

Catalog  
2008–2009  
Graduate School of Government

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Yorktown University, Inc.  
4340 East Kentucky Avenue, Suite 457  
Denver, Colorado 80246-2065

Telephone: 1 303 757 0059  
Facsimile: 1 720 528 7761  
Toll Free: 1 877 757 0059

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## About Yorktown University's Master of Arts in Government

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## **Why Study at Yorktown?**

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The starting point of your intellectual journey begins when you decide that a graduate degree from Yorktown University fulfills your aspirations.

Education is a journey of intellectual growth. Many not only have not completed but they have never begun the journey. Aristotle's observation "beginning is half the way" marks what Yorktown seeks in its students: recognition of an unfinished education. Here's why.

Students all too often graduate from college to begin a career or profession requiring only the technical skills and practices of their field. They never arrived at that stage in their education that explained the history and principles behind these practices. Only later in life did they discover that their career-oriented studies in politics, business, or even the law had not fulfilled their intellectual or spiritual needs. Their studies had not prepared them to address, much less answer, the "why" questions. Yorktown University offers seekers an opportunity to redress that deficiency.

Secondly, Yorktown University's online degree program offers students, particularly adult learners, the opportunity to continue with the rest of their lives—families and jobs—while they pursue an advance degree from the convenience and comfort of their homes and according to a timeframe they determine. Online education is not new; but a graduate degree in liberal arts studies, such as Yorktown's M.A. in Government degree, is. Not only will students have the luxury of studying at a time and place they choose, they will be studying with some of the leading scholars of our day. Students will enjoy essentially tutorial studies with scholars who otherwise teach at exclusive and costly educational campuses.

Yorktown University is confident that its online program delivery of quality liberal arts content by renowned scholars represents the cutting edge in education and the future of higher education. We want you to be a part of that future.

## **Why the M.A. in Government at Yorktown University?**

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**Yorktown University's Graduate School of Government mission statement says it all:**

*Yorktown University prepares students for careers in the private and public sectors by educating them in the history, principles, and practices of American constitutional*

*government and classical economics.*

**Yorktown University's objectives:**

- Educate a new public service leadership distinguished by its informed responsibility to civil society

- Cultivate a commitment to civic virtue, based on the belief that to live an authentically happy life, it is necessary to be a good human being and a good citizen.

- Produce a higher order of critical thinking and writing abilities among students whose passion is the well-being of American politics and government, its economy, religions, and culture.

**Yorktown University's unique methodology:**

- Providing some of the best faculty, teaching excellent courses that excite, encourage, and evaluate students as they pursue Yorktown's mission goals;

- Insuring that each student enjoys direct access to his or her professor for immediate responses regarding questions, ideas, and inquiries; and

- Offering an online network of resources, including reference library consulting, of which Yorktown professors as senior scholars in their subject area are part of and introduce their students into.

Yorktown University Master of Arts (M.A.) in Government degree program offers a comprehensive academic course of study designed for students who want to be educated. If you complete your course of study, you will earn an academic degree. But, most important, you will have come to understand the history, principles, and practice of American Government, Law, and Economics. Yorktown University's mission statement is uncompromising in its commitment to the pursuit of truth, the integrity of the learning process, and our students.

One criticism of colleges and universities today is that they don't pay attention to their 'customers' the way businesses do. At Yorktown University, we pay great attention to those who apply to enter a degree program, what course of study they have followed elsewhere, and their

reasons for wanting to study at Yorktown University. As a result, before you begin your studies, we know you pretty well. If we have any reason to question whether this institution is right for you, we'll tell you "upfront."

Yorktown University's M.A. in Government degree program is designed for intelligent, aware, and concerned citizens who aspire to membership in a new generation of leaders concerned about American culture, economics, law and politics. The MA degree has been designed to prepare students for both public and private careers that require comprehensive knowledge of American government, history and law, the principles of classical Economics, and the philosophic foundations of the American regime.

Yorktown University's M.A. degree in Government is unique in higher education today because it focuses on the philosophy of limited government of the Founders, on the origins of the Constitution of the United States and the "originalist" philosophy of the Constitution of the United States. The Founding philosophy of limited government has allowed American citizens to cohere as a community because of their belief that political and economic freedom are necessarily co-dependent. Yorktown University's faculty in Government are masters of disciplined study of this unique aspect of the American political experience and its value to the freedom of American citizens.

The Framers of the U.S. Constitution rebelled against the imperialist policies of the British crown. As a consequence, they took pains to create a government of checks and balances and of essential limits that were supported by the rule of law. Americans have a stake in assuring that this tradition is taught in colleges and universities. Today, America's limited government is endangered as the United States is driven by world events to become an imperial power. The Framers of the Constitution feared such a development. With that danger and their warnings in mind, Yorktown University is one of a few and the only online university to assure that political philosophy is central to their government and economic studies.

## The Curriculum

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Yorktown University's 36-credit M.A. in Government degree program prepares students for public service, elective office, the duties of professional staff of not-for-profit educational institutions or "think tanks," writing careers, public policy advocacy, and a host of other careers that require the ability to think politically. For those seeking employment as teachers in private secondary schools or at the community college level, the M.A. in Government degree at Yorktown University equips you to teach introductory courses in American government, law and Economics.

Yorktown University's M.A. in Government degree program is intended to provide access to the most important scholarship in the Humanities, Government and Economics as they pertain to mastery of the science of politics and political economy. The Founding generation of the United States of America was compelled to think politically because the members of that generation would no longer accept subordination as British subjects. The requirements of their times and ours do not allow citizens to live wholly private lives. All American citizens have public obligations to fulfill and neglecting those obligations places the entire community at risk. Students choosing the M.A. in Government degree program at Yorktown University understand this. This University is honored to have them as students.

The M.A. in Government offers four area concentrations:

### **Foundations of Democracy in America**

The transformation of the American nation from a federal republic to a nation-state with imperial obligations worldwide has not occurred without transforming our fundamental law. What transformation has occurred; its implications for political life in the 21st century and the relation of contemporary public policy to the Constitution is the focus of this area concentration. The origins and meaning of the U.S. Constitution have never been more important and more frequently the subject of public debate. Courses offered in this area concentration will be of interest to attorneys, government executives, elected officials, journalists, and persons who want to know about the critical legal issues of the day.

The American Founding became the focus of American historians in 1937 when historian Max Farrand published documents related to the Constitutional Convention of 1787. The blossoming of this field of study

into a subject area of substance occurred only through the influence of Western European scholars who fled Germany, France, and Spain during World War II. They educated a generation of American scholars in the philosophical and legal basis of European scholarship. These American scholars include Robert Nisbet, Francis Graham Wilson, Willmoore Kendall, Stanley Parry, Martin Diamond, Harry Jaffa and many others.

This new generation of American scholars brought formidable philosophic and historical discipline to what might have become an area of archival research of no critical clarity, definition, nor philosophic depth. Today, the American Founding is one of the most important area studies available to persons interested in the rule of law, constitutionalism, and American government and history. To this subject Yorktown University has recruited some of the finest scholars in the world. There are few traditional universities with as many specialists in this subject as those teaching the American Founding at Yorktown University.

### **Political Theory**

The Political Theory concentration at Yorktown University introduces students to the recovery of classical political theory, analysis of modern ideologies, and the clarification of language necessary to understand modern political thought, and explore fundamental questions concerning truth, immanent and transcendent reality, the meaning of existence, man's humanity and the sovereignty of God.

The Western tradition of philosophic discourse, the language by which we comprehend reality, our discernment that the examined life is preferable to a life of ignorance, and the importance of citizenship are concerns that come from philosophic discoveries of the ancient Greek philosophers. Their knowledge defines our humanity, and when men, from any part of the world, reflect on what defines their humanity, they do so in Western terms, ideas, and concepts.

The Political Theory concentration recognizes that the Bible is a guide for spiritual order. But to find an understanding of good political order one must look to the Western tradition of political philosophy that begins with the Presocratics, and becomes fully developed in Socrates, Plato, Aristotle, St. Augustine and St. Thomas Aquinas. The works of such eminent scholars as Eric Voegelin, Leo Strauss, Hannah Arendt, Russell Kirk, Gerhart Niemeyer, Willmoore Kendall, Francis Graham Wilson, Stanley Parry, Harry Jaffa, Martin Diamond, Robert Nisbet, Raymond Aron, Albert Camus, Bertrand de Juvenal, and Michael Oakeshott explore the interconnection between the spiritual and the political orders and how to

discern the “good” political order from a secularized ersatz spiritual order, also known as ideology.

The intellectual neglect of political philosophy so prevalent in American history (after the American Revolution and the Founding of the Constitution) has made the United States vulnerable to modern ideologies that have their roots in Western European philosophy. Too many educated citizens, journalists, politicians, cultural and religious leaders are ignorant of the Western tradition of philosophy, and are ill-equipped, to recognize the difference between ideology and philosophy. The former is the source of disorder in the modern era. The latter is a mode of existence in truth to which all just men aspire. Ignorance about philosophy contributes directly or indirectly to cultural relativism, the misuse and corruption of language, and the vulgarity so pervasive in public discourse today. This neglect has created an intellectual vacuum from which a deepening nihilism has seeped into the American political community. That cultural decline can be overcome on a personal and societal level only by good education, and that is why Yorktown University offers a concentration in Political Theory.

### **Political Economy**

Friedrich Hayek's *Road to Serfdom* identified a correlation between the political and economic realms: one road leads to despotism, the other to freedom. The balance between state power, political freedom, citizen liberty, and economic freedom operates accordingly: If one is constrained, the other is also constrained. Thus economics is fundamental to the character of government and to the relationship between free citizens and their government. A free people who are ignorant of economics can easily transform elected governments into engines for the abuse of state power by changing the economic-state power balance. Yorktown University's concentration in Political Economy is founded on the insight that fuelled those early Americans to choose freedom and to inaugurate the “Spirit of '76.”

Taxation without representation; taxation that confiscates your life's work; taxation that removes all incentives that motivate citizens to work, to aspire to own property, to own their own businesses has been a facet of American life since the Stamp Act. But, not until Art Laffer gave Ronald Reagan the simple terminology to explain how high taxes destroy initiative did the American people have an opportunity to vote their pocketbooks. Supply-Side Economics, reviled as “Voodoo Economics” by a Yale-educated American president, became a staple of discussion in

every town and hamlet in America.

Yorktown University faculty in Political Economy excel in explaining how supply-side economic policies promote growth, freedom, and prosperity as well as the fundamentals of classical economics. Yorktown University's M.A. degree program is one of the few graduate programs that offer a course in the History of Economic Thought. Joining Yorktown's faculty are senior scholars of economics from the University of Virginia, University of Chicago, UC-Berkeley, and the University of Washington.

### **American Culture and the Life of the Citizen**

Mankind lives neither by bread nor economics alone. Our culture defines who we are. If that culture becomes distorted, our character, too, becomes distorted.

Under the influence of modern telecommunications, all societies are vulnerable to the viruses common to modern life. Radical change has become a mode of life, and, as the sociologist Emile Durkheim has taught us, radical change (good or bad) is destabilizing. Periods of radical change affect everyone, as high divorce, abortion, and drug use rates attest. Popular music, works of art and architecture, popular literature, Pop Science, Pop Psychology, and the many New Age nostrums to which modern man clings are responses to radical change. They are also signs of serious cultural disturbance. A reasoned critique of modern culture, exploration of the roots of civil society and the outlines of a course for cultural recovery has been sought by scholars of several generations. At Yorktown University, we challenge our graduate students to join that search.

### **M.A. In Government Completion Requirements:**

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36 total credits

12 courses, with a grade of C or higher—of which at least one 3 credit course must be completed in at least two area concentrations other than a student's "Major Concentration."

1 Proctored comprehensive examination at the conclusion of all coursework.

Courses in their major concentration logically follow others and the following sequences are recommended:

**Political Economy:**

Econ4102, Macroeconomics  
Econ4405, History of Economic Thought  
Econ4000, Supply-side Economics

**Political Theory:**

Govt4405, History of Political Theory  
Govt4307 Roots of Modern Ideologies  
Ph4103, History of Ethics

Or

Govt4307, Roots of Modern Ideologies  
Govt4304, Modern Terrorism

**Foundations of Democracy:**

Hist4101, Liberty and Power: U.S. History to 1800  
Govt4201, Origins of the Constitution of the U.S.  
Govt4306, Constitutional Law: Organization and Powers  
Govt4308, Constitutional Law: Bill of Rights

**Area Concentrations****Foundations of Democracy in America and Western Europe**

Hist4101 Liberty and Power: U.S. History to 1800, Carey Roberts  
Govt4201 Origins of the Constitution of the U.S., Carey Roberts  
Govt4202 The Federalists, William B. Allen  
Govt4302 European Politics, Francesco Turchi/DavidCorbin  
Govt4304 Modern Terrorism, Barry Cooper  
Govt4307 Roots of Modern Ideologies, R. J. Bishirjian  
Govt4306 Constitutional Law: Organization and Powers, T. F. Payne  
Govt4308 Constitutional Law: Bill of Rights, T. F. Payne  
Hist4301 Frontier America, Charles W. Miller  
Hist4110 The Progressive Era: 1901–1921, Gregory M. Browne  
RS4405 Religion in American History, Randall Balmer

**Political Theory**

Govt4307 Roots of Modern Ideologies, R. J. Bishirjian  
Govt4405 History of Political Theory, R. J. Bishirjian  
Govt4105 J. S. Mill and Origins of Secular Humanism Linda Raeder  
PH4103 History of Ethics C. F. Sills

**Political Economy**

Econ4102 Macroeconomics, Paul Prentice  
Econ4405 History of Economic Thought, William Luckey

Hist4200 Entrepreneurial History of the U.S., Debbie Evercloud  
 Econ4000 Supply-side Economics, Stephen Entin

**American Culture and the Life of the Citizen**

RS4405 Religion in American History, Randall Balmer  
 FA4405 History of Art, Arthur Pontynen  
 Lit4402 American History Through Literature, Mark Malvasi

**Start Dates of Scheduled Terms**

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Students can choose to enroll in an open enrollment program of Independent Study (at the student's convenience) or follow a plan of regularly scheduled ten-week terms. Students choosing the Independent Study option study independently, with ongoing faculty interaction, and a "rolling" admission schedule. Students may enter and complete a course at any time.

Participation in a schedule of fixed terms allows enrollments only at the start of a new term. All Yorktown University courses are offered annually in "terms" of ten weeks duration. Dates listed below are the Start Dates of Yorktown University's scheduled terms during 2008 and 2009. For courses not listed, see "Independent Study" for courses available 24/7.

<b>Term</b>	<b>Year</b>	<b>Enrollments</b>	<b>Start Date</b>	<b>End Date</b>
Summer	2008	July 14-25	July 28	October 3
Fall	2008	Aug 18-29	Sept 1	Nov 7
Michaelmas	2008	Sept 8-19	Sept 29	Dec 5
Winter	2009	Dec 8-19	Dec 29	March 6
Lent	2009	Feb 2-12	Feb 23	May 1
Spring	2009	Mar 2-13	Mar 16	May 22
Summer	2009	May 1-23	June 1	August 7

All students admitted as full-time degree candidates are expected to complete a minimum of six courses every year. Yorktown University coursework is accelerated and covers a traditional semester's coursework in ten weeks. Students have ten weeks to complete each course. At the end of that ten-week period, if coursework is not completed, students have an additional six weeks to complete coursework. There is a fee of \$50 for extension of the deadline for completing coursework. If coursework cannot be completed during the extension period, students may withdraw from the course. Those who do not withdraw will be given a failing grade for the course. In either case, re-admission to a course requires payment of full tuition and applicable fees.

Tuition costs for 6 courses taken over twelve months is a \$4,950. Degree candidates must pay tuition costs for two courses in advance (\$1,650). Full-time Degree Candidates make tuition payments three times a year.

Half-time degree candidates must complete three courses every year. Tuition costs for 3 courses taken over twelve months is a \$2,475. Maintaining Degree Candidate status requires that students pay tuition costs for two courses in advance (\$1,650).

## Enrollment and Registration

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### **How to Apply for Admission to the M.A. in Government Degree Program**

Start by accessing Yorktown University's "Enrollment Checklist."

[http://www.yorktownuniversity.com/grad\\_enroll\\_checklist.cfm](http://www.yorktownuniversity.com/grad_enroll_checklist.cfm)

In order to begin your educational journey, students should complete this online application:

[http://www.yorktownuniversity.com/cf\\_forms/form\\_grad\\_enroll\\_app.cfm](http://www.yorktownuniversity.com/cf_forms/form_grad_enroll_app.cfm)

### **General Admission Standards**

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Because Yorktown University's degree programs are accessible via the Internet, Yorktown University attracts self-directed learners who know how to manage their time and are motivated to complete their coursework within a schedule of ten weeks per term. Graduate students must have earned a baccalaureate degree from an accredited college or university. Recent college graduates must have taken and submit results of the Graduate Record Exam. Graduate studies at Yorktown University require the following:

**Academic Readiness**—Applicants should have good reading, writing and research skills and have demonstrated an aptitude for conceptual thinking in college level coursework. Entering students will be asked to list the five most recent books they have read.

**Internet Literacy**—Understandably, successful Yorktown University students must be familiar with the Internet as a tool for research and learning.

**Facility with word processing software and typing at 55 wpm.**

**The ability and desire to complete a minimum of three courses annually.**

## **Degree-Candidates**

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Full-time degree candidates are expected to complete six courses annually and pay a minimum of tuition costs for two courses in advance (\$1,650).

### Half-Time Degree-Candidates

Students admitted as degree candidates on a half-time basis are expected to complete three courses annually and pay a minimum of tuition costs for two courses in advance (\$1,650).

## **Independent Study**

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Students electing to engage in Independent Study must complete all procedures required of degree candidates and pay tuition and fees for one course in advance by credit card or check. Students in Independent Study who are admitted as degree candidates are expected to enroll in three or six courses annually and complete them as their schedules permit. Students taking less than three courses annually are considered non-degree candidates.

Upon enrollment, all students must inform Yorktown University's director of admissions of the "start" date of the course(s) in which they are enrolled.

Students have ten weeks to complete each course from the date of the start date. At the end of that period, if coursework is not completed, students may elect to ask for an additional six weeks to complete coursework.

There is a "course extension fee" of \$50 for extension of the deadline for completing coursework. If coursework cannot be completed during the extension period, students may withdraw from the course by requesting an incomplete grade (I). Those who do not withdraw will be given a failing grade for the course. In either case, re-admission to a course requires payment of full tuition.

## **Non-Degree-Seeking Students**

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Non-degree-seeking students may take individual Yorktown University courses under the Independent Study program. Those who start out as non-degree students and who meet Yorktown University's minimum requirements for admission to the M.A. in Government degree program may qualify for admission into the degree program by completing the Enrollment Checklist located at [http://www.yorktownuniversity.com/grad\\_enroll\\_checklist.cfm](http://www.yorktownuniversity.com/grad_enroll_checklist.cfm)

## **Graduation Requirements**

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M.A. degree candidates must successfully complete 12 courses (a total of 36 credits), with a grade of C or higher and must pass a required proctored comprehensive exam. During their course of studies, students may be directed to take other proctored exams as well. All financial obligations to Yorktown University must be satisfied before a diploma and final transcript can be released.

## **Financial Policies**

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### **Tuition for M.A. in Government Degree Program:**

Tuition is \$275 per credit  
Total cost per course: \$825  
12 classes of 3 credits each

### **Tuition: \$9,900**

Books and course materials (estimated) at \$100 per course  
Graduation Fee of \$100

### **Total Approximate Program Cost: \$11,200**

### **Other**

Transcript Fee: \$10.00  
Course Extension Fee: \$50.00  
Withdrawal Fee \$25.00

## Payment Options

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Option 1—**[For Degree Candidates]** Minimum tuition to maintain “Degree Candidate” candidacy requires tuition payments for two courses in advance (\$1,650).

Option 2—**[For Non-Degree Candidates]** Tuition may be paid per course in full prior to the course start date by credit card or check.

Option 3—**[For Half-time Degree Candidates]** Tuition may be paid for three courses in advance (\$2,485).

Option 4—**[For Full-time Degree Candidates]** Tuition may be paid for six courses in advance (\$4,950).

## Refund Policy

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Yorktown University refund policies conform to the requirements of the Colorado Commission on Higher Education and the Accrediting Commission of the Distance Education and Training Council (DETC). All advance payments are refundable, within the limits cited below.

A student may request cancellation by phone, fax, mail, or e-mail. Upon cancellation, all money due the student will be refunded within 30 days subject to the following conditions.

### **Full and Half-time Degree Candidates and Independent Study**

**Enrollment Cancellation:** An enrollment may be cancelled by a student within five calendar days of midnight on the day the enrollment agreement was signed or submitted electronically. Cancellation under these conditions results in a full refund.

**Cancellation Prior to Course Start:** When an enrollment is cancelled during the period from five calendar days after midnight of the day the enrollment agreement was submitted to the course’s start date, Yorktown University refunds tuition and fees, less the \$50 registration fee.

**Cancellation After Commencement of the Course—Full and Half-time Students and Independent Study:** A student withdrawing from a course after the cancellation period will be subject to an administrative fee equal to 20% of the course tuition up to a maximum of \$200 and remaining tuition will be refunded on the following basis:

Date of Withdrawal from a 10 week course	Percentage of Total Tuition Refunded (after deduction of the \$50 application fee and the administrative fee)
During Week 1	100%
During Week 2	80%
During Week 3	70%
During Week 4	60%
During Week 5	50%
During Week 6	40%
During Week 7	30%
During Week 8	20%
During Week 9	10%
After Week 9	No refund

**\*Multiple Course Plan:** If a student contracts with Yorktown University for multiple courses, each course is treated separately for the purposes of calculating any refund. For example, if a student signs an agreement for 12 credits (4 courses), but completes only part of one 3 credit course, the student is entitled to a full refund on the remaining 9 uncompleted credits.

## **Academic Standards and Regulations**

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Students and faculty are bound by the standards and regulations described here.

### **Academic Integrity Policy**

#### **Academic Freedom**

Yorktown University recognizes that academic freedom is at the core of the mission of colleges and universities seeking to serve their constituents and their communities by pursuing and sharing various strands of truth and knowledge. The University defines academic freedom as the freedom to engage in scholarly research or other creative work in order to expand knowledge, to publish research findings, to teach and to learn in an environment of free inquiry. As a University that embraces the ideals of the Constitution and the Founding Fathers, Yorktown firmly supports the rights of citizens under the First Amendment. It also recognizes that with academic freedom come certain responsibilities. A member of the University faculty has the freedom to engage in scholarly research and teach and discuss subjects with their classes. As core members of the Yorktown community and seekers of truth and

knowledge, they also have the responsibility to remain committed to the accuracy of facts and the highest standards of academic integrity.

### **Honors Code**

Yorktown University fosters a spirit of honesty and integrity. Students at Yorktown University are responsible for following accepted standards of academic integrity. Distance learning programs require a higher level of self-monitoring with regard to academic integrity. All work submitted by a student must represent original work produced by that student. All sources used must be documented through acceptable scholarly references and citations, and the extent to which the sources have been used must be apparent to the reader. Students found guilty of academic dishonesty or plagiarism will be liable for sanctions, which may include dismissal from the University.

### **Code of Conduct**

Yorktown University students are members of an academic community founded upon principles of integrity and mutual respect. Students are expected to abide by these principles in their interactions with other students, as well as with the faculty and staff of Yorktown University. Yorktown University students agree to treat the opinions of others with respect. Derisive comments on the work or opinions of others will not be tolerated in online discussions or other interactive forums. Communications with students or faculty containing threats and discriminatory statements regarding another student's race, nationality, gender, ethnicity, religion, will not be tolerated. Work submitted for evaluation is assumed to be that of the student. Evidence of plagiarism, cheating, or the submission of false or misleading information, including information about the student's prior academic background, is grounds for dismissal.

### **Credit and Grades**

Students earn academic credit at Yorktown University by successfully completing courses offered by the University. Student grades are recorded by letter. Courses not passed, or graded incomplete (I) may be repeated once. Students repeating a course for which they received a "I" grade must pay the current tuition for the course. Students may request an updated transcript at the completion of each course and a final transcript at the completion of the degree program. The first official transcript is provided free of charge. Additional official transcripts are available for a fee of \$10.00 each.

## **Participation and Assessment**

Since Yorktown University students learn online, attendance is not recorded as it would be in a campus-based institution. The equivalent term for attendance at Yorktown University is online participation. Online interactive students are expected to participate through logon to courses at least once every three days, and by participating in the class discussions. Mentors monitor student activity. Delinquent students are issued notices, if they fail to logon to courses frequently. This requires students to read, post, and communicate online several times a week for every course in which they are enrolled. Student assessments are based on participation, contribution to discussions, performance on quizzes and examinations, and for completion of written assignments.

## **Grading Rubrics**

Yorktown University aims to ensure authentic assessment tools that clearly define and accurately measure its learning environment/curricula/and outcomes for its students, faculty, program chairs, board of advisers, trustees, and institutional consultants.

The University, as among its peer educational organizations, uses the “rubric” assessment measurement for awarding grades to its students. A rubric is an assessment that is criterion- rather than norm-referenced. It is most often used in learner-centered education, where students can control the pace and expanse of their course progress, such as in distance-learning delivery system.

Rubric assessments represent an important incentive in the “Active Self-Learning” pedagogy. Because assessments take place throughout a student’s course work rather than at its conclusion, such assessments offer students regular and immediate cues about their progress. Students can thereby modify their pace and effort to meet assessment levels. Indeed, students participate, as a learning exercise, in their own assessment and as a result take direct ownership in their learning process.

By presenting rubrics in course syllabi, students have a well-defined means to score assignments before submitting them. In fact, requesting students to use the assignment or course rubric to analyze and score work before submitting it, turns the tables sufficiently to apply another level of objective consideration to their work. When a rubric is well designed and used as an ongoing self-assessment assignment, it becomes a critical thinking-learning tool: Students can

- qualify areas needing improvement;

- recognize personal learning styles;
- strategically mitigate their strengths and weakness; and
- work with and within clearly defined perimeters.

Moreover, faculty and students should regard course–scoring tool(s) as evolving, rather than static elements. Assessment tools are continually improved by focusing on how they accurately reflect and encourage “active self–learning.” As a consequence, all assessment tools, including the University’s, are continually undergoing revision, tweaking, recalibration in terms of evaluation criteria, with an unswerving eye toward improving learning–outcome measurements for its students. Grading rubrics for the program’s courses may be found in the Appendix and online at [http://www.yorktownuniversity.com/grad\\_rubrics.cfm](http://www.yorktownuniversity.com/grad_rubrics.cfm)

**The University’s official grade schedule appears below.**

92–100	A	4.00
90–91	A–	3.67
88–89	B+	3.30
82–87	B	3.00
80–81	B–	2.67
78–79	C+	2.33
72–77	C	2.00
70–71	C–	1.67
68–69	D+	1.33
62–67	D	1.00
60–61	D–	0.67

### **Standards Satisfactory Progress and Enrollment**

Online independent students must progress through each course at a steady pace to ensure course completion within the maximum sixteen week time period. This can only be achieved by submitting assignments regularly (by session) for review and feedback by the Instructor.

### **Satisfactory Progress**

M.A. degree candidates must maintain at least a 2.0 cumulative grade point average (GPA) on a 4.0–point scale to maintain satisfactory progress. Students who fail to maintain satisfactory progress are officially notified by Yorktown University and have two courses in which to achieve satisfactory progress. Students who fail to achieve satisfactory progress within that time are subject to review by Yorktown University administration and may face academic suspension.

## **Enrollment Requirements**

To maintain status as a Full-time Degree Candidate, full-time students must start and complete a minimum of six courses per year. Half-time Degree Candidates must start and complete a minimum of three courses a year. Each course is designed to be completed within ten weeks, and must be completed within sixteen weeks of a start date. Failure to complete a course within the first ten weeks will result in removal of access to the course until a \$50 course extension fee is paid. If a grade of "I" (incomplete) is requested from the instructor, and that request is granted, an "I" grade will be recorded on a student's transcript. If the course is still incomplete after six additional weeks, the "I" will be changed to "F" (failing). Students repeating a course are required to pay all applicable tuition and other fees effective on the date of reenrollment.

## **Probation and Dismissal**

If a full or half-time student voluntarily withdraws from a degree program, or fails during an academic year to complete six or three courses respectively, the student will be re-classified for Independent Study.

## **Appeal Process**

A student who is dismissed from any of Yorktown University's programs may appeal for reinstatement by submitting a written appeal to the University's president. The appeal must contain verifiable documentation of mitigating circumstances that contributed to poor academic performance and must be submitted at least one month prior to the desired start date. If the appeal is accepted, the student may enroll immediately. Students will remain on academic probation until successful completion of the first course taken upon re-admission.

## **Grievance Policy**

The purpose of this procedure is to promote the internal resolution of any grievance by any learner enrolled at Yorktown University.

## **Filing a Grievance**

- A formal grievance must be filed in writing to the academic dean within 30 days of the alleged complaint. The complaint must include the following information:
- The complainant's name and relationship to the University
- The individual or entity against which the complaint is directed.
- A brief narrative of the circumstances of the alleged complaint including such details as time, date, and place and any efforts to resolve the complaint which may have already taken place.

- The corrective action that the complainant is seeking.
- The complaint must be dated and signed.

### **Resolution of a Complaint**

After the complaint has been filed with the University, the chairman of the department or his designee shall request proof supporting the grievance and request a response with supporting evidence from the respondent within 10 working days.

The department chairman or his designee may invoke one or both of the following procedures:

Informal resolution procedures – The department chairman or his designee may informally contact all parties and try to resolve the issue.

Formal resolution procedures – If the department chairman or his designee is unable to informally resolve the issue, a grievance committee will convene to make a final determination of the issue.

### **Grievance Committee**

The ad hoc grievance committee shall consist of at least three of the following:

- The department chairman
- The University's chief academic officer
- One faculty member

### **Cancellation or Withdrawal**

A student may cancel an enrollment or withdraw from a class at any time. Cancellation or withdrawal becomes effective on the date Yorktown University receives notification. At that time, the student is withdrawn from the course and/or program. The refund policy takes effect on the date of notification.

### **Program Catalog**

Students are responsible for fulfilling the requirements outlined in the catalog under which they enrolled. Students may petition the chief academic officer to follow the requirements of future catalogs.

### **Proctored Comprehensive Exams for M.A. Degree Candidates**

M.A. in Government degree candidates are required to successfully complete a comprehensive proctored exam prior to graduation. Proctored exams cover material presented in the concentrations of their degree program. The exam is graded on a P (pass) /U (unsatisfactory) basis. Students who receive a U grade on a proctored comprehensive exam may

retake the exam once. Students select their own proctors. Proctors must be approved by Yorktown University and cannot be related to the student. At the time of the exam, students must present a Proctor's Agreement (see the Student Handbook for a copy), present a valid photo identification to the proctor to verify identity. The proctored exam is an open-book essay and has a four-hour time limit.

### **Honesty and Privacy in Records**

Yorktown University depends on the accuracy of the records submitted by its students. Any student who intentionally provides false information on an application, acts intentionally to mislead or misinform a faculty member or administrator, or submits work written or produced by another as his or her own will be dismissed.

### **Disclosure of Student Information**

Yorktown University has designated the following items of a student's record as public information. Such information may be disclosed by Yorktown University at its discretion:

- Name
- Field of Study
- Degree Program
- Degrees Awarded
- Entry Date
- Dates of Attendance
- Previous Institutions Attended

Currently enrolled learners may withhold disclosure of any of the above named items. To withhold disclosure, learners must submit a request in writing within 30 days of enrollment to:

Yorktown University  
P. O. Box 460808  
Denver, CO 80246

### **Retention of Records**

All records of students' academic achievement at Yorktown University are retained indefinitely at the university admission's office.

### **Privacy of Records**

The Family Educational Rights and Privacy Act (FERPA) of 1974 was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to

provide guidelines for the correction of inaccurate or misleading information through informal and formal hearings. Students may inspect their own records pertaining to admissions, academic standing, and financial information. Students also have the right to file complaints with the FERPA office concerning the alleged failure of any institution to comply with the Act. A copy of the Act may be found in the registrar's office at Yorktown University. Individual copies will be issued upon request.

### **Equal Opportunity**

Admission to Yorktown University Graduate School of Government is open to all qualified applicants regardless of race, sex, color, religion, national origin, or disability.

Yorktown University's graduate faculty is made up of full-time educators as well as industry experts and business professionals. Faculty members have been selected for their ability to provide current information and practical applications for each course. All graduate school faculty have advanced degrees.

## Faculty

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**Balmer**, Randall, Ph.D. (Religion, Princeton University, 1985), Ann Whitney Olin Professor American Religion, Department of Religion, Barnard College, Columbia University, Department of History, Columbia University. Areas of expertise include religion and American culture. He is a frequent expert commentator of American religious issues on news media outlets such as ABC News, CNBC, CNN, Fox News Channel, NPR's "All Things Considered," and PBS' "The NewsHour" with Jim Lehrer.

**Bishirjian**, Richard J., Ph.D. (Political Science, University of Notre Dame, 1972), Founder and president of Yorktown University, Inc., 1999–present; president, CMP International Consulting, Inc., 1983–1992; 1993–present; college teacher from 1969–81; team leader, Reagan Presidential Transition 1980; acting associate director USICA 1981; United States Senate staff; president of World News Institute, a 501 (c) (3) tax-exempt educational organization 1983 to 1987.; former director of external programs, Boston University's College of Communication (1987–1989); former director of the Office of Communications Technology, U.S. Social Security Administration (1992).

**Brown**, Sheryl, Ph.D., (Political Philosophy and Western Literature) earned the B.A. from the University of California in 1970, the M.A., Literature, from University of Dallas, TX, 1978 and the M.L.A. from Southern Methodist University in 1973. Her double doctorate in Political Philosophy and Western Literature was earned from the University of Dallas in 1985. Her dissertation was entitled, "Introduction to Montesquieu: A First Reading of Essay on Causes That Can Affect the Spirits and Characters," with Translation and Commentary. From 2002 to 2006 Dr. Brown was chief information officer (CIO); 1995 to 2002, director of information services and communications; 2004 to 2006, directors of the Jennings Randolph Fellowship and the library programs at the United States Institute of Peace. She taught ancient Greek history in Georgetown University's continuing education program from 1991 until 2005.

**Browne**, Gregory M., Ph.D. (Philosophy, Michigan State University, 1994). Dr. Browne is the author of *Necessary Factual Truth* (2000). Areas of specialization include metaphysics, epistemology, philosophy of language, and philosophy of science. He is certified to teach online, 2001, from Blackboard, and 1999, from Socrates Distance Learning Technologies Group. He is currently teaching metaphysics and

epistemology at Washtenaw Community College and Oakland Community College.

**Cooper**, Barry, a fourth generation Albertan, was educated at Shawnigan Lake School, the University of British Columbia and Duke University (PhD, 1969). He taught at Bishop's University, McGill, and York University before coming to the University of Calgary in Alberta, Canada in 1981. His teaching and research has tried to bring the insights of Western political philosophers to bear on contemporary issues, from the place of technology and the media in Canada, to the debate over the constitutional status of Quebec and Alberta, to current military and security policy. Cooper has published 25 books and nearly 150 articles and papers that reflect the dual focus of his work; most recently, *New Political Religions: An Analysis of Modern Terrorism* (University of Missouri Press, 2004) and with Lydia Miljan, he wrote *Hidden Agendas: How Canadian Journalists Influence the News* (UBC Press, 2003). He publishes a weekly column in the *Calgary Herald* and other CanWest Global papers. Barry Cooper has lectured extensively in Europe, the United States, India, Australia and China. He has received numerous on-going research grants from public and private Canadian and American granting agencies. In addition he has received two major awards, the Konrad Adenauer Award from the Alexander von Humboldt-Stiftung, and a Killam Research Fellowship.† He is a Fellow of the Royal Society of Canada, of the Institute for Health Economics, and of the Centre for Military and Strategic Studies at the University of Calgary, and is a member of the Bohemian Club, San Francisco, the Pennask Lake Fishing and Game Club, and the Philadelphia Society.

**Corbin**, David, Ph.D., has taught courses in political philosophy, American politics and international relations at the University of New Hampshire and at Boston University where he earned the Ph.D. in Government. His dissertation topic was A Study of Thucydides' History of the Peloponnesian War. Dr. Corbin's areas of academic interest include classical political philosophy, the works of Shakespeare, American foreign policy and European Politics. In the summer of 2000, Dr. Corbin recently toured Switzerland with a delegation of 20 outstanding young American diplomats to further American-Swiss relations.

Dr. Corbin has published analyses of political, cultural and social trends in Investors Business Daily, The New York Times, the Associated Press, Radio Free Europe, the French News Agency, New Hampshire Public Broadcasting, New England Cable News, and WCVB's "Chronicle." He also serves on the school board of Exeter Classical Christian School and is a corporate culture consultant for Public Virtues Inc.

**Entin, Stephen J.**, is a graduate of Dartmouth College and received his graduate training in economics at the University of Chicago, majoring in macroeconomics, monetary policy, and international economics. Mr. Entin is president and executive director of the Institute for Research on the Economics of Taxation (IRET), a pro-free market economic public policy research organization based in Washington, DC. He advised the National Commission on Economic Growth and Tax Reform (the Kemp Commission), assisted in the drafting of the Commission's report, and was the author of several of its support documents. Mr. Entin is a former deputy assistant secretary for economic policy at the U.S. Department of the Treasury. He joined the Treasury Department in 1981 with the incoming Reagan administration. He participated in the preparation of economic forecasts for the President's budgets, and the development of the 1981 tax cuts, including the "tax indexing" provision that keeps tax rates from rising due to inflation. Mr. Entin represented the Treasury Department in the preparation of the annual reports of the Board of Trustees of the Social Security System and conducted research into the long run outlook for the system. In his work in eight annual reports of the Board of Trustees of the Federal Old Age and Survivors Insurance and Disability Insurance Trust Funds, Mr. Entin was instrumental in revamping the reports to make their economic and demographic assumptions more realistic and to present their information in a more informative and understandable format. This information triggered several proposals in the Congress to adjust the formulas determining social security benefits in order to avoid future payroll tax increases. Prior to joining Treasury, Mr. Entin was a staff economist with the Joint Economic Committee of the Congress, where he developed legislation for tax rate reduction and incentives to encourage saving.

**Evercloud, Debbie**, earned her Ph.D. in economics from the University of Virginia. She is the founder of Aspenheart Economics and is a faculty member of Yorktown University and at an Internet-based MBA program. She also serves as a content developer in the economics curriculum for Addison-Wesley and Worth Publishing. In her Ph.D. work at the University of Virginia, Dr. Evercloud investigated the early effects of American unionization on wage levels. Her other areas of research include the relationship between tax rates and work effort, and patterns of early twentieth-century commercial development in Chicago. Dr. Evercloud's experience teaching economics in an online executive MBA curriculum enables her students at Yorktown University to maximize the resources of web-based education and enrich their understanding of classical economic theory and issues and the entrepreneurial history of the United States.

Dr. Evercloud has authored interactive economics tutorials which Addison-Wesley and Worth Publishing incorporate as part of the college

curriculum and she also has designed PowerPoint presentations to accompany their standard textbooks.

**Luckey, William R.**, is professor and chairman of the Department of Political Science and Economics at Christendom College where he has taught since 1984. Born in the south Bronx, New York City, Dr. Luckey received his B.A. from St. John's University, New York and served in the United States Marine Corps. He received an M.A. and Ph.D. in political philosophy from Fordham University and was an Earhart Foundation Fellow and a Robert Boone Stewart Fellow. He taught at St. John's University, St. Francis College, Brooklyn, and Cardinal Newman College in St. Louis prior to coming to Christendom College. The 1990's saw Dr. Luckey return to school for an M.B.A. from Shenandoah University and an M.A. in Economics from George Mason University where he was a student of Nobel Prize winner James Buchanan.

He has published in Faith and Reason, the Journal of Markets and Morality and published "John Courtney Murray: A Catholic Appreciation" in John Courtney Murray and the American Civil Conversation, edited by Grasso and Hunt. He has given scholarly papers at Franciscan University of Steubenville, Calvin College, Auburn University, the Eric Voegelin Society and the American Political Science Association, and is on the advisory board of the Center for Economic Personalism.

**Malvasi, Mark G.**, Ph.D. (History, University of Rochester, 1991). Currently with the Department of History at Randolph-Macon College in Ashland, VA, Professor Malvasi teaches in the areas of 19th and 20th century U.S. History, 18th-20th century Southern history, literature, film, Civil War and Reconstruction, Gilded Age, and others. He is the recipient of numerous awards and fellowships, including the Liberty Fund Symposium Fellowship, Craigie Research Grant, Earhart Foundation Grant, and others. His research work partially focuses on the life, times, and influence of John C. Calhoun.

**Miller, Charles W.**, Ph.D. (History, Union Institute, 1990) has background in geology and environmental science, which when combined with his interests and academic credentials in American history, has forged an interesting alliance that has allowed Professor Miller to produce such works as *Stake Your Claim! The Tale of America's Enduring Mining Law* (1991) and more recently *The Automobile Gold Rushes and Depression Era Mining* (1998).

**Payne, Thomas F.**, J.D., Ph.D. (Vanderbilt, 1990; Government, Claremont Graduate School, 1976). Since 1995 Dr. Payne has worked in private law

practice, handling cases in commercial leases, corporate governance, probate litigation, and post-decree divorce matters. From 1983–1987 he was associate professor of political science at Hillsdale College. In 1988 he served as a clerk in the U.S. Attorney's Office for the Southern District of Ohio and in 1990 became a clerk for the Sixth Circuit U.S. Court of Appeals. From 1991–1995 he served with the New York law firm of Cravath, Swaine and Moore as a litigation associate. In addition to his legal background and work, he has worked in political campaigns. He was also retained as a consultant for the Office of Cultural and Education Affairs at the U.S. International Communication Agency to research and write a history of cultural diplomacy of the United States.

**Pontynen**, Arthur. Ph.D. (Art History, University of Iowa, 1983). He is currently chairman of the Department of Art, University of Wisconsin–Oshkosh. The focus of his academic research is a consideration of the contemporary transition in art and philosophy from Modernism to Postmodernism to Contemporary paradigms. He is the recipient of numerous awards, including a Smithsonian Fellowship and a Heritage Foundation Fellowship.

**Prentice**, Paul T., Ph.D. (Agricultural Economics, University of Connecticut, 1985). Dr. Prentice's area of interest is the study of free-market capitalism as it relates to the creation of income and wealth—freedom and prosperity go hand in hand. He is a devoted student of the Austrian School of economic thought. Dr. Prentice has taught courses in MBA economics and undergraduate political science at the University of Colorado at Colorado Springs; and courses in economics and finance at Colorado College. He is a senior fellow at the Independence Institute in Golden, CO, where he developed a course "*Free People, Free Markets: The Foundations of Liberty*", which is offered to both college students and the general public. His experience includes chief macroeconomist at the U.S. Department of Agriculture, and visiting scholar at the U.S. Department of Treasury. Dr. Prentice has been quoted many times in the *Wall Street Journal* and in other newspapers and magazines of national import. He has published many articles in *Agribusiness*, *Global Agribusiness*, and *AgriFinance*, and is co-author of "*Anatomy of an Agricultural Credit Crisis*" (University Press of America, 1992). Dr. Prentice is also president of Farm Sector Economics, Inc., a consulting and publishing firm in Colorado Springs, CO.

**Raeder**, Linda C., Ph.D. (Political Science, The Catholic University of America, 1999). She is currently assistant professor of humanities at Palm Beach Atlantic University. Dr. Raeder's primary areas of interest and expertise are political theory, American political thought, and economics.

She is currently interested in the implications and impact of Hayek's economic legacy upon modern political and policy perspectives. She was awarded a Humane Studies Fellowship, A Weaver Fellowship, and an Earhart Foundation Fellowship among others. She spent a year in Germany where she taught political and economic theory at the Center for U.S. Studies, Wittenberg. Her recent book publication is *John Stuart Mill and the Religion of Humanity* (2002).

**Roberts, Carey M., Ph.D.** (U.S. History, Early American Republic, University of South Carolina, 1999). Professor Roberts is currently assistant professor of history at Arkansas Tech University, where he has taught such courses as "United States to 1865," "Age of Jefferson and Jackson," and "Economic History of the U.S." His current research interests are in the areas of public finance in the early American Republic and majoritarian political theory in early America.

**Sills, Clarence F. (Chip) Jr., Ph.D.** (Liberal Arts, Emory University, 1988). Dr. Sills is an independent scholar living in southern Appalachia. His expertise is in the general area of ethics and more specifically in the areas of philosophy and the philosophy of science and religion. He has taught at the U.S. Naval Academy, St. John's College Graduate Institute (Great Books), University of North Carolina, and Guilford College. He is a frequent contributor to the Eric Voegelin Society of the American Political Science Association.

**Turchi, Francesco**, earned a degree in Economics and Commerce from LUISS University in Rome, Italy. Professor Turchi is a specialist in financial mathematics on which subject he wrote his graduate thesis. Professor Turchi teaches at the Italy's Internet University Università Telematica Guglielmo Marconi in Rome, and is an adjunct Faculty at Università degli Studi di Perugia. He has lectured at the Boston University, Princeton University, the Calandra Institute Queens College in New York, the Graduate School of Business in Columbia University and the Department for International Relationships in the Boston University.

Professor Turchi was elected to the European Parliament in 1999, and in 2002 he has assumed the position of Vice-president of the EU's Budget Commission. As a member of the Budget Commission of the European Union he participates in a committee with responsibility for the reform of the European Union's budget and finances. Professor Turchi is an acknowledged expert and an elected principal for deliberations on the financial consequences and politics of the expiration of the CECA Essay on the Annual Report (1999), Tran European Nets (TEN), and proposed rule changes concerning financial contributions of the European

Community to Tran European Nets. Professor Turchi's publications include "Metodi quantitativi per le decisioni di impresa" (quantitative methods for enterprises decisions); "Perché l'Euro" (Euro: why?), and "Elementi di economia per l'analisi dei costi-benefici" (Elements of economy for the analysis of cost-benefits).

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## Appendix

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## Grading Rubrics

<i>Discussion Questions</i>				
<b>Discussion Questions</b>	<b>Approved with Commendation (A)</b>	<b>Good (B)</b>	<i>Adequate (C)</i>	<i>Inadequate (D-F)</i>
<p>Relevance of Response to question</p> <p>(48 %)</p>	<p>Strong recognition of issues present in the question; offers background information that considers alternative perspectives; expresses recognition of change of thinking as a result of readings.</p> <p>(40—48)</p>	<p>Asks questions; adds new information; comments on ideas presented by others; applies ideas to real life situations.</p> <p>(30—39)</p>	<p><i>Response shows general understanding without nuance.</i></p> <p>(20—29)</p>	<p><i>demonstrates no integration of course-related theory or ideas. Little application of course ideas and theory to paper or not submitted.</i></p> <p>(0—19)</p>
<p>Mechanic of posting</p> <p>(20%)</p>	<p>Posts free form grammar or spelling errors. Writes in complete sentences.</p> <p>(15—20)</p>	<p>Posts rarely contain grammatical and spelling errors.</p> <p>(10—14)</p>	<p><i>Posts occasionally contain grammatical and spelling errors.</i></p> <p>(5—9)</p>	<p><i>Posts often contain spelling and grammatical errors. Demonstrates lack of knowledge of or neglect of basic presentation rules.</i></p> <p>(0—4)</p>
<p>Quality of comment</p> <p>(20%)</p>	<p>Response addresses main points of reading in student's own words, indicating familiarity with the content. Insights and questions are included. Contributes significantly to the level of thinking and discourse. Creative and novel insights.</p> <p>(15—20)</p>	<p>Understands the question but doesn't demonstrate application possibilities. Response is written in the student's own words and addresses some but no all of the main points in the reading. Insights and questions are partial.</p> <p>(10—14)</p>	<p><i>Participates in a graduate level of discourse without significant contribution.</i></p> <p>(5—9)</p>	<p><i>no indication of background understanding' leaps to conclusions or expresses unsupported opinion.</i></p> <p>(0—4)</p>
<p>Timeline of Posts</p> <p>(12%)</p>	<p>Posts span 10-wk term at regular intervals and initiate further discussion.</p> <p>(10—12)</p>	<p>Posts are regular but not weekly.</p> <p>(6—9)</p>	<p><i>Posts are irregular, go beyond 10-week term.</i></p> <p>(3-5)</p>	<p><i>No response to question or if a response, Less than five posts during 20-week period.</i></p> <p>(0—3)</p>

Papers				
Papers	Approved with Commendation (A)	Good (B)	Adequate (C)	Inadequate (D—F)
Theses (10%)	Easily identifiable, plausible, novel, sophisticated, insightful, clear. Connects well with paper title.  (9—10)	Promising, but may be slightly unclear or lacking in insight or originality. Paper title does not connect well with thesis or is uninteresting.  (8)	<i>May be unclear (vague terms), appear unoriginal, or offer nothing new; weak content to support thesis. Title and thesis do not connect well or are unimaginative.</i> (6—7)	<i>Unidentifiable thesis. Restatement of the proven, self-evident, or banal.</i>  (0—5)
Structure (15%)	Evident, understandable, appropriate for thesis. Excellent transitions from points. Displays critical thinking; avoids simplistic description or summary of information.  (14—15)	Generally clear and appropriate, occasional lapse from argument. Most transitions clear and topical sentences strong.  (12—13)	<i>Generally unclear, wanders, jumps around; few or weak transitions; few topical sentences. Quotes without analysis relating to the topic or quote substituted for the analysis.</i> (9—11)	<i>Unclear; thesis is weak or nonexistent. Transitions confusing; little effort to connect evidence to argument; unidentifiable argument; more description than critical thinking</i> (0—8)
Uses of Sources (20%)	Primary source information supports every point. Excellent integration of quotes into sentences. Proper paraphrasing of sources. In-depth understanding of the topic. Excellent use of in-text citations, which represent all sources listed in references.	Sources used to support most points. Some sources do not support point or appear at inappropriate places. Quotes well integrated into sentences. Proper paraphrasing of sources. In-depth understanding of the topic. Excellent use of in-text	<i>Sources used to support some points. Points often lack supporting evidence or evidence used inappropriately (bec. unclear point). Quotes poorly integrated into sentences. In-text citations used with minor errors.</i> (12—15)	<i>Few or weak sources. Failure to support statements. Evidence rarely supports statements. Quotes not integrated into sentences; does not use in-text citations properly.</i>

	(18—20)	citations. Citations represent all sources listed in references. (17—16)		(0—11)
Logic and Argumentation (15%)	Clearly analytical or argumentative. Ideas flow logically. Argument is identifiable, reasonable, well-structured. (14—15)	Clearly analytical or argumentative. Usually flows logically and makes sense. (12—13)	<i>Logic may often fail or argument is unclear, sometimes weak.</i> (9—11)	<i>Ideas do not flow.</i> (0—8)
Mechanics (10%)	Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; no run-on sentences or comma splices. (9—10)	Sentence structure, grammar, and dictions strong, with occasional lapses; punctuation and citation style usually correct. Some (minor spelling errors; one run-on sentence or comma splice. (8)	<i>Non- major problems with sentence structure, grammar, and diction; some punctuation, citation style and spelling errors; occasional run-on sentence or comma splice.</i> (6—7)	<i>Serious problems in sentence structure, grammar, and diction; frequent major errors in punctuation, citation style, and spelling. May have many run- on sentences and comma splices.</i> (0—5)
Reference List/Resources (15%)	Predominance of sound primary authorities, recent journals. APA formatted with errors, accessible references; more than five sources (14—15)	APA formatted with minor errors, some professional sources used. (12—13)	<i>APA formatted; minor citation errors exist. Popular sources predominate, lack of professional sources, some resources over five- years ole.</i> (9—11)	<i>Not properly formatted and inadequate information. Less than five resources.</i> (0—8)
APA Style (not including in-text citations) (15%)	APA style is exemplary and used consistently and extensively throughout the manuscript. Publishable in	APA style is used consistently with very few errors throughout the manuscript.	<i>APA style is used throughout the manuscript but exhibits common errors.</i> (9—11)	<i>APA style is used inconsistently throughout the manuscript.</i> (0—8)

	style. (14—15)	(12—13)		
Lack of Originality Deduction (Max 40 pts. If over 40 pts., treat as plagiarized)	<i>Deduct points based on the percentage of the paper that is comprised on non- original work that has been pasted into the paper in blocks. For example, 20% of the paper has been copied and passed in large blocks of text from other sources, deduct 20 points.</i>			

<i>Proctored Exam</i>					
<b>Proctored Final Exam:</b>	<b>Approved with Commendation (A)</b>	<b>Acceptable (B)</b>	<i>Adequate (C )</i>	<i>Inadequate (D)</i>	<i>Unacceptable (F)</i>
Evidence of Higher Critical Thinking (30)	Higher order thinking is consistently present, original, and creative.' (25—30)	Higher order thinking is present and consistent .. (19—24)	Higher order thinking is present but not consistent. (13—18)	Higher order thinking is questionable. (7—12)	Higher order thinking is obviously absent. (0—7)
Integration of theory and evidence (research) (20)	Responses are creatively and uniquely supported by the theory and research. (17—20)	Responses are well supported by the theory and research. (13—16)	Responses are adequately supported by the theory and research. (9—12)	Responses are questionably supported by the theory and research. (5—8)	Responses are not supported by the theory and research. (0—4)
Demonstration of original research (15)	Current research is substantial and fully covers the topic. (13—15)	Current research is present and covers the topic. (10—12)	Current research is present and generally covers the topic. Gaps may be evident. (7—9)	Current research is partially present and minimally covers the topic. (4—6)	Current research is minimal and does not cover the topic. (0—3)
Knowledge of the field (15)	Thoughtful consideration is given to others' research. (13—15)	Adequate consideration is given to others' research. (10—12)	Sketchy consideration is given to others' research. (7—9)	Minimal consideration is given to others' research. (4—6)	Little or no consideration is given to others' research. (0—3)
Idea Con -	Clear patterns of idea	Patterns of idea	Idea formation	Evidence or support for	No attempt has been made to tie

struction (10)	formation, research by others, and support statements tie ideas to research.  (8–10)	formation, research by others, and support state- ments that tie ideas to research are present but with small gaps in evidence or support. (5–7)	lacks sufficient evidence and support.  (3–4)	ideas is poorly developed.  (2)	ideas to research.  (0–1)
Argument con- struction (10)	Strong arguments have been formulated about theories, relationships, and concepts.  (8–10)	A conscious, consistent attempt has been made to develop valid arguments about theories, relation- ships, and concepts. (5–7)	Some attempt has been made to develop arguments connecting theories, relationships, and concepts.  (3–4)	Little attempt has been made to develop arguments connecting theories, relation- ships, and concepts. (2)	Arguments connecting theories, relationships, and concepts have not been developed.  (0–1)