

COLLEGE FOR PROFESSIONAL STUDIES

CAMPUS SITES

Regis University CPS campus centers are located in the following areas/communities:

Colorado

Colorado Springs

Denver North (Lowell Campus)

Denver Tech Center

Interlocken at Broomfield

Loveland

Thornton (Dual Language Campus)

Students should consult an Enrollment Counselor for available learning formats and campus locations. Each degree is designed to address the educational needs of adult learners. The degrees vary in format, content, and delivery systems, but they share a common commitment to a high quality, value-centered educational experience for adults.

CPS DEGREE AND CERTIFICATE OFFERINGS

SCHOOL OF COMPUTER AND INFORMATION SCIENCES

Regis University
David M. Clarke, S.J. Hall
Mail Code: L-12
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4080
1-800-944-7667 (toll free)
303-964-5274 (fax)

BACHELOR OF SCIENCE

Business Technology Management

Computer Information Systems

Computer Networking

Computer Science

MASTER OF SCIENCE

Database Technologies

Information Assurance

Specializations

Cyber Security

Information Assurance Policy Management

Information Technology Management

Software Engineering

Software Engineering and Database Technologies

Systems Engineering

Graduate Academic Certificates

Database Administration with Oracle™

Database Development

Enterprise Java Software Development

Enterprise Resource Planning

Executive Information Technology

Information Assurance

Software Engineering

Storage Area Networks

Systems Engineering

SCHOOL OF EDUCATION

Regis University
David M. Clarke, S.J. Hall
Mail Code: K-10
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4080
1-800-944-7667 (toll free)
303-964-5274 (fax)

The following licensure options are available at the Undergraduate and/or Graduate levels.

Early Childhood Education

Elementary Education (Grades K-6)

Secondary Education (Grades 7-12)

Business

English

Foreign Language (French, German, or Spanish)

Mathematics

Science
 Social Studies
 Fine Arts- Art(K-12)

Special Education Generalist

Exceptional Child Generalist (Wyoming only)

The following endorsement options are available at the Graduate level only:

Educational Leadership for Innovation and Change (Principal Licensure)

Reading Specialist *

Reading Teacher (K-12, Elementary, Secondary)**

Special Education

Generalist
 Early Childhood

* Colorado Only

** Colorado and Wyoming

BACHELOR OF ARTS

Elementary Education

MASTER OF EDUCATION (M.ED.)

Specializations

Adult Learning, Training and Development
 Curriculum, Instruction and Assessment
 Educational Leadership for Innovation and Change (Principal Licensure)
 Instructional Technology
 Reading
 Space Studies
 Urban Education

Graduate Academic Certificates

Adult Learning, Training and Development
 Autism Education
 Gifted and Talented Education
 Integrating Technology in the Classroom
 Literacy

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Regis University
 David M. Clarke, S.J. Hall
 Mail Code: L-22
 3333 Regis Boulevard
 Denver, CO 80221-1099
 303-458-4080
 1-800-944-7667 (toll free)
 303-964-5274 (fax)

BACHELOR OF APPLIED SCIENCE

Specializations

Community Interpreting
 Homeland Security
 Interdisciplinary Studies
 Management

BACHELOR OF ARTS

Communication

Specializations

Conflict Management
 Leadership

Undergraduate Communication Academic Certificates

Conflict Management
 Leadership

Liberal Arts

Specializations

Catholic Studies
 Civil Society Studies
 English
 History
 Humanities
 Irish Studies
 Philosophy
 Public Administration
 Religious Studies

Social Science

BACHELOR OF SCIENCE**Applied Psychology****Specializations**

Health Psychology
Positive Psychology

Criminology**Undergraduate Criminology Academic Certificates**

Homeland Security
Social Violence

MASTER OF ARTS

Individually designed, multidisciplinary program.

Graduate Academic Certificates

Liberal Studies
Professional Studies

MASTER OF NONPROFIT MANAGEMENT**Graduate Academic Certificates**

Nonprofit Organizational Capacity Building
Post-Master's Certificate in Nonprofit Executive Leadership

MASTER OF SCIENCE**Criminology****Graduate Academic Certificates**

Criminology

SCHOOL OF MANAGEMENT

Regis University
David M. Clarke, S.J. Hall
Mail Code: L-16
3333 Regis Boulevard
Denver, CO 80221-1099
303-458-4080
1-800-967-3237 (toll free)
303-964-5274 (fax)

BACHELOR OF ARTS**Organization Development****BACHELOR OF SCIENCE****Accounting****Business****Specializations**

Finance
Human Resource Management
Management
Marketing
Project Management
Public Administration

Finance**Human Resource Management****Marketing****Public Administration****Undergraduate Academic Certificates**

Project Management
Public Administration

MASTER OF BUSINESS ADMINISTRATION**Specializations**

Emerging Markets (Dual Language-Spanish/English)
Finance and Accounting
General
Health Industry Leadership
Marketing
Operations Management
Organizational and Performance Management
Strategic Management

MASTER OF SCIENCE**Accounting****Organization Leadership****Specializations**

Enterprise Resource Leadership and Planning
Human Resource Management and Leadership
Organizational Leadership and Management
Project Leadership and Management

Graduate Academic Certificates

Executive Leadership
Executive Project Management
Strategic Business Management
Strategic Human Resource Integration

CPS GENERAL INFORMATION

Unless otherwise noted, the College for Professional Studies follows all policies and procedures as stated in the General Information section of this *Catalog*.

MISSION

The College for Professional Studies offers innovative, accelerated higher education for adult learners to meet their academic, professional and personal goals, and to make a positive impact in a changing society.

Inspired by the Regis University Mission which focuses on the common good, we motivate and challenge a diverse community of students, faculty and staff to acquire knowledge, abilities and commitments necessary for distinguished professional work and leadership in service to others.

PURPOSE

The College for Professional Studies develops and administers undergraduate and graduate degree programs, certificates, credit courses, and non-credit courses for both traditional and nontraditional learners. These offerings tailor learning to the adult learner through classroom-based, guided independent study, or distance learning delivery. The College for Professional Studies is structured to serve two general groups: those who wish to complete a program leading to a degree and those who seek specialized training or knowledge to increase their competence in their current occupation or profession or to prepare themselves for a new occupation or profession.

Master's Degree

Since the mid-1970s, the Regis University College for Professional Studies has been nationally recognized as a leader in education providing adults with innovative, professional, collaborative educational programs. Graduate study has a substantive tradition in CPS. Dating from 1978, when the first graduate degree was offered at Regis, CPS has expanded its options for adults, now offering 13 different graduate degrees and 23 graduate certificates to well over 4,000 adult students. The graduate degrees vary in content, delivery system and focus; however, they hold in common a commitment to serving adult learners with quality, value-oriented, relevant graduate education.

PROGRAM DESCRIPTION

The Regis University College for Professional Studies recognizes that lifelong learning is integral to professional growth. No longer can the working professional survive on the assumption that the completion of a formal program in a prescribed number of years is adequate preparation for a lifetime of work. This concept must give way to a concept of lifelong education as an integral part of a career.

The teaching/learning theories and strategies of the College for Professional Studies are drawn from the growing field of andragogy--the art and science of helping adults learn. In

particular, four assumptions drawn from the work of Malcolm Knowles are implemented in programs offered by the College for Professional Studies.

Changes in Self-Concept: As people grow and mature their self-concept moves from one of dependency to one of increasing self-directedness. Adult learners are accustomed to making important decisions in their personal and professional lives. An educational program that seeks to meet adult learners on a psychologically sound and healthy basis must encourage increasing self-directedness.

Role of Experience: As individuals mature, they accumulate an expanding reservoir of experience that causes them to be increasingly rich resources for learning. At the same time, this reservoir of experience provides them with a broadening base from which to relate new learning. Studies of cognitive changes in the adult years give evidence that both programmed and un-programmed experiences produce deep-seated changes in the way adults approach their thinking. Accordingly, for adult learners, effective education demands increasing emphasis on experiential techniques that tap this experience.

Readiness to Learn: As individuals mature, their readiness to learn is decreasingly the product of biological development and academic pressures and is increasingly the product of the developmental tasks required for the performance of their evolving social roles. Adults, then, develop as workers, spouses, parents, organizational members and leaders, leisure time users and the like. There is no assumption that one has to sit passively by and wait for readiness to develop naturally. There are ways to stimulate readiness to learn through exposure to better models of performance, higher levels of aspiration and self-diagnostic procedures.

Orientations to Learning: Adults tend to have a problem-centered orientation to learning. While much of a child's education is one of postponed application, adults come to education because they are experiencing some need to improve their capabilities and demonstrate their competencies with some immediacy. Adult students want to apply tomorrow what they learn today.

SERVICE LEARNING

Service Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Service Learning joins two complex concepts: community action, the "service" and efforts learned from that action and connect what is learned to existing knowledge, the "learning." Community service becomes service learning when it is connected to classroom curriculum and activities and contains opportunities for students to reflect on their experiences, thus allowing for consciousness raising and systemic change. This is particularly true for Jesuit education that has for centuries held a mission of forming men and women who seek to transform the world through service to others.

The College for Professional Studies Service Learning program seeks to assist CPS faculty in integrating social justice and service learning concepts and activities across the curriculum in undergraduate and graduate programs. The Service Learning

program in CPS houses information regarding service learning opportunities for faculty, students and staff including a database of service opportunities and resources for curricular information. The CPS Office of Service Learning offers site referrals and consultation, faculty development, resource development, service learning newsletter, and evaluation.

UNIVERSITY MINISTRY

University Ministry, with offices at the Denver Lowell campus, serves the entire University community. Its goal is to assist the members of the Regis community in their search for, experience with, and celebration of a life of faith. University Ministry strives to provide availability of the sacraments, days and evenings of recollection, special prayer and liturgical services, spiritual direction and advising, forums and interdisciplinary ventures, retreats, and assistance to persons experiencing grief.

SERVICE MEMBERS OPPORTUNITY COLLEGE

Regis University has been designated as an institutional member of the Service members Opportunity College (SOC), a group of colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Regis University recognizes the unique nature of the military lifestyle and is committed to assisting with transfer of relevant course credits, providing flexible academic residency requirements, and validating experiences as college-level training from appropriate military training.

ADMISSION

All documents submitted during the application process become the property of Regis University.

Undergraduate

Degree-seeking applicants for a College for Professional Studies undergraduate degree must possess:

- High school diploma or equivalent,
- transferable course credit from a regionally accredited college or university,
- evidence of work experience.

Prospective applicants who do not meet these minimum requirements must submit a written letter of appeal to the Assistant Dean of the School in which the learner seeks to enroll. The letter should contain information that helps the Assistant Dean know why the applicant will be successful at Regis University.

Dual language applicants must meet Spanish and English language proficiency requirements.

In addition, CPS programs of study may impose additional requirements for admission.

Documents

To be considered for admission to a College for Professional Studies undergraduate degree, an applicant must submit a completed application and application fee, provide official transcripts from high schools, regionally accredited colleges or universities previously attended (official transcripts are sent directly from the institution to Regis University), and complete and submit a writing sample (Writing Skills Placement Essay) with the application. The Writing Skills Placement Essay is submitted to Turnitin, academic integrity software. If plagiarism is noted, admission will be affected negatively.

Based on the scored results of the writing sample, students may be required or recommended to take an English course appropriate to their skill level. Applicants possessing less than 30 semester hours of college credit must enroll in and successfully complete (grade of C or better) ED 205--Adult Learning as their first class unless a writing class is required.

Deadline

Applicants have 30 days from the date of Application to submit official transcripts to Regis University, College for Professional Studies Admission Office. Further registration will be prohibited if official transcripts are not received within thirty days of the date of application.

Graduate

To be considered for admission, an applicant must submit a completed application, application fee, student copies of the degree granting transcripts (to be followed by official copies), and other required documents to the Admissions Office. After the application file is determined to be complete, it is sent to the applicant's academic program for review, a faculty interview (if required), and final decision on admission. Official copies of all required transcripts must be received by the Admission Office within 30 days of the original application.

Conditional Admission

The academic program may allow a student to be conditionally admitted while awaiting receipt of official transcripts by the CPS Admissions Office. In such cases, the file must contain copies of the unofficial transcripts. The official transcripts must be received by the Admissions Office within 30 days of the application for the student to be able to continue enrolling in classes. Conditional admission allows students to register for one term while awaiting receipt of official documentation by the Admissions Office. Students who have been conditionally admitted must be in good academic standing before being officially admitted into the program.

Provisional Admission

Students who do not meet all academic admission criteria but demonstrate promise for the program may be admitted on a provisional basis. Under the provisional status, students must attain a grade of "B" or higher on the first nine hours of graduate course work or successfully complete designated requirements. A grade of "B-" or lower is not acceptable. Successful completion of the requirements removes the provisional status and may entitle students to good academic standing.

Graduate Writing Skills

Since graduate writing skills are critical to the successful completion of a master's degree in CPS, any student receiving an evaluation of 'Unsatisfactory' on either writing portion of the essays submitted with the application, will be required to complete MLS 500 and/or MLS 501, or EDFD 500, or its equivalent prior to entering any graduate level courses in the program.

International Students

The College for Professional Studies welcomes international students. However, the curriculum places heavy emphasis on English reading, speaking and writing skills. No exceptions to degree requirements are made.

All international students must complete the general admission requirements for the program of interest and the following requirements:

- Submission of an official score report of Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based) or 213 (computer-based) minimum essay (TWE) score of 5, or the approved web- Internet-based TOEFL total score of 82 with total minimum scores of: 24 Writing, 20 Speaking, 22 Reading, 16 Listening. If the admissions officer determines through an alternate formal English language proficiency assessment that the student has the necessary language proficiency, the requirement for submission of the TOEFL may be waived by the appropriate College for Professional Studies program dean.
- A course-by-course evaluation of all international academic credentials from a credential evaluation service approved by the College for Professional Studies.
- Submission of documentation to the program office of financial ability to pay one year's expenses, including tuition, fees, living expenses, etc., and demonstrate adequate coverage for Health Insurance in the United States, for issuance of an I-20 by the Office of Academic Records and Registration. An I-20 cannot be issued until the student has been admitted by the University.

Additional English instruction may be required on or after admission to the program to ensure success in completing course work.

For Graduate Program students, the applicant's undergraduate degree must be equivalent to a four year bachelor's degree granted by a regionally accredited college or university in the United States. Equivalency is determined by an approved credential evaluation service paid for by the applicant. In addition, applicants with an international background must demonstrate graduate level English writing skills.

International students applying to the Master of Business Administration or Master of Science in Accounting degree or certificate programs may submit official GMAT scores with a minimum writing skills score of 3.5 to the CPS Admissions Office or submit the essays. International applicants who have graduated from a regionally accredited college or university in the United States may be permitted to substitute the admission essay(s)

and/or the spreadsheet for the Master of Science in Accounting for the GMAT with the approval of the degree chair.

International applicants processing or seeking a student visa can only be considered for full acceptance (not conditional), and must maintain a full-time course load. International applicants are not eligible for Financial Aid.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four weeks before the academic period for which enrollment is intended. Applications received later may not be processed in time and may have to be held for the following academic period. All documents submitted during the application process become the property of Regis University. Additional information on International Student Admission can be accessed at www.regis.edu.

Non-Degree Seeking/Special Students

Undergraduate

Students seeking admission as a non-degree seeking, special student must:

- Submit the application and the application fee.
- Possess a high school diploma or equivalent.
- Possess transferable college credit from a regionally accredited college or university.
- Provide evidence of work experience.

A maximum of 18 semester hours may be taken.

Non-degree seeking students do not need to submit transcripts or a writing sample.

Non-degree seeking students who wish to become degree-seeking must meet all admission requirements for that degree. Courses taken by non-degree-seeking students apply to degree requirements if the courses are appropriate for the selected degree.

Graduate

Students seeking admission as a non-degree seeking, special student must:

- Submit the special student application and the application fee.
- Provide official documentation of a baccalaureate degree from a regionally accredited college or university.
- Have appropriate work experience.
- Meet prerequisite requirements.
- Have degree chair approval.

A maximum of nine semester hours may be taken. Additional semester hours may be taken with approval of the appropriate degree chair.

Non-degree seeking students are not eligible to receive financial aid or veteran's benefits.

Non-degree seeking students who wish to become degree-seeking must meet all admission requirements for that degree. Courses taken by non-degree seeking students apply to degree requirements if the courses are appropriate for the selected degree.

Certificate Admission

Undergraduate

Applicants seeking a Certificate of Completion, an Academic Certificate, or special student status must submit a completed application for admission and the required fee. Additional documentation is not required. However, if the student intends to matriculate as a degree-seeking student, he/she must meet the requirements of degree-seeking candidates outlined above.

Graduate

To be considered for admission, an applicant must submit a completed application, application fee, student copies of the degree granting transcripts (to be followed by official copies), and other required documents to the CPS Admissions Office, (see the specific requirements for the certificate in each school.) After the application file is determined to be complete, it is sent to the applicant's academic program for review, a faculty interview (if required), and final decision on admission. Official copies of all required transcripts must be received by the CPS Admission Office within 30 days of the original application.

Returning Students

Undergraduate

Undergraduate degrees are designed to allow flexibility in the completion of the course of study. Students may find it necessary to stop taking courses for a period of time. They may return at any time within the seven year degree completion time period.

Students near the end of their seven year program limit and within 24 semester hours of completing their degree may request from their advisor an approval of a program of study extension. The extension is for a maximum length of one year.

Graduate

Graduate degrees are designed to allow flexibility in the completion of the course of study. Students may find it necessary to stop taking courses for a period of time. They may return at any time within the six year degree completion time period.

Students near the end of their six year program limit and within 9 semester hours of completing their degree may contact their school and request an approval of a program of study extension. The extension is for a maximum length of one year.

Expired Applications

Applications remain current for one year after submission. Students who do not enroll in any Regis course within one year must reapply and complete the admissions process under the policies and degree requirements in effect at the time of reapplication. No additional admission fee is charged.

ACADEMIC INFORMATION

STUDENT RESPONSIBILITIES

Students are expected to have college-level writing skills when they enter a program. These skills include writing mechanics (grammar, spelling, punctuation, word usage and structure) along with analysis of issues, support of position, and clarity of thought. Each student is responsible for meeting the writing standards designated by the degree program.

For master's students, a personal computer with a modem is an indispensable management tool. The benefits of having full-time access to a personal computer far exceeds those obtained through sharing the limited amount of equipment in Regis' computer laboratories. Students are encouraged to have access to their own personal computer, either through personal ownership, rental, or arrangements made with their employer.

STUDENT ETHICS STATEMENT

An integral component of CPS courses is student and facilitator/instructor self-disclosure and the use of personal experience for the purpose of facilitating course work. Each student is expected to honor confidentiality as it pertains to student disclosure. It shall be a violation of the ethical standards to use shared information, comments, or opinions expressed by another student or facilitator/instructor in the educational setting in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business/professional life. In addition, confidentiality must be upheld by not disclosing any information which would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much they will disclose and must also accept the responsibility of respecting disclosure of other students and facilitators/instructors.

STUDENT STANDARDS OF CONDUCT

In the spirit of the Jesuit mission of Regis University, CPS students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly in online and other courses. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the College for Professional Studies and the faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

"Disruptive Behavior" or "Disorderly Conduct" as applied in all academic settings and formats (i.e., classroom, online, independent study, etc.) means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, university events, or university sponsored activities.