



**MASTER OF ARTS
STUDENT HANDBOOK**

2008 – 2009

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Welcome to Regis University

Regis University is one of 28 Jesuit colleges and universities in the United States and the only Jesuit University in Colorado. Since 1877, this institution has developed a reputation for academic excellence and a commitment to the Jesuit mission of developing leaders committed to the service of others. Regis University educates students in a variety of formats to encourage lifelong learning, from a traditional, classroom-based undergraduate education to the accelerated pace of an online graduate degree program for working professionals. I urge you to explore the outstanding curriculum available from the School for Professional Studies.

Regis University Mission Statement

Regis University educates men and women of all ages to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices.

We seek to provide value-centered undergraduate and graduate education, as well as to strengthen commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning and personal development. Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values, and a just existence. Throughout this process, we examine and attempt to answer the fundamental question:
"How ought we to live?"

Michael J. Sheeran, S.J.
President



Introduction*

The *Master of Arts (MA) Student Handbook* is a structured and organized guide to help you navigate through your graduate study experience. The handbook provides basic information regarding the Master of Arts degree program, and is designed to help you understand the educational process, and policies and procedures that structure and support it. Use it as a reference throughout the course of your study. An updated version of the handbook is available for downloading on the MA degree website.

Master of Arts Degree Program Mission Statement

The primary goal of the MA program is to provide adult learners with the opportunity to acquire the tools of critical analysis and perspective that promote and support the professional studies tradition. The focus is on each student's interests, passions, and choice of specialization(s) in either a Professional Studies Track or a Liberal Studies Track. The MA program is designed for those who want to integrate the strength of interdisciplinary learning experiences into the pursuit of their professional and educational goals. The MA faculty strives to facilitate a degree designed to address the unique needs of each student. The program is delivered through a variety of learning formats: evening, and intensive classroom courses and Graduate Independent Study (GIS).

Adult Learning Model at Regis University

Regis University's School for Professional Studies takes pride in working with adults who believe that education is a lifelong experience. The adult learning model is the reason why the Master of Arts (MA) Program is such a success. We believe that education should be engaging, transformative, and creative, and that it needs to interface with our community. Each student has dreams and goals related to career and life choices. Because the MA Program encourages and fosters those dreams and goals, it flourishes, and engages new adult learners every semester. There are three central procedural principles of this program:

1. The individual learner charts his or her learning plan within a mentored environment—in other words, there is choice within structure.

* The policies and procedures set forth in this *Master of Arts Student Handbook* are subject to change as judged appropriate by Regis University. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.

2. Professional and personal relevance are integrated within an action-learning model.
3. The learning process is a collaborative and network-building experience centered on the student, the faculty advisor, and full-time, part-time, and affiliate faculty members functioning as course and project facilitators.

Non-Discrimination Policy

Regis University complies with all local, state and federal non-discrimination laws and regulations in the provision of educational services. Equal Access to classes and learning accommodations is fundamental for access to education means equal opportunity to learn. Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, students with verified disabilities who are otherwise qualified, have a right to equal access to classes at Regis University. If you are a student with a disability who needs accommodations, please call Disability Support Services at 303-458-4941 or 1-800-388-2366 extension 4941.

The Master of Arts Degree Program

The Master of Arts (MA) Degree provides students with an individually designed, multidisciplinary and academically rigorous program. The MA is a student-centered program that enhances students' educational choices for intellectual, professional, and personal growth. The degree is learner-designed and focuses on the achievement of the specific learning objectives and outcomes of each student. It provides a framework for students to plan a course of study unique to their own graduate learning needs. Students, with faculty approval, designate an academic specialization that reflects the individualized course of study included in their degree plan.

A strong collaborative working relationship with the faculty provides students with support and advice to plan their individualized course of study. Students who prefer more predetermined academic structure may choose from an array of suggested specializations to support their career needs or their personal learning goals, and may focus more on classroom courses to fulfill their degree plans. Students who already have a strong commitment to, and even passion for, lifelong self-learning tend to choose individually designed learning plans and graduate independent study courses (GIS) that are relevant to their interests, motivations, and needs. In either case, these options are available in both the professional and the liberal studies tracks of the MA degree program.

In addition to the MA core faculty, the program draws professors from many departments throughout Regis University, and from experts working within the community. Courses from other Regis SPS graduate programs are available for integration into students' specialized degree programs. At Regis University, the spiritual, ethical, and social development of the Master of Arts graduate students is of utmost importance. Opportunities for self-reflection, critical and creative thinking, community outreach, and service learning, are foundational dimensions of this degree.

Degree Requirements, Specializations, and Certificates*

Master of Arts Degree Requirements

The Master of Arts degree requires the successful completion of thirty-six (36) semester hours of graduate course work (600-level) within an Individualized Degree Plan, as detailed below. Core courses, specialization courses, and a Capstone Project or thesis are required. Candidates must maintain a cumulative grade point average of 3.0 or better in all 600-level courses. A grade of "C" or higher is required in all 600-level courses. A maximum of two (2) courses with a grade of C can be applied toward the degree requirements. A grade of "C-" or lower is unacceptable. A student may take courses from other graduate program at Regis as part of his/her specialization. These requirements have the specific features described below:

- a) Students will complete a total of 36 semester hours of 600-level graduate courses. These courses include nine (9) semester hours of required core courses. The first required course to be completed is MAPC 601 Graduate Research. The second required course is MAPC 602 Ethics and Multiculturalism. The third required course is MAPC 603 Graduate Seminar.
- b) Students will complete a specialization of 18 – 21 semester hours.
- c) When students have completed eighteen (18) credit hours in their specialization they will submit to the MA Faculty Committee a compiled Portfolio that demonstrates progress toward their learning goals.

* Documents that describe Regis University policies and procedures include the **Regis University Bulletin** and the **School for Professional Studies Graduate Programs View Book**. Both the University Bulletin and the View Book are published every year. **Additional important information** is available online on the MA website. Please go to: <http://www.regis.edu/spsgrad>, then right below the heading **Master of Arts**, click on "**Program Information**." Students are responsible for knowing the material in these handbooks and following the policies described in them

- d) Students will complete a required Capstone Project; this may be a traditional academic thesis, an applied research project, a formal analysis of an internship, and/or a service-learning project, or a creative capstone project. A minimum of six (6) semester hours is required for the Capstone, including a Capstone Planning course.
- e) Students will demonstrate graduate level writing and critical thinking skills. Students whose admissions essays disclose writing deficiencies may be required to complete additional course work in these skills in order to proceed to enroll in 600-level graduate courses within a completed degree plan.

Transfer of Credits

Students can transfer credit hours from other SPS program courses with the MA Advisor's approval. Up to six (6) credits are transferable from other universities.

Master of Arts Degree Specializations

A specialization describes the topic or subject matter area, either personal or professional, that the student wishes to explore and research as a self-directed learner. Although the specialization is similar to an emphasis or major, the difference is that while emphases and majors have defined titles and certain required courses and curricula, a specialization in the Regis MA degree program is structured from what the student wants as the outcome—what he/she wants to be the focus of the graduate degree. Specializations are designed as a part of the goal-setting and degree-planning process in collaboration with the faculty advisor. The specializations chosen by each student are subject to approval by the MA Faculty Committee.

Master of Arts Degree Double Specialization

Students may elect to include two specializations in their MA degree plan. Each specialization must include a minimum of fifteen (15) semester hours of courses for each specialization. Courses completed for one specialization may not be applied to the second specialization.

Master of Arts Degree Second Specialization

A Regis University MA graduate who wishes to return to the program to acquire a second specialization must meet all the current core course requirements and present fifteen (15) credit hours of additional graduate-level courses in order to qualify for the second specialization.

Individualized Graduate Certificates

Students may elect to complete a Graduate Professional Studies Academic Certificate or a Graduate Liberal Studies Academic Certificate. An individualized certificate plan will be completed based on the learner's specific goals. A specialization for the certificate will be proposed by the student and approved by the Faculty Committee before the student enrolls for courses. The name of the specialization will appear on the certificate and on the student's academic transcript. A minimum of twelve (12) semester hours and a maximum of fifteen (15) semester hours or graduate-level courses are required for the individualized certificate.

The Master of Arts Program currently offers the following Academic Certificates:

- * Adult Learning, Training and Development (12 credit hours)
- * Mediation and Conflict Resolution (12-15 credit hours)
- * Social Justice, Peace, and Reconciliation (12 credit hours)
- * Technical Communication (12 credit hours)

Students pursuing a 36-hour MA degree program may include one of the above certificates in their degree plan, or develop and individualized certificate that is aligned with the courses within their degree plan. The courses for the certificate may count for both the certificate and the degree.

Planning your Degree

The Role of the Faculty Advisor

A faculty advisor is a full or part-time Regis faculty member who holds a doctoral degree or is actively working on a doctoral degree. The advisor helps the student identify and achieve academic goals and the advisor can respond to students' questions and problems. Faculty advisors facilitate some courses and oversee research projects as well as help students with academic matters on a day-to-day basis. The advisor's expertise is in guiding and mentoring the student – understanding the academic and research processes that lead to an exceptional learning experience. Students are required to schedule an appointment with their faculty advisor as soon as they are accepted into the MA program.

The Role of the Student

Students admitted to the MA degree program are required to develop an academic plan in collaboration with their faculty advisor. This process

begins by clearly stating and identifying learning outcomes, academic goals, and competencies. This includes the expected outcome that demonstrates learning and mastery. Specific courses will be selected or designed to address the learner's outcomes, goals and objectives. This academic plan will serve as a learning contract that defines the degree goals and outcomes on which the student is working. All degree plans will require formal approval of the MA faculty. Academic plans will include a minimum of eighteen (18) semester hours of courses in the academic specialization. While the preference is for the student to have the degree plan completed prior to enrolling in courses, the more likely scenario is for the degree plan to be completed during the first two eight-week terms. This allows the adviser and student to use the first two terms as vehicles for focusing the student on the objectives and projected outcomes of the degree plan. All completed degree plans require the MA Faculty Committee's approval.

Academic Planning and Evaluation Process

There are two options for the student to complete his/her course requirements for the MA degree. The first option is to select from existing courses from the MA program. With advisor approval, courses can be chosen from other programs in the School for Professional Studies and the School for Health Care Professions. The academic advisor will work with the student to identify an appropriate mix of existing graduate courses.

The second option is for the student and his or her faculty advisor to design an individually and self-directed learning experience that addresses the student's learning goals. To be approved, individually designed courses must include the following elements:

- * Learning objectives and outcomes must be clearly connected and logically related to the student's academic degree plan.
- * An outline of the academic content including the required textbooks, readings, and other learning experiences.
- * A list of academic learning activities, including required written products, deliverables, and applied learning experiences must be included.
- * An approved course facilitator, or an approved expert, must be available to work with the student and facilitate learning for the proposed course. The learning contract must describe how the student will demonstrate or illustrate that the learning objectives are to be met appropriately.

- * Appropriate learning materials, including library resources and research literature, must be available to support the objectives of the proposed course.
- * The learning contract for the proposed course must clearly state appropriate assessment and evaluation strategies for projected course outcomes.

To sum up the academic planning and evaluation process of the MA degree program, the following events punctuate each student's progress toward the completion of the Master Degree in the chosen specialization:

1. The student completes a specialization of 18 – 21 semester hours following completion of the core courses.
2. The student compiles a Portfolio of writings and/or projects for the courses completed that demonstrate satisfactory progress toward the learning objectives and goals expressed in the degree plan.
3. The student completes a required Capstone Project; this may be a thesis, an applied research project, a formal analysis of an internship, and/or a service-learning project. A minimum of six (6) semester hours are required for the Capstone, including a Capstone Planning course and 3 – 6 semester hours for the Capstone Project.
4. Throughout his or her progress through course work and projects, and in the Capstone itself, the student demonstrates graduate level writing and critical thinking skills. A student whose admissions essays disclose writing deficiencies may be required to complete additional coursework to improve one or both of these skills.
5. The concluding demonstration of mastery of the student's chosen specialization, the Capstone Project, documents the most significant part of the degree-completion process and qualifies the student for receipt of the Masters Degree in the chosen specialization.

The following options are available to students for the Capstone Project:

- a) A traditional research thesis
- b) An applied research project
- c) A formal paper critically evaluating a significant internship experience, including learning objectives and goals, demonstration of competency from the experience, evaluative and summative accomplishments, and results of significant projects accomplished.

- d) A formal paper critically evaluating a significant service project or creative project, including learning objectives and goals, demonstration of competency from the experience, evaluative and summative accomplishments, and results of significant projects accomplished.
- e) Other professional or critical scholarly work that illustrates or demonstrates mastery or performance competency in the chosen topic of the Capstone Project. The student proposes the work to be pursued, and the MA Faculty Committee must approve the proposal.

The Capstone will be evaluated by the faculty advisor/mentor and submitted for final approval by the Faculty Committee. The criteria for the assessment and evaluation are as follows:

- * How well does the Capstone Project demonstrate the successful achievement of the learner's goals and objectives?
- * How well does the Capstone Project demonstrate the student's mastery of and performance competency in the chosen academic specialization?
- * How proficient are the student's demonstrated written and oral communication skills?
- * How well does the format of the completed Capstone Project conform to the performance criteria established in the project planning process?
- * How well does the format of the completed Capstone Project conform to the University standards for such projects?

New Student Orientation Session

New students are required to attend a ***Student Orientation session*** prior to the start of their first semester in the MA degree program. This meeting provides an opportunity to come together with other students, faculty, and advisors to begin work on the student's individualized degree program.

MA Program Student Presentations Seminars

Student participation with other MA students in periodic seminars where students (a) present their work and their learning to peers and faculty,

(b) are challenged to defend their work, and (c) dialogue among peers and faculty about their accomplishments.

Once each semester, MA students gather for a daylong seminar. At these seminars students present their Capstone Projects, or their Thesis Project (see the Table of Contents to find out the page number where you can look at the "Student Presentation Evaluation Form"). While students need not attend every seminar throughout their enrollment in the MA Program, they must attend at least three seminars (in addition to the Student Orientation session), one of which will include the student's Capstone Project a 45-minute oral presentation. This oral presentation may be scheduled immediately after approval of the Project, while working on the Project, or at the conclusion of the Project.

These seminars are an opportunity for students to network, and to share their work with other students and faculty. Each semester you will be asked to indicate whether you will be attending or presenting at the seminar. Seminars are held on either a Friday or Saturday midway through each semester. It is highly recommended that you attend a seminar each semester that you are enrolled. It is always helpful to know what other students are working on in their degree plans.

Master of Arts Faculty

One of the unique features of the MA Program is the way teaching responsibilities are defined and shared. Most students who begin graduate studies confront a university model in which the main responsibilities of the faculty are teaching and research, with advising only a minor part of a faculty member's responsibility.

In the MA program at Regis, the responsibilities are defined somewhat differently. All students work directly with a MA faculty member who serves as their academic advisor. The faculty advisors help students plan their objectives and degree plans and assist them in designing or choosing appropriate courses and research projects aimed at implanting their objectives and goals. They look at the "big picture" of the MA degree requirements. Students should speak with their advisors for course instructor recommendations and approval for each course they take.

MA faculty and affiliate faculty members who facilitate courses hold doctorates and/or appropriate advanced degrees and have experience in their fields of specialization. Full-time, part-time and affiliate faculty undergo an extensive screening and assessment process before they facilitate online, classroom, or graduate independent study (GIS). Faculty and affiliate faculty work with students every semester. Advisors provide the best recommendations to match the subject matter or topics of the courses students take. The affiliate faculty work one-on-one with MA

students and facilitate some of the classroom courses (evenings and weekend intensives and summer intensives) and GIS courses.

The Degree Chair leads the MA faculty and he is an advisor to students, a facilitator to faculty, and a teacher. He must approve certain requests and is the person to whom appeals of policy are directed, unless written documents in the College of Professional Studies and/or Regis University indicate otherwise.

Master of Arts Program Faculty and Staff Information

The current faculty members who serve in the MA program as faculty advisor are listed in the chart below, with contact information.

MA Full-Time Faculty

Bob Collins, Ed.D. – Degree Chair – Professor	rcollins@regis.edu	719-264-7063
Adriana Karch, Ph.D. – Associate Professor	akarch@regis.edu	303-964-5312

MA Part-Time Faculty

Therese Lincoln, M.A. ATR-BC, LPC – Assistant Professor	tlincoln@regis.edu	303-964-5315
Elisa Robyn, Ph.D. – Assistant Professor	erobyn@regis.edu	303-458-9081

MA Staff

Mary Jo Coe – Administrative Assistant	mcoe@regis.edu	303-458-4961
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Master of Arts Learning Contracts

Learning contracts are syllabi that include the information students need in order to begin work on a course, such as the required readings and course activities. The MA faculty has already developed existing learning contracts for all three required core courses that specify course objectives, requirements, and methods of evaluation. For students new to the subject area, pre-designed learning contracts are utilized. For students with an undergraduate background in the field, the student and the course facilitator may modify these learning contracts, in order to extend the student's knowledge in the area.

Depending on the specialization area, additional pre-designed courses may be available for the courses, which follow the core courses and precede the Capstone Planning and Capstone courses. Check with your faculty advisor to see what is available.

Master of Arts Course Formats

MA courses are offered in a variety of formats. All courses are designed to work for the self-motivated student. MA courses are available as Graduate Independent Study (GIS), and some are available as online courses, and classroom courses. Classroom courses may meet weekly, bi-weekly, and in intensive weekends. We also offer weeklong summer intensives. Many Graduate Independent Study (GIS) and classroom courses are based upon a semester or eight-week schedule.

Graduate Independent Study (GIS)

Since the beginning of the Masters of Liberal Studies (MLS) program more than 10 years ago (the predecessor of the MA degree program), the Graduate Independent Study (GIS) format has been the most frequently and successfully used, and it is expected that this pattern will continue in the MA degree program. In independent study, the student works on a one-on-one basis with a MA faculty advisor and an affiliate faculty member functioning as the course or project facilitator. The affiliate faculty is a content expert who supervises the student's work in a particular course on a day-to-day basis, and is heavily involved in facilitating GIS courses.

The distinguishing features of the GIS course format are (a) that is the most efficient and self-directed format for those students whose personal choices or personal and/or employment time considerations are of critical importance, and (b) it provides the means for a one-to-one mentoring relationship between the student and the course facilitator. An GIS course may follow either a pre-designed learning contract (as in an available classroom or online course taken as independent study) or, more often, the GIS course is specifically tailored to the student's needs and interests and requires its one learning contract, developed collaboratively by the student and the approved course facilitator.

Classroom Courses

Some MA courses in several fields and subject matter areas are offered as classroom courses either in weekend intensive, eight-week, or week-long intensive format. These courses provide additional options for students in their degree plans, and are particularly suited to those students who prefer classroom-based courses and participation with fellow students and

include significant opportunity for discussion. The faculty advisors will discuss the availability and possible relevance of this course format and available courses to the degree plans of the students whose academic work they supervise.

Intensives

Intensives is a course format in which students spend most of their time working independently, then come together for two intensive weekend sessions during the semester. Every summer, a variety of week-long intensive courses are offered.

Online Courses

Online courses utilize some electronic medium (e.g., Web-CT, Regis Forum) to connect students and course facilitators. While the students work independently for much of the course, they are able to stay in contact with other students and the course facilitator through e-group discussion. Online courses are best suited to the student who likes to be in touch with the course facilitator and other members of the course, but through the convenience of e-communication rather than face-to-face interaction.

Students with Disabilities

If you are a student with a disability, there are procedures to follow so that Regis can better meet your needs. First, you should alert your faculty advisor to your disability. Second, if you need accommodations, please call Disability Support Services at: 303-458-4941 or 1-800-388-2366 extension 4941 to discuss and document the disability. All disabilities must be documented before accommodations can be made. Third, if you have a learning disability and you have not previously been assessed, you will need to arrange for an assessment of your disability. This cannot be done at Regis, but the office of **Disability Support Services** can direct you to people who can do an assessment.

Once a learning disability has been documented, please let each instructor know about the disability. It is important that you let the people with whom you are working know about your needs at the beginning of each course in which you need accommodation.

Communication between Regis and MA Students

Communication between Regis and MA students is a crucial component of student success. All Regis faculty and affiliate faculty have readily available contact information (i.e., e-mail and phone number). Please contact your faculty advisor to find the best times to contact him or her. All faculty and affiliate faculty post their areas of expertise on the MA degree program area of the Regis website. Keep in mind that affiliate faculty often work from their homes and may want you to limit your calls to certain times of the day and week.

All MA students should have voicemail and an email address. Regis provides all matriculated students with a free Regis email address. For more information, go to <http://InSite.Regis.edu> on the World Wide Web. Please be sure that you keep the MA program secretary updated on your email, postal addresses, and phone numbers.

The MA program administrative staff, degree chair, and faculty advisors use email communication to keep the students posted on important dates, forms, and general information. Students will receive regular communications from the MA Program and from Regis Graduate Programs. It is the students' responsibility to know the information contained in the communications.

Communication among MA Students

Communication among students in the MA Program is not as simple as in traditional classroom-based programs, but it can be accomplished. Email, discussion forums, or bulletin boards provide an excellent way to discuss ideas and encourage motivation. Some suggestions for students follow:

- ⤴ Use the available orientations and seminars to meet other MA students.
- ⤴ Find a study/discussion partner.
- ⤴ Take the initiative to set up study groups.
- ⤴ Use e-mail to get discussions going.

Regis University Grading Policies – Graduate Program

Grade	Points	Description (Graduate)
A	4.00	Outstanding Scholarship
A-	3.67	
B+	3.33	
B	3.00	Satisfactory
B-	2.67	
C+	2.33	
C	2.00	Unsatisfactory
C-	1.67	Unsatisfactory (no Credit)
D+	1.33	
D	1.00	Unsatisfactory (no Credit)
D-	0.67	
F	0.00	Failure (no Credit)
P	*	Pass (grade of "C" or higher)
N	*	No Pass (no credit)
AU	*	Audit (no credit)
W	*	Withdrawal
I/F	*	Incomplete--the grade accompanying the "I" becomes the permanent grade if additional work is not completed and a different grade is not submitted by the incomplete deadline for the course.
IP	*	In progress--can be assigned only in selected graduate level courses in which course requirements cannot normally be completed with the associated academic period.
Y	*	Instructor did not submit grades by deadline

In Progress Grades

Students taking the following courses will automatically receive a grade of in-progress (IP) unless the instructor enters another grade:

- ▲ MAPC 603 Graduate Seminar
- ▲ MAPC 688 Capstone Planning
- ▲ MAPC 696 Capstone
- ▲ MAPC 697A Thesis A
- ▲ MAPC 697B Thesis B

An IP grade must be completed within one year. The IP grade does not need to be requested; it is given automatically if the course requirements are not complete.

Incomplete Grades

In exceptional circumstances such as illness, death in the family, and job loss, accidents, students may be unable to complete the coursework during the term they are enrolled. Incompletes are not ordinary requests - they are indicated (in the University Bulletin) as extraordinary requests. The incomplete grade automatically reverts to an "F" at the end of the next term it was granted. Example: A student requests an incomplete at the end of an 8-week course; if the work is not finished and the grade submitted by the end of the following 8-week session, the grade becomes an "F." Contact your advisor and your course facilitator to request an incomplete.

Retaking Courses for a Higher Grade

To change a grade of "F" or any grade with which the student is unsatisfied, a student needs to pay for the course again. The official policy as indicated by the registrar is as follows: "To exercise the Repeat for a Higher Grade Option, the student would then register for the Regis course again, pay the current tuition rate, and receive a final grade for the repeated course. The last grade earned is the grade for which credit is awarded."

This option can be taken at any time in the course of the student's progress through the MA program - no time limit is stated. The request for a higher grade does not require a signature. The student simply registers for the course using the same course number and title, does the work of the course, and is evaluated on the quality of the new work.

Grade Appeal Procedure

If an MA student appeals a grade for any course, the appeal process must be initiated within four (4) calendar weeks after the grade is posted, and the following process must be followed:

1. The student writes the course facilitator and the faculty advisor to request a review of the grade, providing a rationale for this review. The course facilitator and the faculty advisor review all the relevant materials, including assignments for the course, and provide a written response to the student.
2. If the issue remains unresolved, the student may submit a written appeal to the MA Degree Chair within two weeks following the student's receipt of the written response to the review described above, specifying the academic grounds for the grade appeal.

3. The Degree Chair, in consultation with the faculty advisor, will seek to resolve the issue with the student. If the appeal is successful, the Degree Chair will submit a Change of Grade form with the new Grade.
4. If the appeal is denied, the student may submit a written appeal to the Associate Dean, SPS Graduate Programs, whose decision is final. Written appeals to the Associate Dean must be submitted within two (2) calendar weeks of receipt of the decision of the Degree Chair.

Required Writing Skills in the Master of Arts Degree Program

As noted several times in this handbook, writing well is one of the essential skills for success in the MA Program. Students come to this degree with varying levels of confidence in their writing. If you are uncomfortable with academic writing, know that you are not alone. Let your faculty advisor know your concerns, so that he or she can direct you to appropriate resources. Graduate Programs offers free workshops each semester. To find out what is offered Alice Aragon, (303) 458-4302, email aaragon@regis.edu or follow this link: <http://www.regis.edu/regis.asp?sctn=sr&p1=sps&p2=gps&p3=gw>. Remember that writing is a skill that can be developed!

Some beginning students may be asked to successfully complete a writing and/or critical thinking course before starting the MA program or concurrently with their first MA courses. This decision is based on the quality of writing exhibited in the entrance essays and/or a formal assessment of your academic writing skills. If you are required to take one or both of these courses, it is because we believe that they are essential for your success in the program.

Stylistic and Grammatical Conventions in Graduate Writing

Academic writing is governed by stylistic conventions that differ from those in other forms of writing. In the MA degree program, the Publication Manual of the American Psychological Association (APA 5th Ed.) is the academic guide to academic writing that you are required to follow. There are times when other sources are also appropriate for assistance. Your faculty advisor will let you know what other sources you may want to consult.

All work submitted to your course facilitator in the MA program should demonstrate a level correctness appropriate to the advanced status of your studies, with particular attention paid to structure organization,

clarity, precision, and correct English grammatical usage and spelling. All students, whatever their native language, are expected to be competent writers of English.

Critical Thinking, Reading, and Writing

In order to avoid biased thinking and writing you need to understand how you react to situations and issues. Once you understand that, you can treat those reactions as tentative rather than commit to them at once. You will then have the time to examine and reflect upon the issues before writing about them. Following are some ideas about how critical thinking occurs and translates into analytical writing. Remember that this is a process that evolves over time. It consists of several skills that must be developed through practice. Initially, this means doing research and examining why and how your reactions have come to be as they are – for example, who are the people and what are the events that have conditioned you to react in certain ways to certain stimuli and provocations? Who, and in what previous experiences, made you “tick” as you do – especially in your thinking and expression? Are you, and those whom you associate, OK with these patterns of reactions to certain experiences?

Critical thinking is the ability to evaluate, to wonder, and to probe issues. Critical thinkers know the limitations of their knowledge, look at ideas as complex challenges, keep their curiosity alive, listen and read attentively, recognize extreme views, and control their feelings about any issues until they can make reasoned judgments about why they react as they do.

Good writers who employ these skills tend to see truth as multiple, ambiguous, changing, relative to the observer, and hard to grasp. They recognize the immense complexity of the world and the persons who live within it. They also recognize their ability to be active learners who test truth and patterns of knowledge rather than being only passive consumers of alleged facts and predigested opinions.

Writers comprehend their knowledge, where it came from and how it is limited in so many ways. They recognize their ability to gain more knowledge, where and how to gain it, and the limits of continuing research to try to completely resolve all issues. They also recognize some of the assumptions that guide their research and their personal resistances, biases, and distractions that keep them from seeing more truth. They have observed how people oversimplify, distort the facts, come to hasty conclusions, and hold assumptions about life that are not congruent with reality. They want to avoid either/or thinking, personal attacks, illogical conclusions, arguments without substance, and faulty reasoning. They take stock of themselves by knowing their biases, recognizing when they have been good thinkers, and informing

themselves. They can recognize the quality of information, good databases, theorists who falsify data, and data that is simply incomplete. They are good observers of people and life in general. They take note of details that are often lost in arguments such as the influence of gender, race, ethnicity, group thinking, and so on. Good writers recognize when they are making a good case and have telling details about who, what, and how the case will work in real life. They can evaluate new theories from their observations, test them, and compare them with the theories, cases and stories they already know.

Good writers become masters of clarifying an issue. They do not write about general people - they write about particular people. They give examples and specify various arguments about the issue. They talk about specific cases and give details so that these cases can be used properly. They ask questions about the cases and about missing details that can lend more light to the case. Finally, they can point to the latest research and compare it with the perspectives of historical research, the research over time that may enhance or muddy their cases.

In the end, good writers and thinkers interpret what they discover, describe and assess the facts. They also comment on what they did not find. At the end of any piece of writing, they know that they wrote only parts of the issue and that there are many more viewpoints about the issue. They hint at those other viewpoints and perhaps write another paper about some of these later.

If you would like to look further into these matters, see Ruggiero, *Beyond Feelings: A Guide to Critical Thinking*, 1998.

Academic Honesty and Trust

Trust is a critical part of the academic process. We expect that all work that you present to Regis faculty members and course facilitators is your own work. You may use family and friends as sounding boards for your ideas and writing, but we expect that you will do your own research and writing. Editing and revision are part of the writing process and should be done by you, not by another person. Any ideas or writing produced by others must be properly documented as sources, using APA format for style and the conventions for citing and documenting sources of all information and ideas that did not originate with you.

Group work must be approved ahead of time and must be presented in such a way that authorship of ideas and specific pieces of writing can be distinguished. If you are uncertain of the conventions of academic writing talk to your faculty advisor or course facilitator about your concerns. They can help you with the process of proper citation of sources.

Plagiarism, defined as presenting the work of others as your own work, is a serious breach of trust in the relationships of collaboration that are typical of higher education and serious thought. Penalties for infractions will vary, depending on the seriousness of the offense, from a required revision of the paper or other work to expulsion from Regis University.

The Master of Arts Academic Calendar

The MA Program operates on a semester-based calendar. However, students may begin 8-week courses in August, October, January, March, May, and/or July. Sixteen-week courses begin in August, January, and May. All three semesters (i.e., Fall, Spring, and Summer) are equal in length. This allows students to work toward their degree throughout the year. You can find the academic calendar posted on the SPS web page under start dates. Independent study courses may be arranged as either semester long courses or 8-week long courses. Your advisor and your course facilitator must approve in advance the either format. The schedule of classroom-based courses is posed on Web Advisor located on the SPS Graduate web page at <http://WebAdvisor.Regis.edu>

Tuition Payment

You may pay tuition (or make arrangements to defer tuition payment) from registration through the end of the first week of the academic period. You are responsible for knowing Regis policies on payment of tuition.

You will also need to complete a Tuition Deferment Form if you will defer your tuition through deferments for financial aid, corporate reimbursement, or personal deferment. Be aware that there are fees for personal deferments. If you have additional questions, please ask a Customer Service Representative at Enrollment Services 303-458-4126 or 800-388-2366 Ext. 4126 (Monday – Friday 8:30 a.m. – 6:00 p.m.)

Financial Aid

Please contact Enrollment Services, which houses Financial Aid. MA faculty and staff cannot answer questions about your financial aid. Please call 303-458-4126 or 1-800-388-2366 Ext. 4126, for assistance.

Library and Research Resources for Local and Distance Learning Students

The Regis University librarians are helpful to both local and distance students. If you live outside the metro Denver area or prefer libraries that keep a larger amount of materials in printed form, you may also use public university libraries as a Regis student. Students who live at a

distance from a research library often find that spending one day a semester at a university library gives them a chance to locate the sources that they will use throughout the semester. Distance students can also contact the Regis University library for assistance.

We expect that you will use appropriate readings from academically credible sources in all your courses. Some courses will have already assigned books available through the Regis University Bookstore. In others courses you will be responsible for choosing readings in conjunction with your course consultant. Your faculty advisor will review your choices and may require additional or different readings.

Reference and Instruction

Regis University Reference Librarians provide assistance in locating facts, refining research strategies, focusing topics, and selecting appropriate databases or other resources. You may call the following numbers with any questions you may have:

- * Distance Learning Librarian
(303) 458-4261; (303) 964-5212 or (800) 388-2366 x4261 or x5212
Email: distlib@regis.edu

- * The Dayton Memorial Library Reference Department
(303) 458-4031 or (800) 388-2366 x4031;
Email: library@regis.edu

- * The Colorado Springs Branch Library Reference Department
(719) 264-7080 or (800) 831-3258
E-mail: cslib@regis.edu

More in-depth assistance is available by appointment with a Reference Librarian at Dayton Memorial Library or the Colorado Springs library. A research consultation can be tailored to your specific research needs.

Students at a distance from either Regis library will find information and instruction from the Research Skills Tutorial available through the Regis Libraries' web page located at <http://www.regis.edu/lib>.

The tutorial provides instructional modules relating to Research Strategies, Effective Database Searching, Finding Books, Finding Periodical Articles, Accessing Government Documents, Evaluating Information Critically, and Using the Internet for Research.

How to Obtain Books and Journal Articles

Regis University Library databases offer many full-text possibilities for obtaining articles. Be sure to explore your options from the Articles and Information web page. If you have questions about which databases are best for you to use, please call the Distance Learning Librarian at (303) 458-4261; (303) 964-5212, or (800) 388-2366, ext. 4261 or 5212; or the Reference Desk at (303) 458-4031 or (800) 388-2366 x4031, or e-mail the distance learning librarian at distlib@regis.edu.

You can order your items directly from Regis University Libraries through our Interlibrary Loan Office using ***Loan Ranger and Prospector***.

If you are a Regis student able to pick up materials at one of the Regis Colorado campus locations, you can request books through ***Prospector*** (<http://prospector.coalliance.org>), a unified catalog for the major academic and public libraries of Colorado.

For more information about Regis Intercampus / Interlibrary Loan, contact the staff in that department at (303) 458-4263 or 1-800-388-2366 x 4263, or via e-mail to interlib@regis.edu.

Off-Campus Access to Library Resources

The Regis University Libraries are pleased to offer off-campus access to most library resources through a single point of entry. If you need to help, please contact the reference desk at Dayton Memorial Library (see section "Student Resources" for contact information).

Student Support Services at Regis

Regis University provides an array of student support services at both the university and school level. University services are designed to serve all students, while school-specific services are tailored to student's distinctive needs.

· Campus Safety - 303-458-4122	· Weather Line 303-458-1818
· MA Administrative Assistant	· Graduate Programs Front Desk
· 303-458-4961	· 303-458-4302
· 1800-727-6399 Ext. 4961	
· Career Services - 303-458-3508	· Disability Services - 303-458-
· 800-388-2366 careers@regis.edu	· 4941

Enrollment Services: 303-458-4126 email: enrolsvc@regis.edu	
* Financial Aid *	* Registrar *
	Student Accounts
To Register By Phone	Student Health Services
303-458-7420 or 800-568-8932	303-458-3558
Dayton Memorial Library	Colorado Springs Branch Library
Reference Desk: (303) 458-4031 (800) 388-2366 Ext. 4031	719-264-7080 or 800-831-3258 cslib@regis.edu
Circulation Desk: (303) 458-4030 (800) 388-2366 Ext. 4030	
Graduation	
303-964-5314 dchavez@regis.edu	
303-964-5162 vmiles@regis.edu	Information Technology Services
Darlene Rohr - 303-458-4966 drohr@regis.edu	Help Center 303-458-4050 Fax: 303-964-5492 its@regis.edu
http://www.regis.edu/regis.asp?sctn=cur&p1=spsgr	
Graduation	Certificate Completion
Commencement	Alpha Sigma Nu
	Fitness Center - 303-458-3563

Appendix A

Individually Designed Course -- Learning Contract

(Electronic Word-version available from Mary Jo Coe, MA administrative assistant: mcoe@regis.edu)



MASTER OF ARTS

Individually Designed Course Learning Contract

Date Submitted to Faculty Advisor:

Student Contact Information *(Please print)*

First and Last Name	Work Phone Number
Address	Home Phone Number
	Cell Phone Number
	E-mail
Student ID No.	

Course Facilitator Contact Information *(Please print)*

First and Last Name	Work Phone Number
Address	Home Phone Number
	Cell Phone Number
	E-mail
Faculty Advisor	

Course Information

Course Prefix and Title: MAP 690 (E-W)

(Title should be no longer than 30 characters - including spaces.)

Select one term (i.e., 8-Week 1, 8-Week 2, or 16-Week)

Fall	<input type="checkbox"/>	(yr)	8-Week 1	<input type="checkbox"/>	8-Week 2	<input type="checkbox"/>	16-Weeks	<input type="checkbox"/>
Spring	<input type="checkbox"/>	(yr)	8-Week 1	<input type="checkbox"/>	8-Week 2	<input type="checkbox"/>	16-Weeks	<input type="checkbox"/>
Summer	<input type="checkbox"/>	(yr)	8-Week 1	<input type="checkbox"/>	8-Week 2	<input type="checkbox"/>	16-Weeks	<input type="checkbox"/>

Student Signature (OR REQUEST TAKEN BY)

Date

Faculty Approval Signature

Date

Course Description:

Course Objectives (*3 minimum*):

Required Text(s) (*one minimum*):

Course Content Outline: Please identify (1) main topics from the textbook(s), (2) other learning resources, and (3) how they are connected to the objectives of this course.

Course Assignments: Please clearly identify and describe in detail each of the assignments/deliverables for this course. Due dates for these assignments will be determined by the course facilitator.

Percentage each assignment/deliverable counts in final grade:

Grading Rubric

Content and Organization	
Grade	Description of Performance
A	<p>The writer completes the task set by the assignment, and the paper is excellent in nearly all respects. It exhibits the following characteristics:</p> <ul style="list-style-type: none"> • well argued; • well organized; • clear thesis; • contains well-developed content that is specific, accurate, interesting, and appropriate; • demonstrates the author's ability to produce and synthesize complex ideas; • contains logical connectors and transitions which contribute to a fluent style.
B	<p>Shares most of the characteristics of the "A" paper. The reasoning is logical, and the content is effectively organized into coherent units. Areas of weakness may be:</p> <ul style="list-style-type: none"> • less careful reasoning than found in the "A" paper; • minor problems in paragraphing and / or organization.
C	<p>The writer has come to terms with the basic task of the assignment, and the paper is generally competent. The organization is sufficiently clear that the reader can move with relative ease through the discourse. The paper, however, has problems in one or more of the following areas:</p> <ul style="list-style-type: none"> • it may have a weak thesis; • the development of minor points may be weak, but the writer provides evidence of the ability to support key ideas; • connectors and transitions may be lacking or illogical
D	<p>The writer shows difficulty managing the task of the assignment in some significant way. For example:</p> <ul style="list-style-type: none"> • the thesis may be vague, too broad, or too obvious to be effectively developed; • the thesis may lack adequate support; • paragraphing and organization may be weak, but the reader is never completely lost in terms of following the train of thought. <p>The writer fails to come to terms with the assignment. The primary task is ignored, misconstrued, badly mishandled, or redefined to accommodate what the writer wants to say or is able to say. This category may also be used for the paper, which is obviously off topic, regardless of the quality of the writing.</p>

Grammar, Punctuation, and Spelling

Grade	Description of Performance
A	The paper is virtually free of errors in sentence structure, usage, and mechanics and shows evidence of excellent control of language
B	The paper has few errors in sentence structure, usage, and mechanics. Those few errors do not interfere with comprehension and are not distracting to the reader.
C	The paper may contain some awkward or ineffective sentences and may show some problems with mechanics or usage. These errors, however, are not serious or frequent enough to consistently distract the reader from the content or to interfere significantly with comprehension.
D	<p>The paper contains errors in grammar, sentence construction, mechanics, and/or usage which often interfere with comprehension or prove distracting to the reader.</p> <p>The paper has a number of ungrammatical or poorly constructed sentences and serious, frequent errors in mechanics and usage which impede understanding. The difference between a "D" paper and an "F" paper lies primarily in the pervasiveness of errors.</p>

Notes:

1. The completion of the *Individually Designed Course Learning Contract* is a joint responsibility of the student and the course facilitator.
2. The student should begin the process by identifying the course objectives.
3. The student should work with the course facilitator to identify learning resources (e.g., textbooks).
4. The course facilitator completes the (a) course description, (b) course outline, (c) course assignments, and (d) grading criteria.
5. The course facilitator forwards the completed **Individually Designed Course Learning Contract** to the student's faculty advisor for review approximately 30 days before the start of the course. Then the Faculty Committee will review the learning contract and approve it, not approve it, or request revisions before giving their final approval.
6. As required documentation for graduation and conferral of the MA degree, the *Individually Designed Course Learning Contract* will be forwarded by the MA Department to the registrar's office to be placed in the student's file.

Regis University Grading System

Grade	Grade Points	Description (Undergraduate / Graduate)
A	4.00	Outstanding Scholarship
A-	3.67	
B+	3.33	
B	3.00	Superior work / Satisfactory
B-	2.67	
C+	2.33	
C	2.00	Satisfactory / Unsatisfactory
C-	1.67	This is a failing grade in graduate level courses
F	0.00	Failure (no Credit)
I/F	*	Incomplete--the grade accompanying the "I" becomes the permanent grade if additional work is not completed and a different grade is not submitted by the incomplete deadline for the course.
IP	*	In progress--can be assigned only in selected graduate level courses in which course requirements cannot normally be completed within the associated academic period.

Student Conduct

SPS Graduate Programs' 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 Graduate Programs and 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 to the academic setting, 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. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that

distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

Diversity

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

Diversity

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Writing Assistance – Smarthinking

The School for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all SPS students through [™]SMARTHINKING. The tutoring year begins on March 8 of the current year. To register for [™]SMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select [™]SMARTHINKING.

RegisNet

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, [™]SMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite (<http://insite.regis.edu/>). Select "RegisNET Account". You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website. The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Privacy Statement

An integral component of MA courses is student and facilitator/instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework. Each student is expected to honor confidentiality as it pertains to student disclosure. No shared information, comments, or opinions expressed by another student or facilitator/instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

Style and format requirements

Regis University SPS Graduate Programs requires students use the APA Style for written assignments. Information can be accessed through: <http://www.regis.edu/regis.asp?sctn=ars&p1=ws>

Mission of Regis University

Regis University educates men and women of all ages to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices. We seek to provide value-centered undergraduate and graduate education, as well as to strengthen commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning and personal development.

Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values and a just existence. Throughout this process, we examine and attempt to answer the question: "How ought we to live?"

As a consequence of Ignatius Loyola's vision, particularly as reflected in his *Spiritual Exercises*, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We further encourage the development of the skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society.

For Additional Information go to

<http://www.regis.edu/regis.asp?sctn=facst&p1=res&p2=spsg&p3=assess>



MASTER OF ARTS
Individually Designed Course
Description
(Exactly as in the Learning Contract Above)

Student Contact Information *(Please print)*

First and Last Name	Work Phone Number
Address	Home Phone Number
	Cell Phone Number
	E-mail
Student ID No.	

Course Prefix and Title: MAP 690 (E-W)
(Title should be no longer than 30 characters - including spaces.)

Course Description: *(Type exactly as in the course description on page 1 of the Individually Designed Course Learning Contract, or cut it there and paste it here.)*

OFFICE USE ONLY: **White:** Permanent Student File **Yellow:** Advising File **Pink:** Student

Appendix B

Student Presentation Evaluation Form

Master of Arts
Student Presentation Evaluation Form
 5 = Excellent 4 = Good 3 = Average 2 = Below Average 1 = Poor

SUBSTANCE

- ___ Topic was timely and relevant to the student’s MA specialization.
- ___ Topic was supported by a variety of high quality researched information and reasoning.
- ___ Presenter evidenced adequate subject matter knowledge.
- ___ Presenter evidenced critical thinking (objectivity) about the subject matter
- ___ Presenter evidenced an awareness of gaps (if present) between theory and practice with regard to the topic and was able to clarify inconsistencies via example or demonstration.
- ___ Presenter was able to provided clear answer to questions about the subject matter.
- ___ Presentation was interesting and compelling.

STRUCTURE

- ___ Presenter provided a thesis statement reflecting a clear sense of general and specific purpose.
- ___ Presentation adhered to principles of good organization and form and was developed with an introduction, body, and a conclusion.
- ___ The introduction sparked interest and adequately previewed the content of the presentation.
- ___ The main ideas/points were easy to identify and followed a logical sequence.
- ___ The conclusion effectively summarized the content of the presentation.

PRESENTATION

- ___ Presenter made audience contact and was at ease with the audience.
- ___ Language and sentence structure were correct, clear, simple, and direct.
- ___ Presenter’s voice was expressive, and rate and loudness were appropriate and effective.
- ___ Notes were used unobtrusively.
- ___ Visual aids and/or demonstrations made the material clearer and more memorable.
- ___ Presentation was free from distracting mannerisms.

NARRATIVE COMMENTS:

(FOR FACULTY USE ONLY)

Title of Presentation _____

Student’s Name _____ Faculty Evaluator _____

Oral Presentation Requirement: Pass _____ No Pass _____ Date _____

ADVISOR _____