FOR THE LIBERAL ARTS,
THE ENVIRONMENT, AND SOCIAL JUSTICE

Master of Arts Program
Adventure Education
Education
Environmental Studies
Humanities

Student Handbook

2017-2018
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Welcome, Scholars!

The purpose of this handbook is to
- describe the philosophy and educational model for the Master of Arts Program (MAP) in Adventure Education (AE), Education (ED), Environmental Studies (ES), and Arts & Humanities (AH);
- keep you informed about the Limited-Residency MAP process;
- explain roles and responsibilities in the process;
- and provide a concise directory of forms and personnel needed to navigate the program.

Please avoid printing the MAP Student Handbook to preserve our natural resources. Also, please note that the online version provides the most current information.

As MAP scholars, you are responsible for knowing and following the expectations, requirements, policies due dates and procedures for your program. If you have questions, please ask your Core Faculty Advisor member (CFA), Graduate Mentor (GM) or the Academic Operations Office (academicoperations@prescott.edu).

This handbook is written primarily as it applies to fulltime enrollment. If you are enrolling part-time, you adjust your number of study hours and course work accordingly. All other academic procedures, policies, and requirements remain the same.

If you are enrolled in Counseling Program (CP) or any of the Teacher Preparation Programs (TPP), you utilize separate handbooks specific to those programs. Please work with your faculty members and chairs in those programs to help you coordinate your requirements.

Again, we welcome you to MAP. We wish you an excellent experience!
List of Acronyms used in the Student Handbook

The list of acronyms used throughout the handbook is described here.

ACC: All College Catalog
AE: Adventure Education
AO: Academic Operations
CFA: Core Faculty Advisor
ED: Education
ES: Environmental Studies
GM: Graduate Mentor
AH: Arts & Humanities
LOA: Leave of Absence
MAP: Master of Arts Program
PC: Prescott College
SAP: Satisfactory Academic Progress
TP: Thesis Plan
QP: Qualifying Paper
Responsibility for Knowing the Policies and Procedures

MAP students are responsible for obtaining, either through this handbook, the website, or by contacting the relevant faculty and college offices, the academic expectations and requirements, policies, due-dates, and specific procedural requirements of MAP. All students are required to follow the current procedures as published in the online MAP Student Handbook.

It also assists the process significantly for Graduate Mentors (GMs) to become familiar with the policies and procedures.

In addition to the MAP policy and procedures outlined here, MAP students must also be familiar with the policy and procedures of Prescott College (PC) found in the All College Catalog (ACC) on the PC website. Some key policies are outlined here.

Incomplete Policy
When a student is unable to complete the work specified in the Mentored Course Contract within the span of one semester, the student may request an incomplete from the mentor or instructor. The Incomplete Contract is an electronic form found under the registrar’s forms on the PC website. The form must be initiated by the student before the last day of the semester. The guidelines for incompletes are as follows:

- The student must have completed approximately 75% of the coursework in a given course to be eligible for the temporary incomplete grade.
- The mentor or instructor must agree to the incomplete; approval is granted by electronically signing and completing the student’s incomplete contract form.
- The maximum time frame to complete a course graded incomplete is the end of the next semester (spring incompletes must be finished by the following fall semester). The student and mentor/instructor can set an earlier date, but the incomplete period cannot be extended beyond the last day of the next semester.
- Evaluations for incomplete courses must be submitted before the last day of the next semester or a grade of No Credit is assigned to the course.

Incompletes directly impact a student’s academic standing and may jeopardize the student’s enrollment, graduation, and/or financial aid eligibility. A student must complete 65% of attempted credits every semester to maintain satisfactory academic progress (SAP). Failure to maintain SAP jeopardizes enrollment status and eligibility for financial aid. Please see the (ACC) for more details on SAP.
Add/Drop Deadline
There is a published add/drop deadline each semester. Any enrollment change that results in an increase or decrease in the number of credits for the semester must be made by the add/drop deadline. Please refer to the PC ACC for information about changes in enrollment, tuition, and the refund policy.

Exceptions to Academic Policy
Exceptions to academic policy are rarely made. However, students have a right to submit a request for exception using the Exceptions Request form found under the registrar’s forms on the PC website. The form requires faculty approval. The Exceptions Committee review requests; the committee meets every other week.

Leaves of Absence
The Leave of Absence (LOA) policy is described in the ACC on the PC website. Please know that CFA and GMs are not obligated to engage with students and their work while students are on LOA.

Grading and Evaluation
Students in MAP do not receive letter grades, but rather receive ongoing narrative evaluation of their work. The quality of the work accomplished and a demonstration of mastery is the primary PC measure of learning. To ensure mastery that is comparable to traditional standards of graduate study, credit in the graduate programs represents the equivalent of a letter grade of “B” or better.

Receiving No Credit
A mentor or course instructor may choose to award no credit or less than full credit for a single course or for the semester’s work. A practicum mentor may choose to award no credit or less than full credit for an attempted practicum. A thesis committee may decide to award no credit or less than full credit for attempted thesis development work.

Any credits registered for but not receiving credit will appear on the student’s permanent official transcript as “no credit.” Receiving no credit for all or part of a semester may require that the student take an additional semester to complete the minimum number of credits required for graduation. Unsatisfactory or incomplete work is not credited.

Changes to Faculty or Mentor Assignments
A student will work with one primary GM and one CFA member from the start of the program through graduation. Sometimes there are changes in the faculty members who work with an individual student based either on modification in the student’s area of emphasis or a faculty member becoming unavailable to continue in the role.
Changes to the primary GM can be made only in exceptional cases where there is a difference of style or needs that cannot be resolved through consultation among the student, the involved faculty member, and the chair of the degree program. CFA are not changed in the MAP when a faculty member is requiring a level of academic rigor and quality with which the student takes exception. Mentor changes can be made only in between academic enrollment periods and only after the student, mentor, CFA, and, if necessary, the dean have met and thoroughly considered all possibilities for resolving differences.

Graduation Requirements
Students are responsible for fulfilling the academic or graduation requirements of the program at the time at which they enrolled; if policies change during a student’s MAP tenure, the student may choose to follow the new requirements. Re-admitted students (students who withdraw and later re-apply to the MAP) are subject to the academic and administrative requirements policies in place at the time they are readmitted.

The Office of the Registrar determines graduation approval with input from other PC offices. To be approved for graduation the following information is verified:

- a total of 36 or more credits (or a total of 60 credits or more for certification/licensure students)
- approved degree plan
- completion of core foundations course
- completion of theory coursework
- completed 1 credit Qualifying Paper course
- approved qualifying paper
- completion of research credits (minimum of 4 credits 2 of which are fulfilled by the foundation course)
- completion of supervised practicum (minimum of 4 credits)
- completion of qualifying presentation
- completed 2 credit Thesis Plan & Research Design course
- approved thesis plan
- completion of individual thesis presentation
- completion of approved thesis (10 credits minimum)
- completed thesis uploaded to ProQuest and published

Verified by the Business Office:
- the student’s financial record is clear.

Verified by the Library:
- the student’s library record is clear.
Prescott College Faculty & Staff Information for MAP

PC Mailing Address: 220 Grove Ave., Prescott, AZ 86301
Phone: 877-350-2100 or 928-350-xxxx (use extension as last 4 digits)
Fax: 928-776-5151

MAP students should contact the Chair of their program for questions about their specific studies or program pathway. Direct specific questions about program processes to academic_operations@prescott.edu

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Student and Faculty Relationships

The Core Faculty Advisor
When you are admitted to the MAP, you are assigned a CFA. The CFA oversees your program of study and helps to ensure you meet all graduation requirements. The CFA works with you to choose a primary GM; together the CFA and the GM oversee the content of your studies and your thesis.

The Primary Graduate Mentor
The GM recommended by the CFA is interviewed by the MAP scholar. When the MAP scholar, the GM and the CFA agree that a match is solid, then the CFA will record the GM with Academic Operations.

GMs are hired for their content expertise in the scholar’s area of study. GMs are not expected to be experts in the MAP process. They are hired to

1) be experts in your content area,
2) help design and approve your degree plan, and
3) serve as the actual instructor to most of your independent study courses, including your thesis credits.

Mentor for a Specific Course
The primary GM serves as the mentor for mentored study courses and the practicum unless your CFA and GM determine that someone else would make a more appropriate mentor for a specific course, and you agree.

For example, a GM hired for content knowledge in your area of study may not have the appropriate content expertise to mentor a course in a particular topic. In this case, you and the GM may look for someone with the appropriate expertise in that topic to serve as the mentor for that course. Before enrolling in a Mentored course with a mentor other than your GM please seek pre-approval of the mentor with your CFA.

Honorarium
GMs are offered an $85/credit honorarium for the work they do with students.

Meetings Between Student and GM
During meetings, you and your GM discuss the specific content and learning for each course, and any aspect of scholarship and thinking relative to your work. The focus of your first meeting each semester normally includes a review of your degree plan. Later meetings focus on

• discussion about specific courses;
• finalizing course descriptions/syllabi, including completion of a mentored Course Contract for each course;
• discussion of any courses being taken with an instructor or an alternate mentor;
• discussion about the overall program and your working relationship with faculty;
• your oral presentation(s);
• qualifying paper process and development;
• your research direction, including your thesis development and plan;
• the course evaluation process;
• review of the evaluations from all faculty;
• processing the end-of-semester materials; and
• reviewing courses and areas of study for the following semester.

You and your GM negotiate the length of time and form of these meetings with input from the CFA. Some students and faculty carry out all of their meetings via telephone, Skype or other electronic media. In some cases, these meetings take place at the colloquium weekends in Prescott or at conferences. In other situations, the GM may arrange to meet in person with local students.

For more information about a GM’s responsibilities at the end of each semester, please see MAP end-of-semester processes on page 74.
MAP Learning Outcomes

Students and GMs should keep in mind, as they plan each semester’s study, the ways in which they can move toward meeting the following degree outcome criteria:

- A mastery of contemporary and foundational knowledge and theory in the student's field of study
- The ability to integrate theoretical and practical aspects of the field
- A mastery of modes of practice and professional ethics in the student's field of study
- An understanding and appreciation of the social context in which the field is practiced
- The ability to demonstrate written communication skills that are informed, scholarly, and passionate
- The ability to demonstrate oral communication skills that are informed, scholarly, and passionate
- The ability to collect, analyze, and interpret information, and to conduct a literature search, in the student's field
- Familiarity with research methods (qualitative, quantitative, textual, heuristic, action-based, participative, field-based, etc.), and the ability to design and carry out research projects in the student's field of study
- The development of social and ecological literacies, including an understanding and appreciation of the ways humans relate to their own and other cultures, and the impact this relationship has on the student's field of study and professional practice
Minimum 36 Course Requirements

10 credits      Thesis
4               Practicum
4               Research (2 credits in cohort course and 2 credits advanced research)
2               Thesis Plan & Research Design course
1               Qualifying Paper course
15               Theory (may be adjusted with additional practicum credits)

3 Semester Plan

<table>
<thead>
<tr>
<th>Semester 1 (12 credits)</th>
<th>Semester 2 (12 credits)</th>
<th>Semester 3 (12 credits)</th>
<th>Semester 4 If not finished</th>
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</thead>
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<tr>
<td>Research Cohort Course* (3)</td>
<td>Theory (5)</td>
<td>Practicum (4)</td>
<td>Thesis (3)</td>
</tr>
<tr>
<td>Theory (3)</td>
<td>Advanced Research (2)</td>
<td>Thesis (e.g., Thesis: Data Gathering) (8)</td>
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<td></td>
<td>Thesis (2) (e.g., Thesis: Data Gathering)</td>
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<tr>
<td>Theory (3)</td>
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2 Year Plan

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<th>Semester 1 (9 credits)</th>
<th>Semester 2 (9 credits)</th>
<th>Semester 3 (9 credits)</th>
<th>Semester 4 (9 credits)</th>
<th>Semester 5 If not finished</th>
</tr>
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<tr>
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<td>Thesis Plan &amp; Research Design (2)</td>
<td>Practicum (4)</td>
<td>Thesis (8)</td>
<td>Thesis completion (3)</td>
</tr>
<tr>
<td>Theory (3)</td>
<td>Advanced Research (2)</td>
<td>Thesis (e.g., Thesis: Data Gathering) (2)</td>
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<td>Theory (4)</td>
<td>Theory (3)</td>
<td>Theory (1)</td>
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<td>QP (1)</td>
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It is useful for you to identify a pathway to completion as you work on the degree plan. The following charts offer examples of possible credit distributions and timing:
Residencies

Weekend Colloquia in Prescott, Arizona
PC offers two colloquia (Spring and Fall) per academic year in Prescott, Arizona; enrolled students are required to attend each colloquium. Students must make travel arrangements to be present at the beginning and end of each colloquium weekend. The schedule for an upcoming colloquium is published on the college website at least one month prior to the event. On a student may attend an alternative residency option, bioregional colloquia, or an alternative conference that is pre-approved by the student’s CFA and GM.

In addition to colloquia, all new students attend a required program orientation at the start of their first semester. No one may enroll in MAP without participating in the orientation.

Colloquium Intent
The intent of the colloquium is to
- bring together MAP scholars and faculty from diverse cultures and different areas of study and expertise
- to share work and build a community of spirited and caring learners
- to provide interactive peer learning and dialogue

What is included?
- content-specific workshops by faculty
- workshops that address the nuts and bolts of the MAP learning model, such as instruction on the qualifying paper, thesis planning and writing, and research design
- interdisciplinary seminars that supplement and cross the lines of individual learning programs.
- presentations by MAP scholars
- conferences between scholars and their CFA, reference librarians, and other graduate faculty
- networking sessions
Residency Attendance Statement Form (for Narrative Reflection and Evaluation*)
Faculty encourage MAP scholars to reflect on the learning of each colloquium, and the College must keep accurate records of this residential requirement. Thus, you are required to submit a narrative evaluation for all colloquia using the electronic Residency Attendance Statement form available on the MAP Resources webpage.

The form is electronically routed to your GM and CFA for review and approval. It is then electronically forwarded to the Office of the Registrar where it is recorded and held in your academic records.

Please submit this form within seven days of the residency to receive credit for your attendance.

*Some important notes on reflection:

The Narrative Evaluation is a reflection and evaluation that considers the content as well as the learning experience during the residency, and evaluates your participation. Please address what worked especially well for you; what changes you believe would enhance your learning; and what you could have done to make the experience better. We encourage you to cite supporting literature.

A series of questions is included for you to consider in the narrative reflection. Please carefully consider the value of reflection in the learning process. Reflection assists in making connections between one’s experiences and one’s self; it is the step that can lead experience to transformative learning. Some learning does not become authentic or meaningful until one explains it verbally, to another person or to one’s self, in person or in writing. This process of reflection may help to expound the learning and obtain greater understanding regarding individual learning processes.

Paulo Freire established that the combination of action and reflection results in praxis. This type of problem-posing learning allows students, observers, and teachers all to be critical co-investigators in dialogue with the action, information, material, etc. Reflective learners are in the process of becoming who they are, aware of their own incompleteness and the ongoing potential for learning. “Liberating education consists in acts of cognition, not transferals of information” (79).

Please consider the following for more information on the reflective process of learning:


Alternative Residency or Bioregional Colloquia
Graduate faculty will sometimes make an alternative residency or bioregional residencies available when the need is present in an area and faculty conveners are available. Bioregional colloquia may be arranged in any given bioregional area where there are multiple GMs or students. If a site-based program has a faculty member in attendance and is sponsored by the Graduate Program Council (GPC), it can satisfy residency requirements. Proposals for GPC approval of a site-based program may be submitted to the GPC by MAP faculty. An alternative residency can be PC sponsored or a student can request a conference or meeting to be an alternative residency. A student-initiated alternative conference must be pre-approved by the student’s CFA and GM.

What criteria must be met for alternative residencies?
• your full participation
• the kind of interdisciplinary networking that occurs at a colloquium in Prescott
• scholarly experience that you and your faculty member agree is relevant to your learning/field
• a thorough write up describing the experience and your learning outcomes
• completed Residency Attendance Statement

When submitting a request be sure to address and send these details to your GM and CFA:
✓ How you intend to participate fully – including specific examples of events you plan to attend.
✓ Who the graduate faculty is also attending the conference.
✓ A description of the interdisciplinary networking that will occur at the conference.
✓ How the proposed scholarly experience is relevant to your specific field/learning.

Keynote Speakers
At each colloquium in Prescott the program provides a keynote speaker or activity who is a prominent leader or scholar. The principal purpose is to give the PC community an opportunity to come together in discourse around current issues in the world. The interdisciplinary design of a PC education is one of the unique and important aspects of the graduate programs in general, and colloquia.

Community Participation
Family members, friends of students and faculty, and the PC community are welcome to attend the colloquia session to take advantage of the educational opportunities. The value of the learning experience is heightened by respectful, attentive participation from all audience members.

IMPORTANT: The following events are closed to everyone except current MAP students:
• orientation sessions prior to the first colloquium
• opening and closing circles
• meals (which are students only)

**Maintaining a Community-Friendly Environment**
Please be considerate of others’ personal comfort. Specifically,
• turn off cell phones and other electronic devices before coming into sessions
• hold all conversations or discussions exclusive of the session outside of and away from rooms
• do not wear perfumes or strongly scented lotions
Degree Plans

General Degree Plan Guidelines
After your acceptance into MAP, and throughout orientation and your first semester, you will expand the ideas and academic vision you described in your application materials into a thoroughly developed degree plan for your graduate program. The MAP degree plan form is available on the PC website.

Develop your degree plan in collaboration with your GM and CFA. Include course titles and an estimate of the number of credits for each course. Your degree plan needs to include all graduate requirements including
- the core foundations course specific to your degree program area
- social and ecological literacies reflected in course titles and learning outcomes for courses
- required research methodologies credits
- required practicum credits
- Qualifying Paper course
- Thesis Plan & Research Design course
- thesis

Guidelines for Writing the Degree Plan
The degree plan should include course titles and number of semester credits planned for each. Course titles should be similar to any standard academic course title. They should be concise and clearly describe what the student will study in the course. All courses listed on the degree plan must be identified as a theory, practicum, research, or thesis course.

A minimum of 36 semester credit hours completed at PC is required to graduate with the Master of Arts degree in ED, AE, AH, or ES. There are several ways to approach the completion of the credits based on the student’s plan to register full-time (12-15 credits), part-time (6-11 credits), and/or by taking up to 6 credits in the summer term.

As you complete your degree plan, please keep in mind the following:
- All semester hours must be recorded in whole numbers only; PC cannot award half credits
- First-semester fulltime students can take up to 12 semester hours.
- A fulltime student who has completed one 12-credit semester successfully and on time can take up to 15 credits
- A student required to enroll for thesis completion credits must enroll in a minimum of 3 credits
• Continuing students may enroll for up to 6 credits in the summer semester.

Degree Plan Review and filing with Academic Operations
Your CFA and GM will review the degree plan you submit in your first semester. If necessary, your CFA will work in consultation with the MAP Program Steering Committee, relaying any thoughts, feedback, or concerns directly to you and your GM. Your approved degree plan is due to Academic Operations by week eight of your first semester. You must submit your degree plan to Academic Operations (academicoperations@prescott.edu).

Amending a Degree Plan
MAP scholars will eventually need to amend the degree plan created in their first semester. If you and your GM agree that a modification is major or substantive, changes must be documented in an amended degree plan. Major changes would include such things as

• a change in academic discipline that requires a different CFA or GM
• a change in the balance of studies devoted to theory and practicum which results in the total number of theory or practicum credits falling significantly below the CFA-approved amount
• elimination of a major area or aspect of study
• changes to course titles or credit amounts
• addition of a major area or aspect of study which is outside of the discipline documented in your original degree plan
• any other aspect of the program which raises considerable questions for you and your GM or which you feel should be reviewed by the CFA

Once your GM and CFA have approved the degree plan amendment, you must send your amended degree plan to Academic Operations so it can be filed. Remember, your degree plan is the document the registrar uses to ensure you have fulfilled your credit and course requirements. The registrar must have the current version of your degree plan on file at all times. If not, your graduation may be delayed.
Required and Elective Courses

Core Foundations Course (1 credit theory and 2 credits research)
All new MAP students (and those who have had several semesters of non-enrollment) participate in a required core foundations course with your incoming cohort.

Research courses
All MAP students take 4 research credits. In addition to the 2 research credits in the Core Foundations Course taken at the beginning of the program, students take 2 more research credits to hone research skills. This prepares students for their thesis research projects.

MyClassroom Online Elective Courses
While much of the work in the MAP is carried out through mentored study under the supervision of a course mentor, there are opportunities to take courses with an instructor and a cohort of co-learners. MAP faculty and qualified adjuncts offer elective courses through the online learning management system, Moodle, or in residence during the summer, or using a hybrid delivery option. Information about all instructed courses can be found on the course schedule published by the Office of the Registrar each semester. Your enrollment in courses must be approved by your CFA and GM and they must be reflected on your degree plan or amended plan.

Mentored Course Contracts
MAP requires one electronic mentored Course Contract per Mentored course. The Mentored Course Contract form is available on the MAP Program Resources webpage. The Mentored Course Contract serves two functions: 1) it is the way you register for any mentored study course each semester and 2) it creates the road map for how you will complete and evaluate your performance in the course and be evaluated for the course.

A student completes the Mentored Course Contract in consultation with their GM (or whoever is mentoring the course). The mentor and student discuss the major components of the course and reflect the outcomes of that discussion on the Mentored Course Contract. The components include:

Course Title: The title must be listed exactly as it appears on your degree plan.

Course Description: The course description summarizes the goals and focus of the course. It must be 150-200 words, written in complete sentences using the third person. The social justice and ecological threads of the course should be apparent from the course description when possible.

Course Outcomes (objectives): The student and mentor must create clear and feasible learning outcomes for each mentored study course. Outcomes should
  • be specific, not vague
  • be feasible with in the term and with available resources
• be measurable
• state what the student will know or be able to do as a result of the course.

Course Resources: List all proposed texts, articles, films, web resources, and other resources. List them according to the style guidelines for the student’s area of study.

Activities: Activities must specify what the student will do to fulfill the objectives. Activities should be specific, relevant, and feasible.

Evaluation: The student and mentor list the agreed upon methods by which the student will be evaluated. This section should be a list of products that will document each activity. It should include page lengths for papers, dates, or other specifications.

Students should save the content of their Mentored Course Contract in a word processing document in case it needs to be resubmitted for any reason.

Mentored Course Contracts must be received by Office of the Registrar by the first day of the semester. Your Mentored Course Contracts are course syllabi and become the formal agreements regarding the upcoming semester’s work between you, your GM, CFA, and any course instructors or alternate mentors and is the method for paying mentors/instructors. The course titles, numbers of credits for courses, and total number of credits for the semester must match exactly on the registration form and individual Mentored Course Contracts. You cannot change a course title, description, or credit amount after the drop/add period. Please note a Mentored Course Contract is not required for MyClassroom courses published in the course schedule.

Qualifying Paper Course
You must complete a 1-credit qualifying paper (QP) course with your GM before you register for thesis credits beyond the Thesis Plan & Research Design course credits. A QP contains: 1) a qualifying paper and 2) a cover letter. These two documents will be uploaded to the Qualifying Paper Submission form found on the MAP resources web page. The 1 credit Qualifying Packet Course should be taken during your second semester of enrollment (if enrolled fulltime). If you are enrolled part-time, this may fall later in the process.

During your tenure in MAP, one of the papers from your first five study packets is revised, edited to a superior level, approved by your GM and then submitted via the Qualifying Paper Submission form with your new cover letter. Your new cover letter should contain a summary of your process to complete this paper, a summary of the social and ecological literacies integrated in the paper, and why you believe this work meets high academic standards and is ready to be reviewed by external readers.

You may suggest external readers. However, all contact with the external readers goes through Academic Operations and is approved by your Core Faculty Advisor.
A QP contains: 1) a qualifying paper and 2) a cover letter. Two assigned external readers and your CFA will then review your qualifying paper. When academic operations receive the external feedback it will be forwarded to your CFA who will add comments and return the package to you (copying academic operations).

Qualifying Paper Approval Procedure

1) Student works on a Qualifying Paper with their GM in the Qualifying Paper Course.
2) When the student and GM feel the paper is ready to be reviewed by outside readers, the student submits the paper to Academic Operations via the Electronic Qualifying Paper Submission Form located on the PC website.
3) QP is sent to readers for external feedback (3-4 Weeks).
4) When ALL external reader feedback has been submitted to AO it is then forwarded to the CFA who will after review send to student for revisions.
5) Student revises the paper and sends it via email attachment to AO indicating that it is their revised/final QP (time frame open).
6) AO forwards the “final/revised” QP to the student’s CFA and asks for their review and approval or further direction for the student (2 weeks).
7) If the paper is approved, AO records the QP to the student’s permanent file, marks the requirement as complete and notifies the student they have met the requirement for the QP process. If revisions are requested process 5-7 are repeated until QP is approved.

Papers submitted during holidays or breaks will be accepted but will delay the process as faculty and Academic Operation may not be processing requirements during those times.

Approval of the QP qualifies the student to begin work on the thesis. This is the one time before the actual thesis that the student has the opportunity to write and revise a formal academic paper to be read by a wide audience. Students may not enroll in thesis credits (other than the Thesis Plan & Research Design course) until the QP is approved.

This course helps you successfully meet the qualifying packet (QP) graduation requirement in MAP in a timely manner.

The outcome of this course is the qualifying packet being submitted to Academic Operations for review and approval. Approvals take a minimum of 6 weeks to process so it is best to submit an excellent paper.
**Thesis Plan & Research Design Course**

During this course students complete their TP, including describing the research component. You must complete a 2-credit thesis plan mentored course and obtain approval on the plan from your thesis committee members (see page 53) before you register for additional thesis credits. Work with your GM and CFA to determine an appropriate timeline for completing your thesis work. Your approvals must be confirmed by Academic Operations before an evaluation is launched for this course.

**NOTE:** Most faculty are unavailable in the summer; therefore, evaluation of your thesis plan is not assured during the summer.

**Theory Course Work Overview**

As you design your courses about aspects of your studies in consultation with your CFA and GM, you build on your previous academic background and professional experience to work toward your goals for graduate study. It is critical to have a solid comprehension of the theories that shape and support your discipline. Your theoretical studies provide the foundation on which the rest of your graduate study will stand.

The theory component of MAP includes

- one credit of the core foundations course
- mentored-study courses
- the QP course
- the TP course
- Online elective courses

During your theory coursework, you develop broad competence in background materials and relevant theory through a variety of methods and activities as well as books and articles.

The graduate faculty recommends using one to two scholarly or principal texts and five or more current journal articles for each course. Other reading materials may include

- additional journal articles
- a book that goes into more depth on a unique aspect of the general theory
- a book on an area specific to your individual interests.

Other theoretical learning tools and activities include

- professional conferences in the field
- informational interviews or consultations
- seminars, classes, or workshops offered by schools or professional organizations
- field or studio work
• primary research
• a search of the literature
• compiling an annotated bibliography
• written products
• other methods that support you in your graduate learning

MAP scholars explore a range of theoretical courses within a specific disciplinary framework. For your theoretical work, you complete the core foundations course and research methods requirements. You also undertake a series of mentored study or faculty instructed courses in your discipline, considering them through interdisciplinary lenses. The majority of these courses will relate in some manner to your master’s thesis and will provide a background to complete your practicum and thesis.

There are standards or expectations in each academic discipline about what constitutes an appropriate graduate program. As you design your theory courses, consult current peer-reviewed journals in your field or similar fields to understand the field and how it is moving forward.

Your CFA and GM’s roles are to ensure that you cover the appropriate theoretical courses to earn a degree within your concentration area. You, your CFA and GM will work with your original degree plan, and considering standards in the field, will determine the best course of study for your intended degree.

**Practicum**
The graduate practicum is a period of praxis related to your theoretical work. Praxis is the practical application of your learning, and requires that

1) the work is based on theory and is applied or practical
2) it is a clear and specific demonstration of your theoretical learning
3) your pre-plan (via a literature review) includes the theories you plan to actualize or observe
4) your final paper includes
   • a review of what happened during your practicum
   • a discussion of the theories you put into praxis or observed in praxis
   • a deep reflection about the relationship between theory and praxis
   • your journal as an appendix

**Practice Versus Praxis**
Some MAP students complete applied, field-based, or practical research as part of their studies. Although practical in nature, this is new theoretical learning and is not a practicum. A practicum must consist of praxis—the practical application of a branch of
knowledge. This means that the practicum must provide opportunity for you to demonstrate the learning that has taken place in the theoretical component of MAP.

**Practicum Registration**
Before a student can begin a practicum the practicum mentor or supervisor (if one is engaged) must be approved and all appropriate paper work, with appropriate signatures, must be received by Academic Operations.

There is a risk of losing credit for any work undertaken without prior approval from the student’s faculty. If a student begins to carry out an unsupervised practicum before the practicum has been approved, or begins to carry out a supervised practicum before the supervisor has been approved, there is a risk of receiving no credit for the work.

This procedure is in place to ensure that any work that could have an effect on living subjects has been thoroughly vetted through the process of designing the practicum under the guidance of the student’s faculty. In cases where a practicum will include research that will have an effect on living subjects the practicum development process includes submitting an IRB form for assessment by the PC Institutional Review Board (IRB).

**The Work Flow of a Practicum**
For the practicum, you will undertake a supervised internship or active project to reflect on the relationship between theory and praxis. You should be in close contact with your GM and CFA throughout the initial steps.

The first step in a practicum is to decide on which theories you will relate to your praxis. For example, you may be interested in group dynamics and want to try to implement a leadership theory as you complete your practicum. Or, you may be interested in a certain painting technique.

The second step is to secure a practicum site and a practicum supervisor or practicum mentor and complete the administrative paperwork including the practicum supervisor request form and the completion of a Practicum Course Contract. The practicum supervisor request form must be completed 1 month prior to the start of the term.

The third step is to complete a thorough literature review of your theories, write an introduction to and an explanation of your practicum that contextualizes your activities and the theories you will explore, and turn this into your mentor and practicum supervisor (approximately 10 – 15 pages).

The fourth step is to complete your practicum being sure to keep a daily reflective journal and complete regular meetings (at least one per 40 hours of work) with your practicum supervisor or mentor.
The fifth step is to complete your practicum write-up or paper. This paper will add to your literature review. Include a section where you reflect on your practicum process and the theories you planned to see or put in action. What happened and how did it all work? Give enough of logistical details of your practicum so the readers know the context for your work and praxis. After your discussion section, conclusions and references, please add your complete journal as an appendix. In some cases, you will have completed a report for an organization; include that in your packet, too.

Finally, after you receive feedback from your practicum supervisor and GM, fill out and launch the course evaluation paperwork to receive credit for the course.

**Guidelines**
You can choose to complete one practicum or divide your work into two or more smaller practica. The total number of credits toward your practicum must range from 4-12 semester hours. Someone with many years of paraprofessional experience and little theoretical background may elect to spend more time on theory and less on practice. All fields lend themselves to a wide variety of possible practicum opportunities. You, your GM, and your CFA will make this determination.

During your practicum, continue to carry out other program requirements, such as writing study packets and attending residencies. However, there is a great deal of flexibility and variety in what you do for your practicum, the number of hours per week devoted to your applied experience, and how you use supervision.

As a rule, three semester credits of practicum involve a minimum of 150 hours of a student’s time and 12 to 15 hours of a practicum supervisor’s time. This is a guideline. You, your GM and CFA should take into account individual needs and, where appropriate, outside requirements (such as students who need state certification).

Typically, students devote their first semester to theory and might include practicum credits in their second semester or during a summer.

A frequently asked question is whether your job can be considered as an acceptable practicum. Work sites can be used for a practicum—if the practicum is based on your learning in MAP, provides new challenges, and represents a stretch for you. In other words, **business as usual is not sufficient.** Also, PC has no requirements regarding graduate students being compensated for practica. If you obtain a paying practicum, that is acceptable.

**Practicum Mentors and Practicum Supervisors**
You will work with a GM for the practicum, just as you do with other courses. You may also work with an on-site practicum supervisor.
The **practicum mentor** (usually your GM who was hired when you were admitted to MAP) is responsible for working with you to finalize the syllabus for the practicum course, choose objectives, theories, and a topic for the final paper, complete a literature review, and evaluate your written work for the practicum.

The **practicum supervisor** is responsible for on-site or in-person supervision, review, and evaluation of the actual practicum. It is your responsibility to locate and secure an appropriate on-site practicum supervisor and submit the appropriate approval form. Your GM and CFA approve the practicum supervisor. Sometimes a student does not need a practicum supervisor; in this case the GM engages in regular meetings with the student.

In some cases, the amount of support and oversight required for your practicum may lead you, your GM, and your CFA to choose an on-site practicum mentor (someone other than the primary GM). If so, the person on site will serve as your mentor for the practicum and will be responsible for both your written paper that covers the learning (see section on study packets) as well as your on-site supervision. Your primary GM and CFA approve such a practicum mentor.

**Supervision**

We encourage students to meet with their practicum supervisor for at least an hour a week or two hours every other week. You and your practicum mentor should determine your needs in supervision and ensure that the on-site supervisor provides appropriate, periodic, and relevant support.

**Note:** **Under no circumstances may a current MAP student serve as the practicum supervisor for another MAP student.**

**Practicum Supervisor Credentials**

You should select your practicum supervisor based on what that person can bring to your work and thinking. Your reasons may be academic and based on the potential supervisor’s previous academic research. Or, your reasons may be based on professional experience and personal knowledge rather than on educational background. In some cases, your selection may be limited by the geographic region in which your practicum will take place. Please keep your own needs in mind, asking what the supervisor may offer as support toward your academic learning and praxis.

A practicum supervisor should have

- a terminal degree (preferred) or graduate degree in an academic discipline that is appropriate to your work
- five or more years of professional experience in the field, preferably serving as a supervisor
• a superior reputation based on professional experience, or record of research, publications, accomplishments, or speaking related to the subject
• a state or national credential at the level you are seeking or higher (as appropriate)

Practicum Supervisor Request Form
Practicum supervisors are approved by your GM and CFA. An electronic request form is available on the website. This form is required in all cases when contracting a practicum supervisor—regardless of whether a fee is requested for the supervision and must be completed 1 month prior to the practicum.

A copy of the supervisor’s résumé or curriculum vita (CV) must accompany the practicum supervisor requisition form. This form and the CV should be submitted to Academic Operations as soon as your GM has approved the practicum supervisor and as early as possible to facilitate early contact between the program staff and the practicum supervisor. If possible, please submit it at the same time as your course plans for the semester in which the practicum will take place. The requisition form must be submitted prior to the start of the practicum (1 month prior to the beginning of the practicum).

Practicum Supervisor Honorarium
Many practicum supervisors do not require a fee for the service of supervising a graduate intern; it is an expected part of the person’s work, and the individual or organization is compensated via the actual service or work the student provides. Please ask your potential practicum supervisor if he or she requires such a fee. If the practicum supervisor requires a payment, PC will pay an honorarium of $40 per credit for 4 - 12 semester credits. The fee is requested on the practicum supervisor requisition form.

Note: If for any reason a practicum supervisor cannot accept or does not want the honorarium, this fee WILL NOT be paid. In other words, the fee CANNOT be used for any other aspect of the practicum, such as expenses, nor can it be donated to any organization or individual. The fee can ONLY be used to pay an individual (not a company or organization) for services for which that individual would be under contract to PC.

Evaluation and Procedures
All practicum supervisors must complete the practicum supervisor portion of the course evaluation at the end of the practicum. This form is completed and launched by the student after the practicum final paper is completed and by the final day of the semester, is routed to the supervisor who adds the evaluation, and then goes to the practicum mentor and CFA. It will become part of your official PC transcript.

The evaluation should include the
• dates
• total number of hours
• duties of your practicum
• your strengths and weaknesses
• suggestions for further work

Your mentor will add an evaluation of the practicum, which should address and evaluate your learning and understanding of the integration of theory and praxis.

A study packet for a **practicum** must contain the following four ingredients:

• a cover letter
• 15 pages of scholarly writing that documents your learning during the practicum and understanding of the integration of theory and praxis
• a journal of your practicum attached as an appendix to your paper
• something else
Social and Ecological Literacies

The PC mission statement begins: “It is the mission of PC to educate students of diverse ages and backgrounds to understand, thrive in, and enhance our world community and environment. We regard learning as a continuing process and strive to provide an education that will enable students to live productive lives while achieving a balance between self-fulfillment and service to others. Students are encouraged to think critically and act ethically with sensitivity to both the human community and the biosphere [...].”

The graduate faculty believe this commitment to the world community and environment is a particularly important part of the college’s mission. In 1991 when this master’s program was being developed for PC, it was noted by the program development team that one could not be a responsible world citizen without close attention to and care for the human and natural environment. The faculty who oversee the graduate programs today continue to regard this as an important aspect of what makes the graduate programs at PC unique and what makes the graduates of this program caring leaders.

MAP scholars are required to incorporate an awareness of and sensitivity to the environmental and cultural contexts in which learning and the application of learning occur. Consideration of these overlapping and complementing issues is a major commitment of PC as an institution and a community of learners and practitioners. The ecological aspect of this value system begins with our immediate physical, social, and cultural surroundings and expands outward to include every aspect of the natural world of which we are a part. Socio-cultural considerations include every distinction among humans in society from the socially-constructed race, gender, and class to physical, emotional, and spiritual issues and orientations.

These literacies should be addressed throughout the program. Specifically, you should address these literacies including topics and issues about personal responsibility and action in degree plans, study packets, presentations, and course evaluations as well as in your thesis.

Students and, where appropriate, GMs and CFA should

- consider the importance of these areas in all academic and personal areas of our lives
- review these concerns and how they are relevant to one's study in the cover letter, scholarly writing, or something else of each course study packet
- include reference to these issues in both the narrative evaluations and the personal assessment
• develop specific courses, practica, or research projects that address these issues, or include social and ecological concerns as factors to be examined in papers exploring other issues
• engage in volunteer positions or service activities to be reported on in study packets and course evaluations
• incorporate reference to these literacies in your thesis plan and final thesis

Note: Literacy is being defined in current scholarship as “the ability to think deeply, efficiently, and effectively with concepts and ideas” (Janice A. Dole, *Reading Research Quarterly*, July/August/September 2000). Humans have many types and levels of literacy; an enthusiastic discussion of the concept of literacies is growing among contemporary scholars.

Environmental studies students may find that developing ecological literacies is easily carried out throughout the course of their studies. Students in other fields may be more challenged to see how the work they do is affected by, or has an impact on, the Earth’s environment and ecological systems. A student in counseling psychology might choose to look at how one’s mental health is affected by their relationship to their physical environment, or how a wilderness adventure program might be used psychotherapeutically. Ecological systems and concepts should be examined broadly to include not only wilderness and the natural environments, but all aspects of human and natural environment and systems, such as home and work, internal and psychological, and social and political environments. Inquiry and exploration relating to ecological literacies must also include consideration of personal responsibility and social action.

Students in disciplines specifically focused on social, cultural, or justice themes or doing work with a diverse population might find the exploration of social literacies an obvious and accessible part of their work. Other students may find that the incorporation of social literacies requires them to stretch. For example, a student studying photojournalism might choose to research how Eurocentric media has portrayed the First Nation People. A student examining technology might consider how popular software design and how class might have an impact on the accessibility or even the value of technology. Culture should be considered in broad terms that extend beyond race-ethnicity to include nation, class, gender, sexual orientation, ability, size, religion, politics, language, enfranchisement, and so on. Social literacies extend beyond individual aspects of identity to include personal responsibility and social action.

**Social and Ecological Literacies as they Relate to the Awareness to Action Continuum**

Social and ecological literacies encompass all interdisciplinary fields, and focus on advancing one’s understanding of human systems and cultures, and how they depend on and influence the Earth’s natural systems and processes. Ultimately, by developing social and ecological literacies one cultivates a deeper sense of moral responsibility to
humanity and the Earth and the ability to make socially responsible and ecologically sensitive lifestyle and behavior choices.

There are distinct phases of learning that can help strengthen one’s social and ecological literacies for the long term. Referred to as the Awareness to Action Continuum, these phases include

- **AWARENESS and APPRECIATION**
  ... an awareness and appreciation of the diversity of all life on Earth

- **KNOWLEDGE and UNDERSTANDING**
  ... a basic understanding of how human (social/cultural) systems and natural (ecological) systems function, and how they are interconnected with each other

- **ATTITUDES and VALUES**
  ... a respect and concern for social justice and cultural and environmental health, and the ethical motivation to participate in social action and environmental stewardship to enhance that health

- **PROBLEM SOLVING SKILLS**
  ... the skills needed to identify and critically analyze social and environmental issues, and to contribute to resolving the roots of problems

- **PERSONAL RESPONSIBILITY and ACTION**
  ... a deeper sense of moral responsibility to all life on Earth, and the ability to make socially and ecologically sensitive lifestyle and behavior choices

* The Awareness to Action Continuum has been developed in the field of environmental education as a functional step-by-step model based on the Tbilisi Final Report from the Intergovernmental Conference on Environmental Education (UNESCO 1978). A working version was created by PC faculty member Joel Barnes, Ph.D., and adapted by the MAP faculty with Joel to fully incorporate social and ecological literacies.
Scholarly Writing

MAP is a writing-intensive program. Much of the coursework is done through mentored study, so you have limited opportunity for oral demonstration (to the GM and to other students) of your learning and knowledge. Demonstration of your competence in MAP relies heavily on your

- written study-packets
- qualifying paper
- thesis plan
- master’s thesis

We encourage all students to make use of the PC Learning Commons supported by your tuition dollars. A link to the Learning Commons appears on the PC website. The professionals at the Learning Commons are not editors looking at your drafts for grammar errors, but rather writing support professionals who help you construct your paper from the ground up. If your GM and/or CFA determine that you need assistance in writing beyond general fine-tuning and support (i.e., your writing falls below graduate-level, scholarly writing), you may be required to seek assistance. You are welcome to hire a tutor or editor for your work.

Ultimately, a student is responsible for presenting graduate level writing in MAP. If your writing is not up to graduate level standards, you may be unable to fulfill your coursework and thesis requirements.

Note: Plagiarism is unacceptable under any circumstances. The faculty of Prescott College’s MAP reinforce the College policy on academic integrity, located in the ACC on the college website.

Professional Documentation Styles
In written work in MAP, you are required to follow the writing and publication guidelines for your field of study (e.g., APA, MLA, etc.). Please confirm the appropriate style to use with your CFA and GM. Visit the Learning Commons webpage and blog for more information on style manuals and on writing in the correct style for your discipline.
Course Study Packets

Course study packets in MAP document and demonstrate graduate learning for mentored theory and research courses, the practicum, and the master's thesis. In instructed courses, instead of course packets, your instructor will have specific assignments, due dates, and procedures for turning in assignments, which are defined in the course syllabus.

For each mentored theory course and the practicum, you will complete a course study packet and submit it to your GM. Course study packets are reviewed and evaluated by the GM. They are submitted to the GM and CFA, not to the Academic Operations Office.

These course study packets are sent to your GM, and spread out over the duration of the semester, with enough time in between each packet (we recommend three weeks between each packet) for your GM to provide feedback that can be incorporated into the next course study packet. Please follow the recommended schedule for completing and submitting study packets on the MAP calendar. Be sure your GM knows when to expect each packet and the return feedback on the packet, ensuring that your coursework can easily be completed over the course of the semester.

The study packet process is designed as an opportunity to demonstrate, practice, and strengthen your research, writing, and critical thinking skills in preparation for the thesis. This process of completing multiple study packets throughout each semester, and receiving specific feedback on each packet throughout the semester, should ensure that your learning develops and increases over time. The time in between packets, when you reflect on your original work and the feedback received from your GM, is an important aspect of scholarship. As John Dewey noted, there is no learning without reflection. Therefore, while the packet recommended mailing dates may be adjusted by you and your GM, this exchange of study packets and feedback should happen in a way that distributes and sustains the conversation adequately over the course of each semester. A GM may approve the receipt of two complete packets on one packet submission date; however, you may not submit multiple packets all at the same time or complete all the semester’s work within a short period of time.

MAP is designed to be a supportive academic setting, in which course study packets document your ability to independently research the literature in a field, and to think critically about, evaluate, and synthesize the results. Written work reflects your awareness of a domain of knowledge larger than the specific topic of an individual paper.

Specific contents for study packets are defined below. Generally, each one (including the qualifying packet) will include a principal paper, which is a formal or critical research paper.
• written for a scholarly rather than a popular audience
• that includes, supporting, or defending a thesis statement or question
• that reflects on your research on a topic by presenting conflicting/diverse views as well as your own ideas, interpretations, and judgment
• that includes awareness of the larger domain of knowledge (i.e. the field or discipline) that provides the context for the particular topic
• that acknowledges all sources used

The objectives of scholarly writing include
• answer a question
• develop an argument
• take a stand
• explore implications
• review the literature on a subject

An individual paper should provide sufficient development and support of a thesis statement. Enough scholarly sources should be cited to adequately explore the issues, illustrating your ability to critically examine issues in your discipline.

In addition, your writing should be in your own voice. Some academic disciplines require that formal papers be written in the third-person voice. However, MAP does not require this practice, although you should discuss this with your GM and consider the importance of this approach to your work. When material is quoted or paraphrased, accurate and complete documentation must be provided (see the academic policy regarding Academic Integrity), following the style guidelines consistent with your field of study.

During semesters prior to beginning major work on your thesis, study packets include demonstration of theoretical and practical work you have completed for each theory course or practicum and discussion of how the work relates to your planned thesis. During semesters focused on your thesis, study packets include drafts or chapters of the thesis.

**Study Packet Contents**

* A course study packet for a theoretical course must contain the following three ingredients:
  • a cover letter
  • 15 pages of scholarly writing that documents the learning for the course
  • something else

* A study packet for a practicum must contain the following four ingredients:
• a cover letter
• 15 pages of scholarly writing that documents your learning during the practicum and understanding of the integration of theory and praxis
• a journal of your practicum attached as an appendix to your paper
• something else

**Important:** These are the minimum guidelines for each individual course study packet. If you submit a study packet fewer than 15 pages, or that is not of a quality insufficient for graduate work, your GM will likely require you to redo the study packet. If your study packets fall below the program’s and your GM’s expectations two or more times in an enrollment period, you may be at risk of losing full credit for the semester.

A study packet during the semester in which you are working on your **thesis** must contain the following three ingredients:

• a cover letter
• scholarly writing leading toward the completion of the thesis
• something else

**NOTE:** The something else ingredient is optional during any semester where the primary focus is the thesis. If the inclusion of a creative or non-verbal packet ingredient continues to support the student’s learning and writing, then it should be continued. If it is a distraction from the thesis writing process, it should be eliminated.

**IMPORTANT:** In a semester focused only on the master’s thesis, scholarly writing means thesis chapters or drafts.

1] **A cover letter is the first required ingredient of every study packet.**

• Please provide a detailed exploration of any or all aspects of graduate study and your life relevant to your study. Please address any specific areas on which you would like your GM to comment. Share as much about your process as you are comfortable to stimulate and nurture dialogue and respect between yourself and your GM
• Explore your development of social and ecological literacies and your current thinking about these literacies
• Discuss your ideas about the forthcoming thesis and explore where you are in the process of thinking about the thesis question. Relate how the coursework and papers included in the packet support or relate to your current thinking about the thesis question
If someone other than your GM is serving as the mentor for a course, the cover letter should be copied to your GM to keep her or him informed about your overall process/progress in the program.

2] A minimum of 15 pages of scholarly writing is the second **required** ingredient for each study packet.

   - This may be one or more individual papers totaling 15 pages or more. It may take any format deemed appropriate by you and your GM. Most packets include one 15-page research paper.

   - All writing should be original thought vs. reportage and include appropriate depth of inquiry. Your writing should demonstrate both breadth and depth of understanding of the materials being studied and the field of study. Your writing should be clear, direct, expressive, and at the same time both personally meaningful and academically sound.

**NOTE:** Though the form of the documentation may change during a practicum, these minimum guidelines for written work are not reduced when you are involved in a practicum.

Here are some examples of scholarly papers that might be included in a course study packet.

   - **Standard scholarly research paper** using a format similar to a master’s thesis, but shorter. It generally includes an introduction to a problem, a discussion of related literature, methods and methodologies used, analysis/discussion, results, and conclusion

   - **General research paper based on the reading** that uses for its method a literature review, a critical response to the reading, a comparative essay on two or more texts or journal articles, etc., in which you bring the readings to your own conclusion or hypothesis. This paper must be a detailed, critical, reflective articulation of the meaning and thought you have derived from the material. It should synthesize and integrate materials read and present an analytical discussion of the data and your conclusion. You may wish to review journal articles, college textbooks, or any other scholarly texts.

   - **A research paper that centers on a case study.** This paper would present a specific case or situation that addresses a research question through analysis, synthesis, and application of theory and current thought in the field
• If you are in **studio, visual, or expressive arts**, you might also include: a research paper that examines one or more artists whose work influences or relates to your work; research on a museum that includes a report/analysis of an exhibit and catalogue; a researched comparison of a recent exhibit or performance with the artist’s previous work and prior reviews of it; an interview, report, and analysis on local artists

• **Required scholarly paper for the practicum.** A paper that explores the integration of theory and practicum must be submitted to the GM. This paper is in addition to any field-based or onsite requirements and expectations of the practicum. The paper should also discuss your learning during the practicum. As noted below, please include an overview of the actual work, hours, and so on

**Additional papers or ingredients**

These items may be included as part of the scholarly paper requirement, but may not constitute the entire 15 pages of scholarly work and cannot serve as the principal research paper required in the qualifying packet:

• **Annotated bibliography.** Please discuss with your GM the focus or tone of the annotating, but generally this will include a brief critical reflection on the text (rather than an abstract of the text)

• **Essay on field-specific topic.** This might be a written report demonstrating your knowledge in research methodologies, critical theories, or any topic within the field of study

• If you are in studio, visual, or fine art, or expressive art therapy, you may include a **portfolio** of photography, paintings, sculpture, or individual creative work

• If you are in creative writing or expressive art therapy, you may include a **portfolio** or individual works of fiction, creative non-fiction, or poetry

• If you are in dance, theater, expressive art therapy, or other expressive- or performing-art fields, you may include a **video, slides/photographs, or a report** on a performance

• **Required report on the progress of the practicum:** This could include details on the hours spent doing the practicum or meeting with your practicum supervisor, as well as thorough and thoughtful discussion of your learning. For the visual artist, this should include photos or video and a critique of the work in progress

• **Essay on graduate study,** such as the art of critical thinking and writing, or any other aspect of your program

• Report on your attendance at a **professional conference or seminar.** These reports might include informative reading done in preparation for the conference or seminar; papers or other products completed; information on the
organization sponsoring the event; report on facilitators at the event including critical responses to written work of such presenters, a bio or history of the presenter, or any other information significant to your studies; and any aspect of the learning relevant to your graduate studies

- Report on your participation in an academic course or workshop. Although PC cannot give transfer credit for a course attended at another college or university, students can attend such courses and write about them as part of their study packets. Such reports might include information on reading done for the course, papers or other products completed, and any aspect of the learning relevant to your graduate studies

- Some other scholarly paper determined by the student and approved by the GM, or anything specifically requested by the GM

- Draft of the thesis plan

NOTE: Revisions of the QP or any packet do not constitute a new packet.

3) “Something else” is the third required ingredient of each study packet.

The something else is the place where you round out your academic writing with some creative expression. The something else can be informal and creative. This piece is not non-scholarly—rather it is beyond scholarly.

Something else might be some tangible object, artwork, a field experience documented by photos or story, poetry, a song, or free-form written expression of the myriad ideas you are contemplating. It might be an artistic piece that visually demonstrates your feelings about the topics being studied. This is a place where you can be creative in giving a reactive or less-than-critical response to a book, conference, or experience. This piece can be documentation (in any form) of any other event, material, or thoughts that are relevant to your study.

Some examples are

- a video or photographs from your vacation in a non-industrialized country that enlightened you about non-Eurocentric approaches to education
- a collage made from magazines that demonstrate how a topic being studied is currently represented in the media
- reporting on interviews with an adolescent and a person over the age of 70 about how a topic being studied appears to them
- samples from plants grown using the alternative farming/gardening method being studied
• a videotape of a performance by the local pre-school that demonstrates one teacher’s thoughtful approach to multicultural education
• a personal response or an informal review of a conference or book
• artwork or poetry created in a supervised expressive arts therapy situation
• documentation of a visit to a classroom as seen through the eyes of the children in their letters

Something else is a required ingredient to each study packet, but it is at your discretion how to fulfill this requirement. We ask that you have some thought or reasoning that ties the something else to your learning. How broadly that connection is defined is up to you. If your GM repeatedly cannot see the connection to the learning or program in the contents of the something else, he or she may request something different from future offerings, or may ask you to be clearer in defining the connection to your learning process. This packet ingredient is a tool designed to give you the opportunity to be freely and creatively expansive in demonstrating your learning.

**Packet Submission Logistics**

Most students and GMs carry out the study packet writing and review process via email. In any full study packet mailed to the GM via U.S. Post, you must include two copies of everything (including the cover letter). GMs keep one copy and send back the other copy with comments and a letter of response. Please also include a self-addressed envelope with sufficient postage for the GM to return to you one copy of everything in the packet.

Whether received electronically or via U.S. Post, **GMs are asked to review and return your packet within two weeks of receipt.** If a GM chooses to withhold evaluation on a packet or thesis chapter while waiting for further work from you, it is the GM’s responsibility to communicate this preference with you, and if possible provide enough feedback on the materials received for you to feel secure to proceed. If you or your GM finds that this timeline is not being kept by one partner in this team, early and honest communication should clear up the situation.

**Flexibility**

These are the procedural guidelines created for study packets, but many students and GMs decide to choose other options. For example, most students and GMs do their work primarily through electronic mail. For those who use hard copies, some faculty/students choose to have the student send only one copy to the GM so that the GM can make the second copy after adding her or his comments to the papers. Some GMs who live in the same city as the student choose to meet for a specified amount of time to review each packet; these GMs must still provide written documentation of their evaluations to their students. Whatever choice is made, the responsibility of covering the cost of postage and phone calls is yours.
Institutional Review Board

Before a student begins to carry out any research for the master’s thesis or for course-related preliminary research that involves living beings or systems*, an Institutional Review Board (IRB) proposal must be approved through the process outlined by the PC Institutional Review Board (see the PC IRB/Research Ethics webpage). The IRB webpage describes all steps of the proposal and approval process and provides important direction and resources for ethical research. This policy is in place to ensure that any research that could affect living beings or systems has been thoroughly vetted under the guidance of your GM and CFA or the thesis committee.

*Living participants and living systems include the biological, ecological, and cultural context of the research. For example, in a proposal to use a poison to kill native species in an ecosystem such as a stream or river in order to introduce non-native game species, as was done on the Green River in the 1950’s, should go through a review by the IRB in order to evaluate its ethical and ecological values.

If any living beings or systems will be part of your research in any way, the thesis plan must include a full research proposal or (if approved by your CFA) the IRB Proposal Review Form (see the PC IRB/Research Ethics webpage).
Thesis Plan

The following steps must be completed for your thesis:

• Identify the academic focus of your thesis
• Identify a second reader with your GM (NOTE: second readers should be identified before you begin the 2 credit Thesis Plan & Research Design course otherwise approvals may be delayed)
• Complete and submit the Thesis/Capstone Second Reader Request form
• Complete a Mentored Course Contract for the Thesis Plan & Research Design course.
• Complete a detailed thesis plan in the 2-credit Thesis Plan & Research Design course with your GM and seek approvals by your thesis committee (CFA, GM, and external second reader). Full procedures for the review process are below.

IMPORTANT: It is an academic policy of MAP that before a student begins to carry out any research for the master’s thesis or for course-related preliminary research that includes with living beings, an IRB must be approved through the PC Institutional Review Board (IRB) evaluation process (see Research Ethics-IRB on the PC website). This policy is in place to ensure that any research that could affect living participants/beings has been thoroughly vetted under the guidance of your GM and CFA or the thesis committee.

What to Include in the Thesis Plan
There is not one required format for the thesis plan; the following describes items that must be included. Please be very specific and thorough in creating your thesis plan. The more specificity you include, the higher the likelihood that committee members will have the same expectations regarding the outcome of your thesis. Clarity of understanding in the planning stage makes the writing and revision process smoother. The thesis plan is written in the future tense.

It is expected that your thesis plan will include

• A narrative overview of the thesis, including the academic purpose of your thesis
• identification of the reviewers and their fields of expertise (thesis mentor, second reader, and CFA);
• reference to either the potential impact or the complete lack of impact (rare) on any living beings; if there is potential impact on any living being(s) your thesis plan must include certification that the IRB training has been completed and a full IRB proposal must be completed and approved through the PC Institutional Review Board (IRB) review process (see Research Ethics-IRB on the PC website);
• clear organization and labeling of each of the five standards and required thesis components:
  o background and discussion of the issue leading to the question or problem to be examined in your thesis
  o review of the existing literature
  o discussion of and scholarly support for the methodologies and methods used
  o discussion of the research/results/findings
  o conclusion(s), including the limitations of this study, future research needs, and practical application of your findings
• an overview of what the final write-up will probably look like (include a potential table of contents or outline)
• a timeline for research completion, writing drafts or chapters and submitting them to the committee (specific calendar with deadlines)
• a preliminary proposal for your colloquium presentation on the thesis

NOTE: Most faculty are not available in the summer; therefore, evaluation of your thesis plan is not assured in the summer

IMPORTANT: If your thesis will not be in the form of a standard five-chapter thesis, your thesis plan must include clear explanation of what the format will be, how the above required components will be included, and how your format meets the academic purpose of a master’s thesis. All standard components of the master’s thesis must be included in your thesis in some form, and the thesis plan must make clear to your committee how you intend to include these components (see the section on the contextual or descriptive essay in the thesis section of this handbook).

Once you complete the Thesis Plan & Research Design course and your thesis plan has been approved by your committee members, you submit your thesis plan to Academic Operations via the submission link on the PC Website. The Academic Operations personnel distribute your plan to the committee members to obtain their direct approval of your plan for her records. In subsequent semesters after the committee approval of your thesis plan has been recorded, when you register for thesis credits include the following on your Mentored Course Contract:
• a summary statement about your thesis, including the question/problem, or subject with which you are working
• an update for your committee members on the progress toward thesis completion
• changes from the original thesis plan
• an updated timeline for research completion and writing drafts or chapters and submitting them to the committee (provide a specific calendar with deadlines)
The Five Standard Components of the Master’s Thesis
The master’s thesis is written in a combination of present and past tenses.

BACKGROUND AND DISCUSSION OF THE ISSUE
- Give background information and contextualize your area of research and academic purpose for your research
- Identify the research problem or question that you will address in your thesis
- Describe the goals, objectives, and/or expectations, etc. for your work
- Clarify how your work relates to the existing state of knowledge and practice in your field
- Explain how it will be useful and to whom it will be useful (purpose)
- Talk about the personal significance of this area of research and why you have chosen to do this work
- Portray who you are in the context of this study and what you bring to the table (your background and ontology, biases, assumptions, etc.)
- Demonstrate why you believe you have the knowledge and skills to undertake this project

REVIEW OF THE LITERATURE
- Identify key theories (at least four) that inform your work or assumptions
- Describe the body of literature that you plan to cover (include key words and data bases you will use, as well as a preliminary bibliography)
- Discuss the breadth of your planned review
- Include a 1000-word sample of your literature review
- If applicable, include theorists whose work contradicts yours

DISCUSSION OF THE METHODOLOGIES AND METHODS USED
- Provide an overview of your research methodology.
- Ground your research by identifying theories that have been proposed to explain, define, or discuss the question or problem you have identified.
- Discuss your choice of a research paradigm. The type of question asked by the researcher ultimately determines the type of approach necessary to complete an accurate assessment or exploration of the question/problem. There are four main types of research that you will probably pick from:
  - Exploratory research
  - Descriptive research
  - Correlation research
  - Experimental research
• Describe your theoretical perspective or philosophical stance informing your methodology
• Describe what lenses you use as you consider this project/study and how they influence the design (methodology)
• Describe your research design or methodology, which includes your research strategy and plan of action
• Describe procedures and techniques for conducting the research, and in very specific detail the participants, testing instruments, and methods of collecting and analyzing data. Since all forms of data collection present advantages and disadvantages, it is often useful to adopt more than one method to maximize the advantages
• Describe the lenses will influence your analytical approach(es) as you interpret your research results (methodology)
• Explain the literature or other research methods you plan to use to validate the integrity and reliability of the work
• Tell about the authors or texts that were or will be considered in designing the research
• Include a discussion of the potential impact of your research on living participants: living participants include human beings, communities, ancestral or other artifacts that are the cultural property of a living community, plants, animals, any biological species, landscapes, ecosystems, water systems, etc.
• If any living participants will be part of your research in any way, the thesis plan must include certification that the IRB training course was completed as well as an “IRB Proposal Review Form” with complete information about plans for the use of human or living participants, including the selection process, informed consent and confidentiality issues, demographic characteristics—see the web page on the MAP IRB (Institutional Review Board).

DISCUSSION OF THE RESEARCH/RESULTS
• Discuss your willingness to not know what this section will be; i.e. consider your biases, objectives, or agendas and how you plan to let them go and allow the research to dictate the results
• Provide your plans for demonstrating the results to readers
• Discuss possible forms of presenting results/data in addition to text, such as tables, art, transcripts, etc.

CONCLUSION
• Include what components (not content) you think you will include here
• Discuss limitations of your study/research/work
• Provide your thinking about future research or what is not being addressed by this research
• Include your willingness to not know what this section will be

Thesis Committee
A committee of three people review and approve your thesis plan and, eventually, your master's thesis. Committee members include

(1) your GM,
(2) the thesis second reader, and
(3) your CFA or an individual 3rd reader assigned by your CFA.

In consultation with your CFA and GM, you may select additional consultants to review your thesis plan. For example, you may wish to request another GM or master's student in the same field to read your plan and provide additional feedback. (This is done at your discretion and expense, if any.)

It is important that your thesis committee includes people with expertise in the fields relevant to your proposal. For example, if you are going to engage in program evaluation, then it would be appropriate to have someone on your thesis committee who has expertise in program review and evaluation.

Thesis Plan: Procedures for Submission, Review, Revision, and Approval
1. Verify that the prerequisites for your thesis work have been completed, approved, and recorded by Academic Operations: all theory course work, qualifying paper, and qualifying presentation
2. A Capstone/Thesis Second Reader Request form (available in the MAP forms on the PC website), along with the second reader’s CV or résumé, should be submitted as soon as your CFA and GM have given verbal approval. Second reader requests must be approved prior to your thesis plan submission and should be approved before you begin the Thesis Plan & Research Design course to avoid delays in final approvals
3. After getting close to your question with your CFA and GM, arrange a virtual meeting (phone/SKYPE conference) with your committee members (CFA, GM, and second reader) to discuss and finalize your question and research design concepts
4. Three months (not counting holiday breaks or summer, unless you are enrolled for summer) before you plan to begin thesis work, following the procedures outlined here, submit your thesis plan to your committee members. In general, your committee members will read the plan and make suggestions for revisions.
Reviewers will provide notes about specific areas of the plan and write a brief overview describing reactions and suggestions.

5. After receiving the second reader’s comments submit the plan with these comments to your CFA who will review the comments and add comments.

6. After the first reading by each reviewer, make a revision incorporating the suggestions received (in consultation with your GM), and send your plan to the second reader and CFA again. Continue this process until all three readers have approved your plan. (A choice not to incorporate feedback must be approved by your GM, and you are required to provide sound, scholarly explanation to your second reader and CFA as to why you chose not to do so).

IMPORTANT: Every effort should be made to address any reader’s concerns so that the plan is in a form that fully satisfies each reviewer. A plan that has full endorsement by all readers is much more likely to result in a thesis that has the full endorsement of all readers.

7. Once the thesis plan has been approved, use the Thesis Plan submission link to submit your paper to Academic Operations. Academic Operations will verify approval from everyone on the committee. Your thesis plan is not approved until Academic Operations have recorded it.

8. **Completion of the Thesis Plan & Research Design course and the review and approval of your thesis plan and IRB proposal must take place before you begin thesis course credits.** All students complete a thesis plan. Some students will have completed an IRB, gained approval, and completed research in prior coursework.

9. When you enroll for thesis credits, after your Thesis Plan & Research Design course is complete and your thesis plan has been approved by the faculty, you must also submit a course contract. Submit this thesis course contract for each semester that you enroll for further work on your thesis; the thesis course contract allows you to provide your committee with an update on the thesis progress and the timeline for completion. You may not take an incomplete for Thesis credits as you will enroll in thesis credits each semester until your thesis is complete.


**Research Component/Graduate Level Research**

How do you design and carry out a research project or problem? What constitutes graduate-level research? What characterizes and defines each of the many research techniques and methods? You will explore and answer these questions as you demonstrate your competency in research methods.

In addition, as MAP scholars in all fields of study, you must include an actual research component in your program. Please keep in mind, and discuss with your CFA, GM, and other faculty, your plans, and ideas for carrying out your research while you undertake your research methods credits.

When you are awarded the master of arts degree, your thesis will stand alone as documentation and demonstration of your academic work and attained knowledge in your area of study. Therefore, your graduate level research must be relevant to and documented in your thesis. The research and literature review may have been completed as part of your course study packets, your approved qualifying packet, or done specifically for the thesis itself. Regardless of how and where you choose to complete the research and literature review, they must be documented in your thesis, either as a chapter or chapters, in an appendix, or as part of a descriptive or contextual paper included with a creative or production thesis (see the section on the master's thesis.)

Occasionally a MAP scholar may choose to do a creative or applied project as the thesis, e.g., a thesis for a student in the creative arts may be a theater production or a portfolio of work created during enrollment in MAP; a management student may create a business proposal; and so on. In these cases, the creative or applied thesis project must include a written component that documents the research done throughout your program and which led to the completion of the creative thesis project. Documenting the research means including information on the literature review, research methodologies, and a discussion of the conclusion that led to the thesis (see the section on the master's thesis that discusses the creative or applied thesis.)
The Master’s Thesis

Following the theoretical coursework and the practicum work, you engage in the process of constructing a thesis combining your theoretical learning, practical experience, and research constituting a relevant contribution to your area of study. The thesis is read by your GM, a second reader of your recommendation, and your CFA/third reader. Your thesis may be a quantitative or qualitative study, theoretical, or a creative or applied project (curriculum, portfolio, business plan). The results of your master’s thesis may take the form of a creative, business, or curricular project. However, all have a research component.

The thesis is expected to
- include the standard required components of a master's thesis
- combine theory and praxis
- document the literature review and other research you have completed
- reflect your unique combination of interests and studies
- make a socially and environmentally responsible contribution to the field

Thesis credits (including the thesis plan (2 credits) account for a minimum of 12 semester hours of credit.

At the completion of your thesis and all final course evaluations, you are required to have your master’s theses bound for the PC Library and published electronically through ProQuest. You may elect to have additional copies bound for your personal use.

Final Thesis Semester

You should do most of the research for your thesis before enrolling in your final semester. The final semester of thesis credits should be a culmination of the research carried out over the prior semesters of theory, practicum, and research. Your final semester is intended to be a period of (student) documenting, (faculty) reviewing, and (student) editing and finalizing of your master’s thesis. While some additional research is often required during this final period of documentation, it is not reasonable to take on a brand-new research subject during a single fulltime semester and expect to finish a draft of the thesis as well as the entire review and revision process in that semester.

Many students choose to complete the thesis over two or more part-time semesters of enrollment in thesis development credits.

Consider carefully your thesis planning, development, writing, review, and revision process, keeping in regular communication with your thesis committee readers, so you are not required to enroll for more than 12 thesis credits. If you enroll for thesis credits that bring your total to 12, but do not finish the thesis during that period of enrollment you are required to enroll for 3 thesis completion credits the following semester and any additional semesters needed to finish and bind your thesis. You may not take an
incomplete for thesis credits. Time management is strongly recommended to avoid the risk of registering (and paying) for more than the required 12 thesis credits.

Students and faculty often refer to a semester as either the student's final semester or the student's thesis semester; however, a student can enroll for thesis credits during multiple semesters to complete the thesis. The only guarantee that a given semester is indeed your final semester is that you have submitted a draft of the thesis to your entire thesis committee, all three committee members have read and approved the thesis, and all end-of-semester materials as well as all other graduation requirements have been received and recorded in Academic Operations by the final day of the semester, including your thesis uploaded to ProQuest for binding.

The Thesis Committee
The thesis committee is the same as the thesis plan committee. The thesis is read by the following three readers, who, along with you, comprise the thesis committee:

- [1] your thesis mentor (your GM)
- [2] a second reader of your recommendation
- [3] your 3rd reader

It is recommended that at least two members of the thesis committee hold a doctoral degree in an academic discipline.

Roles of the Committee Readers

Thesis Mentor:
Your primary GM serves as your course mentor for your master's thesis. During your thesis development and completion process your GM

- continues to receive tri-weekly packets of thesis chapters or drafts
- gives you continual and timely feedback throughout the semester as these drafts are received
- reviews a full preliminary draft of the thesis;
- provides timely, thorough written feedback aimed to support you in preparation of a second draft for the thesis second reader’s and CFA’s reviews and ultimately for completing the master’s thesis
- is available to you throughout the thesis process to assist in determining the most appropriate way to incorporate all feedback received from the thesis readers
- reviews your proposed final draft (completed following the incorporation of feedback from all readers) and either provides feedback for further revisions or signs off on the final thesis

Your GM also addresses quality and structure by looking for

- a well-written, scholarly paper free from spelling and grammatical errors
- consistent presence of your voice and thoughts throughout the paper
• appropriate balance between your authoritative scholarly voice and the previous work of those theorists and scholars through whose work the thesis is framed
• evidence of consistent use of a professional writing/documentation style
• and inclusion of standard thesis requirements in a clear format:
  o appropriate cover page
  o abstract
  o a logical table of contents
  o scholarly text laid out in a straightforward form that includes all required components
  o a proper bibliography(s)

Second Reader:
Your second reader is a content specialist who has expertise in responding to the thesis topic. Generally, the second reader is chosen for the complementary perspective he or she provides to your GM’s review. The second reader
• reviews a full preliminary draft of the thesis and provides timely written feedback
• reviews your proposed final draft (completed following the incorporation of feedback from all readers) and either provides feedback for further revisions or signs off on the final thesis.

An honorarium of $250 is paid to the second reader when you upload your thesis to ProQuest. In most situations, the second reader serves in an advisory role throughout the thesis process.

Note: Under no circumstances may a current student in the MAP serve as the thesis second reader for another student.

Thesis Second Reader Request Form
Choose and secure your second reader in consultation with your CFA and GM as early as possible as you develop your thesis question or plan. It should be submitted at the same time you submit the Mentored Course Contract for the Thesis Plan & Research Design Course.

Academic Operations staff obtain CFA approval of the second reader once you submit the Thesis Second Reader Request form. This is done once your CFA has approved the second reader. Submit the form with a copy of the second reader’s résumé or curriculum vita to Academic Operations using the submission form on the PC Website. These materials will be routed to your CFA for approval.

Please do this as early as possible to facilitate early contact between staff and the second reader and to ensure that the second reader is engaged early in the thesis process. Once the program staff have confirmed GM and CFA approval, paperwork
necessary for payment and guidelines for completing the thesis are sent to the second reader. This assists the second reader with the process of reviewing and returning the work in a timely manner.

**Core Faculty Advisor (Third reader):**
The CFA fills the role of a reviewer and provides the final academic quality control for PC. Occasionally, the CFA may assign another faculty to serve as the thesis third reader, someone who has been trained by the CFA to serve as a third reader. The third reader ensures that the following are true of the master’s thesis:

- The thesis is in an appropriate format
- It is inclusive of all required component
- It is written in proper documentation form and style
- It is of the quality expected of PC graduate students

The CFA or third reader

- first reviews a full draft of the thesis after you have incorporated all feedback from the GM and second reader and provides timely written feedback; some CFA will ask you to send the second reader’s commented draft to integrate comments for your ease of completing the next draft
- may consult with your GM or second reader if there are serious concerns
- later receives your proposed final draft following the incorporation of feedback from all readers. Although he or she may have further comments, it is expected that this draft you send will be worked to the point of completion.

**Specifically, the CFA third reader is looking for:**

**Literature Review/Research/Methods:**

- documentation of a literature review that incorporates various and diverse approaches and opinions relating to the problem or topic, and citation of supporting texts throughout the thesis
- narrative, in the text or an appendix, that describes the methods and methodology used in carrying out the project and writing the paper
- evidence of graduate-level research that resulted in the thesis and which is documented in the thesis
- and if the thesis is a creative or applied project, a narrative that explains why the chosen format was used and what methodology was used in completing the creative work

**Follow-through:**

- a topic that is consistent with the student’s area of study
- a paper that demonstrates goals and form of the thesis as described in the approved thesis plan
- evidence of completion of the <PC IRB process> if living subjects were involved, including copies of surveys, informed consent forms, etc., and careful consideration of ethical issues regarding the study of any living subjects
Copyright permission for any materials that appear to be used beyond standard fair use guidelines

All readers read the paper closely for
  - relevance in the field of study or to ensure that it demonstrates understanding of current thought within the field
  - accuracy or relevance in relation to facts, data, or theory included in the thesis, nor for accuracy or complexity of thought
  - quality or reputation of the sources cited

Content/Style of the Master's Thesis
Completing a thesis offers you the opportunity to articulate your personal understanding of a clearly defined topic of compelling interest, drawing together learnings from the graduate study and research to this point. A master's thesis generally combines existing theory relevant to the field of study, with personally constructed knowledge, documenting for others an individually significant and socially useful step toward resolving or understanding the area of study you have examined.

The master's thesis may be a quantitative or qualitative study, theoretical, or a creative or applied project. In every case the thesis is expected to combine theory, research, and practice, to reflect your unique combination of interests and studies, and to make a socially and ecologically responsible contribution to the field.

You may choose to incorporate specific material or a paper that was completed during MAP coursework into the thesis as the research component, literature review, or another chapter or section of the thesis.

PC does not require a specific or typical thesis format so that you may be creative. The thesis must include documentation of pertinent research and preparation (including the literature review) done in preparation for writing the thesis. This is true in all cases, including both a thesis that is a formal research paper, as well as a thesis more creative in format, such as an, artistic creation or original theoretical hypothesis. Even though a thesis from a student in MAP may not take the form of a traditional five-chapter thesis, it must have all five components of the traditional thesis incorporated in some way. See the section that discusses the thesis plan.

Reminder: Every thesis must include an introduction to and discussion of the issue; a review of the literature; a discussion of the methodology and methods used; a discussion of the research carried out/results; and a conclusion that summarizes and addresses what might come next.

The Creative or Applied Master’s Thesis
You may elect to complete a thesis in which the results of your research are presented in a creative or applied work, such as a curriculum, project, business plan, art portfolio,
video, or a novel or other creative writing project. This will require the completion of a contextual or descriptive essay that includes all standard required components of a master's thesis. This is almost always the case if you are earning a Master of Arts degree in Arts & Humanities with an emphasis in fiction, poetry, painting, filmmaking, studio arts, theater, etc.

Often MAP students who are teachers present a new curriculum in a specific content area, such as social justice, literature, history, ecology, conservation, and so on. Professionals in the business world may present a business model that incorporates ideas from their content area of research, such as sustainable practices, humanistic management, leadership, and team building philosophies, and so on. This creative approach to the master’s thesis is often taken by students in any of the education programs who are presenting new ways to develop curricula or present learning opportunities. This creative approach may serve a student in any of the programs who wishes to present a hypothesis as a usable plan, curriculum, or proposal that can be applied in a school or business setting.

Possibilities for presenting the results of the thesis research in a creative format are numerous and should be discussed with your thesis committee in the thesis planning stage.

If you are either studying language or preparing your work for use in a country that requires a language other than English, you may choose to write your master’s thesis in the relevant language; however, you must also write the full English translation of your own thesis, and the work in both languages must be processed as the full master’s thesis.

**Contextual or Descriptive Essay for the Creative/Applied Master’s Thesis**

A contextual or descriptive essay is required of any student who completes a creative/applied master’s thesis. If you elect to complete a thesis in which the results of your research are presented in a creative or applied work (such as a curriculum, project, business plan, or video), or if you elect to complete a thesis in a language other than English, you must include a descriptive or contextual essay with clear justification for the choice to complete the thesis in the chosen format or language. This section must be included as a part of the final thesis. In addition, the contextual essay must include any of the five required thesis components that are not in the thesis itself, including the research methods and literature review sections of the thesis. This requirement is also true if you are in any of the expressive or creative arts fields, such as studio art, dance, creative writing, etc. and choose to complete a portfolio, a novel, or a production as the master’s thesis.

If you choose a format that varies significantly from the five-chapter model of the traditional master’s thesis, include this descriptive or contextual essay as an introduction, chapter, or appendix to your master’s thesis. This essay may take a form
similar to a standard five-chapter thesis, though abbreviated, but must include any of the five required thesis components that are not in the thesis itself (see the Thesis Plan section for the five required components). The essay might be a separate piece, such as a thesis that takes a non-textual format like a video or other creative work of art. If you plan to publish your thesis in a popular press format for a general audience after graduation, you may elect not to include the research or descriptive sections in the final published (general or popular press) work. The research and any descriptive components must be included in the final approved thesis that will be bound and catalogued in the PC Library and published through ProQuest.

If not included elsewhere in the thesis, the contextual or descriptive essay should include the following components of the master’s thesis:

- clear and relevant explanation of why the alternative model is the most appropriate form for the specific thesis
- introduction and discussion of the issue
- the literature review
- the research methods section
- discussion of the research/results
- a conclusion

Here are some examples of thesis options that are research based but not necessarily traditional master’s theses. Each of these would require a contextual or descriptive essay.

- an original history of a region or culture
- a collection of journal articles intended for publication in a professional, peer-reviewed journal along with a literature review showing the need and motivation for the articles (These articles would include the typical format of introduction, methods, results, discussion, and conclusions with a works cited bibliography)
- an analysis of several key law cases to come before a specific state Supreme Court relating to a topic the student is researching
- a novel about a historical individual or locale
- a fully developed curriculum for a training program based on sound theory, and development of a rationale for the program’s content
- a business start-up plan or a marketing plan for an organization (This might include research in human-resources and related topics such as human rights legislation, the impact of unionization, recruiting practices, the development of organizational policies, and other topics which could lead to the development of a model suitable for various organizations)
- a novel or poetry collection that demonstrates a style of writing based on research done on that style (perhaps a specific writer’s work)
- a novel addressed to a specific population (such as adolescent girls) which provides new or revisionist text about a specific topic (such as body image, self-
esteem, ability, etc.) based on research of problems with current popular, media, and creative text

• (in the field of creative arts) a series of paintings or stories which comprise the thesis portfolio, along with an introduction that includes current theory in the field of studio art or fiction on which the creation or inspiration of these pieces was based

Recommended Timeframe for Completing the Master’s Thesis

You may negotiate with your CFA, GM, and second reader a timeframe for completing the master’s thesis. You must include the timeframe/schedule in your thesis plan, which is approved by all three readers to ensure that you and all readers of the thesis have the same understanding of when drafts of the thesis will be submitted and reviewed.

The graduate faculty have developed a specific recommended schedule for the final thesis semester that is designed to ensure the highest possible chance of completing the master’s thesis during that final semester, and having the Master of Arts degree conferred at the end of that final semester. This recommendation is based on many years of successfully seeing master’s students through this process. Sending the first/preliminary drafts or the final draft to the GM, second reader, or third reader later than suggested by the faculty increases the likelihood that the thesis will not be complete at the end of that semester.

The final thesis, approved by all three readers, must be uploaded to ProQuest by the last day of the semester; missing this deadline will require enrollment in an additional 3 thesis completion credits during the following semester if further revision or work are required.

A final draft that has not incorporated or addressed all the feedback you have received might also result in your being required to register for 3 thesis completion credits in the following semester. If you are concerned about the timely completion of the thesis (and wish to avoid additional tuition or delayed graduation), stay communication with your readers about the feedback and how it will be incorporated, and ensure that the final draft is sent to the readers as early as possible in the final semester. No incompletes will be granted for Thesis work.

Thesis Completion Procedures

Procedures for Submitting the Thesis to the Committee

Consider faculty preferences as well as the faculty recommended timeline (below) when making arrangements regarding how and when to submit drafts of your thesis to your committee.

1. Your thesis second reader must be approved before your thesis plan or thesis is reviewed by any faculty on the committee. Please submit the thesis second
reader requisition form to Academic Operations as soon as you have identified the reader and confirmed the reader’s availability/interest

2. Send your GM (not the second or third readers) tri-weekly mailings during the first weeks of any thesis enrollment—that thesis chapters or parts of the thesis. Your GM responds to all packets and returns them to you within the usual one to two weeks of packet receipt

3. Send a completed preliminary (rough) draft of the full thesis to your GM and second reader as soon as your GM believes it is ready to go

4. Your GM and second reader review the draft and respond to you within 2-3 weeks of receipt
   REMINDER: GMs, second readers, and third readers are asked to review and return each draft of the student’s thesis within two to three weeks of receipt or notify you of the date to expect the critiqued manuscript.

5. Send a revised full draft of your thesis to your third reader as soon as your GM and second reader have both said they believe it is ready for the third reader review (or have said they will now approve it), and after all feedback from your GM and second reader has been incorporated.

6. Your third reader reads the full thesis and within two to three weeks and sends the marked-up copy of the manuscript along with comments and suggestions to you, with a copy of comments to your GM.

7. You make any final revisions.

8. The revised and complete thesis, incorporating all feedback received to date, must be sent to the three readers for final approval. Note: You must also complete the end-of-semester materials and include them for your GM along with the final thesis. The final course evaluation page includes the course description (which describes the thesis), your student self-evaluation (which evaluates the research and writing process), and faculty evaluations (for the GM, second reader, and CFA to evaluate the research and writing process).

9. If, upon receipt of this final draft of the thesis, your committee agrees that the thesis is complete, you launch the course evaluation page for the final thesis, and your GM, and CFA will add their evaluations. -or-
   If, after receiving this draft of the thesis, there are still minor, last-minute suggestions for revisions, your GM, second reader, or third reader notifies you (and GM if the second or third reader) as soon as possible after receipt. In this case you may either wrap up the revision before the end of the semester, or you may be eligible to enroll for thesis completion credits.

10. You handle all aspects of completion (below), including creating and routing the final approval page, uploading the thesis to ProQuest, and ensuring through the program and registrar’s offices that all program requirements have been met.

NOTE: As the procedure is defined here, your thesis committee does not need to meet to discuss the thesis; rather, you and your GM rely on the written feedback from each reader. If one or more members of your committee feel it would be advantageous to meet or to have a phone conference, this can be arranged. This would be at the faculty’s
and student’s discretion. You and your committee handle any arrangements with assistance from the program staff as necessary.

**Faculty-Recommended Timeline for the Thesis Review**

You may negotiate with your thesis committee a timeframe for completing your master’s thesis. This schedule must be documented in your thesis plan, which is approved by you and all three readers.

The graduate faculty have developed the following recommended timeframe for an intended final thesis semester. Note: Completed thesis development credits must total 12 and all requirements must be met by the last day of the semester for a semester to be the final thesis semester. If your approved thesis has not been uploaded to ProQuest by the last day of the semester you will be required to enroll for 3 thesis completion credits.

Using this recommended timeframe during the final semester increases the likelihood of completing your master’s thesis during that semester. Submitting any draft of the thesis later than these dates increases the risk that you will need to enroll for another semester to complete the thesis.

**General Recommendations:** (Actual timelines should be listed in the Thesis Plan and approved by all committee member)

- You should submit chapters, sections, or draft of your thesis to your GM beginning as early as possible in the program
- You should submit a preliminary first draft of your full master’s thesis to your GM six weeks into what you hope will be your final semester
- Your GM should reply within two weeks of receipt
- With your GM’s confirmation that the draft is ready for further review, you should submit a draft to your second reader (you CFA may change the order for this process) that has incorporated or addressed all feedback received from your GM about ten weeks into what you hope will be your final semester
- Your second reader should reply within two weeks of receipt
- With your GM’s and second reader's confirmation that the draft is ready for final review, you should submit a draft to the third reader that has incorporated or addressed all feedback received from your GM and second reader about three weeks before the end of the semester
- Your third reader should reply within two weeks of receipt.
- If all feedback has been incorporated or addressed, and the thesis is at a stage where the full committee is ready to sign off, you should submit the final draft to the committee about one week before the last day of the semester along with all end-of-semester materials. If there is no significant feedback on this final draft, and the final end-of-semester materials and all other graduation requirements
have been received and recorded by the last day of the semester, you will be able to graduate at the end of that final semester.

**Completion**

After your thesis has been approved by all three committee members, there are a number of final steps you and faculty must take to complete the process before your degree can be conferred and transcripts made available.

- Review your grad check letter sent to you by the Office of the Registrar to ensure that all program requirements have been met, received, and recorded
- Launch the course evaluation for the final thesis work
- Confirm that end-of-semester materials, including all course evaluation and informal program assessments, have been completed and received by the Office of the Registrar and CFA by the final day of the final semester.
- Initiate routing of the electronic thesis approval page to your committee using the electronic form found on the PC website
- Upload a copy of the approved master's thesis to ProQuest for microfilming, publishing, and binding by the last day of the semester.

Completion of each of the above items must be done by the last day of the final semester to have the degree conferred on that day. If any of the above items is completed after the last day of the semester, degree conferment will be deferred to the following semester. In these cases, you will need to enroll for 3 credits of thesis completion.

- You must provide one hardbound copy of your master's thesis to the PC library. Note: This bound copy is provided as part of the standing order for PC students through ProQuest. If you wish to provide an alternative hardcopy (for example a bound copy with color plates or reader signatures), you may opt to have the thesis bound through another venue at the student's expense.

**Faculty Preferences**

Faculty members usually have preferences relating to how they receive and review drafts of a master’s thesis. Communicate with your thesis committee readers to find out how and when they prefer to receive thesis drafts.

Some GMs and second readers prefer to receive each individual chapter as is it is completed; some prefer to receive a preliminary first draft of the entire thesis. Please note that the thesis third reader should only receive a full completed draft that has already incorporated all feedback from the GM and second reader (unless a specific request for something other than this is made by the third reader).

Many faculty prefer to receive thesis drafts (partial or whole) by electronic copy and will review them and return them via email. Many faculty prefer to receive thesis drafts only
by hard copy so they can write on them and send the marked-up copy back via US post. Ask committee members about their individual preferences, or at least to communicate to your committee how and when drafts will be submitted for review.

When sending hard copy drafts of your thesis to your GM and the second reader by post, you are required to include self-addressed envelopes with sufficient postage for the readers to return the materials to you.

GMs, second readers, and third readers are asked to review and return your work within two to three weeks of receipt or notify you of the date you can expect the critiqued manuscript.

Format
Each individual documentation style manual has specific requirements regarding the format or organization of the master's thesis. You should follow the guidelines appropriate to your own discipline or professional style guide.

If a style guide does not include such expectations, the faculty makes the following recommendation:

- cover Page
- abstract and Keywords
- copyright
- dedication (optional)
- acknowledgments (optional)
- table of Contents
- list of Tables and Figures (if needed)
- text, beginning with Chapter 1
- works Cited
- appendices

Abstract and Keywords
The abstract is a short passage that appears just before the introduction to the thesis and is required by ProQuest along with recommended keywords.

The style guide for a specific field of study will have clear instructions and guidelines regarding the abstract. APA recommends 120 words or less; "Biological Sciences" 250 words or less. In general, the purpose of the abstract is to summarize the major elements of the paper: objectives, methods, results, and conclusions. It should be concise, specific, and accurate. The intention of the abstract is to allow potential readers to determine the relevance of the paper to their own research.

Keywords are words that describe the topics covered in the thesis and make it easier for others to find the work through ProQuest's database. Each student chooses keywords
for categorization: one to five terms of one to three words is the range of common practice. Keywords can be listed directly before, or directly after, the abstract.

**Including Copyright Information**

All students must include a page with wording as follows. This page will serve as the student’s self-copyright.

You may also choose to have ProQuest register a copyright for them with the U.S. copyright office.

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Copyright © 2016 by Kim R. Student.
All rights reserved.
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No part of this thesis may be used, reproduced, stored, recorded, or transmitted in any form or manner whatsoever without written permission from the copyright holder or her agent(s), except in the case of brief quotations embodied in the papers of students, and in the case of brief quotations embodied in critical articles and reviews.

Requests for such permission should be addressed to:

```
Kim R. Student
331 High Acre Drive
Prescott, AZ 86301
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**NOTE:** You must use your own address/email address and may not use the PC address for this.

**Permissions**

Refer to the appropriate publication style manual for information on when it is necessary to gain permission from a source for materials cited in the thesis. Requests for permission should be made as early as possible as a thesis that is missing permissions cannot be given final approval—this could delay graduation.

If you are using materials for which permission has been obtained from the original owner, the permission must clearly state that it is granted for both the student/author’s use and electronic publication by ProQuest. If you choose not to gain this permission, ProQuest will not microfilm those specific pages; they will include a page with the electronic copy that notes that additional material was left out and that a copy may be obtained through PC library.

ProQuest provides good information about copyright, fair use, and permission, and includes a sample permission letter on their web page: http://www.proquest.com/products_umi/dissertations/copyright/.
The thesis cover page is required for all copies of the final thesis, including the copy of the thesis that is uploaded through ProQuest. The cover page template can be found on the Master’s Program Resources page located under Current Students on the college website.

**Thesis Cover Page**

For all copies, including the required copy that is sent to ProQuest, you must use the thesis cover page. The cover page does not include any signatures as ProQuest will not electronically publish a thesis or dissertation that includes signatures.

You should replace the slots that are identified by italics and square brackets with your own personal typed information. Ensure that the pages are spaced to look aesthetically pleasing (similar to the sample formatting), and include them with the final copy of the thesis that is submitted to your readers for review and approval.
Student Presentations

Students are required to give two oral presentations of their work in progress during your MAP tenure: a qualifying presentation and a presentation of your thesis. They must be designed in consultation with your CFA and GM, and must be approved by them beforehand. In each, you will demonstrate your scholarly authority in your field/discipline. For your qualifying presentation, you present on a topic studied during your theoretical or practical work, and secondly you present on your thesis (the thesis presentation). Presentations are given to an appropriate audience of colleagues with graduate faculty-level supervisory attendance and evaluation. Following each presentation, you complete a reflective narrative essay.

Please note: Considerations for Planning and Designing Presentations and Presentation Tips are offered toward the end of this section.

1. Qualifying Presentation
The required qualifying presentation is done after your first semester and before beginning focused work on your thesis. It can be presented in a variety of formats (see below). The goal of the qualifying presentation is to show your ability to demonstrate effective scholarly presentation skills while you present original scholarly work. The presentation must present your scholarly thinking and not be simply a literature review. You must seek prior approval for all qualifying presentations from your CFA and GM before you schedule the presentation.

You must arrange for a MAP qualified evaluator to be at your presentation, and if your presentation is at a venue other than the MAP colloquia, you must send your GM and CFA a DVD of your presentation. Following your qualifying presentation, you will complete the Qualifying Presentation, Narrative Reflection, and Self-Evaluation Form (this is one form available on the website) and submit it to your GM, CFA, and Academic Operations using the electronic submission process.

Please consider the following formats and locations for your qualifying presentation:

- presentation at one of the interactive or illustrative poster sessions scheduled at the MAP colloquia in Prescott (Specific guidelines for poster sessions are below.)
- presentation at a Prescott colloquium (Students must seek approval from their GM and CFA; then, a student should respond to the call for presentations request sent by Academic Operations each semester.)
- presentation at a regional, national, or international conference, either as a traditional paper presentation, poster session, or part of a panel, roundtable, or fishbowl discussion
• peer presentation to a group of people at your same or greater professional or academic level (e.g., on the job, for the regional office, to a gathering of colleagues, etc.)
• presentation of a professional in-service or workshop for peers or professionals in your field
• a field session (e.g., facilitating a training, interpretive field presentation, etc.)
• a workshop or seminar presented at a community education site (art center, bookstore, wellness center, climbing center, nature center, etc.)

How to Design a Poster Session
Poster sessions are a unique means of communicating scholarly work. They provide an opportunity for one-on-one communication and can be used to share emerging research, new ideas, and program/project designs with colleagues. The structure allows for in-depth feedback, discussion, and critique. Two primary communication goals for a poster presentation are
• visual communication through the poster itself
• verbal communication with peers

Each of these goals requires deliberate planning. Strong verbal communication cannot compensate for a weak visual display, nor can a strong visual display replace the ability to discuss ideas clearly with colleagues.

Two useful resources:
Poster templates:
Poster design and scholarly XXX:

Content for Poster Sessions
Posters present your original scholarly work with the goal of eliciting feedback. They are not for merely displaying information.

The following are some examples of how posters may be used:
• If you are preparing a thesis plan, the poster can describe the proposed research methodology, methods, and research design, including drafts of survey instruments, interview questions, sampling techniques, IRB consent forms, proposed statistical tests, etc. The goal is to solicit suggestions on how to improve the research design
• A poster can display early versions of a project under development (a curriculum, instructional manual, business plan, program evaluation, program design, or artistic creation)
• A researcher can share preliminary data through a poster to elicit new perspectives, different ways to interpret the data, or ideas for future research
• Posters can also be used to describe new or unusual applications of concepts or theories, re-interpretation of data, or a critical analysis of others’ work

Format for Poster Sessions
Posters can be freestanding tabletop displays (cardboard or foam core tri-folds) or mounted on an easel. At each colloquium, posters are displayed for an entire day, and people are free to view the displays when they have free time. There is also a specific time when the presenters must be at their posters to discuss and interact with viewers. Posters need to be self-explanatory because some people will choose to view the displays when presenters are not there.

The following elements must be present in a poster display:
• a short title
• a brief introduction that includes the goals of the presentation
• hypothesis, question(s) being asked, or problem to be solved
• brief description of methods
• graphs, tables, photos, maps, illustrations, or other visual representations, each captioned and labeled appropriately and with credits when necessary
• conclusion
• presenter’s name and contact information
• a bibliography and a sign-up sheet for people to request copies

2. Thesis Presentation
MAP scholars individually give an authoritative and professional presentation of the work done for their master’s thesis at a colloquium in Prescott. Similar to your qualifying presentation, the goal of your required thesis presentation is to show your ability to demonstrate effective scholarly presentation skills while you present original scholarly work. During this presentation, you present an overview of the initial thesis question/problem, research, and findings. Your thesis presentation typically is done during your final thesis semester. Use the same faculty review process as listed for the qualifying presentation. You must arrange for a MAP qualified evaluator to be at your presentation, and if your presentation is at a venue other than the MAP colloquia, you must obtain prior approval from your CFA, record your presentation and send your GM and CFA a DVD of your presentation. Following the thesis presentation, you must complete the electronic presentation narrative evaluation form.

The form of the thesis presentation is open to individual needs and preferences. It is required that each thesis presentation will include

• discussion of the initial thesis question/problem, research, and findings.
Some students may choose to give an alternative presentation of the thesis in addition to the overview of the initial thesis question/problem, research, and findings, and may consider any of the following possibilities for the thesis presentation:

- demonstration of the work, project, or model
- an art show or reading
- demonstration of a method or technique of practicing one’s profession
- skills workshop

**Presentation Proposals**

**How to Propose a Presentation and Obtain Faculty Approval**

- 1. Complete the Presentation Proposal Form submit to your GM and CFA for approval three months before you plan to present, leaving adequate time for discussion, revision, and approval before the deadline for submission to be included in the colloquium schedule.
- 2. Once you have approval, submit the Presentation Scheduling Request Form when Academic Operations sends the request via email approximately two months prior to the colloquium. You will include the following on the form:
  - a brief, relevant descriptive title
  - a two to three sentence description written in third person
  - other special needs, such as audio/video needs, scheduling needs, etc.

Audience evaluation forms are available on the website and in the presentation rooms during colloquia.

MAP does not have specific requirements for location or venue, or number of audience members; these are agreed upon by the student, GM, and CFA. Length of a standard presentation is no more than 30 minutes when presenting at Colloquia (creative & experiential sessions length can be negotiated with Academic Operations). The narrative section of your presentation proposal should incorporate or address the following:

- the anticipated audience
- goals and objectives including both what you hope to gain from the interaction with viewers and what viewers will gain from the poster and discussion
- discussion of the topic and the specific relationship to your scholarship
- rationale describing readiness to present with authority the scholarship, research, or results of research (including projects)
- discussion of social and ecological themes that will be covered within presentation
• description of any handouts, including a bibliography in appropriate professional style
• description or examples of intended visuals such as graphs, tables, or photos; examples can be sent as a separate document
• planned experiential and informative activities aligned with the goals and objectives
• discussion of the form and format, including an outline (scripted time for each segment and planned time for discussion and written feedback from participants)
• sample resources (in appropriate professional style)
• copy of the audience evaluation form to be used (either obtained from the MAP forms section or created by the student presenter)
• your recommendation for the required graduate faculty-level supervisor to attend and evaluate the session (MAP faculty member, supervisor, colleague with faculty-level qualifications, video-taping of the presentation, conference organizer, etc.)
• options for inviting people to attend the session. The PC and larger Prescott community are always invited to attend colloquia and benefit from the work of students and faculty. The faculty wish be informed and involved when an off-campus presentation by one or more students is taking place that would be open and of interest to PC community members. The college staff will assist in promoting an event and inviting our community if you desire. For example, if several MAP students present at a national conference or hold an art show, or if a student gives a public lecture, the college staff can send notification of the event to alumni, current students, friends of the college, prospective students, and others.

The schedule is posted online approximately three weeks prior to the colloquium. Notification of the posting is emailed to students, CFAs, and GMs, which notifies presenters of the day, time, and location of the presentations.

Considerations for Planning and Designing Presentations
Students, CFA, and GMs may wish to consider these options when planning a presentation:
• an experiential presentation and/or discussion on a specific topic within the presenter’s field of study
• an experiential presentation and/or discussion on a book, article, or essay that participants will be asked to read in advance
• an experiential presentation and/or discussion on a current issue or controversy which is either interdisciplinary or specific to the presenter’s field
• an examination of a case study presented by faculty and/or students with different philosophies, approaches, or perspectives
• an exploration of commonalities and bridges between the presenter’s field and one or more other fields
• a question and answer session
• a poster presented at one of the poster sessions (if the thesis is presented as a poster session, a regular individual session must also be completed)
• a session on a technical skill (e.g., writing, public speaking, grant writing, PowerPoint, etc.)
• any other topic option that allows for a scholarly exploration of a topic and has the approval of the student’s GM

The following criteria should be considered when designing presentations for colloquia:
• Student-facilitated sessions must be high quality, graduate-level presentation
• Presentations should be scholarly, informed, substantiated, and passionate
• Engaging, experiential sessions are strongly encouraged
• Plan each presentation in consultation with your GM. Your GM, and for the thesis presentation the thesis second and third readers, must approve the plan for the presentation before it is submitted to the MAP Office in Prescott for inclusion on the colloquium schedule
• Content of the presentation should be specifically related to your current research, and data should be substantiated with scholarly evidence
• While discussion and participation from the audience is encouraged, the presentation should first provide listeners with evidence of your theoretical and practical knowledge, and a sense of your thinking about your field of study
• Presenters may not ask for volunteers from the audience for any type of therapy or anything that involves touch. If a model or volunteer is needed, before the presentation, the presenter should ask someone specific, preferably a faculty or GM.
• While you should assume primary responsibility for facilitating the presentation, GMs can share in the presentation of substantive material
• In group presentations, high standards must also be maintained. Presenters need to be sensitive to interdisciplinary concerns such as how the research in an individual field affects other fields
• Handouts need to be free from misinformation, typos, and undocumented material
Presentation Tips
These tips are intended to assist students in planning and carrying out a scholarly presentation at the PC campus.

- Watch your time. The next presenter will be waiting to come in and set up in that room, and your attendees must have time to get to another session, sometimes across campus. Assign a time-keeper
- If you have a 30-minute lecture slot, plan for 15 minutes because it often takes longer than expected when you add in audience participation. Allow extra time for questions
- Present yourself professionally
- Use experiential techniques. Lectures can be appropriate in some cases, but students tend to come to PC to avoid that style of education.
- The sky is the limit—if you want to leave Prescott for an all-day field course, do that. Just know that longer sessions create some limits for attendees. But go for it!
- You can use the computer lab, the college grounds, local parks, whatever!
- Be thoughtful about introducing any activity that involves physical touch or emotional involvement. Introduce with an invitation to participate only if so inclined
- If you have handouts, they must be accurate and must accurately cite your sources
- Consider doing a group presentation with your GM, practicum supervisor, work colleagues who you bring with you, etc.

As an audience member: Ask questions that are for your learning and the learning of the presenter. For example: Autobiographical statements don’t add to the learning: “I was in Costa Rica once, too.” Challenging the presenter’s opinion/perspective doesn’t support risk-taking and exploration: “That’s wrong!” Ask questions that will lead to more in-depth understanding of the topic for the presenter and the rest of the attendees: “Why do you think that is so?” “What do you think of Mohanty’s work in this area?”

What Happens Following Your Presentation
Following both the qualifying presentation (or poster) and the thesis presentation you must complete the Presentation Narrative Reflection and Self-Evaluation Form. Please submit this form to your GM, CFA, and the Academic Operations through the electronic submission process.

The response on the form should include
- discussion of the planning process and experience of working with the GM and having the presentation proposal approved by all faculty
• what you did for the presentation
• what you learned from facilitating the presentation
• your experience or interpretation of the audience’s response
• a summary of the audience’s written evaluations
• the actual audience evaluation forms (if photocopies are preferred, these should be copied two-to-a-page and double sided); these can be scanned and submitted to your CFA and GM
• discussion of the evaluative debriefing with your GM and other supervising faculty. (Following the presentation, you should meet with your GM to discuss and debrief the presentation and the audience feedback. This must be done whether your GM was present at the presentation or not. Your narrative evaluation includes discussion of your GM’s comments about your presentation, the response of any other supervising faculty person, and the audience feedback.)

MAP End-of-Semester (EOS) Process

Items to complete before the end of every semester include:
1) individualized course evaluations for all work completed or attempted – these should be submitted throughout the semester as students complete the course, though many courses end towards the end of the semester
2) a student informal program assessment from that includes a full bibliography of all resources used during the semester (submit to CFA and GM)
3) a mentor informal program assessment from your primary GM
4) Residency Attendance Statement only if you did not submit it directly after the colloquium as required
5) Student Evaluation of Resource Faculty form.

Any time you prepare material for an electronic form write this information in a word document and save the document. If your launched document fails, is canceled, or expires you cannot retrieve what you have written and will have to draft your self-evaluations, etc. again.
Specific Ingredients for each item

1. Individualized Course Evaluation(s):

Launch these forms as soon as you complete each course during the semester. **However, all of your course evaluations must be launched before the final day of the semester.** Elements include: a course description, the student’s self-evaluation, a bibliography, mentor’s/instructor’s evaluation, and CFA evaluation and/or signature. For practicum courses a supervisor’s evaluation also is required.

A. The Course Description

**NOTE:** use the course description from your Mentored Course Contract or from the syllabus in your online course.

*All courses must fit the criteria of theory, research, practicum, or thesis.*

If you completed a **practicum**, the course title must include the word “practicum” and the number of credits that apply to the practicum must be noted. The course evaluation might describe the setting in which you worked, the nature of your responsibilities, the total hours worked, and the supervision received (e.g., the number of hours of supervision and the name, title, and role of the supervisor).

If you completed a **research methods course** or if part of a course was devoted to the study of research methods, on the evaluation form please note the number of credits that apply to research methods.

B. The Student Self Evaluation

Your narrative self-evaluation is the place where you evaluate your completed course work. Both your own and your faculty members’ narrative evaluations are correspondent to a grade for work completed. This component must *evaluate* the work completed both qualitatively and quantitatively (45 hours, 30-page paper, etc.) and qualified (excellent, adequate, improved). Narrative evaluations are written in first person. In your narrative evaluation discuss papers written, classes taught, workshops facilitated, and other products that demonstrate your learning. These activities should be described in a way that indicates their breadth and depth as well as their nature. Your narrative self-evaluation should demonstrate your ability for reflective thinking.
Your evaluation should
- supplement your course description to provide a good picture of your work for that course
- include any accomplishments that may not appear in specific course descriptions
- address specific research, learning, and conclusions
- address your overall success for the semester as a self-directed, independent learner and address the quality of the work
- an evaluation for a practicum should address both the learning related to the integration of theory and practice and the paper that documents that learning, as well as the practical or applied experience and learning

C. A Bibliography of the principal sources used for the course (about six to ten)

D. Evaluations from all relevant faculty

- **Your course GM’s or instructor’s narrative evaluation** describes and evaluates the nature, extent, and quality of the work completed during the course. It indicates whether your work for the course is of sufficient quality to justify translation into the number of semester hours of credit included on the course evaluation page and inclusion in your permanent record as learning achieved.

- **A mentor for a practicum** should comment on your understanding of the integration of theory and practice and how well you covered this in the study packet for the practicum. He or she relates what you have accomplished each semester to the academic outcome criteria for award of the Master of Arts degree at PC. If the faculty member is your primary GM, the mentor may also comment on the overall semester (especially as related to your goals) and suggested areas for improvement or direction

- **Your practicum supervisor’s narrative evaluation** describes and evaluates the nature and form of the practicum, confirms your report on hours worked, and evaluates the quality of the on-site practicum work completed during the course. This supervisor comments on suggested areas for improvement or direction
Your thesis third reader's/CFA's narrative evaluation directly relates to your effectiveness at meeting the PC requirements for a master's thesis. The third reader considers the standard contents of a master's thesis, the PC defined expectations of the master's thesis, and the academic outcome criteria for award of the Master of Arts degree at PC.

Write this information in a word document and save the document. If your launched document fails, is canceled, or expires you cannot retrieve what you have written and will have to draft your self-evaluations again.

- For theory and research courses, the course evaluation includes an evaluation from the course mentor or instructor and a signature from your CFA member.
- For a practicum, the course evaluation includes an evaluation from your practicum mentor that evaluates your scholarly paper for the practicum and your ability to integrate theory and practice; an evaluation from your practicum supervisor that evaluates your on-site practicum work; and a signature from your CFA member.
- For thesis work, the course evaluation includes an evaluation from your thesis mentor, and your thesis third reader (CFA).

This course evaluation becomes part of your official PC transcript and must be written accordingly. The writing should be scholarly, describe and evaluate the work completed, and be error-free in form, content, grammar, and spelling.

Please use the electronic form. Course evaluations automatically route to the appropriate faculty member(s) for evaluation and electronic signatures (including course mentor, course instructor, practicum supervisor, thesis second reader, thesis third reader, and CFA member as appropriate). The course evaluation is then automatically routed to the registrar. At this point all evaluators/signers (student and faculty) receive a PDF copy of the executed evaluation.

NOTE: If student content is not acceptable to the faculty evaluators (GM or CFA), the faculty may cancel the electronic course evaluation. The faculty member who cancels the electronic document should notify the student via email of the required changes. The student would then need to resubmit the entire course evaluation.

Note: Letter grades are not given to students in MAP; courses are graded as “credit” or “no credit”
2. My Classroom Narrative Evaluation and Signature Assignment
   - From inside you My Classroom course follow the instructions on accessing TaskStream and logging in
   - Complete a narrative self-evaluation for each course you are enrolled
   - Upload a signature assignment for each course you are enrolled

3. Your Informal Program Assessment of the semester’s work is
   - completed by you and sent to your GM and CFA
   - can be an informal, personal letter
   - must include a full bibliography for the semester’s work
   - will not be part of your transcript or permanent record
   - is emailed to your GM and CFA, who are the people to review it.

NOTE: A template document called "Student Informal Program Assessment & Bibliography" is available on the website.

In the program assessment, we ask you to:
- Reflect upon what you did and what you learned each semester, and how you feel about what they did and learned.
  - What specific learnings can you identify?
  - Which activities and resources were most important for each of these learnings?
  - How did you go about accessing information and resources?
  - Were you satisfied with your studies?
  - What did you find especially successful, important, or useful?
  - What do you wish you had done more of or done better or differently?

- Comment on the relationship with your primary GM, course instructors, any faculty who might have served as a mentor, practicum supervisor(s), thesis second reader, and CFA.
  - Are there ways they were particularly helpful or ways they might have been more helpful?
  - Are there things your GM or CFA could learn from your experience to make graduate study more effective? (If you have comments that you would like kept confidential, you may send them directly to your CFA or the Associate Dean of Instruction.)

- Comment on the experience in the MAP and include any feedback on the student-directed model of graduate study.
• Are there ways the program faculty and administration were particularly helpful or might have been more helpful?
• Are there things the program staff could learn from your experience to make graduate study in MAP more effective?

• Attach a complete bibliography written in the appropriate style and a list of other learning resources (e.g., lectures, conferences and workshops attended, experts consulted, etc.) used during the semester. Please note that the humanities program requires a full, annotated bibliography for the semester.

4. Graduate Mentor’s Informal Program Assessment of the semester’s work is
  • completed by the GM and is directed to you and your CFA
  • an informal, personal letter and will not be part of your transcript or permanent record
  • emailed to you and your CFA for review

NOTE: GMs can type the assessment in a word document or use the template document called "Mentor Informal Program Assessment" located on the college website.

In the program assessment, we ask the primary GM to:
  • Reflect upon the student’s learning this semester.
    o What were the key learnings?
    o Which activities and resources assisted the student the most for each of these learnings?
    o How well did the student access information and resources?
    o What is especially successful, important, or useful about the semester’s work?
    o What would the GM suggest that the student might have done more of or done better or differently?

  • Comment on the student’s academic work and specific areas in which improvement is desired/expected.
    o Are there areas in which the student’s work is not of the quality or level necessary for graduate study?
    o Are there agreements that have been, or should be, made between the GM and student regarding expectations for the following semester?

  • Comment on the relationship with the student.
    o Are there ways the GM feels she or he could have been more helpful?
What were the successes or challenges regarding the student's relationship with any of the faculty who worked with her for the semester?

Are there things the program staff could learn from the relational experience to make M.A. Program more effective? (If GMs have comments that they would like kept confidential, they may send them directly to the CFA or the Dean of Instruction.)

Comment on the experience in the MAP and include any feedback on the mentor/advisee model of graduate study.

Are there ways in which the CFA member could better have served the GM or student?

Are there ways the MAP faculty and administration might have been more helpful?

Are there things the MAP staff could learn from the GM’s experience to make graduate study in MAP more effective?

5. Residency Attendance Statement

6. Student Evaluation of Resource Faculty (Electronic form available on the MAP resources page of the website.)

Due Dates

All forms and documents for the current semester must be submitted or electronically launched by the student before the last day of each semester. If not, a student may receive no credit for the attempted work and experience a delay in student funding or graduation.

This due date is regulated by the Department of Education for monitoring of federally-insured student loans. The PC Office of the Registrar must record, and provide to the Department of Education, each student’s status immediately following the semester’s end.

Corrections to Course Evaluations

A completed course evaluation may be modified to correct the document with GM and CFA approval, provided the modification is submitted electronically for approval within 3 months following the semester in which the work was completed. Corrections are made by launching a new course evaluation.

The student or GM/instructor making the correction must provide a brief written explanation of the reason for the change. All changes must be agreed upon mutually by the student, any involved faculty, and will be reviewed by the CFA member.
Specific End-of-Course and End-of-Semester Instructions:

1. Procedures for Graduate Mentors or Course Instructors

These are the instructions for the GM or course instructor regarding the individual course evaluations.

**Individual Course Evaluations** (see above)

- After the student launches the electronic course evaluation it automatically routes to the course mentor or instructor.
- The mentor or instructor receives and reviews the electronic form with each course evaluation.
- If what the student has written is acceptable, the mentor/instructor completes the faculty narrative evaluation and adds an electronic signature of approval. The course work **must be evaluated** in terms of quality, quantity, depth, and breadth using language that is qualified (excellent, adequate, improved) and where relevant quantified (45 hours, 30 page paper, etc.). The mentor/instructor describes the nature, extent, and quality of the work completed. When the primary GM serves as the mentor for the course, she is encouraged to evaluate the overall work for the semester as well as the specific course as seems appropriate.
- The course evaluation automatically routes to the CFA for approval.
- The course evaluation then automatically routes to the registrar. At this point all signers receive a PDF copy of the executed evaluation.

In the case of a **practicum**, the course evaluation also routes to the **practicum supervisor**. In the case of the **thesis**, the form also routes to the **thesis readers**. And in the case of a course mentored or instructed by someone other than the primary GM, the form routes to the course mentor or instructor and the primary GM.

If the student's content is not acceptable, the faculty member should cancel the electronic form and send an email message to the student and academic operations describing what revisions are required. The student will need to initiate the course evaluation anew.

NOTE: Students are encouraged to complete and electronically submit course evaluation pages immediately after each individual course is completed.

2. Procedures for Practicum Supervisors

**Individual Course Evaluations**
• The supervisor receives the electronic form and reviews the student’s completed course description and self evaluation.

• The supervisor completes the supervisor narrative evaluation. The practicum work must be evaluated in terms of quality, quantity, depth, and breadth using language that is qualified (excellent, adequate, improved) and quantified (150 hours of direct contact time, 15 hours of meeting with the supervisor, etc.). The supervisor will describe the nature, extent, and quality of the practicum completed.

• The practicum evaluation automatically routes to the GM for the practicum through the electronic submission process.

• The mentor adds her evaluation focusing on the paper required for the practicum as well as the student’s overall understanding of the integration of theory and practice. The mentor adds her electronic signature of approval.

• The course evaluation automatically routes to the CFA for approval.

• The course evaluation then automatically routes to the registrar. At this point all signers receive a PDF copy of the executed evaluation.

If the student’s content is not acceptable, the faculty member should cancel the electronic form and send an email message to the student describing what revisions are required. The student will need to initiate the course evaluation anew.

NOTE: Students are encouraged to complete and electronically submit practicum course evaluation pages immediately after the practicum is completed.

3. Procedures for Thesis Readers
   Individual Course Evaluations
   • The thesis second reader receives the electronic form and reviews the student’s completed course description and self evaluation.
   • The second reader completes the second reader narrative evaluation. The thesis work must be evaluated in terms of quality, quantity, depth, and breadth using language that is qualified (excellent, adequate, improved). The work may be quantified if appropriate with length of the thesis, number of sources, etc.
   • The thesis evaluation automatically routes to the thesis mentor.
   • The mentor adds her evaluation The thesis work must be evaluated in terms of quality, quantity, depth, and breadth using language that is qualified (excellent, adequate, improved). The mentor adds her electronic signature of approval.
   • The course evaluation automatically routes to the third reader/CFA to review and add a brief evaluation that addresses the overall quality of the thesis as it...
relates to PC requirements for the master's thesis. The third reader electronically signs the form.

• The course evaluation then automatically routes to the registrar. At this point all signers receive a PDF copy of the executed evaluation.

If the student's content is not acceptable, the faculty member should cancel the electronic form and send an email message to the student describing what revisions are required. The student will need to initiate the course evaluation anew.

NOTE: Students are asked to complete and electronically submit the thesis course evaluation pages immediately after the thesis is completed and approved.