetics (ACEND) released the *Future Education Model Accreditation Standards* for programs in nutrition and dietetics (www.eatrightpro.org/FutureModel). These accreditation standards integrate didactic coursework with supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice. Program graduates will be eligible to take the Commission on Dietetics Registration (CDR) credentialing exam to become a Registered Dietician Nutritionist (RDN).

Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza
Suite 2190
Chicago, Illinois 60606-6995
Phone (800) 877-1600 ext 5400
E-mail: acend@eatright.org
www.eatright.org/ACEND

Degree Earned

Upon completion of UI&U's FG Program students will receive a Master of Arts with a Major in Applied Nutrition and Dietetics degree. Students are to have successfully completed all MA program course requirements, including 47 semester credit hours of courses, with a cumulative grade point average of at least 3.0 and all university degree requirements to be eligible to be reviewed as a candidate for graduation and receive a verification statement.

Verification Statement

Verification Statements required by ACEND will be issued to all students who successfully earn a Master of Arts with a Major in Applied Nutrition and Dietetics degree. Forms will be processed promptly following the Registrar's confirmation of the student's degree to the student's record, typically within one month following graduation. Four signed copies of the Verification Statement will be sent to the home address listed in the student's official record. The student will be required to add their birthdate and Mother's maiden name to the form before it is provided to the Academy or a state licensing board. In addition to the Verification Statements, all documentation will be sent to the Commission on Dietetic Registration after confirmation of the degree, typically within one month following graduation.

Eligibility to Enter Dietetics Experiential Learning Placement

Students are responsible for planning, securing, and completing all experiential learning requirements in their own community.

To enter into an Experiential Learning Placement, students must submit an Experiential Learning Application & Affiliation Agreement prior to enrolling in their first term in the Master of Arts program.

Students must also meet the following criteria:

- Submit a signed Affiliation Agreement for all Experiential Learning Placement locations
- Maintain a grade point average of 3.00.
- Submit vaccine records.
- Submit criminal identification and investigations record checks.
- Submit drug test if required by placement location
- Submit proof of professional liability insurance coverage in the amount of \$1 million per occurrence and \$3 million aggregate; more if required by the placement location.
- Submit proof of health insurance coverage
- Submit proof of automobile insurance coverage, where applicable
- Adhere to the Union Institute & University Policies Governing Student Conduct.

Complaints and Grievances

The Program Director of the Applied Nutrition and Dietetics major will manage complaints and grievances from students and preceptors. These records along with the resolution and action will be filed for a period of seven years. Students are encouraged to discuss all issues with the Program Director first. Students should follow the University policies and procedures for Student Complaints and Appeals described in this catalog. Preceptors should follow the procedures described in the Preceptor Agreement they sign with the University. If students or preceptors have complaints about noncompliance with ACEND accreditation standards, and they feel they are not resolved in a timely or satisfactory manner using the above procedures, students or preceptors can file a complaint with ACEND. Retaliation against individuals who file grievances under this procedure or who otherwise participate in the grievance process is prohibited.

Assessment

The Master of Arts Program follows the UI&U Assessment Cycle for university and program Outcomes. This includes summative assessment by the program and by students. The Program Director of the Applied Nutrition and Dietetics major will also perform summative assessment each Summer semester using course rubrics for all courses in the major.

1.8 Registration

Master of Arts students will select courses following the Course of Study described below or their Preliminary Program of Study which is agreed upon by the student, the faculty advisor, and the program office.

- Registration is required prior to the start of each 16-week term.
- Students with a past due balance must obtain financial clearance from the Business Office prior to the term's start date.
- Full-time enrollment status in the Master of Arts is defined as 9 credits per term. Students may also enroll with part-time status (6 credits per term). Tuition is prorated accordingly. Refer to the current registration and tuition policies for more information.
- Tuition is due on the first day of each new term. The tuition and registration policies for each program are published annually on the university's website.

- Students register in CampusWeb through Web registration. Registration is initiated by the student following consultation with the faculty advisor or assistant director and must be approved by the faculty advisor. When Web course registration closes for a term, any changes to registration must be approved by the program office.
- Approval of the Registration Agreement (which includes the Financial Responsibility Agreement) constitutes acceptance of academic policies and financial responsibility for tuition obligations as outlined in the university catalog. The student must click “I agree” to the Registration Agreement at the time of web registration or approve by signature on a registration form.
- A student’s Web registration must be approved by the program before financial aid will be disbursed.
- All questions regarding registration and course offerings should be directed to the student’s faculty advisor or the assistant director in the M.A. program office and not the Admissions Office. All questions regarding financial aid status or eligibility should be directed to the Financial Aid Office.

1.8.1 Drop/Add and Withdrawal Policy

Deadlines for academic course adds, drops, and withdrawals are as follows. Refer to the Schedule of Adjustments below for the financial effect of drops, and withdrawals.

- **The Drop/Add deadline:** course may be added for 15 days from the start of the term. Courses may be dropped for 30 days from the term start date. Courses dropped after 30 days will receive a grade of “W” on the academic record. The effective date of the Drop/Add is the postmark date of a written request, an email request, or phone call received by the faculty advisor or the Registrar’s office.
- **Academic withdrawal policy:** Students may withdraw through the last day of the term by notifying the University in writing prior to the last day of the term.

Drop/Adds can impact continuing financial aid eligibility. Financial aid adjustments are based on federal guidelines. Students should contact the Financial Aid Office (800.861.6400 x 2005 or finaid@myunion.edu) immediately if they plan to drop any courses. All Drop/Add requests must be approved by the faculty advisor, the program director, or his/her designee.

Adding or dropping courses by the published deadline may alter the student’s tuition charges for the semester in the following manner:

- If the number of credit hours added equals the number dropped, there will be no adjustment of tuition.
- If the number of credit hours added is greater than the number dropped, tuition will be charged for the difference at the applicable tuition rate for the full term.
- If the number of credit hours dropped is greater than the number added, tuition will be adjusted for the difference per Schedule of Adjustments.

The following table shows the percentage of tuition to be adjusted for dropped courses:

Schedule of Adjustments	
Week One	100%

Week Two	100%
Week Three	75%
Week Four	50%
Week Five and Thereafter	0%

WITHDRAWAL POLICY AND RELATED REFUND OF CREDIT BALANCE

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

- The date the student notifies the university; or
- The ending date of the previous term if the student fails to register for a new term; or
- The date the student specifies as the date of withdrawal if this date is after the date of notification. The withdrawal should be submitted, by the student, using the official UI&U Withdraw Form, located on CampusWeb and after consultation with his or her designated campus official. The designated campus official is the students' faculty advisor. The designated campus official may also email the student a direct link to the official UI&U Withdraw Form upon request.
- The effective date of withdrawal is noted on the UI&U Withdraw Form, which is the date the student notifies his or her designated campus official. Verbal withdraw requests are only accepted from a student to his or her designated campus official. Once the official UI&U Withdraw Form is submitted, the student's intent to withdraw will be communicated directly to the appropriate university departments for processing. When a student withdraws from the university prior to the end of a term/session, all incomplete courses for which the student is currently registered at the time of withdrawal will be recorded as W (withdrawn) on the student's transcript. If the withdrawal is effective at the end of the term/session, the grade as supplied by the evaluating faculty for each course will be posted to the student's transcript.
- A student who fails to notify Union Institute & University of withdrawal from the program is financially responsible for all tuition and fees charged for the complete term/session. Tuition is not prorated for coursework with earned academic credit.

ADJUSTMENTS OF TUITION AND FEE CHARGES FOR PROGRAM WITHDRAWALS

Adjustments of tuition and fee charges for program withdrawal from the University are processed as reported to the Business Office from the Registrar's Office. The amount of refundable tuition and fee charges to the student is based on the percentage of completion of the program:

- If a student withdraws **before completing 60%** of the program length, the amount of tuition refunded to the student is calculated as follows:

$$\% \text{ refunded} = \frac{\# \text{ of days in session or term} - \# \text{ of days completed}}{\# \text{ of days in session or term}}$$

For example, if a student withdraws on day #11 in a 56 day session, the % refunded is 80%

- If a student withdraws ***after completing 60%*** of the program length, tuition is considered earned and the student will receive no refund.

Credit balances resulting from withdrawals are refunded either upon request by contacting the Business Office at 800.861.6400 ext. 1095 or within 30 days of the withdrawal date - whichever is sooner. Credit balances resulting from withdrawals will not be held by the University.

A student who fails to notify Union Institute & University of withdrawal from the program is financially responsible for all tuition and fees charged for the complete term or session.

Tuition is not prorated for coursework with earned academic credit. The amount of the tuition adjustment, if applicable, will be determined by the effective date of the withdrawal. A refund (if applicable) will be issued after financial aid adjustments are made. Financial aid adjustments are based on federal guidelines.

1.9 Satisfactory Academic Progress Review Policy (SAP)

Satisfactory Academic Progress (SAP) requirements are reviewed each term by the program office for students matriculated in the program. The Master of Arts uses a plus/minus (+/-) letter grade system. A student is making satisfactory academic progress when a grade of B or better is received and recorded on the student's official university transcript with the applicable earned credit hours (1-6). If the work for a course is unsatisfactory, a rating of Unsatisfactory (U) and no credit hours will be awarded.

- A student who receives a U rating, or multiple U ratings in the same term, is not making satisfactory academic progress and will be placed on academic probation.
- A student who receives additional U ratings in a subsequent term will be administratively withdrawn from the program. The program director will notify Financial Aid and the Registrar's Office of any student who is administratively withdrawn for academic reasons.
- A student dismissed from the degree program may not enroll in any program courses for a period of one year. Students who want to return to the university must re-apply and be re-accepted in the usual manner.

Academic Probation

Faculty advisors, in consultation with the director, review the academic progress of enrolled students at the end of each term. Students who do not meet satisfactory academic progress as defined above will be notified in writing of their change in status and placed on academic probation for one 16-week term.

During the probationary period, the student is required to meet with their academic advisor to develop a plan for returning to good academic standing. The student is also referred to the Office of Student Success to take advantage of services that may assist with a return to good academic standing. Should the student's progress continue to be below standards at the end of the monitoring period, they will be administratively withdrawn from the program. Under special circumstances, and only upon review and approval from the director, students may be granted an

additional term in the program, should there be evidence of academic improvement. Such an extension must be initiated by the student, with the support of the student's faculty advisor, in a formal written request sent to the director.

Students that faculty and/or preceptors identify as having minimal chances of successfully completing the program will be advised to seek counsel with the Office of Student Success' Career Services.

1.9.1 Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

1.9.2 Grading Policy

Courses registered and attempted each term are ultimately evaluated on a plus/minus (+/-) letter grade system. Letter grades A, A-, B+, B, and U are used to document the overall completion of courses each term, and several other grading codes are used to indicate the specific status of each course at any time. All courses registered will receive one of the following grade/status codes at the conclusion of each term. The following summary provides definitions for each grade or status that may be found in a student's registration record.

The evaluation and grading criteria for each course taken will be described in detail in the course syllabus. The criteria may include scholarly papers, presentations, participation in class discussions, case studies, and examinations, as well as professional and ethical behavior with instructors and classmates and at clinical or experiential learning sites.

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

The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of quality hours. This program requires a minimum cumulative GPA of 3.00.

Grade	Criteria
A	<p>Academic work reflects impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking.</p> <p>4.0 Quality Points</p>

A-	Criteria for A work not fully met. 3.70 Quality Points
B+	Criteria for B work is more fully met. 3.30 Quality Points
B	Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. 3.0 Quality Points
U	Academic work reflects insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than a B. A U grade should be given only on the basis of less than satisfactory work and should not be given because a student has not been present in a seminar (in such a case a V attendance indicator should be given). 0.0 Quality Points
W	Withdrawal: Student initiated withdrawal from a seminar or the program. Withdrawal from the program discontinues connection to university passwords and accounts.
I	Academic work reflects substantial completion (at least 67 percent) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. Refer to the program's Incomplete Grade Policy in this catalog. Students must initiate a request for an Incomplete grade by completing the Petition For An Incomplete Grade Request Form, which indicates work to be completed. Such requests must be approved by the program director. Students have until the end of the next term to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade. 0.00 Quality Points and does not calculate into the GPA
N	N indicates no grade has been reported for a course at the conclusion of the term. N is a temporary code, which converts to one of the above codes once the necessary program information has been reported to the Registrar's Office. No credit is granted for a course as long as it is coded with the N.

Note: Refer to the UI&U Attendance and Engagement Policy in this catalog.

NE	Never Engaged: An NE attendance indicator will be assigned during the first 21 days of each term for a student who neither attends nor engages in a registered class.
V	Vanished: A V attendance indicator will be assigned six weeks after the beginning of a term by the dean's office or during end-of-term grading by a faculty member for a student who attends/engages in a registered class but subsequently ceases to attend/engage in the class and does not officially withdraw from the class.

1.9.3 Incomplete Grade Policy

Students are expected to complete all course work requirements by the end of each registered term in order to receive a grade and academic credit for the term. If unable to do so, the student may petition for an Incomplete (I) grade from the faculty instructor. Incompletes (I) can be awarded only when all of the following conditions are met:

- Illness, accident, or other unusual extenuating circumstances beyond the student's control make it impossible for a student to complete required course work during the term in which they are enrolled in the course;
- The student has completed at least two-thirds (67%) of the required course work in the registered course; and
- The student has a passing grade in the registered course at the time of the petition.

The granting of an Incomplete is at the discretion of the course instructor. A grade of Incomplete (I) must be requested by the student and the petition completed by the day grades are due for the term. An Incomplete may not be requested as a means of obtaining a higher grade in the course if a student is not meeting course requirements and standards. When an Incomplete is recorded, the student must satisfactorily complete all required course work prior to the end of the next term. (However, in cases when the successful completion of one course is a prerequisite to another course or to another step in the program, such as practicum, internship, or capstone, the instructor may insist on a shorter time frame or the program may prohibit registration for the subsequent course until requirements for the prerequisite has been met.) If the course work is not satisfactorily completed by the end of the next term, the grade will automatically be converted to an Unsatisfactory (U) grade and posted by the registrar.

It is the student's responsibility to initiate a petition for an Incomplete (I) grade with the course instructor by completing, signing and dating a Petition for an Incomplete Grade form. The petition includes a supporting rationale for the request, a list of outstanding course work, and a plan/timeline for completing those assignments. It is encouraged that the student discuss his/her request for an Incomplete (I) with the course instructor prior to the deadline for filing the petition. Medical documentation may be requested for students petitioning for an Incomplete due to medical concerns. The filed petition may be approved or denied by the course instructor.

If approved, the instructor submits the signed petition to the Assistant Director and submits a grade of I to the Registrar. Upon satisfactory course completion, the instructor completes a grade change request form from the Registrar.

1.10 Program Structure

1.10.1 Program Length

The Master of Arts is a minimum 36-semester hour program. Students who complete 36 credits of MA coursework take a minimum of 16 months, or four terms, to complete the degree. Students who transfer in 12 credits from the Health Education Certificate, the Certificate in Leadership in Public Service, the Cannabis Studies Certificate, or from a combination of internal and external transfer credits, can complete the MA degree in 12 months or three terms. Students who transfer in 18 credits from one of the Graduate Certificates can complete the MA degree in 8 months, or two terms. Students in the Applied Nutrition and Dietetics major complete 47 credits of M.A. coursework and take a minimum of 20 months, or five terms, to complete the degree. The Master of Arts program allows students to exceed 36 or 47 credits with program approval in order to complete their program of study. The degree plan can be extended in increments of three credits to a maximum of 60 credits as approved by the program if determined to be academically appropriate by the student, his/her advisor, and the program director.

1.10.2 Orientation

Students enrolling in the program for the first time participate in an online orientation session. They have the opportunity to introduce themselves to fellow students and faculty, learn about the history of the university and the program, and are instructed on how to access and use the university library. The orientation also introduces the student to the online learning management system within the CampusWeb portal used by the university.

1.10.3 Course of Study for all MA Degree Students except Applied Nutrition and Dietetics and Pathway 2 LACT Human Lactation Studies

Effective Fall 2017

Students who choose to take 9 credits per term , normally take the following courses over four terms:	Students who choose to take 6 credits per term , normally take the following courses over six terms:
First Term Elements of Scholarship MAP 508 (3 cr.) Disciplinary Foundations I 512 (3 cr.) Disciplinary Foundations II 513 (3 cr.)	First Term Elements of Scholarship MAP 508 (3 cr.) Research Methods MAP 509 (3 cr.)

Second Term Research Methods MAP 509 (3 cr.) Field of Study I 521 (3 cr.) Field of Study II 522 (3 cr.)	Second Term Disciplinary Foundations I 512 (3 cr.) Disciplinary Foundations II 513 (3 cr.)
Third Term Advanced Research Methods 620 (3 cr.) Applications I 525 (3 cr.) Applications II 526 (3 cr.)	Third Term Field of Study I 521 (3 cr.) Field of Study II 522 (3 cr.)
Fourth Term Thesis I 628 (3 cr.) Thesis II 629 (6 cr.)	Fourth Term Advanced Research Methods 620 (3 cr.) Applications I 525 (3 cr.)
	Fifth Term Thesis I 628 (3 cr.) Applications II 526 (3 cr.)
	Sixth Term Thesis II 629 (6 cr.)

1.10.4 Course of Study for Applied Nutrition and Dietetics

Effective Fall 2021

Students who choose to take 9 credits per term when they begin the program , normally take the following courses over five terms:	Students who choose to take 6 or 7 credits per term , normally take the following courses over six terms:
First Term DIET 530 Foundations in Dietetics Practice (3 cr.) MAP 508 Elements of Scholarship (3 cr.) HWEL 592 Anatomy & Physiology (1 cr.) HWEL 594 Medical Terminology (1 cr.)	First Term DIET 530 Foundations of Dietetics Practice (3 cr.) MAP 508 Elements of Scholarship (3 cr.)
Second Term DIET 531 Food Science (3 cr.) DIET 532 Human Metabolism (3 cr.) DIET 540 Food Systems I (3 cr.)	Second Term HWEL 592 Anatomy & Physiology (1 cr.) MAP 509 Research Methods/Statistics (3 cr.) DIET 532 Human Metabolism (3 cr.)

Third Term DIET 550 Medical Nutrition Therapy I (3 cr.) MAP 509 Research Methods/Statistics (3 cr.) DIET 541 Food Systems II (3 cr.)	Third Term HWEL 594 Medical Terminology (1 cr.) DIET 531 Food Science (3 cr.) DIET 540 Food Systems I (3 cr.)
Fourth Term DIET 551 Medical Nutrition Therapy II (3 cr.) DIET 620 Advanced Research Methods (3 cr.) DIET 560 Community and Public Health Nutrition (3 cr.)	Fourth Term DIET 541 Food Systems II (3 cr.) DIET 550 Medical Nutrition Therapy I (3 cr.)
Fifth Term DIET 570 Leadership (3 cr.) DIET 628 Thesis I (3 cr.)	Fifth Term DIET 560 Community and Public Health Nutrition (3 cr.) DIET 551 Medical Nutrition Therapy II (3 cr.)
Sixth Term DIET 629 Thesis II (6 cr.)	Sixth Term DIET 570 Leadership (3 cr.) DIET 620 Advanced Research Methods (3 cr.)
	Seventh Term DIET 628 Thesis I (3 cr.) DIET 629 Thesis II (6 cr.)

1.10.5 Course of Study for Pathway 2 LACT Human Lactation Studies

Effective Fall 2020

Students who choose to take 9 credits per term when they begin the program , normally take the following courses over five terms:	Students who choose to take 6 credits per term , normally take the following courses over six terms:
First Term Elements of Scholarship MAP 508 (3 cr.) Disciplinary Foundations I HWEL 512 (3 cr.) Disciplinary Foundations II LACT 514 (3 cr.)	First Term Elements of Scholarship MAP 508 (3 cr.) Research Methods MAP 509 (3 cr.)
Second Term Research Methods MAP 509 (3 cr.) Field of Study LACT 520 (6 cr.)	Second Term Disciplinary Foundations I HWEL 512 (3 cr.) Disciplinary Foundations II LACT 514 (3 cr.)

Third Term Advanced Research Methods LACT 620 (3 cr.) Applications I LACT 528 (3 cr.)	Third Term Field of Study LACT 520 (6 cr.)
Fourth Term Thesis I LACT 628 (3 cr.) Applications II LACT 529 (3 cr.)	Fourth Term Advanced Research Methods LACT 620 (3 cr.) Applications I LACT 528 (3 cr.)
Fifth Term Thesis II LACT 629 (6 cr.)	Fifth Term Thesis I LACT 628 (3 cr.) Applications II LACT 529 (3 cr.)
	Sixth Term Thesis II LACT 629 (6 cr.)

It is possible to register for a different number of credits in successive terms as determined in consultation with the student's advisor and the program office.

Course Prefixes

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

- DIET Applied Nutrition and Dietetics
- CRST Creativity Studies
- EDUC Education
- HWEL Health and Wellness
- HISC History and Culture
- LACT Human Lactation Studies
- LPPS Leadership, Public Policy and Social Issues
- LITW Literature and Writing

Courses

Courses with the numbers 620, 628, 629, and 630 are offered in all eight MA majors. Courses with the numbers 512, 513, 521, 522, 525, and 526 are offered in all majors except LACT and DIET. All other course numbers are unique to their particular major.

MAP 508 Elements of Scholarship

3 credits

This course immerses students in the scholarly process with reference to their major. The three units cover (1) the construction of knowledge and conceptual frameworks; (2) the development of scholarly thinking, including critical and creative modes of thought and techniques of analysis; and (3) the stages of master's-level academic writing. Throughout, the course emphasizes academic integrity and responsible use of knowledge, including competency in using academic style(s) pertaining to field.

MAP 509 Research Methods**3 credits**

This course provides the skills and knowledge necessary to conduct an inquiry-based, master's-level research study. The course will explore philosophical frameworks, literature review, and research design (problem statement, research questions or hypotheses, data collection and analysis tools) as well as other key aspects of academic research (reliability and validity, ethics, and social relevance). The three major research methods, Qualitative, Quantitative, and Mixed, are examined in relation to the student's focus of interest. This course sets the foundation for Advanced Research Methods.

CRST 512 Disciplinary Foundations I**3 credits**

This course is designed to provide graduate-level breadth of knowledge in creativity studies. What creativity is, where it comes from, and how it manifests have long been topics of intense human interest and written texts examining these issues can be found in all historical periods going back as far as 2500 BCE. We will explore representative texts from ancient Greece to the present including philosophical treatises, sacred texts, poetry, personal essays, memoirs, literary and artistic criticism, and scientific studies. The historical authors include such individuals as Aristotle, Plato, Montaigne, Thomas Hobbes, Jean Jacques Rousseau, William Wordsworth, Ralph Waldo Emerson, Friedrich Nietzsche, and T.S. Eliot. In addition to the historical sources, students will read James Kaufman's *Creativity 101* which provides an overview of numerous contemporary theories and ideas about creativity.

CRST 513 Disciplinary Foundations II**3 credits**

The second part of Disciplinary Foundations focuses on the ideas of two creativity theorists – David Bohm and Mihalyi Csikszentmihalyi. Basic concepts in creativity studies will be covered including the Four Ps (creative person, creative process, creative product, and the creative place), the role of motivation, dark or malevolent creativity, Big-C and little-c creativity, artistic and non-artistic creativity, everyday creativity, systems theory and flow.

EDUC 512 Disciplinary Foundations I**3 credits**

This course provides an introductory exploration of the breadth of the academic study of education with attention paid to current theories and debates, principle sources, individual scholars, schools of thought, and recent developments.

EDUC 513 Disciplinary Foundations II**3 credits**

This course is a continuation of EDUC 512 and examines advanced concepts, ethics, and social justice in the field of education. It also provides the foundation for students to begin their individualized work in subsequent courses. By the end of this course, students will, in collaboration with a faculty mentor, prepare an individualized plan of study for the remainder of their MA work.

HISC 512: Disciplinary Foundations I**3 credits**

Disciplinary Foundations I provides grounding in theories, scholars, evolution of thought, and approaches to inquiries within fields related to History and Culture. In collaboration with faculty mentor, student develops an individualized plan of study that sets forth the focus of inquiry, possibilities for experiential learning to inform academic study, and preliminary bibliography.

HISC 513: Disciplinary Foundations II**3 credits**

Disciplinary Foundations II explores advanced concepts in History and Culture including ethical and social implications of scholarly practice as well as perspectives on social justice related to development of questions, epistemological difference, and absent or silenced narratives.

HWEL 512 Disciplinary Foundations I**3 credits**

Starting with topics related to personal health, the learner will consider issues relating to physical health, psychological health, social health, intellectual health, spiritual health and environmental health. Changing behavior to achieve better health will be explored through models of health behavior change. Learners working toward a degree in Health and Wellness will have individual interests within the field of Health and Wellness. This course will give learners an opportunity to begin to examine their own topic in detail, using the theories and models that are discussed at a broader level throughout this course.

HWEL 513 Disciplinary Foundations II**3 credits**

This course will explore advanced concepts in health and wellness, beginning with health care ethics and the universal principles of ethics and application of these principles to practice and health care topics. This course will also explore the social justice issues relating to health and health care delivery, including disparities of care.

LPPS 512 Disciplinary Foundations I: Foundations in Public Policy and Social Issues**3 credits**

This course is designed to give you a strong foundation in public policy and social issues. It is structured around Larry Gerston's book, *Public Policymaking in a Democratic Society*, which is available as an ebook in the Union library. I've chosen this book because it takes a service and applied learning approach, asking you to choose your own topic and then exploring public policy issues through that lens: policy processes, issue identification, policy formulation, advocacy and to some extent policy implementation and evaluation. As you read, you will be doing these aspects of public policy formation for yourself, so you will have both a theoretical and pragmatic understanding as you move on to the second half of the course.

LPPS 513 Disciplinary Foundations II: Foundations in Leadership**3 credits**

This course builds on DF I and provides you with a broad overview of leadership studies. We begin with the well-known case study of Dr. Martin Luther King Jr. at Birmingham Jail, which provides a touchstone for the rest of the course. In the second week, we'll step back and get an overview of leadership studies as a whole. In subsequent weeks, we'll explore the evolution of leadership theories, do a leadership self-assessment, and identify leadership topics of interest for future study. Upon completing the course, you'll have a strong sense of the field of leadership studies and which aspects are most compelling and useful to you.

LITW 512 Disciplinary Foundations I: Introduction to Literature and Your Field**3 credits**

This first part of Disciplinary Foundations introduces students to some broad conversations about literature. The course starts by looking at the context and content of recent conversations about literature: why it matters, the canon, and genre. Students will learn how to do an annotated bibliography entry, a skill they will use on every source they read this semester. In the second week, students will do a deep exploration of your field, identifying the key works they should read, whether they are influential in the field or central to the student's area of interest. The syllabus that students create this week will be the substance of the rest of their coursework. In the third week, students will step into the waters of literary theory, reading about the major schools and beginning to apply them to the reading. Students will continue this project in depth through the end of Disciplinary Foundations I.

LITW 513 Disciplinary Foundations II: Joining the Scholarly Conversation

3 credits

This second part of Disciplinary Foundations is dedicated to making students aware of the scholarly conversation around your chosen field. Having established the key texts in their field in Disciplinary Foundations I, students will explore more important texts, as well as the way that scholars have understood and interpreted them. They will read literary criticism in the first part of the course, as a prelude to writing it themselves in the second half. At the end, students will submit a cumulative annotated bibliography of all the works they have read in their field to date, as well as Preliminary Plan of Study that maps out the path they will take through the rest of the program.

LPPS 512: Disciplinary Foundations I: Foundations in Public Policy and Social Issues

3 credits

This course is designed to give students a strong foundation in public policy and social issues. It is structured around Larry Gerston's book, *Public Policymaking in a Democratic Society*, which is available as an ebook in the Union library. This book takes a service and applied learning approach, asking students to choose their own topic and then exploring public policy issues through that lens: policy processes, issue identification, policy formulation, advocacy and to some extent policy implementation and evaluation. As the class moves through the stages, students will be doing these aspects of public policy formation for themselves, giving them both a theoretical and pragmatic understanding.

LPPS 513: Disciplinary Foundations II - Foundations in Leadership

3 credits

This course builds on Disciplinary Foundations I and provides students with a broad overview of leadership studies. It begins with the well-known case study of Dr. Martin Luther King Jr. at Birmingham Jail, which provides a touchstone for the rest of the course. In the second week, students read an overview of leadership studies as a whole, and in subsequent weeks, they explore the evolution of leadership theories, do a leadership self-assessment, and identify leadership topics of interest for future study. Upon completing the course, students will have a strong sense of the field of leadership studies and which aspects are most compelling and useful to them.

LACT 514: Disciplinary Foundations II: Functioning as a Lactation Consultant

3 credits

. This course provides 30 hours of human lactation instruction and is the first in a series of four lactation-specific courses designed to prepare students for the International Board of Lactation Consultant Examiners (IBLCE) certification examination.

Preliminary Program of Study Agreement

By the end of their second term, each M.A. student is required to complete a Preliminary Program of Study in collaboration with his/her faculty advisor and the program office. This is an opportunity for students to make sure they understand the M.A. structure, program and university policies, and begin planning for subsequent courses. The student and advisor will both sign the Preliminary Program of Study form, and it will be filed with the program office. Any changes must be approved by the student's advisor and the program office.

LACT 520: Field of Study: The Art and Science of Lactation

6 credits

This course is a continuation of LACT 514 and provides 60 hours of lactation instruction designed to prepare students for the International Board of Lactation Consultant Examiners (IBLCE) certification examination.

Prerequisites: HWEL 512 and LACT 514.

[Major Prefix] 521 Field of Study I

3 credits

The course provides graduate-level depth of scholarship pertaining to the student's chosen field of study within the student's major. Each student works one-on-one with a faculty mentor and the course content is individualized for each student. The student and instructor collaboratively identify a specific field of study for the student and the title of that field of study goes on the student's transcript, e.g., Art, Faith and Divine Inspiration; Public History; Women's Studies; Archaeology; African Diaspora Studies; Postpartum Depression, Alternative Wellness; Graphic Novels as Literature; or, Female Victorian Authors. The student and instructor develop an Individualized Learning Component that supplements the course syllabus and identifies concepts, theories, notable authors and key texts in the chosen field to be examined, as well as assignments to be accomplished by the student. Emphasis is on student initiative, guided reading and learning, and regular and frequent one-on-one communication between student and instructor. *Prerequisite: Disciplinary Foundations I and II*

[Major Prefix] 522 Field of Study II

3 credits

A continuation of 521 Field of Study I. *Prerequisite: Disciplinary Foundations I and II*

[Major Prefix] 525 Applications I

3 credits

This course provides an opportunity for the student to begin applying the knowledge that has been gained in prior courses. Each student works one-on-one with a faculty mentor and the course content is individualized for each student. The student and instructor collaboratively develop an Individualized Learning Component that supplements the course syllabus and identifies activities and expectations specific for that student. Examples of experiential and/or applied learning activities may include: developing a K-12 or undergraduate course (drafting lesson plans or a syllabus, preparing lectures or workshop, etc.); developing a childbirth education curriculum; undertaking a series of structured visits to museums, health facilities, or other institutions; undertaking a creative project (a series of short stories, essays, or art works); conducting specialized research to gather data for the upcoming thesis (conducting archival research or conducting surveys and interviews, etc.); or, preparing and delivering conference presentations. At the end of the term, the student offers substantive reflection on how learning activities undertaken during the term inform the student's academic study.

[Major Prefix] 526 Applications II

3 credits

This course may serve as continuation of 525 Applications I or may involve a different but comparable project.

[Major Prefix] 527 Applications

6 credits

An examination of the professional, academic, and social significance of the student's study. The course may have an applied component and is designed by the student in conjunction with an instructor.

LACT 528 Applications I: IBLCE Pathway 2 Internship

3 credits

Prerequisite for LACT 528: LACT 520

LACT 529 Applications II: IBLCE Pathway 2 Internship

3 credits

Prerequisite for LACT 529: LACT 528 LACT 528 and 529 provide the opportunity to plan and execute the internship required of students seeking IBLCE Pathway 2 certification.

DIET 530 Foundations in Dietetic Practice

3 credits

This course is designed to build a solid foundation in dietetic practice. The course will cover the history of the dietetics field, scope of practice of dietitians, healthcare ethics, theories of adult

learning, and basic counseling skills. The foundational knowledge gained in this course will be built upon through future courses in dietetics program.

DIET 531 Food Science

3 credits

This course explores the chemical composition of food, physical and chemical changes in food associated with household and industrial preparation techniques, definition of standard products, and appropriate assessment techniques for judging food quality.

DIET 532 Human Metabolism

3 credits

This course will focus on human nutrition and metabolism with an emphasis on the functional and regulatory roles of macronutrients and micronutrients. Students will be guided through an exploration of recent scientific literature in the areas of nutrition and biochemistry, and ways one informs the other. Finally, we will consider how several human diseases arise from defects in metabolic pathways, and we will review papers in the scientific literature on several diseases linked to altered metabolism.

DIET 540 Food Systems I

3 credits

This course provides a comprehensive approach to foodservice management, to provide graduate students with both didactic content and experiential “hands-on” experience in their selected food service setting. This course will have a specialized focus in quality menu planning, quantity food production, and food delivery based on the specialized needs of target populations within a healthcare facility. The course will also emphasize food quality, sanitation and safety, and provide an overview of food procurement, equipment selection and institutional kitchen layout and design. This course will emphasize application within a health-care facility, simulated case studies and relevant projects.

DIET 541 Food Systems II

3 credits

This course is the second of two courses, which provides a comprehensive approach to foodservice management, to provide graduate students with both didactic content and experiential “hands-on” experience in their selected food service setting. This course will have a specialized focus in management and leadership principles in food systems management, quality food production and evaluation, human resource and financial management of foodservice systems, application of principles of food safety and sanitation, and optimization of sustainability in food systems management. The course will also include marketing of foodservice, maintenance of knowledge in the area of compliance with accreditation, health department and legislative regulations, and management of vulnerabilities in the food supply chain. Students will be expected to apply and demonstrate an understanding of the local food environment and agricultural practices and processes. This course will emphasize application within a health-care facility, visits to local food systems organizations and settings, simulated case studies and relevant projects. Pre-requisite: DIET 540 Food Systems I

DIET 550 Medical Nutrition Therapy I

3 credits

This course introduces nutrition as a disease therapy and the role of the clinical dietitian as a member of the health care team. Topics covered include nutrition screening and assessment, medical records documentation, and basic dietary modifications. Pre-requisite: DIET 532 Human Metabolism and DIET 516 Medical Terminology

DIET 551 Medical Nutrition Therapy II

3 credits

A study of the use of diet in preventing illness and as a means of treating disease. Emphasis is on the nutrition care process, diagnosis, implementation, & monitoring. Clinical rotations allow students to apply what is learned. Pre-requisite: DIET 550 Medical Nutrition Therapy I

DIET 560 Community and Public Health Nutrition **3 credits**

This course will cover the study of human nutrition and health problems from a global and community perspective; programs and policies related to nutrition at local, state, and federal levels including preventive nutrition or wellness, and approaches and techniques or effective application and dissemination of nutrition knowledge in the community.

DIET 570 Leadership **3 credits**

The course presents leadership theories and organizational management models while providing students the opportunity to apply these theories through experiential learning and to enhance leadership development through self-assessment exercises. Included in the course are identification of leadership competencies and challenges, the skills needed for the successful management of organizations and people and the role of mentorship in shaping the next generation of leaders.

[Major Prefix] 597 Teaching Writing I: Theory and Writing Center Practicum **3 credits**

Teaching Writing I introduces students to current theories and practices of teaching writing. Offered in partnership with the UI&U Writing Center, students have the opportunity to work as writing consultants in a supported practicum. This course may be taken in place of, or in addition to, Applications I or Applications II.

Requirements: Recommendation of the student's faculty advisor and acceptance of the instructor.

[Major Prefix] 598 Teaching Writing II: Theory and the Composition Course **3 credits**

This course is designed to follow Teaching Writing I and focuses on theory and best practices for developing a college composition course. Expanding on the one-on-one tutoring experiences of Teaching Writing I, students consider ways to create writing assignments and learning activities. They also continue their supervised practicum at the university's writing center. This course may be taken in place of, or in addition to, Applications II.

Requirements: Recommendation of the student's faculty advisor and acceptance of the instructor.

Prerequisite: Teaching Writing I

HWEL 591 Biology **1 credit**

This course presents an introduction to the human body and health, and outlines how a microorganism or body imbalance can quickly cause an illness. The course also presents the concepts of vaccinations and how their use has reduced infectious disease in the U.S. and globally. Moreover, the course will address how education around the world relates to relationships between vaccines and epidemics. General topics include cells, human tissues, organs and organ systems, genetics, microbiology, pathology, immunology and epidemiology.

HWEL 592 Anatomy & Philology **1 credit**

This course covers essential elements of human anatomy and physiology, the relationship and function of anatomy and physiology, homeostasis and the role that each of the body systems plays in maintaining it, and the functions of cells and tissues in the body.

HWEL 593 Infant/Child Growth and Development **1 credit**

The growth and development of infants and children are explored in this course beginning with influences on healthy development in the prenatal phase, continuing through birth to adolescence. Normal stages are examined at each phase of the life cycle from conception to

adolescence. Health promotion and cultural implications of health care during this span are emphasized.

HWEL 594 Medical Terminology_

1 credit

Medical Terminology is the language specific to the medical industry. This introductory course focuses on the word construction and meaning that characterizes medical language through a study of root words, prefixes and suffixes. This course focuses on correct pronunciation, spelling and use of medical terms. Anatomy, physiology, and pathology of disease are discussed, yet no previous knowledge of these topics is necessary.

[Major Prefix] 620 Advanced Research Methods

3 credits

This course provides the student with in-depth knowledge of research methods appropriate to the chosen field of study. The student writes a substantial thesis proposal.

Prerequisite: Elements of Scholarship and Research Methods

Culminating Courses

To conclude the course of study for the Master of Arts degree, the student writes a thesis. All students completing the master's degree will present their thesis to the graduation conference committee for its approval.

Thesis

[Major Prefix] 630 Thesis

9 credits

A substantial research and writing project that includes extended critical exposition. The thesis stands as the culmination of a student's study and provides evidence that university outcomes and competencies have been met.

Prerequisites: All core courses and Advanced Research Methods.

[Major Prefix] 628 Thesis I

3 credits

[Major Prefix] 629 Thesis II

6 credits

These two courses divide the content of Thesis over two terms. Thesis I and Thesis II may be taken simultaneously or consecutively. If taken consecutively, Thesis I is a pre-requisite to Thesis II.

Program Completion Extension (PCX 503/506/509)

0 credits

If additional time is needed to complete the thesis, a student may register for Program Completion Extension either PCX 503, 506, or 509 based on the credit hours assigned to the final thesis course(s). This extension allows for an additional four (4) months to complete the thesis, approved by the thesis advisor and the program office. The extension maintains the student in a registered active status but at zero (0) credit hours. Students registered in PCX are not eligible to receive federal financial aid. The Registrar's Office will report students on this extension as registered less than half-time during the next scheduled report to external agencies; therefore, students on financial aid and students with prior loans in a deferment status will begin to have their loans processed for repayment by their lenders. A non-refundable fee based on the thesis credit hours is charged for enrollment in Program Completion Extension.

Commencement and Graduation

Students who have graduated or plan to graduate by the term ending in August of each year are invited to participate in their regional commencement ceremony (Florida or California in the summer or the National Commencement Ceremony held in Cincinnati, Ohio each fall).

Participants in the commencement ceremony must submit a Petition to Participate in Commencement form and have met all academic requirements for the M.A. degree.

Students are to have successfully completed all M.A. program requirements with a cumulative grade point average of 3.0 and all university degree requirements to be eligible to be reviewed as a candidate for graduation. The Registrar's Office issues Master of Arts graduates their diploma and transcripts after all academic, degree, and financial requirements are fulfilled.

1.11 Certificates Administered by the MA Program

The MA Program administers the following certificate programs:

- Health Education Certificate,
- Leadership in Public Service Certificate,
- Graduate Certificate in Creativity Studies,
- Graduate Certificate in Health & Wellness,
- Graduate Certificate in History & Culture,
- Graduate Certificate in Social Justice,
- Graduate Certificate in Literature & Writing.
- Cannabis Studies Certificate

All relevant MA Program policies, as contained in this catalog apply to the certificates administered by the MA Program. This includes, but is not limited to the policies regarding registration, grading, incompletes, student financial aid satisfactory progress and satisfactory academic progress review.

Transfer Credit

For policies regarding the transfer of certificate credits to the MA Program, see the section dealing with internal transfer credits in the MA Program section of this catalog. For policies regarding the transfer of credits to the certificates, see the individual certificate sections below.

1.11.1 Drop/Add and Withdrawal Policy for MA Certificates

DROP/ADD POLICY

Deadlines for academic course adds, drops, and withdrawals are as follows. Refer to the Schedule of Adjustments below for the financial effect of drops and withdrawals.

- **The Drop/Add deadline:** is 30 days from the term start date, or 15 days from the 16-week term or 8-week session start date. Courses dropped after 30 days/15 days will receive a grade of "W" on the academic record. The effective date of the Drop/Add is the postmark date of a written request, an email request, or phone call received by the faculty advisor or the Registrar's office.
- **Academic withdrawal policy:** Students may withdraw through the last day of the term by notifying the University in writing prior to the last day of the term.

Drop/Adds can impact continuing financial aid eligibility. Financial aid adjustments are based on federal guidelines. Students should contact the Financial Aid Office (800.861.6400 x 2005 or

finaid@myunion.edu) immediately if they plan to drop any courses. All Drop/Add requests must be approved by the faculty advisor, program director, or his/her designee.

Adding or dropping courses by the published deadline may alter the student’s tuition charges for the semester in the following manner:

- If the number of credit hours added equals the number dropped, there will be no adjustment of tuition.
- If the number of credit hours added is greater than the number dropped, tuition will be charged for the difference at the applicable tuition rate for the full term/session.
- If the number of credit hours dropped is greater than the number added, tuition will be adjusted for the difference per Schedule of Adjustments.

The following table shows the percentage of tuition to be adjusted for dropped courses:

Schedule of Adjustments		
	Full Term	Session
Week One	100%	100%
Week Two	100%	50%
Week Three	75%	25%
Week Four	50%	0%
Week Five and thereafter	0%	0%

Withdrawal Policy and Related Refund of Credit Balance

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

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

The withdrawal should be submitted, by the student, using the official UI&U Withdraw Form, located on CampusWeb and after consultation with his or her designated campus official. The designated campus official is the students’ faculty advisor. The designated campus official may also email the student a direct link to the official UI&U Withdraw Form upon request.

The effective date of withdrawal is noted on the UI&U Withdraw Form, which is the date the student notifies his or her designated campus official. Verbal withdraw requests are only accepted from a student to his or her designated campus official. Once the official UI&U Withdraw Form is submitted, the student’s intent to withdraw will be communicated directly to the appropriate university departments for processing. When a student withdraws from the university prior to the end of a term/session, all incomplete courses for which the student is currently registered at the time of withdrawal will be recorded as W (withdrawn) on the student’s transcript. If the withdrawal is effective at the end of the term/session, the grade as supplied by the evaluating faculty for each course will be posted to the student’s transcript.

A student who fails to notify Union Institute & University of withdrawal from the program is financially responsible for all tuition and fees charged for the complete term/session. Tuition is not prorated for coursework with earned academic credit.

Adjustments of Tuition and Fee Charges for Program Withdrawals

Adjustments of tuition and fee charges for program withdrawal from the University are processed as reported to the Business Office from the Registrar's Office. The amount of refundable tuition and fee charges to the student is based on the percentage of completion of the program:

If a student withdraws before completing 60% of the program length, the amount of tuition refunded to the student is calculated as follows:

$$\% \text{ refunded} = \frac{\# \text{ of days in session or term} - \# \text{ of days completed}}{\# \text{ of days in session or term}}$$

For example, if a student withdraws on day #11 in a 56 day session, the % refunded is 80%

If a student withdraws after completing 60% of the program length, tuition is considered earned and the student will receive no refund.

Credit balances resulting from withdrawals are refunded either upon request by contacting the Business Office at 800.861.6400 ext. 1095 or within 30 days of the withdrawal date - whichever is sooner. Credit balances resulting from withdrawals will not be held by the University.

A student who fails to notify Union Institute & University of withdrawal from the program is financially responsible for all tuition and fees charged for the complete term or session. Tuition is not prorated for coursework with earned academic credit. The amount of the tuition adjustment, if applicable, will be determined by the effective date of the withdrawal. A refund (if applicable) will be issued after financial aid adjustments are made. Financial aid adjustments are based on federal guidelines.

1.12 Certificate in Health Education (HEC)

SOC Codes: 21-1091 Health Educators; 25-1071 Health Specialties Teachers; 29-9011 Occupational Health and Safety Specialists; 11-9111 Medical and Health Services Managers; 21-1094 Community Health Workers; 31-1011 Nursing, Psychiatric, and Home Health Aides; 21-1023 Mental Health and Substance Abuse Social Workers; 17-2111 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors; 19-2041 Environmental Scientists and Specialists, Including Health.

With the increase in chronic diseases specifically related to modifiable lifestyle factors and the rising cost of health care, the need for individual and community education related to the prevention of diseases and the promotion of health care is paramount. The fully online Certificate in Health Education is a graduate-level health education program designed to provide current health professionals with the knowledge and skills to design, implement, and evaluate

health promotion activities, initiatives, and programs related to a variety of health issues at all levels of the socioecological model – intrapersonal, interpersonal, institutional, community, and

public policy. This program of study emphasizes the understanding and application of the theories and planning models that address individual and community health. This certificate program fulfills the academic requirements for eligibility to take the examination for the Certified Health Education Specialist (CHES) credential and prepares students for the CHES exam.

- Minimum time frame for completion to qualify for financial aid is two semesters (32 weeks).
- Minimum number of credit hours: 15; maximum number of credit hours: 25.
- Maximum time to earn the certificate: two years.
- Full-time status: six credit hours; half-time status: three credit hours.

Seven Responsibilities of Health Educators

The courses in this certificate program are aligned with National Commission for Health Education Credential's Seven Areas of Responsibility for Health Educators. The seven areas of responsibility are a comprehensive set of competencies and sub-competencies defining the role of the health education specialist. These responsibilities were verified through the 2010 Health Educator Job Analysis Project and serve as the basis of the CHES exam. The seven areas are as follows:

1. Assess Needs, Assets, and Capacity for Health Education
2. Plan Health Education
3. Implement Health Education
4. Conduct Evaluation and Research Related to Health Education
5. Administer and Manage Health Education
6. Serve as a Health Education Resource Person
7. Communicate and Advocate for Health and Health Education

Source: www.nchec.org

Minimum number of credits required to earn the certificate is 15 semester hours; however, students may elect to earn up to 25 credits in order to meet minimum qualifications to become eligible to pursue the CHES certification. Students must complete four required courses and at least one three-credit elective to earn the certificate. Each course is eight weeks long, and with continuous enrollment, the program can be completed within one academic year.

1.12.1 Minimum / Maximum Program Length

The maximum amount of time allotted for a student to earn the Health Education Certificate is two (2) years whether completing the program on a full-time basis, on a combination of full-time and less than full-time, or entirely on a less than full-time basis. Students who do not complete the certificate requirements within the two-year time frame will not be eligible to be granted the certificate. Maximum time allotted for completion does not include terms when the student is not registered or withdrawn from the program.

1.12.2 Health Care Certificate - Required Courses

HEC 501 Foundations of Health Education

3 credits

This course introduces the student to concepts and models fundamental to Health Education and Health Promotion including: Healthy People 20/20, the Certified Health Education Specialist (CHES) process, historical/theoretical/philosophical foundations, roles, responsibilities, worksite

settings, policy and programming challenges. Students will examine the determinants of health, wellness, and illness across the lifespan as well as environmental, sociocultural factors, health misinformation and quackery, e-patient and informatics, consumer protection, and economic factors that influence health care practices.

HEC 502 Health Behavior: Theory and Applied Methodology **3 credits**

This course studies the determinants influencing health behavior, health behavior theories, and applied methodology. Future directions of the profession, exploration of policy and programming challenges, and opportunities in strategic public health issues will be examined.

HEC 503 Health Promotion Program Planning and Development **3 credits**

This course provides requisite skills to conduct a community needs assessment, plan effective health promotion programs, advocacy, and how to set SMART goals for evaluation for programs in various community and worksite settings.

HEC 504 Implementation, Promotion, and Evaluation of Health Programs **3 credits**

This course provides requisite skills to design (including methods and materials), promote, present (including communication skills), and implement health promotion programs consistent with specified program goals and objectives. This course includes information on instrument development, data collection, basic data analysis, program monitoring, impact of assessment, measurement of efficiency, and report writing.

1.12.3 Elective Options

HEC 505 Health Education Resource Development, Grant Writing, and Fundraising **3 credits**

This course will teach techniques and skills for identifying sources of funding and developing effective proposals for external resources will be explored. This course will also provide instruction and hands-on experience in the preparation of a grant or fundraising proposal.

HEC 506 Multi-Cultural Competence in Health Education and Promotion **3 credits**

This course will examine the behaviors, attitudes, and policies necessary for health education professionals to work effectively in cross-cultural settings. This course will also cover determinants of health behaviors and health disparities, acceptance, tolerance, and respect for diverse cultures and beliefs.

HEC 507 Nutrition in Health Promotion and Disease Prevention **3 credits**

This course provides an introduction of nutrition principles that are central to promoting health and preventing chronic diseases. Included is material on community nutrition programs and fundamentals of nutrition care delivery. The course will also provide a forum for discussion of nutrition topics pertinent to today's society.

HEC 508 Applied Epidemiology in Health Education **3 credits**

This course provides an overview of principles and methods of contemporary epidemiological practice. Epidemiological investigation and research are discussed with an emphasis on application of epidemiological methods in health education, health promotion, and disease prevention practice.

HEC 509 Readings in Health Education/Health Promotion **1 credit**

Students will read and provide written critiques of contemporary research and scholarly health education/ health promotion articles.

1.13 Leadership in Public Service Certificate (CLPS)

SOC Codes: 11-1021 General and Operations Managers; 19-3094 Political Scientists; 25-1065 Political Science Teachers, Postsecondary; 27-3031 Public Relations Specialists; 11-1031 Legislators; 11-9030 Education Administrators; 27-3031 Public Relations Specialists; 25-9030 Instructional Coordinators; 11-9111 Medical and Health Services Managers; 21-1099 Community and Social Service Specialist.

The Leadership in Public Service Certificate (CLPS) is an eighteen (18) credit interdisciplinary program providing professionals with an ethical framework to apply the principles of Dr. Martin Luther King, Jr's nonviolence to public administration within one's career, job site, and in representing one's agency in interaction with the public. Students benefit from a basic understanding of key intellectual and historical developments through which Public Administration became a formalized, structural government vehicle for administering governmental responsibilities and commitments. CLPS graduates develop a framework for cultural proficiency and for applying cultural power within Public Administration, as well as an analysis of public service based on an understanding of the role of tension and points of unity between differences of race, class, culture, age, national origin and geographic location.

The curriculum consists of six (6), 3-credit courses. All courses are eight weeks in length, and two eight-week sessions constitute a sixteen-week term. Full-time students take one course every eight-week session and can complete the program in three consecutive terms (one calendar year). The program includes coaching sessions for all students with specified faculty to enhance their personal and professional development. These coaching sessions are 30-60 minute phone or in-person meetings between the student and each of her/his faculty members in each course, to be arranged by the student. All courses are delivered fully online. Students who wish to complete the program have the necessary time and schedule to finish within this framework. The courses will be offered in a sequential manner with all courses offered each term; students can therefore enter at the beginning of each term and complete the program in sequence.

The following topics/foundational areas will be embedded throughout the program curriculum: foundations/fundamentals of public administration/service, public policy (analysis), human resources/personnel management/human relations, ethics, and strategic management/planning. There will be a specific emphasis in the program on the teachings and work of Dr. Martin Luther King, Jr. and Cesar Chavez.

1.13.1 Minimum/Maximum Program Length

The maximum amount of time allotted for a student to earn the Leadership in Public Service Certificate is two (2) years whether completing the program on a full-time basis, on part-time basis, or a combination of full- and part-time. Students who do not complete the certificate requirements within the two-year time frame will not be eligible to be granted the certificate. Maximum time allotted for completion does not include terms when the student is not registered or withdrawn from the program.

1.13.2 Learning Outcomes

- Outcome 1: Demonstrate comprehensive understanding of theories, concepts and practices related to public administration and public service in general.
- Outcome 2: Utilize critical thinking and problem-solving skills in the public service realm.

- Outcome 3: Differentiate ways to incorporate values of non-violence, social change, and racial and economic justice in creating effective solutions in administering agencies, policies and programs.
- Outcome 4: Apply professional ethics and integrity with attention to diversity and multicultural perspectives in all decision-making processes.
- Outcome 5: Provide information clearly in all oral and written communication to stakeholders.

1.13.3 Courses

CLPS 501 Principles of Nonviolence in Public Service

3 credits

This course studies the application of Kingian nonviolence as a method of moral and ethical force in the context of public service. This class focuses on the use of power to get someone to stop doing something, or to do something. It focuses on working within one's career, job site, and in representing one's agency in interaction with the public.

CLPS 502 Social Relations and the Role of Public Service

3 credits

One role that Public Administration plays in society is the management of the social relations. While Public Administration manages people, its central role is to manage the multiple tensions, conflicts and points of unity between different groups of people based on race, class, culture, age, nationality and geographic location. These tensions and conflicts are managed internally, as human resources, and externally, as an agency's relationship to the community.

CLPS 503 Transformational Change in Public Service Agencies

3 credits

This course investigates the possibility that public service can participate in the positive transformation of society. Course materials put forth the idea that, by definition, public service plays a role of maintaining the status quo. Nonviolence studies suggest that public service, through strategic planning and public policy analysis, is an integral part of positive social change.

CLPS 504 Personal Transformation through Public Service

3 credits

Public Administration develops within bureaucracy, which can discourage creativity and a sense of purpose. This class focuses on an examination of traditional models and, utilizing critical thinking and problem-solving skills, alternatives to bureaucratic methods and ideas, and offering creative, pro-active approaches to all areas of public service.

CLPS 505 History of Public Administration

3 credits

This course provides an understanding of the foundations of Public Administration based on the defining of eras in which Public Administration and its role in U.S. society have changed since the closing decades of the 19th Century. This history focuses on applied ethics in the effort to develop public service as a social benefit.

CLPS 506 Developing Cultural Identity and Awareness within Public Administration

3 credits

Dr. King defines cultural identity as the conduct, character, and consciousness inherent in such activity as literature, theater, dance, poetry, sports, song, rituals, art, and religion. It is separate and distinct from economic and political power. Individuals that possess cultural power "speak for the group." Public Administration fails to promote and develop cultural identity and power within its own agencies and among the public. Nonviolence assists in developing in public policy pluralist expressions of culture that unify and serve the needs of all.

1.14 The Graduate Certificates

The five Graduate Certificates are graduate-level programs of study designed to provide eighteen (18) credits of substantive coursework in five disciplinary areas. The certificates are designed to provide the qualifications needed to teach in these areas at the undergraduate level for those who hold a master's degree in a different area. The five separate certificates are identical to each other in structure, purpose, and policies. It is the subject matter of the coursework for each that differs. The five certificates correspond to majors in the MA Program and the coursework from the MA Program curriculum. The Graduate Certificate in Social Justice uses the coursework from the MA major in Leadership, Public Policy, and Social Issues [LPPS].

1.14.1 The Graduate Certificate in Creativity Studies

SOC Codes: 27-3043 Writers and Authors; 25-1123 English Language and Literature Teachers; 41-3011 Advertising Sales Agents; 11-2021 Advertising, Marketing, Promotions PR, and Sales Managers; 11-1000 Top Executives; 25-2050 Special Education Teachers; 19-3051 Urban and Regional Planners; 33-3021 Detectives and Criminal Investigators; 11-1021 General and Operations Managers.

1.14.2 The Graduate Certificate in Health & Wellness

SOC Codes: 21-1094 Community Health Workers; 21-1091 Health Educators; 11-9111 Medical and Health Services Managers; 17-2111 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors; 29-9011 Occupational Health and Safety Specialists; 21-1022 Healthcare Social Workers; 25-9030 Instructional Coordinators.

The Graduate Certificate in Health & Wellness will not qualify one to sit for the International Board of Lactation Consultant Examiner's (IBLCE) Pathway 2 certification examination. The MA Program is accredited through the Commission of Accreditation of Allied Health Education Programs (CAAHEP) to offer a Masters of Arts degree that prepares a student to sit for that exam. The Graduate certificate itself is not part of the CAAHEP accreditation and therefore does not qualify one to sit for the exam.

1.14.3 The Graduate Certificate in History & Culture

SOC Codes: 19-3093 Historians; 19-4061 Social Science Research Assistants; 39-7011 Tour Guides and Escorts; 25-4010 Archivists, Curators, and Museum Technicians; 25-1125 History Teachers, Postsecondary; 19-3094 Political Scientists; 11-1031 Legislators; 27-3041 Editors.

1.14.4 The Graduate Certificate in Social Justice

SOC Codes: 11-1021 General and Operations Managers; 19-3094 Political Scientists; 25-1065 Political Science Teachers, Postsecondary; 27-3031 Public Relations Specialists; 11-1031 Legislators; 11-9030 Education Administrators; 27-3031 Public Relations Specialists; 25-9030 Instructional Coordinators; 11-9111 Medical and Health Services Managers.

1.14.5 The Graduate Certificate in Literature & Writing

SOC Codes: 27-3043 Writers and Authors; 25-1123 English Language and Literature Teachers; 27-3041 Editors; 19-3094 Political Scientists; 19-3093 Historians; 41-3011 Advertising Sales Agents ; 11-2021 Advertising, Marketing, Promotions PR, and Sales Managers.

1.14.6 Transfer Credit

1.14.6.1 External Transfer Credit

Students who wish to transfer credits from another institution of higher learning to a Graduate Certificate are governed by the following transfer credit policies:

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

1.14.6.2 Internal Transfer Credit, excluding the MA Program

Students who have earned graduate-level credits in another program of Union Institute & University, other than the MA Program, may apply those credits to their certificate program of study, subject to the following limitations:

- The program will determine the acceptance of internal transfer credit.
- Up to six graduate-level transfer credits may be accepted.
- To qualify for acceptance, such credits must:
 - Be graduate-level courses
 - Be closely related to the course of study as judged by the program.
 - Be of a grade of B (or equivalent) or better.
 - Not have been applied to any other earned degree.

1.14.6.3 Internal Transfer Credits from the MA Program – An MA student who has not completed the MA degree may transfer up to 18 credits from the courses 512/513, 521/522, and 525/526 toward the Graduate Certificate in the same major. A student who has completed the MA degree, may not seek a Graduate Certificate in that major.

Students cannot be simultaneously enrolled as a student in both the MA Program and in a Graduate Certificate.

Students who were admitted into the MA Program as degree-students but who find themselves unable to complete the degree may petition the program director for a certificate if they have successfully completed the required eighteen credits needed for the certificate in their major.

1.14.6.4 Minimum/Maximum Program Length

The maximum amount of time allotted for a student to earn a Graduate Certificate is two (2) years.. Students who do not complete the certificate requirements within the two-year time frame will not be eligible to be granted the certificate. Maximum time allotted for completion does not include terms when the student is not registered or withdrawn from the program.

Course of study for all Graduate Certificate Students

	Students normally take the following courses over three terms or twelve months
Term 1	Disciplinary Foundations I 512 (3 cr.) Disciplinary Foundations II 513 (3 cr.)
Term 2	Field of Study I 521 (3 cr.) Field of Study II 522 (3 cr.)
Term 3	Applications I 525 (3 cr.) Applications II 526 (3 cr.)

1.15 Certificate in Cannabis Studies

SOC Codes: 11-1021 General and Operations Managers; 11-3031 Financial Managers; 13-1021 Buyers and Purchasing Agents, Farm Products; 19-4061 Social Science Research Assistants; 21-1091 Health Educators; 45-2092 Farmworkers and Laborers, Crop, Nursery, and Greenhouse

A majority of American states have now legalized the use of cannabis for at least some purposes and the expectation is that the trend will continue with broader legalization in the future. This rapidly changing landscape represents a major shift in American life and has significant implications for issues as diverse as public policy, law and criminal justice, business and finance, agricultural practices and methods, the scientific study of cannabis, and its medical uses. Numerous small businesses are being formed to take advantage of these new products and new markets. This twelve-credit certificate provides a graduate-level overview of the current state of cannabis knowledge in the United States with attention paid to both the practical everyday issues as well as engagement with the relevant scholarly literature. After completing the certificate, students may continue their study by transferring all twelve credits to the MA Program for further independent research in any of the MA Program majors except Human Lactation Studies.

Curriculum and Delivery: The curriculum consists of four 3-credit courses offered entirely online in eight-week sessions. The four required courses can be taken in any order, one at a time, and can be completed in two terms, or eight months. Terms begin in January, May, and September with each sixteen-week term having two eight-week sessions.

Courses

CANS 501 Cannabis Law and Policy

3 credits

This course examines the history and current state of law and public policy regarding cultivation, sale, possession, and use of cannabis, in all of its forms, under federal law and state law as well as the questions that arise from the conflict between various bodies of law and the ways in which the states have or might structure a framework for regulation and taxation of cannabis. A variety of legal and public policy issues will be considered such as whether past marijuana convictions should be expunged, the continued effect of black-market marijuana, and the public safety implications of legalization.

CANS 502 Cannabis Science and Medicine

3 credits

This course examines the current state of scientific and medical research into cannabis and its therapeutic uses, the sources and funding of research, legal impediments to research, and the ways in which research results are being implemented. Also addressed will be ways in which research might be expanded, and the areas of research that are particularly promising or that are currently being overlooked.

CANS 503 Cannabis Agriculture

3 credits

With the legalization of cannabis for medicinal or recreational use, large-scale growing operations are being licensed and built. Industrial hemp received federal crop status in the 2018 Farm Bill and states are moving toward full commercialization of hemp as an agricultural product. Farmers are faced with the issue of whether or to what extent cannabis or industrial hemp are viable replacements for traditional crops, the need for a fully developed agricultural infrastructure, and development of industry standards and appropriate methods.

CANS 504 Cannabis Business and Finance

3 credits

The rapid growth of the cannabis industry has significant implications for business and finance including the question of how a US-based cannabis business might access, or work around, the federally-insured banking system so long as cannabis remains listed as a Schedule I narcotic under federal law. Other issues addressed include the source and availability of investors, the effect of the presence of large corporations in the field, potential consolidation of existing companies, interstate commerce, and marketing.

Transfer Credits

Credits may not be transferred into the Cannabis Studies Certificate internally from other UI&U courses or from external programs.

Minimum/Maximum Program Length

The maximum amount of time allotted for a student to earn a Cannabis Studies Certificate is sixteen (16) months. Students who do not complete the certificate requirements within the sixteen-month time frame will not be eligible to be granted the certificate. Maximum time allotted for completion does not include terms when the student is not registered or withdrawn from the program.

PART II – MA FACULTY, ADVISING, REGISTRATION, THESIS, AND GRADUATION INFORMATION

2.1 MA FACULTY BIOGRAPHIES

Lisa Akers, PhD, RDN, FAND, IBCLC, teaches in the Master of Arts program as well as directing the Maternal Child Health program in the Bachelor of Science program. She is a Registered Dietitian Nutritionist (RDN), a Fellow of the Academy of Nutrition and Dietetics (FAND), and an International Board Certified Lactation Consultant (IBCLC). She completed her Bachelor and Master of Science Degrees in Clinical Dietetics from James Madison University and the Doctorate of Philosophy (PhD) in Strategic Leadership Studies at James Madison University. The focus of her research is leveraging systems change through nonprofit healthcare organizations; more specifically she is examining the quality of perinatal services in U.S. healthcare systems. Lisa has been working in the field of public health and human lactation for over fifteen years. Her former position as the State Breastfeeding Coordinator supported and promoted breastfeeding endeavors for all of the Commonwealth of Virginia, which includes the development of public policy and media campaigns, curricula, publications and training; oversight of the Virginia WIC Breastfeeding Peer Counselor Program; and service as the Virginia Department of Health liaison to the Virginia Breastfeeding Advisory Committee.

Dr. Akers has served on numerous national and international boards including the International Lactation Consultant Association (ILCA), the Women’s Health Dietetic Practice Group (WH DPG) of the Academy of Nutrition and Dietetics, and the United States Breastfeeding Committee (USBC). Over the past sixteen years Lisa has worked closely to ensure that numerous portions of federal and state legislation were supportive of breastfeeding. Lisa not only attends General Assembly hearings in Virginia each year, but she also attended the Academy of Nutrition and Dietetics’ Congressional Briefing at the White House for the Breastfeeding Promotion Act of 2011. Upon enactment of the Affordable Care Act in 2009, Dr. Akers worked closely with employers to ensure that breastfeeding employees were supported. She continues her advocacy efforts as the Academy of Nutrition and Dietetics’ representative on the USBC. Lisa’s current role on the Board of Directors of ILCA advocates for the RDN in the arena of skilled lactation care.

Dr. Akers can be contacted at lisa.akers@myunion.edu

Sarah Bergh, PhD, RPA, teaches in the Master of Arts program as well as for the undergraduate general education department at Union. She also serves as Assistant Director of the MA Program. She attended Skidmore College for her Bachelor of Arts, Hunter College, City College of New York, for her Master of Arts, and University of Georgia for her Ph.D., all in Anthropology. She is a Registered Professional Archaeologist. Her primary teaching assignment in the M.A. program is MAP 509 Research Methods, which utilizes her background in the social sciences, using qualitative and quantitative methods to address a range of archaeological and anthropological questions. She sometimes also teaches in the History & Culture major.

Dr. Bergh's field of focus for her doctorate was zooarchaeology, the study of animal remains from archaeological sites. Animal remains yield information about past human subsistence patterns and diet, environmental conditions, and human-environment interactions. Her dissertation examined the effects of socio-political changes in southeastern US coastal societies on settlement, subsistence, and land-use patterns during the late prehispanic period. Sarah's other fields of interest include the archaeology of the Americas, Britain, and Rome, cultural resource management, environmental anthropology, economic anthropology, historical ecology, conservation ecology, and climate change. Her professional experience is primarily in museums, working with fine arts, decorative arts, archaeological, and natural history collections.

Dr. Bergh can be contacted at sarah.bergh@myunion.edu

Cynthia Blocksom, MEd, RDN, LD, MCHES, FAND serves as an affiliate faculty member in the Health Education Certificate program. She has also taught at the University of Cincinnati and Northern Kentucky University.

She holds two Master of Education (M.Ed.) degrees from the University of Cincinnati, one in Community Health Education and the other in Nutrition Education and a BS in Human Ecology from Ohio State University. She is a Master Certified Health Education Specialist, a Licensed Dietitian, and a Registered Dietitian Nutritionist.

Prof. Blocksom can be contacted at cynthia.blocksom@myunion.edu

Kimarie Bugg, DNP, FNP, MPH, IBCLC serves as an affiliate faculty member in the Health & Wellness major teaching courses in human lactation. She previously taught at Emory University and has served in leadership roles in a wide range of local, regional, and national organizations focusing on breastfeeding, public health, and child and adolescent health issues. She holds degrees in nursing (DNP – Troy University; MSN – Kennesaw State University; BSN – Clayton State College) and Public Health (MPH, Maternal/Child Health Focus – University of Alabama-Birmingham) and is an International Board Certified Lactation Consultant (IBCLC).

Dr. Bugg can be reached at Kimarie.Bugg@myunion.edu

Andrea Chauvin, PhD has a wide experience both in academia and in industry. She earned her doctorate degree from Washington State University in 2009 with a major emphasis on Sensory Evaluation of Food Texture. She also received both her B.S. and Master's degree from Washington State University. Her Food Microbiology master's degree focused on Ultra High-Pressure technology and the activation of *Listeria innocua* and *Saccharomyces cerevisiae* on fruit. Andrea has authored more than 8 peer-reviewed journal articles and 2 book chapters. She has published in a wide range of leading journals such as *Journal of Food Science*, *Journal of Food Quality*, *Journal of Texture Studies*, and *Journal of Sensory Studies*. Andrea's industry experience includes experience with large multinational firms to experience with small

businesses in a number of roles from product development to food safety. Currently, she is the founder and president of Aterra Foods LLC where she built an entire line of a healthy food brand.

Dr. Chauvin can be reached at andrea.chauvin@myunion.edu

Janet Gloeckner, PhD, RD, FAND served as director of dietetics programs and was a university faculty member for more than 30 years, teaching about nutrient needs in both health and disease. Her degrees in Medical Dietetics and Geriatric Nutrition and previous work as a Clinical Dietitian in both acute care and long term care enhance her ability to work with the dietary needs of various clients. She has counseled individuals with diabetes mellitus, cancer, renal disease, and heart disease, as well as those requiring specialized nutrition support. Courses typically taught in dietetics include basic nutrition, introduction to the dietetics profession, the nutrition care process, and foods and food science courses.

Dr. Gloeckner can be reached at janet.gloeckner@myunion.edu

Elden Golden, PhD, JD, joined the faculty of Union Institute & University in 2007 and was appointed Director of the Master of Arts Program in 2016. In addition to his administrative duties, he regularly teaches in the Creativity Studies major of the MA program and the Humanities and Culture major of the PhD in Interdisciplinary Studies program.

He holds degrees in music theory (BA, MM – Colorado State University), law (JD – University of Kentucky) and humanities (MA, PhD – University of Louisville). After practicing law for nearly twenty years he returned to school as an adult student to work on his humanities degrees. His creative dissertation for the PhD included a twenty-minute ballet on the subject of the Burghers of Calais for which he wrote the scenario and composed the music. He has published in the fields of music composition, humanities, and law. His research interests include the history of creativity, particularly the eighteenth century, and the relationship between opera and culture. In furtherance of these interests he has presented papers at conferences devoted to literature, theater, popular culture, creativity, eighteenth-century studies, philology, and the humanities.

Dr. Golden can be contacted at elden.golden@myunion.edu

Allison Leggett, Ed.D, serves as faculty in UI&U's Master of Arts program's Education major. She began teaching at Union in 2017 in the BS-Child and Adolescent Development program and joined the MA faculty in 2019 to help establish the new major in education. She is active in education issues in California and has taught at a number of other universities including Pepperdine, University of Phoenix, Brandman University, and UCLA Extension.

She holds the Ed.D. degree in Educational Leadership – Science Education from the University of Phoenix, the MS in Administrative Services and MAEd (Master of Arts in Education), both from Pepperdine, and a BS in Chemistry and Math from the UCLA.

Dr. Leggett can be contacted at allison.leggett@myunion.edu

Natalie Milani, Ph.D., M.P.H., R.D.N., C.N.S.C. began teaching in an academic setting in 2011 and has been teaching online since 2016. Prior to entering academia, she spent thirty years in a variety of healthcare settings and positions as a Registered Dietitian and had her own consulting company.

Dr. Milani completed her Ph.D. in education with a specialization in Organizational Leadership at North Central University. Her graduate degree is in Public Health with a concentration in Health Policy and Planning from A.T. Still University, at the College of Graduate Health Studies. These educational experiences were completed in a 100% online platform.

She completed a five-year program at Marywood University that qualified her to sit for the national Registered Dietitian Nutritionist exam and has been a Registered Dietitian since 1993. In addition to her academic preparation, she holds an advanced certification in Clinical Nutrition, Blackboard Teacher Certification, Ethical Research Certification, Professional Certificate in Online Teaching, and a Certificate in Plant-Based Nutrition.

Dr. Milani can be reached at natalie.milani@myunion.edu

Loree Miltich, PhD, serves as faculty in UI&U's Master of Arts program's History & Culture major and in the Ph.D. in Interdisciplinary Studies' Humanities & Culture major. She has been a Union faculty member for the past 19 years; originally serving undergraduate students in Union's Center for Distance Learning. Prior to her time at Union, she was an administrator with a consortium of community colleges in northern Minnesota and directed community non-profits.

Her research focuses on an interdisciplinary study of the construction of race and how immigrants to the iron mines of northern Minnesota around the turn of the last century became white Americans while their Anishinaabe neighbors experienced the effects of the Dawes Act and Boarding School Era. She continues this focus in her community engagement work with the Circle of Healing, a group of Anishinaabe and people of European descent seeking to address the effects of historical trauma resulting from the Boarding School Era.

Dr. Miltich writes ekphrastic poetry in collaboration with visual artists, and her writing has been exhibited in galleries and published in small presses.

She earned a Ph.D. in Interdisciplinary Studies from UI&U, a M.A. in Humanities from California State University, Dominguez Hills, and a B.A. in history from the University of Minnesota.

Dr. Miltich can be contacted at loree.miltich@myunion.edu

Bonique P. Morton, M.D., serves as affiliate faculty member in the Health & Wellness major. She also teaches at a number of other institutions of higher learning in health-related degree programs. She is the co-founder of JBMorton Health & Associates, LLC, a primary prevention focused health and wellness practice committed to eliminating disease through research driven holistic modalities/best practices.

She holds a medical degree from Xavier University School of Medicine, Bonaire, a Master of Public Health – Maternal and Child Health from Tulane University, and a BS-Physics from Southern University and A&M College, Baton Rouge.

Dr. Morton can be contacted at bonique.morton@myunion.edu

Elizabeth Parker, Ph.D., RD is an Assistant Professor in the Department of Family Medicine at the University of Maryland School of Medicine. Dr. Parker’s research focuses on obesity, energy balance and lifestyle interventions to improve health and chronic disease-related outcomes, particularly in populations such as minority and underserved communities at high risk for obesity. She was recently awarded an AHA Career Development Award evaluating current teacher workplace health behaviors, such as diet, physical activity, and work-related stress, and how changes to the school environment may positively impact these behaviors. She is also the Co-PI of the NIH SEPA funded CURE Connections program, a STEM enrichment program for 9th and 10th grade UMB CURE scholars.

Dr. Parker can be reached at elizabeth.parker@myunion.edu

Lisette Rodriguez, PhD, serves as affiliate faculty in the Health & Wellness major teaching courses in human lactation. She is the founder of The Factory of Life, LLC which advocates for preventative medicine by fostering and encouraging the spread of information, support, and training by educating those individuals who will support families worldwide.

She holds a PhD of Public Health from Walden University and a Bachelor of Health Science and Business Administration from the University of Miami, Florida. She is a Certified Childbirth Educator and an International Board Certified Lactation Consultant.

Dr. Rodriguez can be contacted at lisette.rodriguez@myunion.edu

Professor Alicia Simpson, MS, RD, IBCLC, LC serves as clinical coordinator for the Human Lactation Studies major and the Applied Nutrition and Dietetics major. She is a Registered Dietitian, International Board Certified Lactation Consultant and Feeding Therapist. After graduating with her bachelor’s in marketing from Hampton University she started her career in marketing and sales focused in the healthcare industry. However, Alicia’s passion for public health and nutrition throughout the lifecycle led her to pursue her Master’s in Health Sciences with a concentration in Nutrition from Georgia State University while simultaneously earning a

second bachelor's degree, this time in Anthropology, also from Georgia State University. Alicia is also a graduate of the Satcher Health Leadership Institute at Morehouse School of Medicine.

Alicia is the only practicing registered dietitian who is also certified in feeding therapy for children with sensory processing disorders in the state of Georgia, providing a unique perspective in changing the long-term social and feeding behaviors of children who are resistant eaters due to sensory processing disorder and its related conditions.

Alicia is an award winning published author who has authored 4 bestselling books including *Quick and Easy Vegan Comfort Food* (2009), *Quick and Easy Vegan Celebrations* (2010), *Quick and Easy Low-Cal Vegan Comfort Food* (2012), *Boost Your Breastmilk: An All in One Guide for Nursing Mothers to Build a Healthy Milk Supply* (2017) and chapters on Maternal Nutrition and Pediatric Nutrition for the Breastfeeding Child in the international *Core Curriculum For Lactation Consultant Practice* (2018) and *Breastfeeding and Human Lactation, 6th Edition* (2019). She is also a contributing author for several magazines and publications including *Parenting* and *Pregnancy and Newborn Magazine*.

Alicia is presently the chair of the membership committee for the United State Lactation Consultant Association (USLCA) where she also serves as the USLCA liaison to the National Association of Professional and Peer Lactation Supporters of Color (NAPPLSC) helping to ensure that the USLCA remains firmly committed to equity among lactation professionals including lactation professionals of color.

Professor Simpson can be reached at alicia.simpson@myunion.edu

Woden Teachout, PhD, serves as faculty in the Master of Arts program at Union Institute & University, where she teaches in the Leadership & Public Policy and History & Culture concentrations. She has taught at Middlebury, Goddard, and Harvard. She has won multiple teaching prizes, including the Alan Heimert Teaching Prize at Harvard and Union's Faculty Award for Teaching Excellence.

She was a Fulbright Scholar to Issyk Kul State University in Kyrgyzstan during the 2014-15 academic year and to Lucian Blaga University in Romania in 2019. Her research centers around why history matters, especially the intersection of historical memory, politics, and patriotism. She is the author of *Capture the Flag: A Political History of American Patriotism* (Basic Books, 2009) and co-author of *Slow Democracy: Rediscovering Community, Bringing Decision Making Back Home* (Chelsea Green, 2012).

Dr. Teachout earned a PhD in American Studies, an MA in History, and a BA in Social Studies, all from Harvard University.

Dr. Teachout can be contacted at woden.teachout@myunion.edu

Michael C. Williams, DBA, RDN is a Registered Dietitian with over 20 years of foodservice experience. Throughout his career, Michael held various leadership roles in foodservice, including being an Executive Chef, Clinical Nutrition Supervisor, Marketing Associate, Director of Food & Nutrition, and Regional Director of Operations. Michael also taught Organization Management of Food Service Systems and Organizational Behavior in Food Business Systems at the university level. Michael is a certified ServSafe Instructor and Proctor and a former Board Member of AHF-NY (Association of Healthcare Food Service of NY). Michael is also an item writer for the national Registered Dietitian exam in the foodservice and management domains through the Commission on Dietetic Registration (CDR).

Dr. Williams received his Associate's Degree in Culinary Arts from Johnson & Wales University, a Bachelor's Degree in Nutrition from Johnson and Wales University, a Master's Degree in Business Administration from the University of Phoenix, and a Doctorate of Business Administration with a Specialization in Leadership from Walden University. Michael lives in Westchester County, NY, with his wife and two children.

Dr. Williams can be reached at michael.williams@myunion.edu

2.2 FACULTY ADVISOR

Upon matriculation, students are assigned a faculty advisor based on their major. 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 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 the students' graduation committees; and
5. Referring the student to the Program Director, 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.*

Advisors for each of the majors and certificates are as follows:

Applied Nutrition and Dietetics (DIET) – Dr. Lisa Akers
Creativity Studies (CRST) – Dr. Elden Golden
Education (EDUC) – Dr. Allison Leggett
Health and Wellness (HWEL) – Dr. Lisa Akers
History and Culture (HISC) – Dr. Loree Miltich
Human Lactation Studies (LACT) – Dr. Lisa Akers
Leadership, Public Policy, and Social Issues (LPPS) – Dr. Woden Teachout
Literature and Writing (LITW) – Dr. Woden Teachout
Health Education Certificate (HEC) – Dr. Lisa Akers
Cannabis Studies Certificate (CANS) – Dr. Elden Golden
Certificate in Leadership in Public Service (CLPS) – Dr. Elden Golden

2.3 PRELIMINARY PROGRAM OF STUDY

The Preliminary Program of Study provides an opportunity for the student and faculty advisor to collaboratively plan the student's course of study through to the end of the program. It should be completed by the end of Disciplinary Foundations II and submitted to the MA Office (MAProgram@myunion.edu). If revisions are needed, an updated plan should be submitted to the MA Office. (See Appendix A) As the order and content of the DIET courses are prescribed, students in the DIET major do not need to prepare a Preliminary Program of Study.

2.4 INSTRUCTIONS FOR WEB REGISTRATION

Prior to selecting your course registration for the upcoming term, you need to:

- Consult with your faculty advisor to decide the appropriate courses, faculty and credit hours for the upcoming term, according to your program of study. If there is a question about whether you will pass your current courses, your advisor will suggest you wait to register until it is clear which courses you will take in the Fall term.
- If you have any financial holds on your student account, you will need to make arrangements with the Business Office to have the hold removed. Hold codes (excluding the Perkins Loan Exit Interview hold) will prevent you from adding or dropping classes. Email: businessoffice@myunion.edu (please include your name and student ID# in the subject line) Phone: 800-861-6400 x1095
- If you are a Mac User and using Safari, you may encounter problems with your web browser when trying to access web course registration through CampusWeb. Mac Users should use Mozilla Firefox to enter your registrations.
- PCX registrations – Program Completion Extensions for students needing an extension for Thesis or Thesis II – cannot be added in Web Registration. Contact Sarah Bergh and your Faculty Advisor to add a PCX course.
- Independent Study Courses cannot be added in Web Registration. Contact Sarah Bergh and your Faculty Advisor to add an Independent Study Course.

Step by Step Instructions for Web Course Registration.

1. Log into CampusWeb.
2. Click on the “**STUDENTS**” tab (in the top green bar on the right).
3. Click on the “**Web Course Registration**“ link (in the left margin).
4. A “**Course Schedules – Add/Drop Courses**” screen will be available.
5. Before you can add/drop courses, you must first complete:
 - a. The **Personal Information Update Form** – click on the green link for the form, review your biographic information, make any needed corrections and click the “**Submit**” button at the bottom of the form.
 - b. The **Registration Agreement Form** – click on the green link for the form. Please read the information. You are responsible for the financial and academic conditions on this registration agreement. Click on the “**YES**” button at the bottom of the screen to accept the registration conditions. Finally, click the “**Submit**” button at the bottom of the screen.

6. The “**Course Schedule – Add/Drop Courses**” screen, is now accessible.
7. The Division should be “Master’s”. If this is your 2nd or 3rd Master’s degree program with UI&U, then the division you need to select is “ALL”. Choose the term you want to register for.
8. **Click on the shaded “Search” button** under the last field labeled Division – **IGNORE ALL OF THE FIELDS UNDER “Course Search.” You cannot search for individual courses.**
9. You now should be able to page through all the MA-Online course/section being offered for the term. Use the Next Page button on the bottom right to scroll through until you find courses with your Major Prefix.
10. Each course has four components: Major prefix (CRST, DIET, EDUC, HWEL, HISC, LACT, LITW, LPPS)/course number/section code (01 or 02)/and O (for Master’s program). Make sure to choose the correct Major Prefix (check with your advisor if you have questions). Most of you will choose the 01 section code; your advisor will let you know if you need to choose a different section.
11. As you select the course/section to add, **DO NOT CLICK ON THE ADD BUTTON until you finalize your complete registration schedule for your advisor to review and approve.**
12. Select the course sections you want to add by **clicking in the box** to the far left of each course section under the **Add column.**
13. **AFTER** you have selected all the classes you want to add, click on the “**Add Courses**” button at the bottom left of the screen.
14. You will now see a “**Messages**” screen indicating what courses have been successfully added pending your advisor’s approval.
15. You now will see your registration schedule for the upcoming semester- pending your advisor’s approval.
16. Notice that you have the option to drop a course if you want to change your selections now or at a later time.
 - a. **DROP the selected course first, and then ADD another course selection.**
 - b. If you wish to drop a Reserved/Pending course **BEFORE Advisor Approval**, click in the box next to the pending course, and click on “**CANCEL SELECTED REQUEST**” beneath the pending courses.
 - c. If you wish to drop a course **AFTER it’s been approved by your Advisor**, PLEASE NOTIFY YOUR ADVISOR FIRST!!!
 - d. Click in the box next to the approved course, under the “**DROP**” column, next click on the “Drop Selected Course” below the approved courses.
17. The classes that you have selected are now in “**RESERVED**” status pending review and approval by your assigned advisor. Notice the **red line “Advisor's approval is required for these courses before registration can be completed.”** The advisor has to approve your course/credit hour selections before the registration becomes “current/confirmed” status.
18. **Your final step** is to click on the link in the lower right hand corner of the screen which reads: “**Send an Approval Request**”; **then click on the box with your faculty advisor’s name and click on “SEND EMAIL”**. This sends an email to your faculty advisor to alert him/her that you have finalized your proposed schedule. The advisor is directed to go to their advisor portal in CampusWeb to review your registration schedule. If your advisor has items to discuss with you that need to be changed in your course

selections, your advisor will contact you via email (pay attention to your Union email Inbox) within a few days. If your advisor is agreeable to the classes you have selected, he/she will “Approve” your course schedule.

19. Advisor Approval is required to finalize and confirm your registration schedule.

20. Your registration has to be approved/confirmed before financial aid can be disbursed.

21. Helpful Hint: After your advisor has approved some or all classes the first time, if you add again, you will need to exit CampusWeb and then log back in to “Send Approval Request” to your advisor.

22. You have until the fourteenth day of the term to add/drop classes in web registration.

Be aware of the tuition/fees schedule and tuition refund schedule as they apply to registration changes in your program. **You need to consult with the financial aid office before dropping or adding any credit hours as your financial aid award may be impacted.**

Schedule of Refunds	
Week One	100%
Week Two	100%
Week Three	75%
Week Four	50%
Week Five and Thereafter	0%

The Registrar’s Office very much wants to know your comments and concerns, or problems you encountered with the web course registration process. Please email the Registrar, Lew Rita Moore at lewrita.moore@myunion.edu with your comments. We will improve and perfect the web course registration process through your participation.

2.5 THESIS PROPOSAL

As part of the course ***620 *Advanced Research Methods/Thesis Proposal*, generally taken in the term prior to beginning the thesis, the student develops in consultation with faculty, a thesis proposal. This proposal serves as a blueprint for the thesis and allows the student and faculty advisor(s) to come to an agreement on the approach and plan for the contents of the thesis. The proposal should clearly demonstrate that the thesis will meet the Criteria for Graduation. Give your study an appropriate working title (not too long) and make sure that your name appears on the first page, along with your area of concentration and focus of study. A template for the Thesis Proposal follows here below. (See Appendix B)

Prior to completing the Thesis Proposal, the student typically will prepare and submit the proper form to the Institutional Review Board seeking approval for a research project that involves human research OR a notification [“Theoretical/Creative Research Project IRB Application”] that their thesis will not involve any human research subjects. Under the IRB regulations, the study of “human subjects” is broadly interpreted and includes such things as conducting interviews, surveys, or case studies of individuals. Union’s *IRB Handbook* and additional

information about the IRB requirements can be found at CampusWeb> Offices> Institutional Review Board. The IRB forms and information on the submission process can be found at CampusWeb>eForms>Institutional Review Board.

2.6 THESIS GUIDELINES

Please read instructions carefully. Any document containing errors will be returned to the student for editing, resulting in a possible delay of its approval.

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 (approximately 50-80 pages), excluding footnotes and end notes. At the discretion of the thesis advisor, the minimum or maximum page number requirements may be modified.

The thesis may take the following forms:

1. Traditional Thesis

A Traditional Thesis is a substantial research and writing project that includes extended critical exposition. A Traditional Thesis may be conceptual, philosophical, critical, or theoretical and it will demonstrate the student's knowledge of the body of scholarship pertaining to her/his question. The thesis may use the standard five-chapter model or a more flexible model such as an introduction, three chapters, and conclusion.

2. Manuscript Thesis

A Manuscript Thesis is a Traditional Thesis that is constructed around a manuscript suitable for publication in a peer reviewed journal. When the five-chapter model is used, the manuscript serves as Chapter 4 of the thesis. The manuscript will follow the author guidelines for the prospective journal and as with a Traditional Thesis it will demonstrate the student's knowledge of the body of scholarship pertaining to her/his question.

3. Creative Thesis

A Creative Thesis consists of both an original creative work and an accompanying contextual essay. The *creative component* of a Creative Thesis may be writing (such as poetry, nonfiction and drama), visual arts (such as painting, photography and video), music (such as opera), performance, etc. The *contextual essay component* of the Creative Thesis places the student's creative project in conversation with larger conventions, movements, or theories and situates the student's creative work within the student's field and genre. The contextual essay will discuss relevant scholarship so to create a dialogue between the student's creative work and the work of

earlier and contemporary artists and/or theorists. It may also include discussion of the rationale for the creative project, artistic influences, methodology, conventions of craft, artistic choices, and reflections on the student's own creative process.

4. Social Action Thesis

The Social Action Thesis presents a proposal for a social justice action project, a field guide or training manual, or a description of an actual social action project undertaken by the student. The most commonly chosen research designs for proposed social action projects or those that are actually implemented are: action research, action advocacy research, case studies, and evaluation research. A social action thesis must situate the project in its scholarly context, addressing methodological, historical, critical, and theoretical implications. A substantive discussion of the rationale, ethical considerations and implications for social justice must be included in the Social Action Thesis. Either integrated throughout the thesis or in a *contextual essay* accompanying the description of the project, the Social Action Thesis must place the project in the context of relevant scholarship showing the relationship between the project, those studies that preceded it, and the work of contemporary practitioners, activists, and theorists.

Submission

The student submits his/her document in its final form to his/her faculty advisor as a Word (.doc) file by the date set in the syllabus. If additional time is needed, the faculty advisor may give the student until the last day of the term to finish. If a student needs more time than this, the student must register for a Program Completion Extension (PCX), a non-credit course that carries a fee and is not eligible for financial aid. See University Catalog for details on the PCX.

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

Format

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

Page Size: 8 ½"x11", portrait

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

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

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

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

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

Page Numbering: Use **lower-case Roman numerals (iii, iv) 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 (1, 2) begin on the first page of the text, starting with page 1.

Presentation

The document is assembled in the following order:

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

Title Page

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

Abstract

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

Acknowledgments (optional)

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

Preface (optional)

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

Table of Contents

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

List of Illustrations (optional)

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

List of Tables (optional)

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

Introduction

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

Chapters

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

If the 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 document involves critical analysis of primary records (such as historical documents, literary works, visual art, or other such materials), include chapters on theoretical schools, literature review, and methods of analysis. The concluding chapter should focus on how the research and critical analysis discussed in the body of the study have illuminated the original question(s) or

have proved or disproved any hypothesis presented. It is also appropriate to make recommendations for further research.

If the 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 document into two parts. If appropriate, it is possible to subdivide the critical piece into chapters in part one and organize the creative work in part two. Regardless of what kind of study is undertaken, it needs to demonstrate critical awareness of theory and current literature bearing on the inquiry.

Appendices (optional)

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

Endnotes (optional)

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

Glossary (optional)

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

Bibliography or Works Cited

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

2.7 GRADUATION TELECONFERENCE

When the thesis advisor approves the student's thesis, the following process begins:

1. Another faculty member is appointed to serve as "second reader." After reading the thesis, the second reader may approve the thesis, request changes, or deny approval.
2. While the second reader is reading the thesis, the student begins writing the graduation essay. The graduation essay is a three- to five-page narrative essay (Appendix E) in which the student reflects on their experience in the MA program and discusses how each of the University and MA Outcomes were addressed (Appendix F). The graduation essay is not graded.
3. When the second reader approves the thesis and the graduation essay has been received and distributed to both faculty members, a graduation teleconference is scheduled.

4. At the graduation teleconference, the student discusses their thesis and how the university and program outcomes and competencies were met. At the end of the conference, the committee may recommend the degree be granted, identify necessary revisions to the thesis and/ or additional work prior to reconsideration, or recommend that the degree not be granted.
5. 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 503, 506, or 509 **Program Completion Extension**.
6. After the thesis advisor and second reader recommend that the student graduate, 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 last month 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.
7. The thesis advisor and second reader complete a thesis rubric (Appendix G) and graduation teleconference rubric (Appendix H). These rubrics are not used to establish a grade for the thesis but are used for university assessment purposes.

2.8 THESIS AWARD

Brian Webb Award for Outstanding MA Thesis Distinguished by Academic Rigor and Creative Thinking

Purpose – This award serves two purposes:

- To recognize the students who write outstanding theses as part of their MA degree at Union Institute & University; and,
- To honor and perpetuate the memory of Dr. Brian Webb.

The award provides an opportunity to recognize outstanding student work in a public and lasting way. The recipient can add the award to their CV as an indication of the exceptional quality of their academic work. The hope is that the award winners will be identified as such in the annual Union Institute & University commencement program.

As Dr. Brian Webb was instrumental in developing the current Master of Arts program and then successfully led the program for a number of years, he laid the foundation for continued success in the MA program and its students. He exemplified the best qualities as a leader, colleague, and friend and is sorely missed by those who worked with him.

Criteria – The award is given for a thesis that excels in the following two categories:

- Academic rigor, and
- Creative thinking

These two criteria apply equally to all five MA majors, they are foundational to any successful scholar, they represent ideals embodied by Dr. Webb, and they reflect the goals of University Outcomes I and II and the MA Program Outcome I. The criteria are to be interpreted and applied as broadly as is reasonable. The award is based on the final thesis alone, not a review of the student's work prior to the thesis. Rather than the result of competitive evaluation, the award recognizes students who meet or exceed the established standard of excellence.

Process – The award is to be given:

- Upon the nomination of any of the faculty who participate in the student's graduation teleconference; and,
- The agreement of all other faculty who participate in the student's graduation teleconference.
- The nomination and concurrence will be communicated to the MA Director or Assistant Director.

Generally, no more than five awards will be given each academic year and the faculty, in its discretion, may make fewer than five awards, or no awards at all, if the eligible theses do not meet the award criteria. The award winners will be publicly announced each year.

Thesis Award Winners

2016-17:

Emily Clark, HISC, "Cesarean Doulas: The influence of labor support on surgical birth on the United States"

James Gianforti, CRST, "Malevolent Creativity in Human Medical Experimentation: A New Functional Model of Malevolent Creativity"

Susan Grace, HISC, "Using Public Markets to Create a Sustainable Urban Landscape"

Doug Steslow, LITW, "Intersectionality as a critical lens in postcolonial Indian novels written in English"

Robin White, LPPS, "Engaging Unexposed Audiences with the National Park Service: An Exploration of Servant Leadership and Community Engagement at Little Rock Central High School National Historic Site"

Elizabeth Whyte, HISC, "Marginal Trickster: The Spirit of Truth in Consideration of Gender and Ethnos"

2017-2018:

Christine Adams, CRST, "The Aesthetic Experience of Art Merged with Landscape in Sculpture Parks and Gardens: A Means for Enriching the Person-to-Nature Relationship."

Sara Makeba Daise, HISC, "Come on In the Room: Afrofuturism as a Path to Black Women's Retroactive Healing."

Emily Deach, HISC, "German-American Culture and Identity: Reconnecting to Ethnic Heritage."

Jennifer Downing, LPPS, "Action Learning to Develop Collaborative Leadership Capacity for Social Change."

Candace Drave, HISC, “Traveling in Wide Grooves and Transmitting Frequencies: A History of Sound Technology, Business, and Culture during Acoustic and Electrical Eras of Recording.”

Elizabeth Higgs, HISC, “Creative Dissent in Contemporary U.S. Presidential Politics.”

Amy Myszko, HWEL, “Breastfeeding Support for Preterm Infants in the NICU: Understanding the Neo-Baby Friendly Hospital Initiative.”

2018-2019:

Jacqueline Adams, LITW, “Martin and Malcolm: Challenging Misrepresentations Through Rhetorical Analysis.”

Rebecca Franzen, HWEL, “Infant Sleep Location, Bed-Sharing, and Safe Sleep Education”

Meegan Hall, HISC, “Philosophy and Posture: Modern Yoga as Cultural Dialogue”

Alyssa Harris, HISC, “Black Women Artists: Navigating Oppressive Structures and Establishing an Identity in American Popular Music”

Justin Parker, LPPS, “Cryptocurrency and the Dark Web: The New Era of Criminals and the Necessity for a Department Policy to Investigate Them.”

Kamisha Ruffin, CRST, “The Seams of My Craft: A Writing Journey.”

Sarah Scalph, HISC, “A Cover’s Worth a Thousand Words: A Study of the State of America’s Library Bindings”

2019-2020:

Adrienne Dyslin, CRST, “The Influence of Chef Thomas Keller: A Culinary Creativity Case Study”

Miya Fowler, HISC, “Reaching Back, Feeling In, Dancing Forward: The Convergence of African Dance and Somatics for the Negotiation of Black Women’s Embodiment”

Grace Goodwin Dwyer, HWEL, “Experience of Women Following a Low Carbohydrate Diet While Breastfeeding”

Petra Anne Roser, LITW, “The Female Narrative in Addiction Memoir”

PART III – POLICIES REGARDING SUPERVISED CLINICAL PRACTICE AND SUPERVISED EXPERIENTIAL LEARNING

The MA with a major in Human Lactation Studies requires two terms of supervised clinical practice [SCP] and the MA with a major in Applied Nutrition and Dietetics requires multiple terms of supervised experiential learning [SEL]. Both of these take place at sites external to UI&U and involve learning activities that are directly supervised by preceptors. Unless otherwise noted all of the following policies apply equally to SCP and SEL.

3.1 Proof of Health, Travel, and Liability Insurance:

3.1.1 Health Insurance

Students are required to maintain health insurance coverage while enrolled in SCP or SEL. Most clinical sites require this of students. Students must complete a verification of insurance before starting SCP or SEL. Students must notify the MA Program if he or she discontinues health insurance coverage.

3.1.2 Liability Insurance

Students are required to maintain professional liability insurance while enrolled in SCP or SEL. The coverage is per occurrence for each individual graduate student and covers student practice that is an assigned course-related activity. It will not cover student work outside course experiences. Some SCP or SEL sites may require students to purchase additional liability insurance. Students can obtain professional liability insurance through a private insurance agency, a professional organization, such as the Academy of Nutrition and Dietetics' Member Advantage Program and American College of Sports Medicine (ACSM). Insurance coverage of \$1-3 million can be purchased for \$50 to \$80.

3.1.3 Travel Insurance

Clinical sites will require travel and students must assume the responsibility for transportation to and from such activities, including supervised practice rotations, practicum, internship, field trips, and travel to professional meetings. It is highly recommended that students have reliable transportation and students are required to maintain automobile insurance on their vehicle. Neither Union Institute & University nor any location where required SCP or SEL take place will be liable for student safety while traveling to and from those locations.

Proof of health, liability, and travel insurance may be scanned and emailed to Alicia Simpson, alicia.simpson@myunion.edu.

3.2 Absence, Injury or Illness

3.2.1 Absence from SCP/SEL Rotations

Students are responsible for notifying preceptors, course instructors, and the MA Program at the beginning of the course or SCP/SEL rotation if absence from classes or rotations is anticipated.

Students should work out the details of making up missed work with their preceptor and report a written plan for making up missed work to the preceptor and the MA Program. When unexcused absences become problematic, the preceptor and/or the MA Program will provide a verbal and written warning to the student. Following a warning, a student will receive a grade of U and be dismissed from the MA Program if unexcused absences exceed > 20% of work time.

Students, who are chronically tardy (> one day/week), will receive a verbal and written warning from the preceptor and/or the MA Program. If chronic tardiness continues the student may receive a grade of U and be dismissed from the MA Program.

Provisions must be made to the satisfaction of the faculty and/or preceptor for coverage of coursework or duties during the students' absence. Students will need to make up any SCP/SEL hours missed in order for them to meet their overall required number of practice hours.

3.2.2 Injury or Illness While in the Facility for SCP/SEL

Union Institute & University or the SCP/SEL sites are not responsible for injuries or illness occurring to students during their rotations. If the illness or injury is due to negligence on the part of the facility, the student may file a personal injury claim against the facility. If an illness occurs while the student is at the facility, they will be directed to go to the nearest health clinic at their own expense. Students should use safe health precautions when ill and/or injured and discuss their signs and symptoms with the preceptor. It is the student's responsibility to ensure the safety and health of themselves and the individuals with whom they work.

3.3 Academic Calendar

The didactic components of courses in the Human Lactation Studies major and the Applied Nutrition and Dietetics major are scheduled in compliance with the Union Institute & University Academic Calendar. The MA Program will abide by all scheduled holidays, breaks, and closings. The three annual terms are sixteen weeks each.

Students are expected to observe the same holidays as the worksite employees during their SCP/SEL rotations. These days may include the day after Thanksgiving, Spring Break, 4th of July, Memorial Day, etc. The assigned SCP/SEL dates may include days or weeks when UI&U is not in session. Students are expected to observe the same regulations regarding working hours as employees of the institution/agency where they are assigned. The student is required to be at the assigned SCP/SEL site during the same hours as the preceptor. If the student has a scheduling conflict with the rotations they will need to discuss it with their preceptor. If they cannot come to an agreement with their preceptor, contact the MA Program. Students should review the course sequencing and plan their vacations accordingly.

3.4 Site Selection

The supervised practice site must be conducive to learning and be able to provide experiences to meet specific accreditation required competencies. Preceptors at the facility must have the appropriate credentials and expertise relative to their area of practice. The facility must be willing to assign the preceptors and staff the appropriate length of time required to educate and

train the students. It is required that all preceptors and staff at the training site recognize that students are there for learning purposes and are not to routinely replace employees. An affiliation agreement will be executed by Union Institute & University administration and the facility providing experiences.

Reasons for discontinuation of a supervised practice site include failure to provide the students with the required learning opportunities to meet specific required competencies and student complaints related to unethical or inappropriate behaviors experienced at the site.

Each year, the appropriateness of supervised practice facilities will be reviewed by the program based on changes in the program and/or changes that have occurred in the supervised practice facility that might impact the ability of the facility to provide the needed learning experiences.

APPENDICES

Appendix A:

Master of Arts Preliminary Program of Study

Student Name:
Student ID:
Address and phone:

Major:
Faculty Advisor:

Instructions: Review the academic calendar, MA course listings, and recommended program of study in the University Catalog, and meet with your advisor. Below, fill in the terms you plan to be enrolled (e.g., 1617 F or Fall 2016), and the courses you will take in each. One important issue to consider is whether you will need 1 or 2 terms to complete your thesis (full-time students have 1 term to finish; part-time students have 2 terms). Though it is possible to switch between 6 and 9 credits, if you plan to do this you need to pay attention to prerequisites and plan ahead. Please consult with your advisor and the program office about your options if you decide to switch between full-time and part-time status.

Preliminary Program of Study

First Term:

Course 1:
Course 2:
Course 3:
Total credits:

Second Term:

Course 1:
Course 2:
Course 3:
Total credits:

Third Term:

Course 1:
Course 2:
Course 3:
Total credits:

Fourth Term:

Course 1:
Course 2:
Course 3:
Total credits:

Fifth Term:

Course 1:
Course 2:
Course 3:
Total credits:

Sixth Term:

Course 1:
Course 2:
Course 3:
Total credits:

Seventh Term:

Course 1:
Course 2:
Course 3:
Total credits:

Total credits completed:

Meeting with your Advisor

When you meet with your faculty advisor, make sure you go over the following policies from the University Catalog:

- MA course sequence and progression of program
- Satisfactory Academic Progress under MA Program, and under Financial Aid sections (withdrawals and U grades affect your academic and financial aid status)
- Incomplete Policy
- Program Completion Extension

If you or your advisor have questions about how any of the above works or applies to you, please contact the program office.

Changes to your Program of Study

If you need to change your program of study because you withdraw or fail a course, or you need to change the number of credits you are taking, you will fill out a new Preliminary Program of Study form, in consultation with your advisor and the program office. When changing your program of study you need to take into account prerequisites. Occasionally students who drop or fail a course end up with a term in which they can only take 3 credits, and therefore are not eligible for financial aid. Please consider this before you withdraw from or fail a course.

Signatures

Student: I have read and understand the policies outlined in the university catalog and on this form. I agree to follow the program of study on this form, and to consult with my advisor and fill out a new form if I need to make changes to my program of study.

Student Signature:

Advisor: I have discussed the university and program policies with the student and agree that this program of study is appropriate.

Advisor Signature:

Program Office Signature:

Appendix B:

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 document include (for example, review of the literature, presentation and analysis of original research, case studies etc.)*
- *For studies in the Social Sciences, describe 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.*

E. Ethical and Social Responsibility in Research

- *Describe the issues involved in ethics in research generally (plagiarism and human subjects), ethical issues in your field, and any potential ethical issues your study involves.*
- *Will you involve human subjects in your research? ____yes ____no*

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

F. Social and Global Perspectives in your Field

- Describe the ways in which issues of oppression, power or social privilege manifest in your project, paying attention to individual, cultural and/or societal levels
- Reflect on how issues of oppression, power, and privilege manifest in your own life, with particular emphasis on how they have shaped your sources of knowledge and the issues that you explore in your thesis.

II. Narrative Table of Contents

The Master of Arts Program offers a variety of thesis formats:

The Traditional Thesis in which the student will demonstrate her/his knowledge of the body of scholarship pertaining to her/his question. The thesis will be about sixty pages in length and may use the standard five-chapter model or a more flexible model such as an introduction, three chapters, and conclusion. For the Narrative Table of Contents section of the Thesis Proposal, 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.

The Manuscript Thesis is a Traditional Thesis that is constructed around a manuscript suitable for publication in a peer reviewed journal. When the five-chapter model is used, the manuscript serves as Chapter 4 of the thesis. The manuscript will follow the author guidelines for the prospective journal and as with a Traditional Thesis it will demonstrate the student's knowledge of the body of scholarship pertaining to her/his question.

The Creative Thesis or Social Action Thesis is comprised of two parts: 1) your creative work or social action project accompanied by 2) a contextual essay in which you address your creative influences or related projects and the relevant scholarship that informs your work.

Following is an example of the Narrative Table of Contents:

INTRODUCTION

The Introduction will address the following:

- the question(s) or issues to be addressed including definitions of key terms,
- relevant background information,
- the approach, method(s), and/or theoretical framework employed,
- ethical implications of study,
- social relevance of study,

and will describe how the thesis is structured.

CHAPTER 1. 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 2. TITLE

CHAPTER 3. TITLE

CONCLUSIONS

[The final chapter will draw together the points raised in each of the preceding chapters and summarize learning....]

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. Follow template exactly and fill in information in indicated areas, then delete brackets. Do not add formatting or change line spacing. You can copy and paste this into your document and fill out the required information.

[Write the Title of the Final Document 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 final month of enrollment]

(Include this statement **only** if a proposal was submitted to the Institutional Review Board or the Expedited Review Team:

To the best of my knowledge, the plan of conduct for this research conforms with the policies and procedures for the use of human subjects at Union Institute & University.)

[Name, Suffix] Thesis Advisor	Date
----------------------------------	------

[Name, Suffix] Second Reader	Date
---------------------------------	------

Elden, Golden, Ph.D. Program Director	Date
--	------

Appendix D: Thesis Abstract Template. Do not add formatting, paragraphs or change line spacing. Follow template exactly as shown, fill in information in indicated areas, then delete brackets.

ABSTRACT

An abstract of the thesis of [First Name Last Name] for the Master of Arts degree, Union Institute & University, [Month, Year].

Title: [Write 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:



Master of Arts Program Graduation Essay

Student Name:
Major:

Date:
Field of Study:

Write a 3-5 page narrative essay reflecting on your experience and learning gained during your study in UI&U's Master of Arts Program. Please address how you achieved each of the Learning Outcomes listed below. Send your essay as an attachment to an email to the faculty person with whom you're working on your thesis. Once this Graduation Essay is received and both your core faculty and second reader agree that your thesis is complete, your graduation teleconference meeting will be scheduled.

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

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

III. Ethical and Social Responsibility: *Express ethical and social implications of one's social, professional, artistic, and/or scholarly practice.*

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

Vi. M.A. Program Outcome: *Demonstrate knowledge of the scholarly conversation (evolution of ideas, major debates, theories, methods, and/or approaches) related to field(s) of study.*

Vii. M.A. Program Outcome: *Academic inquiry is informed by application and/or experiential learning.*

Rev. Jan. 2016

Appendix F

Union Institute & University University Outcomes (I-IV), MA Program Outcome (V1-2) and Masters Level Competencies

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

Masters Level Competencies:

CONSTRUCT coherent and organized written documentation using standard English.

ANALYZE, CRITIQUE, and SYNTHESIZE scholarly literature in the field.

REFLECT critically on experience related to acquired knowledge.

DOCUMENT sources consistently using appropriate academic citation style.

II. Critical and Creative Thinking: Use different modes of disciplinary and interdisciplinary inquire to explore ideas and issues from multiple perspectives.

Masters Level Competencies:

ANALYZE a variety of scholarly perspectives, ideas, and/or theories

CONNECT an understanding of theory with practice

INITIATE new practice or draw new conclusions based in a field-related theoretical understanding

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

Masters Level Competencies:

EXAMINE the ethical values and social and cultural practices related to the student's focus of study.

RELATE ethical or social and cultural implications to a broader context.

ACT on or ENVISION a plan for acting on a theoretical understanding of ethics in the field of interest and recognize one's own social responsibility to individuals, groups, and communities.

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

Masters Level Competencies:

DEMONSTRATE knowledge about the ways oppression and social inequities can be presented at individual, cultural, and societal levels.

EXHIBIT ongoing critical reflection on issues of race, ethnicity, oppression, power, and privilege in one's own life.

V. 1. Knowledge Base: Demonstrates knowledge of the scholarly conversation (evolution of ideas, major debates, theories, methods, and/or approaches) related to the field(s) of study:

Competency:

IDENTIFY one or more major debates, theories, methods, and/or approaches within the field(s) of study.

V.2. Application and/or Experiential Learning: Academic inquiry is informed by application and/or experiential learning.

Competency:

REFLECT on how applied and/or experiential learning informs inquiry

Appendix G:

MA PROGRAM THESIS RUBRIC

Student Name:

Committee Member:

Date:

Thesis Components	Outcome Criteria	Sub-Components	Level 1: Below Expectations	Level 2	Level 3: Meets Expectations	Level 4	Level 5: Exceeds Expectations
Research Question	<i>Critical & Creative Thinking</i>	Primary Research Question	<input type="checkbox"/> Primary question is unclear.		<input type="checkbox"/> Primary question is clear		<input type="checkbox"/> Primary question is clear and shows originality and innovative thinking
		Secondary Research Questions	<input type="checkbox"/> Sub-questions are absent or do not relate to the primary question.		<input type="checkbox"/> Sub-questions relate to the primary question		<input type="checkbox"/> Sub-questions relate to the primary question in innovative and original ways.
Data Collection & Presentation	<i>Critical & Creative Thinking</i>	Breadth and Depth of Evidence	<input type="checkbox"/> Evidence is gathered from limited sources.		<input type="checkbox"/> Evidence is gathered from a variety of relevant sources.		<input type="checkbox"/> Detailed, in-depth evidence gathered from a wide variety of sources including disparate interdisciplinary sources.
		Relation to Research Questions	<input type="checkbox"/> Evidence gathered does not clearly relate to primary or secondary research questions.		<input type="checkbox"/> Evidence relates to the primary and secondary research questions		<input type="checkbox"/> Evidence consistently illuminates the primary and secondary research questions in innovative ways.
		Accuracy of Evidence	<input type="checkbox"/> Evidence gathered is not historically accurate		<input type="checkbox"/> Evidence gathered is historically accurate		<input type="checkbox"/>
	<i>Global Perspectives</i>	Diverse Perspectives	<input type="checkbox"/> Evidence gathered represents a single perspective.		<input type="checkbox"/> Evidence gathered represents some diversity of perspectives, peoples, or cultures in the field.		<input type="checkbox"/> Evidence gathered represents a rich diversity of perspectives, peoples, or cultures in the field.
Data Classification and Analysis	<i>Critical & Creative Thinking</i>	Analytical Connections	<input type="checkbox"/> Limited connections made between evidence, subtopics, counterarguments, and thesis/topic		<input type="checkbox"/> Connections made between evidence, subtopics, counterarguments and thesis/topic showing identifiable instance of analysis		<input type="checkbox"/> Critical evaluation of data that consistently makes relevant, innovative, and unexpected connections between evidence, subtopics, counterarguments, and thesis/topic.
		Depth of Analysis	<input type="checkbox"/> Lack of coherent analysis		<input type="checkbox"/> Analysis presents some evidence of originality and intuitive thinking		<input type="checkbox"/> Evidence of intuitive and/or imaginative thinking, originality, elaborating on relationships, patterns, and associations

Conclusions and Recommendations (Synthesis)	<i>Critical & Creative Thinking</i>	Development of Ideas	<input type="checkbox"/> Lacks clear and logical development of ideas.		<input type="checkbox"/> Clear and logical treatment of relevant scholarly literature.		<input type="checkbox"/> Clear, logical, and thorough treatment of relevant scholarly literature. 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 and Documentation	<i>Communications</i>	Organization, grammar and spelling.	<input type="checkbox"/> Coherence and organization inconsistent, a number of grammatical & typographical errors		<input type="checkbox"/> Mostly coherent, organized & free of grammatical & typographical errors.		<input type="checkbox"/> Coherent, organized and free of grammatical and typographical errors.
		Documentation of sources	<input type="checkbox"/> Lack of care in documenting sources.		<input type="checkbox"/> Sources are properly documented with a few errors noted.		<input type="checkbox"/> Sources are consistently properly documented.
Relevance*	<i>Ethical & Social Responsibility</i>	Ethical Implications	<input type="checkbox"/> Ethical implications of study are not addressed.		<input type="checkbox"/> Some reflection on ethical issues raised in study.		<input type="checkbox"/> Thoughtful reflection on ethical issues raised in study. Clear analysis of relation of ethical implications to larger world.
		Social Responsibility	<input type="checkbox"/> Little attempt to explain social implications of study		<input type="checkbox"/> Some analysis of social context of study.		<input type="checkbox"/> Detailed assessment of social context of study and clear statement of study's relevance.
	<i>Global Perspectives</i>	Global context	<input type="checkbox"/> Minimally addresses the relevant implications of study in global context.		<input type="checkbox"/> Addresses the relevant implications of study within global context.		<input type="checkbox"/> Presents an in-depth consideration of relevant implications of the research to a broader global context.

**Degree and level of Relevance may vary across majors. Specific guidelines will be provided by faculty advisor to the student on this component.*

Revised January, 2016

Appendix H:

UI&U's Master of Arts Program
 COMMITTEE GRADUATION CONFERENCE
Student Name: _____ **Committee Members:** _____ **Field of Study:** _____
Date: _____

Outcomes/Competencies	Level 1: Below Expectations	Level 2	Level 3: meets expectations	Level 4	Level 5: exceeds expectations
<i>I Communication: Express and interpret ideas clearly, using a variety of written, oral, and/or visual forms.</i>					
a. Consistently uses standard English	<input type="checkbox"/> Does not use standard English	<input type="checkbox"/>	<input type="checkbox"/> Uses standard English	<input type="checkbox"/>	<input type="checkbox"/> No errors in standard English
b. Analyzes, critiques, and synthesizes scholarly literature in the field	<input type="checkbox"/> Does not analyze, critique, or synthesize.	<input type="checkbox"/>	<input type="checkbox"/> One or more of analysis, criticism, or synthesis are present but not all three.	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates ability to analyze, critique, and synthesize.
c. Reflects critically on experience related to acquired knowledge.	<input type="checkbox"/> Does not reflect critically on experience related to acquired knowledge.	<input type="checkbox"/>	<input type="checkbox"/> Reflects critically on experience related to acquired knowledge.	<input type="checkbox"/>	<input type="checkbox"/> Integrates arguments with critical reflection on experience related to acquired knowledge
d. Documents sources consistently using appropriate academic citation style	<input type="checkbox"/> Does not document sources correctly.	<input type="checkbox"/>	<input type="checkbox"/> Documents sources correctly some of the time.	<input type="checkbox"/>	<input type="checkbox"/> Consistently and correctly documents sources.
<i>II Critical and Creative Thinking: Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.</i>					
a. Includes a variety of scholarly perspectives, ideas, and/ or theories	<input type="checkbox"/> Limited scholarly perspective, ideas, and/or theories	<input type="checkbox"/>	<input type="checkbox"/> Identifies multiple scholarly perspectives, ideas, and/or theories.	<input type="checkbox"/>	<input type="checkbox"/> Presents claims or arguments that integrate or draw upon a variety of scholarly perspectives, ideas, and/or theories.
b. Connects theory with practice	<input type="checkbox"/> Does not connect theory with practice	<input type="checkbox"/>	<input type="checkbox"/> Identifies one or more connections between theory and practice	<input type="checkbox"/>	<input type="checkbox"/> Embeds the connection between theory and practice into claims or arguments.
c. Initiates a new practice or draws conclusions based on theoretical understanding	<input type="checkbox"/> Does not initiate a new practice or draw conclusions based on theoretical understanding	<input type="checkbox"/>	<input type="checkbox"/> Initiates a new practice or draws conclusions based on theoretical understanding	<input type="checkbox"/>	<input type="checkbox"/> Draws conclusions that are innovative and original or initiates a new practice that has potential application elsewhere.
Outcomes/Competencies	Level 1: Below Expectations	Level 2	Level 3: meets expectations	Level 4	Level 5: exceeds expectations
<i>III Ethical and Social Responsibility: Express ethical and social implications in one's social, professional, artistic, and/or scholarly practice.</i>					

a. Includes knowledge of ethics in research and capacity for ethical reasoning.	<input type="checkbox"/> Does not include knowledge of ethics in research or ethical reasoning.	<input type="checkbox"/>	<input type="checkbox"/> Includes either knowledge of ethics in research or ethical reasoning, but not both.	<input type="checkbox"/>	<input type="checkbox"/> Includes both knowledge of ethics in research and ethical reasoning.
b. Articulates understanding of social relevance of study	<input type="checkbox"/> Social relevance of study not articulated.	<input type="checkbox"/>	<input type="checkbox"/> Articulates social relevance of study.	<input type="checkbox"/>	<input type="checkbox"/> Articulates social relevance of study in complex or unexpected ways.
IV Social and Global Perspectives: <i>Articulate a perspective on power in the world and one's own place in the global community.</i>					
a. Discusses the ways oppression, power, or social privilege can be present at individual, cultural, and societal levels.	<input type="checkbox"/> No discussion of oppression, power, or privilege	<input type="checkbox"/>	<input type="checkbox"/> Discusses oppression, power, or privilege	<input type="checkbox"/>	<input type="checkbox"/> Integrates into the central argument ways that oppression, power, or privilege can be present at individual, cultural, and societal levels.
b. Exhibits ongoing critical reflection on issues of oppression, power, or privilege in one's own life.	<input type="checkbox"/> Includes no critical reflection on issues of oppression, power, or privilege in one's own life.	<input type="checkbox"/>	<input type="checkbox"/> Includes critical reflection on issues of oppression, power, or privilege in one's own life.	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates an understanding or draws conclusions about the role of oppression, power, or privilege in one's own life.
V.1 Knowledge Base: Demonstrates knowledge of the scholarly conversation (evolution of ideas, major debates, theories, methods, and/or approaches) related to field(s) of study.					
a. Identifies one or more major debates, theories, methods, and/or approaches within the field(s) of study.	<input type="checkbox"/> Fails to identify major debates, theories, methods, and/or approaches within the field(s) of study.	<input type="checkbox"/>	<input type="checkbox"/> Identifies one or more major debates, theories, methods, and/or approaches within the field(s) of study.	<input type="checkbox"/>	<input type="checkbox"/> Identifies and synthesizes major debates, theories, methods, and/or approaches in relation to student's inquiry.
V.2 Application and/or Experiential Learning: Academic Inquiry is informed by application and/or experiential learning.					
a. Reflects on how applied and/or experiential learning informs inquiry.	<input type="checkbox"/> Reports on applied or experiential learning but fails to address how these experiences inform inquiry	<input type="checkbox"/>	<input type="checkbox"/> Offers basic reflection on how applied and/or experiential learning informs inquiry.	<input type="checkbox"/>	<input type="checkbox"/> Reflects on the relationship between specific application of theory and/or experiential learning and academic inquiry in the context of theories of adult and/or experiential education.

Rev. Jan. 2016

Comments (Optional):

Appendix I:

UNION INSTITUTE & UNIVERSITY
AFFILIATION AGREEMENT

This agreement is made and entered by and between **FACILITY NAME, CITY, STATE**, hereinafter called "CENTER" and UNION INSTITUTE & UNIVERSITY, hereinafter called "SCHOOL".

WHEREAS, CENTER operates accredited or licensed facilities at **CITY, STATE** and

WHEREAS, SCHOOL operates a school which offers a Master of Arts with a major in Applied Nutrition and Dietetics/Human Lactation Studies, and

WHEREAS, the Parties desire to advance the Master of Arts with a major in Applied Nutrition and Dietetics/Human Lactation Studies education and aid in meeting the ever increasing demand in the State and Nation for trained health professionals, and to make available better health service to patients, and

WHEREAS, it is deemed advisable and to the best interest of the parties to establish an affiliation for the purpose of carrying out these objectives,

NOW THEREFORE, for and in consideration of the foregoing and in further consideration of the mutual benefits, the Parties hereto agree as follows:

ARTICLE I
TERM AND TERMINATION

The original term of this agreement starts _____ and ends _____. Upon expiration of the original term of this agreement, this agreement shall continue in full force and effect on a year-to-year basis unless thirty (30) days written notice of termination is given by either party to the contract.

Either party may terminate this agreement at any time with or without cause by giving the other party thirty (30) days written notice to terminate; however, students assigned at CENTER's facilities when termination notice is given shall be permitted to complete their current internship at CENTER's option.

ARTICLE II
RESPONSIBILITIES OF THE PARTIES

CENTER will:

1. Allow the use of its facilities for the education and training of SCHOOL's students.
2. Provide clinical staff supervision of students by currently licensed and/or registered dietitian in conjunction with faculty from SCHOOL.

3. Provide access for faculty and students to its patients and its patient medical records as part of the students' clinical training program.
4. Periodically review the specific programmatic efforts and number of students to participate at CENTER, both factors being subject to mutual agreement of Parties prior to the beginning of the clinical experience.
5. Maintain responsibility for the policies, procedures, and administrative guidelines to be used in the operation of its facilities.
6. Encourage its staff to participate in the educational activities of SCHOOL.
7. Participate, if available, upon request by SCHOOL, in any annual program review activities of SCHOOL which are directed toward continuing program improvement.
8. Maintain authority and responsibility for care given to its patients.
9. Be entitled to remove a student from the affiliation when continuance would interfere with its primary responsibility of patient care.
10. Be responsible for safety of the student in travel to and from assigned areas within the CENTER.
11. Agree that students doing supervised learning experiences must not be used to replace employees.

SCHOOL will:

1. Maintain the authority and responsibility for education programs for its students which may be conducted within CENTER's facilities.
2. Inform its faculty and students of the requirement to comply with CENTER's policies and procedures when in attendance at CENTER's facilities.
3. Provide faculty participation, if requested by CENTER, and if available, on committees and task forces of CENTER.
4. Provide a certificate of Insurance for General Liability Insurance.
5. Inform all students that they must purchase professional liability insurance and show proof of such insurance upon request.
6. Inform all students that they are not employees of CENTER and have no claim against CENTER for any employment benefits.
7. Require student to present a copy of health insurance.
8. Require that if a student is traveling to and from the CENTER by personal motor vehicle that a copy of student's motor vehicle insurance policy is furnished. SCHOOL is not responsible for safety of the student as they travel to, from, or within the CENTER
9. Not be responsible for illness or injury of student while in the CENTER

ARTICLE III RESEARCH

It is understood that clinical research programs based at CENTER be encouraged in order to strengthen the academic program and will be subject to rules and regulations of CENTER in developing such programs. This does not mean that either party is prohibited from developing research programs of its own, not related to the academic program of the other party. Joint research programs will not be initiated without prior written approval of both parties.

ARTICLE IV SEVERABILITY

If any term or provision of this agreement is held to be invalid for any reason, the invalidity of that section shall not affect the validity of any other section of this agreement provided that any invalid provision is not material to the overall purpose and operations of this agreement. The

remaining provisions of this agreement shall continue in full force and effect and shall in no way be affected, impaired, or invalidated.

ARTICLE V
AMENDMENT

This agreement may be amended in writing to include any provisions that are agreed to by the contracting parties.

ARTICLE VI
VENUE

This agreement shall be governed by and construed and enforced in accordance with the laws of the State of [STATE]. Venue will be in accordance with the [STATE] Civil Practice & Remedies Code and any amendments thereto.

ARTICLE VII
ASSIGNMENT

Neither party shall have the right to assign or transfer their rights to any third parties under this agreement without the prior written consent of the other party.

ARTICLE VIII
INDEPENDENT CONTRACTOR STATUS

Nothing in this agreement is intended nor shall be construed to create an employer/employee relationship between contracting parties. The sole interest and responsibility of the parties is to ensure that the services covered by this agreement shall be performed and rendered in a competent, efficient, and satisfactory manner.

IN WITNESS WHEREOF, the undersigned parties do hereby bind themselves to the faithful performance of this contract.

[PRECEPTOR SITE]

UNION INSTITUTE & UNIVERSITY

Signature

Signature

Printed Name

Nelson E. Soto

Printed Name

Title

Provost/Vice President for Academic Affairs

Title

Date

Date

Appendix J:

Acknowledgement of Understanding for Students in the
MA majors in Human Lactation Studies
and Applied Nutrition and Dietetics

I, _____
(Student Name, please print)

have read the current MA Student Handbook, in its entirety. I fully understand the content of ALL of these documents, and agree to abide by these policies and procedures as outlined. I fully understand that by not fully following these policies and procedures in their entirety may lead to a dismissal from MA Program, affiliated Supervised Clinical Practice or Supervised Experiential Learning locations, and Union Institute & University. I agree to assume the student responsibilities provided in these documents.

Student Signature

Date

MA Program Representative Signature

Date