



Student Handbook

Graduate School of Government
2007/2008

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I. A Personal Letter of Welcome from Yorktown University's President

Dear Student:

Most colleges and universities spend a great deal of time fashioning a Mission Statement and evaluating whether courses and degree programs are consistent with institutional mission. We take pride in our Statement of Institutional Mission, and publishing that Statement was the first creative act we were required to perform when we began Yorktown University. At the time, it seemed like one of those bureaucratic tasks you have to perform in order to get along in this world.

But, in retrospect, I'm glad the University community gave some thought to what we are about, and fashioned that into a statement of our institutional mission. And, as we prepare to submit application for national accreditation, we will engage our Administrators, Faculty and students in discussion about what Yorktown University is all about, and I wanted to share with you my views on this subject.

We hope you'll join us in this discussion, and in continuing your education at what is fast becoming "the" place on the Internet for distinctive University level courses leading to the M.A. in Government.

Though a M.A. Degree in Government from Yorktown University credentials you for a number of productive careers, this Degree Program is intended to revive your spirit, increase your knowledge, challenge you intellectually, and reinforce your faith in God, America, and the truths that bind us as citizens of "one nation under God." Though a critique of modern ideologies, cultural currents, and social movements occupies students in the M.A. in Government degree program, our critical skills are honed also for constructive work in understanding the American political tradition, the philosophy of limited Government of the Founders of the Constitution of the United States, and the critical value of political philosophy, originating with the classical Greek philosophers. The purpose is to develop your and our understanding of the beginning and end of an ordered life.

Yorktown University adopted the motto, "Putting Western Civilization Back into Education," because we see that "traditional" higher education today is no longer mindful of the role education plays in maintaining our civilization, i.e., passing on to new generations the received truths that define who we are as a civilization, community, a people, and a nation. And we believe that we are necessarily grounded in the West, its history, its philosophy, literature, art and science and experience of God's intervention in history. Our first obligation must lie in comprehending ourselves as participants in Western Civilization. Only then may we expect to understand other cultures. In an essay published in our student newspaper, I argue that fundamental to Western Civilization is

our apprehension of God's intervention in history. Indeed, its clear that religious experience is at the root of all cultures, and that mankind is, and has always been, a faith oriented creature. Here's a link to that essay:

<http://www.yorktownuniversity.com/documents/Judaeo-ChristianTradition.doc>

In too many instances today, educators have devalued basic traditions, neglected the study of Western civilization, and denigrated religious faith. They have, most certainly, turned away from the pursuit of truth that used to be the mark of an educated person. Moral relativism so dominates popular culture that it is difficult even to use the word "truth" without the qualification, "as I see it."

In classical Greek, the word "truth," *aletheia*, also means "reality." Educated persons understand that pursuit of truth is consonant with discovering reality. This is not our "opinion," it is a fundamental truth necessary to healthy culture, education, society, and character development.

In the ancient world, as you'll discover if you take David Mulroy's course on myths of ancient Greece and Rome, or my course in the history of political theory, the ancient Greeks came to discover, and give names to, all the many facets of human personality and consciousness that we take for granted today. That's why, when non-Western thinkers grapple with truth about their humanity, they do so in the language of Western philosophy.

Taking you on this intellectual journey, a journey by which you discover reality, is what we have set for ourselves as Yorktown University's basic mission.

I like to tell persons I meet that we aspire to offer our students the opportunity afforded President Ronald Reagan in the 1930s when he attended little Eureka College. There, in a much simpler time, as at many traditional colleges that somehow managed to survive the Great Depression, the future President of the United States studied and learned classical economics, unbiased American history, religion, literature, and how to think and write clearly. That's why colleges existed—back then.

Unfortunately, millions of Americans attending college and university today do not have that opportunity.

The shrillness of television news and Talk Radio is only one sign that we live in difficult times, created, largely by the massive failure of our system of higher education to create an intellectual consensus about truths fundamental to living a good and happy life. The absence of such a consensus challenges all of us to return to fundamentals, to ask basic questions about community, justice, culture, government and economics, theology and the role of religion in society, and, yes, Western civilization.

That's what the Founders of our country did, when, also in difficult times, they fashioned the language and vocabulary by which they explained their desire for independence and political liberty, fought a war to win that independence, and created a governing constitution that is one of the greatest achievements in the history of mankind.

But those were times when it was the mark of an educated citizen to know something about philosophy, law, politics, government, and the history of Western civilization. And the Founders enjoyed a received consensus of fundamental truths that constitute the moral and intellectual capital of Western civilization. The purpose of your education at Yorktown University is to become imbued with that moral and intellectual capital.

Today, that capital is disappearing, and our professional classes, rather than face the need for responsible political and social involvement, have walked away from their political responsibilities, and, have turned over the public forum—local, state, and federal politics—to “professional” advocates, organized interest groups, labor unions, “professional” politicians whose only work experience has been elected office, journalists and the many “shouting heads” that dominate television and radio programming.

But, most important, our intellectual classes, largely congregated in our institutions of higher learning, have been given free reign to create new values in their own image and to have exclusive control of education. That what's intellectual classes do, but if those classes themselves misuse that authority, all society is adversely affected.

The rush to the bizarre, and the fragmenting of collegiate communities into fringe groups, and special interests, at so many of our larger, established, institutions of higher learning, has had terrible consequences for all of us, and especially for impressionable young students who spend four and sometimes six years earning their baccalaureate degrees.

Wherever I speak about Yorktown University at public gatherings, and the promise of the Internet for higher education, I meet grandparents and parents who come up to me and ask, “Where should my daughter, or grandson, go to school?” The easy answer, “send them to a small, private, sectarian, college,” isn't necessarily good advice. First of all, it's expensive. And, second, most sectarian colleges have gone through what one social critic calls, “the dying of the light.” Religious faith alone is sufficient to become a good person, but it is insufficient in maintaining good order in local communities or the nation. That requires a deeper philosophical understanding that for much of American history has been lacking among our intellectual classes. John Witherspoon taught Greek philosophy to James Madison and other leaders of the American Founding, but it took the tragic events of World War II to migrate these subjects to a broader audience on the American continent through émigré scholars fleeing to the United States from

totalitarian regimes in Western Europe. Post World War II Americans, as a result, have been given the opportunity to study Classical philosophy that previous generations lacked. That gives us the opportunity to study ancient Greek and Roman history critically, and pursue the Liberal Arts and Sciences by understanding their origins in the ancient Greek discovery of the human self.

Yorktown University recruited a first-rate Faculty of senior, and some junior, scholars, who've dedicated their lives to the pursuit of this knowledge.

I know that by joining us in pursuing your education at Yorktown University you will become a member of a community of discerning citizens for whom higher education benefits all aspects of your personhood: citizen, employee, husband, wife, and parent.

Sincerely yours,

A handwritten signature in black ink, reading "Richard J. Bishirjian". The signature is written in a cursive style with a large, prominent initial "R".

Richard J. Bishirjian, Ph.D.
President

II. Graduate School of Government Statement of Institutional Mission

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.

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 are the well-being of American politics and government, its economy, religions, and culture.

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.

III. General Admission Standards

Because Yorktown University's degree programs are accessible via the Internet, Yorktown University degree programs attract 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. Students seeking admission as degree candidates should read the University Catalog where specific instructions for gaining admission to a degree program at Yorktown University may be found.

Required books and textbooks should be purchased in advance. This site lists a number of online booksellers who may stock textbooks and books that are required in Yorktown University courses:

http://www.yorktownuniversity.com/grad_books.cfm

Yorktown University students have the following characteristics:

- **Academic Readiness**—Applicants should have good reading, writing and research skills and have demonstrated an aptitude for conceptual thinking. Entering students will be asked to list the five most recent books they have read.
- **The determination to complete a minimum of four courses annually.** Many Yorktown University students work full time. Some undergraduates who come to Yorktown University do so because they don't want to drop out of college entirely. Half-time degree candidates for a baccalaureate degree are required to complete four courses annually. If there are patterns of behavior that indicate you can't complete college level (or high school) coursework, be prepared to explain why.
- **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 day has past when typing was for secretaries. The Internet has increased worker productivity and much of that is grounded in the ability to work quickly at a computer keyboard. If you haven't taken a typing class, or learned how to type from a computer software program, you will be at a disadvantage in today's workplace.

IV. How to Apply for Admission

Yorktown University is seeking leaders to earn the M.A. in Government degree.

All M.A. degree candidates are asked to complete an application which may be accessed at

http://www.yorktownuniversity.com/cf_forms/form_grad_enroll_app.cfm

Admission to Yorktown University is based on each applicant's potential to successfully complete the chosen program. Previous academic performance in high school or college is assessed as well as a student's motivation for earning a degree at Yorktown University. In addition, candidates for degree programs must submit the following:

- A \$50 application fee, payable to Yorktown University in U.S. dollars;
- Evidence of a bachelor's degree from an accredited College or University. Official transcripts must be sent directly to Yorktown University from an accredited college or university. An equivalent certified degree from a recognized foreign college or university is also accepted. Foreign students must submit official transcripts to World Education Services (www.wes.org), pay the required fees, and have

an evaluation of your official transcripts mailed the Yorktown University Registrar. Transcripts sent to students and 'resent' to Yorktown University do not constitute adequate proof of an earned degree. Official transcripts of all previous baccalaureate and post-baccalaureate study must be sent directly to Yorktown University by the granting institution(s). The mailing address for official transcripts is:

Registrar, Yorktown University, P. O. Box 460808, Denver, CO 82046

- Students may be asked to submit to a personal telephone interview.

Upon acceptance, students are required to complete an enrollment acceptance agreement at:

http://www.yorktownuniversity.com/cf_forms/form_enrollment_agreement.cfm

V. Once admitted as a Degree Candidate, What Do I Do Now?

Once admitted as a Degree Candidate, in order to succeed in your Web-delivered courses you must make yourself comfortable with their on-line format. Therefore, prior to even thinking about the substantive issues of a course, you should first take the time to acquaint yourself with the general structure of "Izio." Yorktown University's course delivery system, as well as the various aspects of each particular course, are important aspects of your learning experience. You will be asked to contact the Registrar to schedule a one-hour training session.

The course delivery system adopted by Yorktown University is designed according to sound learning principles, as follows:

- A syllabus of each course's content is presented on the course Home Page.
- Session outcomes and assignments are clearly stated on the syllabus.
- Discussion topics are defined and focused on the learning outcomes for each course session.
- Assignments are submitted in a manner that enables faculty to assess student work and enter grades in an online grade book accessible to students.
- Quizzes and most exams may be taken and graded online.
- Contact with faculty and other students is facilitated synchronous and asynchronous functionalities.

After your training session, you should review the course outline and syllabus section of the course you want to take. Once you finish reviewing the syllabus, you should purchase all required books used in your course, and then establish a Start Date for your course. From that date, you have ten weeks to complete all coursework. Here's a link to a list of online booksellers that may stock required texts used in Yorktown University courses.

http://www.yorktownuniversity.com/grad_books.cfm

Once you've been given access to the course you've purchased, take a little "walk" around the course—clicking on this button here, that button, until you are comfortable with the course layout.

Next, send your Instructor an e-mail confirming your presence in the course and tell him something about yourself. You may do so by clicking Instructor and clicking your Instructors name. If a Mentor has been assigned to your course, send an e-mail to him as well.

The next step will be starting work on the course itself.

Read through any Announcements that may have been posted to see where your Instructor wishes you to start. Your Syllabus will have an important section titled "Assessment." That outlines what will determine your grade.

We are required by U.S. Department of Education guidelines to assess your progress during the course, and at its conclusion. So Assignments, in the Assignments section of Izio, tells you what to do during your course of study. There you may find access to essay questions used in tests, or suggested topics of Term Papers and other writing assignments. One of the important means by which we assess your progress is through Discussion with your Instructor and fellow students.

Every session of the ten sessions in your course has a Discussion Topic and there is a special "button" on the Control Panel of your Home Page marked "Discussion" where you access the topics you are to discuss during your course of study. You must contribute to those Discussions or your final grade will be adversely affected.

Audio lectures are accessed in the Lecture section of your course.

Once you Login, you'll notice that a "Control Panel" of buttons for access to various parts of your course is located on the left side of your Home Page.

You'll get used to using the tools through clicking these buttons, but the one that may be of most interest is the button titled "Grade Book." Your Instructors at Yorktown University will grade your contributions to Discussions, other assignments, and quizzes and you may access those grades from the Grade Book control.

VI. Program Requirements

1. Grades: M.A. degree candidates must maintain at least a 3.0 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 further online 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.

2. Exams and Assessments: Each Yorktown University course in its M.A. in Government program contains grading rubrics and learning-outcome assessments that reflect the requirements of specific course content as well as the means to promote the program's overall mission. Each course faculty member designs and implements a variety of assessment mechanisms to grade student outcomes in line with the University's rubrics. These may include: 1) contribution to discussion topics; 2) quizzes; 3) written essays and short papers; 4) mid-term examinations; and 5) proctored examinations.

Yorktown subscribes to the policy that faculty and instructors should determine the number, length, and kind of exams that best and most appropriately test their students for learning outcomes. Each faculty member and instructor is guided by Yorktown's mission goals both in course design and learning assessment mechanism. Therefore, they seek to demonstrate through student exam results that they have accomplished their course objectives.

Yorktown's M.A. courses each have specific learning assessment outcomes that the results of student exams and papers are measured against and reviewed annually by the CAO, department chairman, director of administration, and instructional designer to determine if the course is fulfilling its objectives.

As with all conventional universities, exams can be essay or objective questions and open or closed book. For closed book exams, Yorktown requires proctored exams. These are set up with established proctors, often in libraries where computers are widely available but for limited time duration. Instructors should be aware beforehand if the student faces logistical

constraints that bear on their ability to take a proctored exam. Again, establishing the conditions for exams to be taken fairly and easily requires that instructors and students are communicating directly.

3. Proctored exams: In order to verify that a student taking Yorktown University courses is, indeed, the student taking examinations, Yorktown requires that periodic proctored exams are administered. This is separate and distinct from the proctored comprehensive exam taken at the conclusion of a student's course of study in the degree program, but which follows the same guidelines described below with the exception of the test's duration of three hours. As part of routine proctored exam during a course of study, a student identifies a mutually acceptable proctor. Employers are often chosen, though sometimes local Librarians may be asked to proctor examinations where Library computers with Internet access are available.

Below you will find a link that contains a database of libraries in 100 countries:

<http://sunsite.berkeley.edu/Libweb/>

Yorktown University also offers its students the referral service of the National College Testing Association (NCTA) to facilitate your distance learning experience. This association makes a Consortium of College Testing Centers (CCTC) available to students living at a distance from their institution's administrative offices.

The NCTA lists CCTC certified proctors by state:

[Error! Hyperlink reference not valid.](#)

If a CCTC proctor is available in your state, contact that proctor to establish a time for your proctored exam.

Proctor Guidelines for closed book exams are made available to students to give to the Proctor who monitors closed book examinations:

Yorktown University
Closed Book Exams
GUIDELINES FOR THE PROCTOR

Thank you for agreeing to proctor this final exam for: _____

Yorktown University closed book exams are administered by computer with an Internet connection. Students should be given access to a computer for a minimum of _____ hours and monitored at a distance by the proctor

The student is not allowed to talk to anyone other than the proctor.

The student is not allowed to have any books or papers within reach other than blank scratch paper.

The student has _____ hours in which to complete the exam.

After completing the exam, the student must print exam answers and place them in a stamped envelope addressed to Yorktown University for the proctor to mail to Yorktown University's Registrar. The last page of this form titled "For Proctor Use Only" should be filled out by the proctor and inserted into the same envelope as the exam. Upon sealing the envelope, the proctor should sign his or her name in large script across the fold.

CLOSED BOOK EXAM GUIDELINES FOR THE STUDENT

Unless directed by your Instructor, you should not bring any materials or books to the exam location other than a stamped business size envelope addressed to:

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

You will have _____ hours to complete this exam.

Access your exam from the Assignments area of IZIO (
<http://yorktownu.on.izio.com>)

Copy the exam questions and save them to a separate document file.

Compose your answers within that document and when you are finished, save the file. Upload that file using the upload functionality within Izio.

Your grade will be posted within forty-eight hours. If you do not receive a grade within three days of taking the exam, contact the University Registrar. The Registrar's e-mail address is: registrar@yorktownuniversity.com

Make a photocopy of your exam responses when you have completed the exam and place those answers in the proctor's envelope. Give the stamped addressed envelope to the proctor to mail to Yorktown University's Registrar.

Make certain the proctor signs his or her name across the fold.

FOR PROCTOR USE ONLY

Student's name: _____

Proctor's name: _____

Location of the exam: _____

Date and time of the exam: _____

If there were any improprieties during the exam either on the part of the student or by others (excessive noise, construction, fire alarm, bad weather, etc.), please explain them below.

Mailing Address of the Proctor:

Name

Address 1

Address 2

City, State, ZIP

E-mail address

Telephone

If your Instructor chooses to use an Open Book exam, please use the **Proctor Guidelines for Open Book Exams.**

Yorktown University
Open Book Exams

GUIDELINES FOR THE PROCTOR

Thank you for agreeing to proctor this final exam for: _____

Yorktown University open book exams are administered by computer with an Internet connection. Students should be given access to a computer for a minimum of ____ hours and monitored at a distance by the proctor.

The student is not allowed to talk to anyone other than the proctor.

The student is allowed to bring books to the exam and blank scratch paper.

The student has _____ hours in which to complete this exam.

After completing the exam, the student must print exam answers and place it in a stamped envelope addressed to Yorktown University for the proctor to mail to Yorktown University's Registrar. The last page of this form titled "For

Proctor Use Only” should be filled out by the proctor and inserted into the same envelope as the exam. Upon sealing the envelope, the proctor should sign his or her name in large script across the fold.

OPEN BOOK EXAM GUIDELINES FOR THE STUDENT

Unless directed by your Instructor, you may bring books to the exam location and a scratch paper. In advance of the exam, prepare a stamped business size envelope addressed to:

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

You will have _____ hours to complete this exam.

Access your exam from the Assignments area of Izio (<http://yorktownu.on.izio.com>)

Copy the exam questions and save them to a separate document file.

Compose your answers within that document and when you are finished, save the file. Upload that file using the upload functionality within Izio.

Your grade will be posted within forty-eight hours. If you do not receive a grade within three days of taking the exam, contact the University Registrar. The Registrar’s e-mail address is: registrar@yorktownuniversity.com

Make a photocopy of your exam responses when you have completed the exam and place those answers in the proctor’s envelope. Give the stamped addressed envelope to the proctor to mail to Yorktown University’s Registrar.

Make certain the proctor signs his or her name across the fold.

FOR PROCTOR USE ONLY

Student’s name:

Proctor’s name:

Location of the exam:

Date and time of the exam:

If there were any improprieties during the exam either on the part of the student or by others (excessive noise, construction, fire alarm, bad weather, etc.), please explain them below.

Mailing Address of the Proctor:

Name

Address 1

Address 2

City, State, ZIP

E-mail address

Telephone

4. Comprehensive proctored exam: M.A. in Government degree candidates are required to pass a three-hour comprehensive proctored exam prior to graduation. This proctored exam will 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 comprehensive exam consists of essay questions and has a three-hour time limit.

5. Surveys: Yorktown uses six surveys to monitor course quality and student progress during their course experience and student satisfaction with educational services and faculty self-evaluation at the completion of each course. The course instructor completes three surveys and the student in the course completes three.

The process is as follows: Instructors complete progress reports on each student in the second and fifth session of the ten-session course. These are available online for students to access and to follow up on with the instructor. Students evaluate the quality of the course and the instruction after session five and again after session nine. Each student is asked to complete a full evaluation and critique of the course and student services made available during the course at the completion of the ten-session term. This evaluation covers learning outcomes for the course; curriculum content; instructor evaluation; course materials; technology; support services; and general questions. Finally, each instructor is required to submit a self-evaluation report about a just concluded course, which queries not only the quality of exchange between the faculty member and the student but about his or her online methodology, the ease of use of the course delivery system and other technology-related issues that affect both the instructor's and the student's "classroom" experience.

- a. Links to the survey each instructor will be asked to complete for every student in his/her course at the end of Session 2.

http://www.yorktownuniversity.com/cf_forms/form_instructor_report_session_02.cfm

- b. Links to the survey each instructor will be asked to complete for every student in his/her course at the end of Session 5.

http://www.yorktownuniversity.com/cf_forms/form_instructor_report_session_05.cfm

- c. 3.—4. Links to the survey that students will be asked to complete at the end of Session 5 and the end of Session 9 of each course.

http://www.yorktownuniversity.com/cf_forms/form_student_progress_evaluation.cfm

- d. “End of Course Survey” that students are required to take at the completion of the course.

http://www.yorktownuniversity.com/email/STUDENT_END_OF_COURSE_QUESTIONNAIRE.1.12.07.doc

- e. Links to the survey each instructor will be asked to complete to evaluate his/her teaching experience for each just completed course.

http://www.yorktownuniversity.com/cf_forms/form_instructor_self-evaluation.cfm

This cross-survey by both instructors and students allows Yorktown administration to evaluate the quality of the course as well as the special needs of each student in the course. The results of these surveys provide the basis for the CAO, faculty, and instructional design consultant to evaluate courses during their annual review.

VII. Guidelines for Completing your Course of Study Online

http://www.yorktownuniversity.com/documents/how_to_study_online.pdf

1. Out of Sight and Out of Mind : One of the ways that courses at Yorktown University are different is that they are conducted via computer. In a traditional course you are expected to attend class and to participate in class discussion, activities which provide some social and institutional support for completing your work (and the course!) as best as you can. There is no doubt that regular face-to-face meetings with classmates and a professor provide significant motivation for completing your work to the best of your ability. If you are not self-motivated, you will know this almost immediately simply by failing to log on to your course every day, or, at least, every other day. Behaviors that may have deterred your completion of earlier attempts at earning a degree will swiftly become operative and you will begin asking yourself whether earning a M.A. in Government via the Internet is for you. But, in the modern world of digital technologies, it is unreasonable to expect that students go to a physical classroom two or three days (or nights) a week. The day is long past that you physically went to your bank to make a deposit, or bought stock from a broker at his office, bought a car, or became eligible for a mortgage by providing information at a broker’s office, or bank.

These same technologies enable you to attend a college or graduate school while employed full-time, and on your own schedule.

Those are the good things about modern technology. But, just as in traditional classrooms, students can often lose interest, stop doing coursework, and miss the due dates for assignment.

Our application process is intended to discover these tendencies before you enroll. After you enroll, Yorktown University staff will contact you if you miss an assignment, or fail to log in for two or three days. We don't do this to 'bug' you, but we will begin to be concerned if you do not demonstrate your intention to complete coursework. A student who hasn't done coursework for a week or two after designating a start date will be asked to re-evaluate his or her commitment to earning a graduate degree at Yorktown University. A lot of effort, time and expense have been put into creating this opportunity, and we expect you to take advantage of it—or find somewhere else to earn a degree.

It is important that you realize, from the beginning, therefore, that you must organize when to work on your course of study, when to read, and when to participate in discussions. We strongly recommend that you utilize the Discussion functionality as often as possible.

2. Starting Now: One of your greatest supports in completing an Internet based course will be early and repeated work at your computer. When you first enter a course, look over the listing of Required Texts, the Syllabus, and all course documents. You should also contact your Instructor via e-mail and introduce yourself. Simply click "Instructor," a window with his e-mail address appears, click that address, and type a message. Then, click "Send."

3. What's in a "Term"?: Courses at Yorktown University follow a "term" divided into ten (10) sessions. You should be able to complete all coursework in ten weeks, but you have up to sixteen weeks to complete a course.

For each session of a course you will typically do the following:

- (i) read selections on specific topics or themes from required texts;
- (ii) contribute to an on-line discussion with your classmates and Instructor;
- (iii) listen to a brief voice lecture, when provided;
- (iv) read a longer written lecture, if available;
- (v) complete written assignments for each session.

Course content and assignments vary from one Instructor to another. We advise that you refer to the course syllabus every time you enter Izio. All Syllabi for Yorktown University courses are available at

<http://yorktownu.on.izuo.com>. Click “View available courses” without logging on to your Home Page. Then click “Department” and select the course that interests you. Syllabi for Yorktown University courses are kept up to date on these pages, and should be your only reference for choosing courses, and purchasing required textbooks.

4. Habituation: Once you have embarked on a course of study, you need to habituate yourself to regular and frequent reading and consistent use of your computer. Although some of you may find it easy and helpful to set aside a couple of hours each day for coursework, others may work less regularly but more intensely. Whatever is your predilection, you should try to cultivate some sort of habit by which you attend to the course at least four times each week, preferably for two hours each time. More generally, you should expect to devote approximately ten hours per week to each course (reading off-line, working on-line, and so forth).

5. What is Different about Yorktown University Courses?

As noted above, the most salient difference is that there are no classes which meet at regular and scheduled hours. However, these courses are also quite similar to traditional courses: There are readings from required books and texts, (on-line) discussions, quizzes and exams, and writing assignments. Like a traditional class, they also offer the opportunity for discussion among classmates and between you and your Instructor. Of course, these are not discussions in which there are nearly simultaneous comments, questions, and answers. Although that may be one of the costs of taking an Internet-based course, there may also be a positive aspect to online discussions.

No longer will a class be delayed by a student who wants to monopolize the floor; no longer will the less outgoing, or less confident, student suffer in silence as more gregarious (or boorish!) classmates engage in witty (or empty-headed!) conversation. Indeed, the use of the digital technologies for class discussion allows each student the time and opportunity to craft questions, answers, and comments on anything that anyone else may say (or write!).

In an informal survey we conducted, in the traditional fifty-minute lecture course, only twenty minutes per lecture were devoted to serious discussions about course content. In a semester of fourteen weeks meeting three “hours” a week, the actual time devoted to course materials is likely to be a full fourteen hours!

In a sense, then, a discussion online sets aside, at least to a degree, the contingencies of personality and classroom atmosphere and maximizes the time you spend preparing your discussion responses, and answering questions from Instructors. If you are like many of our students, you may find

that your contributions to online discussions are less inhibited than your ordinary, face-to-face, conversations and discussions.

With regard to the items which come to you via the Internet—lectures, discussion questions, links to interesting websites and so on—we recommend that you print these items for easier reading. If you print them on three-hole punched paper, and insert them into a three-ring notebook, over the course of the semester you can collate these items into a (real) tabbed notebook for handy reference during the course, and later.

6. Participating in Discussions: A significant part of your course grade consists of your participation in discussions. Unlike verbal discussions, in which some of the meaning of our utterances can be understood from their context, an online discussion does not provide, at least for the recipient of your message, any context other than what you write.

Therefore, when you participate in discussions you should strive to present your point(s) or question(s) as clearly and carefully as you can. And should you feel less inhibited by the use of the Internet to transmit your thoughts, you must remain polite and patient with others: Neither insults or profane language will be tolerated. If you desire to “chat” online with your Instructor, IZIO provides easy accessibility to a synchronous (real time) Chat functionality. Obviously, both you and your Instructor, or fellow students, must be online at the same time, and agree to participate or this won't work. So, if you want to engage in real time discussions, agree upon a date and time, click “Chat,” and persons enrolled in your course can communicate with one another in real time.

7. Contacting Faculty: Do not hesitate to contact your professor if you have any course-related questions, whether these be about the readings, the schedule, the assignments, etc. You may contact him by sending an e-mail by clicking “Instructor” from your Home Page. Most faculty will provide their home telephone numbers, and encourage you to make an appointment for a telephone conversation, especially at the beginning of a course.

VIII. Yorktown University's Schedule of “Terms”

During 2007 and 2008, the scheduled “terms” of ten week courses of study are:

Term	Year	Enrollments	Start Date	End Date
Lent	2007	March 1-30	April 2	June 8
Summer	2007	May 14-31	June 11	August 17
Fall	2007	July 16-Aug 6	August 20	October 26
Michaelmas	2007	Oct 1-22	October 29	January 4

Winter	2008	Dec 10-31	January 7	March 14
Lent	2008	Feb 18-Mar 14	March 17	May 23
Summer	2008	May 1-23	May 26	August 1
Fall	2008	July 7-31	August 4	Oct 10
Michaelmas	2008	Sept 15-Oct 10	October 13	Dec 19

Students enrolled as full-time and half-time students complete coursework in scheduled classes that start according to the above schedule. A student may, for example, enroll in one course for ten weeks starting July 31, and another on August 28. Planning your full year of coursework with the director of admissions enable us to create learning environments where students may collaborate with one another and interact with Faculty. Students are given ten weeks to complete all courses at Yorktown University. For that reason, all courses are divided into ten sessions. If for any reason you cannot do that, you are given up to sixteen weeks to complete your coursework. A six-week course extension may be granted if you are unable to complete the work in this amount of time, but there is a \$50 course extension fee. Until you pay the course extension fee, access to your course will be denied. If you fail to complete coursework within that additional six weeks, you must request an incomplete grade (I), or you will receive a failing (F) grade for the course.

IX. Official Grading Rubrics and Schedule of Grades for Assessment of Students' Work

1. 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
- 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 YU’s, are continually undergoing revision, tweaking, recalibration in terms of evaluation criteria, with an unswerving eye toward improving learning-outcome measurements for its students.

An example of the Grading Rubrics for the Master of Arts in Government is located at: http://www.yorktownuniversity.com/documents/ma_rubrics.pdf.

2. Standard grading scale is as follows:

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

3. Incomplete Grades

An incomplete grade (“I”) may be requested, but it is expected that you will be able to demonstrate the reasons that you cannot complete all coursework within the allotted ten week period.

X. Other Important Information:

1. Purchasing Books: Faculty choose course textbooks that are easy to obtain by purchasing them online. We discourage the use of out of print books. Most texts may be purchased through online or local booksellers such as Barnes and Noble or Amazon.com. If there is a required book that is not available through those outlets, ordering information will be provided.

Information about how to buy your books is located at:

http://www.yorktownuniversity.com/grad_books.cfm

2. Contacting Yorktown University: Students have direct access to faculty/instructors and Yorktown administration, technical experts. The University's online nature allows students to have direct access 24/7 to each of Yorktown's above groups for inquiries ranging from administrative, coursework, to technical difficulties.

Yorktown University's average response time is approximately 48 hours, between the hours of 8-5, Monday through Friday.

Please use the numbers and email addresses below to contact a member of the Yorktown staff if you have any questions or concerns.

Mailing address:

Yorktown University
P.O. Box 460808
Denver, CO 80246
Office Phone: 1-303-757-0059

Important email addresses will be provided students upon enrolling as a student at Yorktown University. They include e-mail addresses for all administrative staff and technical support.

Homepage: <http://www.yorktownuniversity.com>

Student Newspaper <http://www.yorktownpatriot.com>

Students are encouraged to submit essays for publication in the Yorktown Patriot, our student newspaper. If accepted for publication, all submissions become the property of Yorktown University.

XI. Course Access and Technical Requirements and Recommendations

To access courses at Yorktown University, enter this URL into your Web browser: <http://yorktownu.on.izuo.com>

Use the login and password provided to you when you were enrolled as a student at Yorktown University, and click the link to your course on the introductory page.

If you just want to review the content of Yorktown University courses, click "View available courses." Click the subject area that interests you, and then click on any course in the subject. Syllabi of courses in this Directory reflect actual course requirements including required textbooks, and content. You should visit this site frequently before purchasing your next course.

Software

We have tried to install course documents into computer programs that are either common or readily available. Microsoft Word documents are widely used in Yorktown University courses, as well as Adobe Acrobat PDF files. A link to download a free Adobe "Acrobat" readers is provided where necessary. Iziio works best with Internet Explorer.

If you do not have an Acrobat reader installed on your computer, we recommend that you take the time to install one as soon as possible. A free download is available at <http://www.adobe.com/products/acrobat/readstep.html>. The link to the reader download is at the bottom of the page accessed at this link.

System Requirements and Recommendations

The vast majority of Windows-based PCs or Macs manufactured since 1999 should be more than capable of providing students with the means to get the most out of his/her Internet learning experience. We strive to make our courses as widely and easily accessible as possible, but given the nature of computers and the Internet, we ask students to adhere to the following system requirements:

Operating system

- PCs - Windows 95/98/ME or higher, or NT/2000/XP
- Mac – OS 8.6 or greater

Internet browser

- Microsoft Internet Explorer 5 or greater. Yorktown University's course delivery system is not yet fully accessible by Foxfire or other Web browsers.

Media software

- Windows Media Player 7 or greater

OR

- Win amp 2.7 or greater

Note: the majority of our audio lectures are in WM.A.7 format,
and not MP3

Document viewing

- Microsoft Office 97/2000 or higher
OR
- Microsoft Office file viewers, available for download from Microsoft , capable of viewing files for Microsoft Word, Excel, PowerPoint
- Adobe Acrobat Reader 4.0 or higher

Email

- Any POP or web-accessible email account such hotmail.com, gmail.com or an E-mail account provided by your Internet Service Provider (ISP) such as Earthlink.net, MSN, Cox Cable, Comcast, America Online. The University recommends that students subscribe to free Google gmail for use while enrolled at Yorktown University.

Internet Access

- 56K dial-up access is more than sufficient. Broadband/high speed Internet access (Cable/DSL) immeasurably increases your enjoyment of the Internet.

We do not recommend using other operating systems such as Linux, Sun Solaris, BeOS, as Izio is not configured for those browsers. If you have questions regarding the use of non-Windows/MacOS systems, contact us.

XII. Refund Policy

Yorktown University refund policies conform to the requirements of the Colorado Commission on Higher Education and the Distance Education and Training Council (www.detc.org). 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.

Enrollment Cancellation: An enrollment may be cancelled by a student within five calendar days of midnight on the day an 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

XIII. 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. While, as a University which embraces the ideals of the Constitution and the Founding Fathers, Yorktown firmly supports the rights of citizens under the First Amendment, the University 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 but, as core members of the Yorktown community and seekers of truth and knowledge, still have the responsibility to remain committed to the accuracy of facts and the highest standards of academic integrity.

Students' Rights, Privileges, Responsibilities, and Privacy of Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to review education records within 45 days of the day the University receives a request for access. Students should identify the record(s) they wish to inspect in written requests submitted to the registrar, the chief academic officer, or other appropriate official. The University official will make arrangements for access and will notify the student of when and where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of an education record that the student believes is inaccurate. Students may ask the University to amend such a record by writing the University official responsible for the record, clearly identifying the part of the record they want changed and specifying why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law-enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, an auditor, or a collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Another exception to this right is directory information. FERPA designates certain information related to students as directory information and gives the college the right to disclose such information to anyone who requests it without having to ask students for permission, unless the student specifically requests in writing that all such information not be made public without his or her written consent. The following items are considered directory information: student's name, address, telephone number, e-mail address, photographs, major field of study, dates of attendance, degrees and awards received, most recent previous education agency or institution attended by the student, class (year in school), activities, and current enrollment status. Currently enrolled students may withhold directory information by notifying the Registrar's Office in writing anytime within a semester of enrollment. Requests for

nondisclosure will be honored by the University until the student submits a signed authorization requesting that it be removed.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Yorktown University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

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 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.

Due Process or Bias

Students who believe they have been treated in a biased fashion, or without due process in an action of the faculty, may file an appeal with the university's Provost. Appeals must be made within thirty days of the action being appealed. The appeal must clearly state, in writing, the reasons for the appeal. The University administrator assigned to hear appeals will initially rule as to whether the subject of the appeal constitutes issues of bias/discrimination or failure to receive due process.

An appeals committee will be formed, composed of one University Faculty **member and one Administrator, which will conduct an investigation.** The investigation will include, but is not limited to, gathering relevant information and reviewing the facts. The decision of the appeals committee will be rendered within 45 days of the initial complaint and is final.

Student Records

After reviewing that information, if you qualify to enroll as a Degree Candidate, go to our "Enrollment Checklist." It is the obligation of the university to amend the educational records of a student if it is found that any of the information contained in the record is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. If the student contests any part of the records maintained by the university, the

student has a right to insert a statement into the records. The statement will be disclosed, together with the contested portion, to any party entitled to receive the educational records.