Master of Arts
Individually Designed Course Learning Contract

Date Submitted to Faculty Advisor: 12/31/2012 Click Here for Date

* Please save this document prior to emailing it or you will lose the information you just put in.

Student Contact Information:

Regis ID: _____ Regis Email: _____

Name: _____
Last First M.I

Address:

Street: _____ Home Phone: _____

City: _____ Work Phone: _____

State: _____ Zip Code: _____ Cell Phone: _____

Course Facilitator Contact Information:

Name: _____
Last First M.I.

Address:

Regis Email: _____

Street: _____ Home Phone: _____

City: _____ Work Phone: _____

State: _____ Zip Code: _____ Cell Phone: _____

Faculty Advisor: _____

Course Information: Course Prefix and Title: MAP 690 Select One...
(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	8-Week 1	8-Week 2	16-Weeks
Spring	8-Week 1	8-Week 2	16-Weeks
Summer	8-Week 1	8-Week 2	16-Weeks

Student Signature (OR REQUEST TAKEN BY) Date Faculty Approval Signature Date

Please Select One... Faculty Approval Signature Date Please Select One... Faculty Approval Signature Date

Please Select One... Faculty Approval Signature Date Please Select One... Faculty Approval Signature Date

Please Select One... Faculty Approval Signature Date

Revised 10/1/12

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:

Grade	Description of Performance
A	The writer completes the task set by the assignment, and the paper is excellent in nearly all respects. It exhibits the following characteristics: • 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	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: • less careful reasoning than found in the "A" paper; minor problems in paragraphing and / or organization.
C	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: • 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	The writer shows difficulty managing the task of the assignment in some significant way. For example: • 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. 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.

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	The paper contains errors in grammar, sentence construction, mechanics, and/or usage which often interfere with comprehension or prove distracting to the reader. 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.

Notes:

1. *The completion of the Individually Designed Course Learning Contract in 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 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 Individual Designed Course Learning Contract will be forward by the MA Department to the Office of Academic Records 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

CPS Graduate Programs' students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibility in online and other course. In order for faculty members to provide and students to receive effective instruction in classroom, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expert 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 behavior standards will be counseled by the classroom faculty. Should the issue not be resolved, they will be referred to the Program Chair and then, should it be necessary, to the Dean and may be subjected to discipline up to including expulsion from program.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or production 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 website. 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 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.

Equal Access & Disability Services

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 are 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