your degree
YOUR SCHEDULE.

REGIS UNIVERSITY
College for Professional Studies

COLLEGE FOR PROFESSIONAL STUDIES UNDERGRADUATE ADMISSION ESSAY

PERSONAL STATEMENT

We are delighted that you have chosen Regis University for your degree completion. In this part of the application process, we would like you to tell us about yourself with a short personal statement. Please respond to these two prompts.

- Tell us about yourself.
- Tell us why you chose Regis for your studies.

Make it personal. We want to know about you. Tell us about your life path…where have you been and where are you going? What have you overcome, and what are your dreams for the future?

Not too short. Not too long. Make your statement fall between 400 and 600 words. (Applicants with statements below 400 words will be asked to rewrite.)

Show us your best writing skills. Please know that this personal statement is an indicator of your college-level writing skills. At Regis, we care about our students, and we know from experience that some incoming students do better in later courses if they first get some extra help with their writing. The statement you submit will help us know if we can help you by placing you in a writing class.

Take your time and get feedback. After you write your statement, set it aside and re-read it later. Ask a trusted friend or coworker to proofread your essay. Edit and rewrite as much as you like before submitting your completed application.

If you would like to know how the College of Professional Studies scores personal statements, you can view our scoring rubric on the next page.

REGIS UNIVERSITY
COLLEGE FOR PROFESSIONAL STUDIES

Writing Sample

REGIS UNIVERSITY CPS APPLICANT PERSONAL STATEMENT RUBRIC					
	5 POINTS	**4 POINTS**	**3 POINTS**	**2 POINTS**	**1 POINT**
IDEAS & FOCUS • Main idea • Supporting ideas • Use of details • Awareness of purpose • Sense of completeness	The statement is focused and contains a wealth of relevant, concrete, and distinctive examples and ideas from the writer's experience or general knowledge. The response is relevant to the prompt.	The statement is consistently focused and contains ample examples, reasons, ideas or examples. The response is sufficiently specific and relevant to the prompt.	The statement is sufficiently focused and contains some examples, reasons, ideas or examples. The response is generally appropriate to the purpose.	The statement is minimally focused. The provided examples are vague or general and the response demonstrates minimal awareness of or alignment with the prompt.	The statement shows little or no focus and the ideas are unclear, irrelevant, or repetitive. The response is incomplete, too brief, or not related to the prompt.
ORGANIZATION • Introduction, body, conclusion • Sequence of ideas • Grouping of ideas • Effective transitions	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used.	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The statement shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.
STYLE & COHERENCE • Sentence variety • Word choice • Audience awareness • Personal voice	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the statement enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.
CONVENTIONS • Sentence formation • Subject-verb agreement • Standard word forms • Punctuation, spelling, and capitalization	The writer demonstrates full command of the conventions of written English language. There are no errors.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.

SCORE SHEET			
CRITERIA	**WEIGHT**	**POINTS**	**COURSE REQUIREMENTS**
IDEAS AND FOCUS	**X1**		☐ EN 200 Required*
ORGANIZATION	**X1**		☐ EN 200 Recommended
STYLE & COHERENCE	**X1**		☐ ED 205 Required**
CONVENTIONS	**X2**		☐ ED 205 Recommended
TOTAL (OUT OF 25)	--		☐ None
Reviewer Comments:			

*__EN 200__ is a requirement for statements receiving 10 points or less; applicants required to take EN 200 who transfer a "C-" or above in ENG 121 or ENG 122 may choose to substitute ED 205 for EN 200.

**__ED 205__ may be a requirement for applicants with apprehension about returning to school or with a history of difficulty adjusting to school or balancing school, work and family.

Course Descriptions

ED 205. ADULT LEARNING. Integrates key principles of adult learning theory, the Jesuit philosophy of academic excellence, and accelerated learning. Focuses on research skills and effective writing and oral communication. Introduces tools fostering critical thinking, development of community, diversity, leadership, and service.

EN 200. ESSENTIALS OF EFFECTIVE WRITING. Studies the basics of grammar and punctuation, and composition of paragraphs of description, explanation, narration, causation and process. Develops methods for free writing and brainstorming, for maintaining paragraph unity and coherence, and for critically reviewing, editing and polishing course work.

Rev. 03.12.14