

STUDENT CATALOG

2023-2024



By matriculating, all students agree to abide by the University's rules and regulations. Claremont Lincoln University reserves the right to change the conditions of admission or the course of study; revise degree requirements, academic policies, and procedures; and/or change or cancel courses currently scheduled for the program of study without prior notification. Any changes in the conditions for admission or in the program of study will be communicated to the student in writing.

Accreditation

Claremont Lincoln University is private non-profit university accredited by the WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, (510) 748-9001.

The Commission has confirmed that Claremont Lincoln University has satisfactorily addressed the Core Commitments to Student Learning and Success; Quality and Improvement; and Institutional Integrity, Sustainability, and Accountability and is found to be in substantial compliance with the WSCUC Standards of Accreditation.

To obtain a copy of Claremont Lincoln University's WASC accreditation, please contact:

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Administrative Office Hours:
8:30 a.m. – 5:00 p.m. Pacific Standard Time

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HISTORY OF THE UNIVERSITY

Claremont Lincoln University (CLU) was formed by the vision and passion of philanthropists Joan R. and David C. Lincoln who joined together with renowned interfaith and higher education leader the Reverend Dr. Jerry Campbell to found a new kind of university. Accredited by the WASC Senior College and University Commission (WSCUC), the University specializes in offering socially conscious degrees. David C. Lincoln (1925-2018) was an engineer, entrepreneur, philanthropist, education advocate, and non-profit leader. His companies and other interests have been tremendously successful due to his business acumen and management practices, but also his ethical commitment to advancing the common good. David often said, "Good ethics is good business." David and his wife, Joan (1927- 2016), were particular advocates for education and healthcare.

David C. Lincoln and the Reverend Dr. Jerry D. Campbell together formed a vision that was committed to two complementary concepts: the idea of the Golden Rule as transformative for society and the teaching that culture and practice of ethics in any business or endeavor creates success for individuals, society, and the economy. They believed the outcomes of this approach to education would be tolerance and respect, as well as the ability to better address global problems using collaboration and cooperation to reach solutions and help repair the world. In 2008, they laid the groundwork for a university – one that would support ethical leaders equipped to bring positive social change to their communities.

Building on that foundation, CLU partners with the Lincoln Institute of Land Policy, which is a premier research institution that seeks to improve the quality of life through education, research, and application in the effective use, taxation, and stewardship of the land. CLU offers programs that equip students with the knowledge and skills needed for facilitative leadership in policy, process, governance, and resource stewardship toward equitable, cross-sector solutions to complex societal problems. All CLU programs are supported by the four domains that make up the Claremont Core®; they include mindfulness, dialogue, collaboration, and change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work.

Claremont Lincoln University continues to be deeply committed to ethical leadership, dynamic organizations, and Socially Conscious Education®. Our students are changemakers who step up, take a stand, and initiate change as thoughtful and dynamic leaders. The students' Senior Projects and Capstone Projects are the most immediate and visible examples of this impact. CLU provides innovative undergraduate and graduate offerings with a global view while revolutionizing the online educational experience for students. The CLU curricula provide the keys to unlock students' potential to build communities, bridge gaps, and solve complex problems. CLU was designed from the very beginning to create a student experience unlike other universities in delivering programs through innovative educational technology and digital tools, combined with a signature high-touch engagement model, which sets CLU apart, providing deep, transformative teaching and learning.

PURPOSE OF THE UNIVERSITY

Mission Statement

Claremont Lincoln University unlocks the potential of current and future leaders who seek to address significant social, economic, and environmental challenges.

Adopted by the Board of Directors on February 24, 2023

Vision

A world transformed by ethical leaders and engaged communities.

Core Values

Excellence in Education and Student Success

- By fiercely supporting student success, we pioneer the future of learning and leadership.
- To promote excellence in teaching and learning, we champion scholar-practitioner expertise as vital to the effectiveness of our Claremont Core® and programs.
- Through our commitment to highly engaging curricula and teaching, we ensure that active learners become transformative leaders.

Catalysts for Change

- Committing to innovative thinking about the purposes and practices of learning, we champion our mission and educate for change, focusing on action and impact.
- Responding to current and future challenges, we embrace new ideas and novel solutions to transform the world through ethical leaders and engaged communities.

Ethical & Responsible

- Through mutual accountability and ownership, we educate and lead with ethics, integrity, and sustainable business practices.
- Dedicated to academic integrity and equity, we foster measured, reasonable, and intentional dialogue and collaboration.

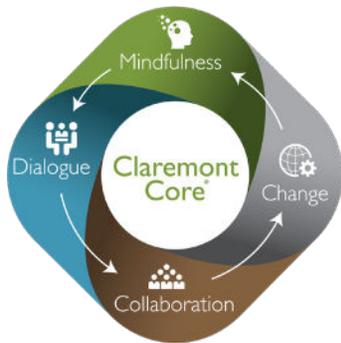
Diversity & Inclusion

- To sustain CLU's distinctiveness, we cultivate a culture of inquiry, inclusion, and trust for robust dialogue and lasting collaboration.
- By valuing different perspectives, we encourage rich and expansive engagement that leads to creative, collective outcomes.

Institutional Learning Objectives

1. Demonstrate resilient, mindful leadership supported by shared power and a growth mindset.
2. Model communication that includes diverse perspectives to build equitable outcomes.
3. Collaborate with key stakeholders to incorporate ethical, innovative solutions for collective good.
4. Facilitate conflict management through respectful dialogue, suspension of judgment, and unpacking of assumptions.
5. Evaluate real-world problems to create constructive strategies based on research to achieve positive results.

THE CLAREMONT CORE®



To support the mission and vision of Claremont Lincoln University (CLU), the Claremont Core® and its four domains of mindfulness, dialogue, collaboration, and change were integrated throughout all programs. In an increasingly interconnected world, leaders who seek to make positive, sustainable change need to develop the critical perspectives and collaborative skills necessary to reach across traditional barriers of ideology, culture, and economics. The Claremont Core® takes students through a process of personal and professional leadership skill development, beginning with self-awareness and building the skills needed to collaborate with others and society at large effectively. These transferable skills and resources support leadership and facilitation capacities that accentuate students' professional work and impact.

CLU's research methodology and signature assignments support the transferable skills that will differentiate forward-thinking leaders who aim to foster progress through exchanging ideas, building relationships, and using information effectively for the greatest impact. Often universities have been reluctant to teach these skills because they can be difficult to teach and measure. At CLU, the curricula teaches, measures, and sustains these skills, which sets our programs – and graduates – apart.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Claremont Lincoln University embraces diversity in its student body, faculty, and staff and views this as a critical component of the tenets of the Claremont Core®. Further, CLU strives to engage students, faculty, and staff in an optimally inclusive learning environment leading to the sense and confidence of belonging for all, and anchored in the mission of the University. We hold ourselves accountable to the active pursuit of diversity and intentional, meaningful inclusion as integral to demonstrate equitable experiences and outcomes for all CLU students, staff, and faculty.

CLU does not discriminate on the basis of race, color, national origin, sex, gender, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the armed services, including protected veterans, or any other characteristic protected by law, in the administration of its educational programs, recruitment, activities, policies, or employment. Additionally, the University prohibits harassment based on the

above protected characteristics of a student, applicant, alumnus, faculty, employee, vendor, contractor, or any other person participating in any educational program or otherwise associated with the University.

The University complies with federal and state equal opportunity laws and regulations and finds harassment and discrimination to be antithetical to the University's mission, values, and educational goals.

Beyond our commitment to nondiscrimination and an environment free of harassment, CLU works proactively to invite the many and varied contributions of all faculty and staff as we support all students to bring their authentic selves to their educational experience. We understand that diversity is representation of difference, inclusion is embracing diverse representation and that all voices are valued, and equity requires us to build and maintain strategies to ensure access and opportunity regardless of any trait or characteristic.

UNIVERSITY ACADEMIC STANDARDS

The following policies apply to all students University-wide. For policies specific to individual programs such as Undergraduate, Graduate, and Certificate programs, refer to the respective sections of this catalog.

Student Records and the Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, (a) establishes a postsecondary student's general right to inspect and review his or her education records, and (b) generally prohibits outside parties from obtaining the information contained in such records without the student's written consent.

Confidential Student Records

Confidential information is information accumulated in confidence, within limits established by law either upon specific promise of non-disclosure or in the context of a confidential relationship. The law provides that the following items may be included in this category: personal records and notes of administrative officers and faculty; medical and mental health records; financial information from parents of students; letters of recommendation for which a student has waived right of access; confidential letters of recommendation placed in the record prior to January 1, 1975. Items in the category of "confidential information" will not be released to the student; they may be released to non-authorized University personnel or persons outside of the University only with the written consent of the student and the Administrator who is in charge of the record, except as required by law. Medical and mental health records may be reviewed by a physician or other appropriate professional of the student's choice, as approved in writing by the student.

Restricted Student Information

This category contains the educational records of the student, that is, those records not included in the two categories above that contain information directly related to the

student and are maintained by the Registrar. Included, for example, are the transcript, courses elected each semester, grades and other evaluations, academic and disciplinary actions, financial arrangements, and letters of recommendation received in the student's record after January 1, 1975 (unless the student has waived the right of access to those letters). With the exceptions noted in "Exceptions to Restrictions on Release of Information," restricted information may be released only at the student's specific written request, which must name the records to be released, the reasons for release, and the persons to whom the release is authorized.

Exceptions to Restrictions on Release of Information

The law authorizes the release of restricted information without the student's written consent as follows: to school officers and faculty with legitimate educational interest; to individuals and offices as needed in connection with a student's financial aid; to parents of dependent students; to accrediting organizations; to individuals as needed in an emergency situation to protect health and safety; and to selected research workers with stated precautions as to confidentiality. Information may be released to officers of institutions to which the student is applying for admission if the student is notified that it is being sent and is given an opportunity to review it. The student must also be notified before information is furnished in compliance with a judicial order or subpoena. Except as specified above, release to federal, state, or local officials is limited to information relating to audit or evaluation of federally supported education programs.

Directory Information

The law also provides that information known to be generally available from a variety of sources may be included in the University's directory information: name, university email address, and student photograph. Through publication of directory information, the University will make public without student consent only the information listed above. A student who prefers that some or all of such Directory Information not be made public must notify the Office of Student Services in writing.

Student Waiver of Access to Confidential Records

A student requesting recommendations in respect to admission to an educational institution or an application for employment or the receipt of an honor may waive his or her right of access to these recommendations. Any student requesting a letter of recommendation may be asked to indicate to the writer whether s/he has waived right of access. The decision whether to write a letter of recommendation is an individual and voluntary one. Faculty and students, however, should be familiar with the provision in the law, which states that "waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such institution."

Students Right to Inspect Their Records

Within the limits of the law, students may inspect information contained in their restricted records. By law, students may not inspect those materials in their confidential records.

Exceptions to Student's Right to Inspect Their Records

If any material or document in the educational record of a student includes information on other students, the University will not supply the actual material or document. Instead, the University will provide only the specific information contained therein which directly relates to the student seeking access.

Procedures for Student Inspection of Records

The procedure by which students and former students may review their restricted records is as follows:

- The student gives a 24-hour written request for such a review to the Registrar.
- The Registrar reviews the file in order to place in sealed envelopes marked either "Confidential information to be opened only by the Registrar" or "Restricted information to be opened only by the Registrar" any material described under "Confidential Students Records" or "Restricted Student Information."

The student may then review his or her file in the University Office. In no case will access be withheld more than 45 days after a proper request has been made. If the student wishes, the University will also supply copies of material in the file. The student will pay for the cost of this copying.

Student Challenge of the Content of Record

A student who questions the content of his or her record should indicate this to the Registrar. If the question is not satisfactorily settled, the Registrar will be requested to establish an appropriate committee, which will hold a hearing at which the student may present evidence in support of the contention that the record contains inaccurate or misleading information.

Retention and Disposal of School Records

Records fall into two retention categories: permanent and limited. Permanent Retention Records are those records that the University is obligated to maintain permanently either directly by law or indirectly by the need of supporting documentation. These records are to be maintained in hard copy, on microfiche, or appropriate electronic format.

Permanent records include the following for any student who matriculates for at least one term:

- Claremont Lincoln University transcripts
- Official transcripts (non-CLU) for admitted students
- Grade reports
- Change of Grade forms
- Enrollment records
- Academic progress notifications
- Disciplinary actions
- Complaints and grievances

- Degree awards
- Billing details
- Address and contact information
- Catalogs and addenda

Limited Retention Records are those records, which the University is obligated, either directly by law or indirectly by the need for supporting documentation, to maintain on a limited basis. The length of time each type of document is to be retained is indicated.

- Admissions Documents, to be maintained separately in alphabetical order:
 - Files of those who applied but did not attend (either because they were denied admission or because they rejected our offer of admission): six years.
 - Incomplete admission files: six years.
 - Files of those who were admitted and then canceled their enrollment: six years.

Classification of Students

Undergraduate Enrollment Status is determined as follows:

Undergraduate	
Full Time	12 Credits
Three-Quarter Time	9 Credits
Half Time	6 Credits

Based on one long term (two eight-week parts of term).

Graduate Enrollment Status is determined as follows:

Graduate	
Full Time	6 Credits per part of term or 18 Credits per Academic Year
Half Time	3 Credits per part of term or less than 18 Credits per Academic Year

Undergraduate Standing

Class Level: Students are classified by level based on academic credits completed as follows:

1st year	0-30
2nd year	31-60
3rd year	61-90
4th year	91 or more

Credit Hour Policy

A 3-credit course includes work that reasonably approximates:

	Undergraduate	Graduate
Classroom or direct faculty instruction	3 hours	6 hours
Out-of-class student work	7-9 hours	10 hours
Total weekly per course	10-12 hours	16-18 hours

Degree programs and courses undergo comprehensive annual assessments by an interactive assembly of Deans, CLU Teaching Faculty, and external field practitioners. Courses are developed to be consistent with the level of student learning, time to degree completion, and policy on required credit hours. The CLU Institutional Program Review Process includes annual evaluation of curriculum, learning outcomes, and credit hour policy. Curriculum for each course, once approved, is set and teaching faculty cannot make changes. Therefore, consistency in the curriculum is maintained. To maintain the required credit hours for each course, comprehensive credit hour mapping is completed.

Credit by Course Challenge Policy

Credit by Course Challenge or Credit by Local Examination allows students to demonstrate achieved learning in a specific course by completing an approved final examination or a culminating research, equivalent project, or assignment demonstrating acquisition of the course learning outcomes. Successful credits earned are considered Claremont Lincoln University credits, and thus, applied to the degree residency requirement and toward degree completion. The credit and grade resulting from the course challenge are directly applied to the transcript.

Credit by Course Challenge is available if the course is identified as having the option for credit by examination or credit by submission of required final project or paper. Course challenges are subject to the following requirements:

1. The course is approved for a course challenge and applies to the program the student is pursuing.
2. A non-refundable fee must be paid prior to gaining access to the course.
3. Undergraduate courses - \$150 per course
4. Graduate courses - \$300 per course
5. Residency requirements may not be met through a course challenge.
6. The student completes the course challenge with a score or grade equivalent to a C- or better for undergraduate courses and B- or better for graduate courses.
7. The student has not previously failed the course at CLU.
8. The student has met the prerequisites for the selected course challenge.
9. The student is in good standing.
10. A maximum of two courses may be challenged.
11. Course challenges must be completed within one week of gaining access to the course module.
12. Course challenges may not be reattempted.

Grade Scale and Minimum Grade Requirements

Grade Scale

The University grades on a four-point system as follows:

A = 4.0	93-100%
A- = 3.7	90-92%
B+ = 3.3	87-89%
B = 3.0	83-86%
B- = 2.7	80-82%
C+ = 2.3	77-79%
C = 2.0	73-76%
C- = 1.7	70-72%
D+ = 1.3	67-69%
D = 1.0	63-66%
D- = 0.7	60-62%
F = 0.0	0-59%

Other grade field codes that carry no grade points are:

- W Withdrawal from a course
- UW University Withdrawal from a course
- I Incomplete
- E Senior Project Extension

Minimum Grade Point Average Requirements

The minimum grade required to pass an individual course is a “D” (1.0) for undergraduate students and a “C” (2.0) for graduate students. The minimum cumulative grade point average required for graduation from the University is 2.0 for undergraduate students and 3.0 for graduate students. Only courses in the program of study are used to determine GPA. However, all attempted courses and final grades will remain on the student’s official transcript.

Academic Credit and Minimum Grade Requirements

Courses in the degree programs can only be taken for academic credit. Students may not register for these courses as an auditor or for Continuing Education credits (CEUs). All courses in the program are required for graduation and must be fulfilled with a passing letter grade or via approved transfer or substitution credit. In the degree programs, undergraduate course grades lower than a “D” (1.0) and graduate grades lower than a “C” (2.0) will not count toward the degree and will need to be repeated. Students may not earn credit for the same course more than once.

Incomplete Grade Requests

Taking an incomplete in a class can have academic ramifications. Incompletes will be granted only when there are extenuating circumstances, such as illness, death in one's family, etc., and provided students have completed a majority of their coursework and are making satisfactory academic progress in the class. The granting of an incomplete is for emergency situations and is not automatic. Incompletes are not granted merely for the convenience of the student who is concerned about his or her workload or to resubmit unsatisfactory work. Incomplete requests should be initiated by the student but are granted at the discretion of the instructor.

For the purpose of calculating Satisfactory Academic Progress (SAP), incompletes may be included as a non-satisfactorily completed course until a new grade is submitted by the instructor. Once a final grade is submitted, SAP will be recalculated. This may impact a student's academic standing and/or access to federal financial aid as outlined in Claremont Lincoln University's SAP policy.

Incomplete Procedure

To request an incomplete, the following procedure should be followed:

- The student should consult with their instructor regarding the feasibility of an incomplete and the reason for the request.
- If the instructor agrees to an incomplete, the student must fill out an Incomplete Request form and submit it to the instructor prior to the last day of the term.
- The instructor must complete the Incomplete Request form and return it to the Office of the Registrar with final grades for their class.

All work for an incomplete must be submitted to the course instructor via email. The deadline for submitting incomplete work is at the discretion of the faculty member, but may not exceed 30 calendar days from the last day of the term in which the original enrollment occurred. If outstanding work is not submitted by the due date, the student's grade for the course will revert to the grade earned based on work completed at the end of the original term. Faculty are expected to turn in grades for incompletes by submitting a Change of Grade form to the Registrar no later than five days after receiving the student's work.

Incomplete Deadline Extension

In special circumstances students who are in good academic standing may request an extension of the incomplete deadline. Extenuating circumstances include medical emergencies, death in the family, or completion of the Capstone Project. Supporting documentation may be requested from the student before an incomplete deadline extension will be approved.

All work for an extension must be submitted to the course instructor via email. The deadline for submitting incomplete work is at the discretion of the faculty member, but may not exceed 60 calendar days from the last day of the term in which the original enrollment occurred. If outstanding work is not submitted by the due date, the student's grade for the

course will revert to the grade earned based on work completed at the end of the original term. Faculty are expected to turn in grades for extension by submitting a Change of Grade form to the Registrar no later than five days after receiving the student's work.

Repeated Course Policy

Students may have to repeat a course for the following reasons:

- They received a grade lower than a "D" (1.0) for undergraduate courses and a "C" (2.0) for graduate courses in a required course.
- They withdrew from the course prior to the Withdrawal Deadline and received a "W" in the course.
- They were Administratively Withdrawn and received a "UW" in the course for ten or more days of non-participation as outlined in the participation policy stated in the student catalog.
- Their cumulative GPA is below a 3.0 and they need to retake courses for which they received below a "B" in order to graduate.

Although the original grade will remain on the student's permanent record and transcript, only the most recent grade will be considered when calculating the student's cumulative GPA. The repeated course will also count toward the student's maximum timeframe for completion.

Students who receive federal financial aid will only be allowed to receive Title IV funding for one retake of a previously passed course. The Department of Education defines passed as any grade other than an "F". CLU considers a class to be passed if the student receives a "D" (1.0) or better for undergraduate courses and a "C" (2.0) or better for graduate courses. Therefore, any student who must repeat a course in which they earned a "C-", "D+", "D", or "D-" to meet CLU's grade requirements will be retaking a previously passed course per the Department of Education and are subject to the one retake provision.

Residency Requirements

The following courses are designated as residency requirements and must be completed at CLU:

Undergraduate Residency Requirements	Graduate Residency Requirements
BFC 3301 Academic Success and The Claremont Core® (3 credits)	MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
BFC 3302 Academic Writing and Research (3 credits)	MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
BOL 3301 The Mindful Leader (3 credits)	MCC 5321 Activating the Core®: Research Methods (3 credits)
BOL 4301 Vision, Creativity, and Innovation (3 credits)	MCC 5332 Applying the Core: CLU Capstone (3 credits)
BOL 4304 Collaborative Leadership (3 credits)	
BOL 4305 Organizational Research, Analysis, and Decision Making (3 credits)	
BOL 4306 Organizational Dialogue (3 credits)	
BOL 4307 Building Diversity, Equity, and Inclusion in Organizations (3 credits)	
BOL 4308 Change Leadership (3 credits)	
BOL 4310 CLU Senior Seminar (3 credits)	

Student Grade Grievance Policy

Claremont Lincoln University is committed to protecting students’ rights, securing academic integrity, and ensuring due process for students and faculty. The following policy and procedure governs student grade grievances:

Final grades, including grades of “incomplete,” submitted by faculty at the end of each term are not subject to revision on the basis of additional work or a new examination. Grade grievances may be filed in circumstances in which a student believes there is a grade entry error, a mathematical error, or in instances where the student believes that a grade was awarded in an arbitrary or capricious manner. Arbitrary and capricious includes but is not limited to:

- Instances in which the grade was awarded using criteria not outlined in the course syllabus, rubric, or policies established for the class, such as grade entry or computational errors.
- Instances in which the grade was awarded for purposes other than academic merit, such as under favoritism, discrimination, or in instances in which policies outlined in the syllabus or classroom have not been followed.

Grade disputes may not be filed for sanctions imposed under the academic integrity or student conduct policy.

Grade Grievance Procedure:

1. When a student believes the final grade received in a course is not accurate, the student must first discuss the issue with the Instructor who issued the grade. The Instructor and the student should make every effort to resolve the issue. The student must initiate this process within ten (10) calendar days of the grade being posted by the Registrar. It is expected that most grade issues will be resolved at this level.
 - a. If the instructor does not respond within 72 hours, the student should email the program chair or program dean
2. If a satisfactory resolution cannot be reached between the student and the Instructor who issued the grade, the student may request further review and must submit a grade grievance in writing by submitting the Student Complaint and Grievance form to studentconcerns@claremontlincoln.edu. The student must initiate a written grade grievance within twenty (20) calendar days of the grade being posted by the Registrar.
 - a. Written grade grievances must include the basis for the grievance, including all supporting documents. Upon student request, an institutional representative will assist the student in preparing the written grade grievance materials.
 - b. Upon receipt of the grade grievance, the Program Chair shall request that the Instructor submit a written position statement and include any supporting documents within five (5) days of receipt of the grade grievance.
 - c. The grade grievance will be reviewed by the Program Chair and a decision will be provided within five (5) days of receipt of the information from the Instructor no later than thirty (30) calendar days of the grade being posted by the Registrar. The Program Chair may dismiss grade grievances not properly filed or not based on criteria appropriate to the process. While the Program Chair decision is subject to appeal, it is expected that most grade grievances will be resolved at this level.
3. If the student wishes to appeal the Program Chair decision, the student must submit an appeal in writing to the Dean of Teaching, Learning & Leadership. The student must initiate a written appeal to the Dean of Teaching, Learning & Leadership

within forty (40) calendar days of the grade being posted by the Registrar. The appeal must include copies of the original written grade grievance documentation and the basis for which further review is requested. The University will convene a grade grievance committee to review the appeal. The grade grievance committee will be comprised of the Dean of Teaching, Learning and Leadership and two independent administrators.

- All grade grievance appeals will be reviewed by a grade grievance committee.
- The grade grievance committee will provide a written decision no later than forty-five (45) calendar days of the grade being posted by the Registrar.
- The decision of the grade grievance committee is final.

Academic Honesty

All students are expected to adhere to basic standards of academic honesty and integrity. All work submitted is expected to be the student's own thought and expression unless another source is acknowledged and appropriately referenced. Violation of academic honesty is regarded as an extremely serious offense. Discovery of such a violation may result in an "F" grade for the course, and possible termination as a student at the University, or revocation of a degree previously granted. In any case, members of the Teaching Faculty are obligated to report all apparent violations of academic honesty to the Program Chair and Office of Student Services.

Plagiarism

Plagiarism is literary theft, or offering the words or ideas of another as if they were one's own, including words or ideas created with the assistance of artificial intelligence (AI), with no acknowledgment of the source. Whenever the ideas or words used are taken from a source, this source must be given credit. This applies not only to direct quotations, but also to indirect quotations (in which the original statement is paraphrased). Sources that must be given credit include published books, journals, magazines, newspapers, etc., as well as other types of media (such as Internet sources, AI generated sources, film, video, television, radio, audio recordings, and other electronic resources, as well as lectures and the work of other students). The principle also holds true for less direct borrowings, if the ideas in question are distinctive to the source as opposed to being considered common knowledge. "Common knowledge" is when a fact is provided in at least three distinct resources without a source referenced. This is often a matter of judgment and; when in doubt, students are advised to err on the side of giving too many citations, rather than too few. The prohibition of plagiarism applies to discussion question responses, assignments, interactive responses, theses, projects, class reports, examinations, dissertations, and any other work (whether in writing or in another media for communicating ideas) intended to fulfill requirements for a class or degree program.

The University recognizes that plagiarism is culturally defined. Consequently, students not experienced in the U.S. educational system may be asked to rewrite plagiarized work without the assumption of dishonest intent on the student's part. Nevertheless, under no circumstances is plagiarized work acceptable, and all students are expected to learn what

constitutes plagiarism in the U.S. educational context.

Cheating involves the use of any kind of assistance (e.g., written, oral, aural, or visual) that has not been specifically authorized. Students are not to receive assistance from others with their coursework unless it has been clearly specified that a certain form of assistance is permissible (e.g., in the preparation for, as distinct from the actual writing of, the examination), or that an assignment is to be a collaborative effort.

Self-Plagiarism

All student work must be original and intended for the particular course for which the student submits an assignment unless previously approved by the course instructor. Turning in an assignment created for another course is a form of self-plagiarism and is subject to the university's plagiarism policies.

Consequences

If it is determined that cheating or academic dishonesty has taken place, consequences may be as follows:

The faculty member will report the incident to the designated Program Dean and the Dean of Student Services. A letter regarding the academic dishonesty will be placed in the student's file and a copy will be sent to the student.

The student may be penalized:

- For the first offense, the student receives a zero for the assignment.
- For the second offense, the student fails the course.
- For the third offense, the student may be dismissed from the University.

Appeal Process

Students wishing to appeal an academic honesty violation should contact the Dean of Student Services for assistance with facilitation. Appeals must be made in writing within two weeks of notification and will be reviewed by the Council for Student Success and Academic Affairs (COSA). The decision of COSA is final and will be communicated to the student in writing. If the faculty member involved is currently serving on COSA, the designated Program Dean will appoint another faculty person to replace the faculty member involved for the discussion and vote on the appeal.

Deferrals and Readmissions

Deferral of Admissions

At CLU we understand that issues may delay a student's start date. If a student chooses to defer to a later start date the student must speak with the Enrollment Manager and Financial Aid Representative (if applicable). Students may be required to submit additional documentation and course availability must be considered.

Readmissions

Students who previously attended Claremont Lincoln University, but withdrew or were administratively withdrawn before program completion, may apply for readmission by

contacting the Office of Admissions. Students applying for readmission must apply for enrollment into a currently offered degree program which may necessitate completing additional courses. Students with an account balance or who have been sent to collections must satisfy their financial obligations prior to applying for readmission.

Students who were not in good academic standing at the time of their withdrawal must appeal to return to the University on a probationary status. If readmission is approved, probationary students will be required to abide by a Satisfactory Academic Progress (SAP) contract and may be readmitted on a provisional basis subject to additional requirements.

Students who were dismissed due to academic standing, academic honesty violations, or code of conduct violations may be considered for readmission in some circumstances. Dismissed students may be asked to take additional steps and show proof of completion of those steps prior to applying for readmission. Students may also be asked to provide evidence of significant change relative to the issue that led to dismissal as part of their readmission appeal. If readmission is approved, depending on the circumstances surrounding dismissal, students may be required to come back on a probationary status with a SAP contract or may be provisionally readmitted and subject to additional requirements.

All applications for readmission should be submitted through the Office of Admissions and are reviewed by the Office of Student Services. Students who are not in good academic standing or who are requesting to return after dismissal must provide an appeal which will be reviewed by designated University officials. In the case of a student who is not in good standing and is applying for readmission into a new program, the Dean of the programs and/or Program Chair from the previous program and the new program will review the applicant's appeal. Readmission is not guaranteed and is subject to approval by CLU.

ACADEMIC CALENDAR
2023-2024 Academic Calendar

SUMMER 2 2023 TERM

July 4	University Holiday - Independence Day
July 17	Term Start
July 17	Add Deadline
July 24	Last Day to Drop
August 18	Withdrawal Deadline
September 4	University Holiday - Labor Day
September 10	End of Term
September 15	Grades Post

FALL 1 2023 TERM

September 11	Term Start
September 11	Add Deadline
September 18	Last Day to Drop
October 13	Withdrawal Deadline
November 5	End of Term
November 10	Grades Post

FALL 2 2023 TERM

November 6	Term Start
November 6	Add Deadline
November 13	Last Day to Drop
November 23-24	University Holiday - Thanksgiving Break
December 8	Withdrawal Deadline
December 31	End of Term
January 5	Grades Post
December 25-January 6	Winter Break
December 25-29	University Closed
January 1	University Holiday - New Year's Day

SPRING 1 2024 TERM

January 8	Term Start
January 8	Add Deadline
January 15	Last Day to Drop
January 15	University Holiday - Martin Luther King Jr. Day
February 9	Withdrawal Deadline
February 19	University Holiday - President's Day
March 3	End of Term
March 8	Grades Post

SPRING 2 2024 TERM

March 4	Term Start
March 4	Add Deadline
March 11	Last Day to Drop
April 5	Withdrawal Deadline
April 28	End of Term
May 3	Grades Post

SUMMER 1 2024 TERM

April 29	Term Start
April 29	Add Deadline
May 6	Last Day to Drop
May 27	University Holiday - Memorial Day
May 31	Withdrawal Deadline
June 19	University Holiday - Juneteenth
June 23	End of Term
June 24-July 7	Summer Break
June 28	Grades Post

STUDENT FINANCIAL SERVICES

Tuition, Payments, and Refunds

Tuition*

All Undergraduate Degree Programs	\$250 per unit
All Graduate Degree Programs	\$550 per unit

*Tuition does not include textbooks or other required supplies. Students are required to obtain their own textbooks and any other supplies as directed or from the vendor of their choice.

Payment Policy for Tuition and Fees

Tuition at Claremont Lincoln University is billed after census date (eighth day of the term). Students do not incur any charges until this time. CLU encourages its students to engage in responsible borrowing. As such, we offer two methods for students to make cash payments toward their tuition. Students may either (1) remit full tuition for the term in one payment due on or before the eighth day of the term or (2) make two payments in installments as follows:

Payment 1: 25% of tuition due by the fifteenth day of the current term

Payment 2: Tuition balance on or before the last day of the current term

Students may make payments in increments that work best for them provided they adhere to the above schedule (e.g., a student may make biweekly payments throughout the term provided their entire balance is paid by the end of the term). If a student requires a personalized payment plan that deviates from CLU's standard installment plan, the student must contact the Student Accounts Office at studentaccounts@claremontlincoln.edu to discuss their options and sign a personalized payment plan agreement. All payment plans will require that students pay their term tuition balance in full by the end of the term.

Students who do not comply with the payment policy may have a hold placed on their current course restricting access, or they may be administratively dropped or withdrawn from courses or the university. Students will be dropped from future classes if they have a balance due for a prior term's tuition.

Documentation of federal financial aid in the form of a signed funding estimate can be used to comply with the tuition policy. Students receiving outside scholarships or employer tuition assistance may be able to submit documentation of these funding sources to comply with the tuition policy.

Tuition Refund Policy

Degree-seeking students who fail to complete the period of enrollment for a course may receive a refund. Students may receive a full refund, partial refund, or no refund of tuition depending on the date the student drops or withdraws or their last day of interaction in the course.

A 100% refund of tuition will be issued for students who drop through the eighth calendar day of the term. Students who submit an official written request to withdraw from a course through the end of the withdrawal period noted on the academic calendar will be issued a refund based on their last date of interaction (LDI) in the course. Tuition charged will be equal to the percentage of the course attended and the remainder will be refunded. Refunds will be processed within 45 days of the date of determination (40 days for residents of Wisconsin).

Example:

Student's LDI is day 22 of a 56 day term = 22/56

Days completed = 40% of term completed

Tuition due is 40% with remaining 60% refunded

Withdrawal requests will not be accepted after the end of the withdrawal deadline for the term regardless of the last date of interaction. After the withdrawal deadline students may no longer withdraw and will be charged full tuition for their course(s).

Students have several payment options. Payments may be made by check or online with a credit card (Visa, MasterCard, American Express).

Non-degree seeking students who fail to complete the period of enrollment for a course may receive a refund. Students may receive a full refund, partial refund, or no refund of tuition depending on the date the student drops or withdraws or their last day of interaction in the course.

A 100% refund of tuition will be issued for students who drop through the eighth calendar day of the term. Students who submit an official written request to withdraw from a course through the end of the withdrawal period noted on the academic calendar will be issued a refund based on their last date of interaction (LDI) in the course. Tuition charged will be equal to the percentage of the course attended and the remainder will be refunded. Refunds will be processed within 45 days of the date of determination (40 days for residents of Wisconsin).

Example:

Student's LDI is day 22 of a 56 day term = 22/56

Days completed = 40% of term completed

Tuition due is 40% with remaining 60% refunded

Withdrawal requests will not be accepted after the end of the withdrawal deadline for the term regardless of the last date of interaction. After the withdrawal deadline students may no longer withdraw and will be charged full tuition for their course(s).

The total tuition charge for the term is payable before the first day of class each term. Non-degree seeking students who have not paid the balance in full will be dropped from their course(s) on the day the term starts.

Students who are not seeking a degree or for-credit certificate are not eligible for Financial Aid.

FINANCIAL AID

Claremont Lincoln University prioritizes providing affordable tuition to all students. In addition to providing scholarship opportunities when funding is available, and participating in approved employer reimbursement programs, CLU offers Federal financial aid for the undergraduate and graduate levels in the form of grants, subsidized loans, unsubsidized loans, and military benefits. Students may contact the Office of Student Financial Services for information related to undergraduate and graduate education funding options.

Office of Student Financial Services

Office Hours: Monday – Friday 8:30 a.m. – 5:00 p.m. Pacific Standard Time

150 West First Street Claremont, CA 91711

Ph: (909) 667-4400

Fax: (909) 243-1666

Email: financialaid@claremontlincoln.edu

Eligibility for Federal Financial Aid Assistance

- Submit a Free Application for Federal Student Aid (FAFSA)
 - Additional aid options for undergraduate students may be available based on financial need
- Student must be a U.S. Citizen, permanent resident, or other eligible non-citizen
- Have a high school diploma or General Education Development (GED)
- Undergraduate student must be enrolled at least half-time. Six credits per term is considered half-time enrollment for undergraduate students at CLU. Student must be enrolled at least half-time (at least 6 credits)
- Student must have a valid Social Security number
- Student must not have an overpayment from any federal grant program or be in default on any federal loan
- Student must make satisfactory academic progress towards degree completion

How to Apply for Federal Financial Aid

Step 1: Once a student has confirmed their enrollment, the Office of Student Financial Services will present funding options.

Step 2: Students who intend to use federal financial aid must complete a Free Application for Student Aid (FAFSA) online at <https://studentaid.gov/h/apply-for-aid/fafsa>. (CLU School Code: 042536).

Step 3: The Office of Student Financial Services will set up a financial aid counseling appointment to review options.

Step 4: The student will receive a funding estimate, credit balance delivery option form, and an informational packet regarding undergraduate financial aid.

Step 5: All borrowers must complete a Master Promissory Note (MPN) and entrance counseling (EC) at <https://studentaid.gov/mpn/>. (CLU School Code: 042536).

Types of Aid

Scholarships

Claremont Lincoln University may have scholarship opportunities available to assist students in pursuit of their bachelor's or master's degree. Students who wish to apply for a scholarship should consult with the Office of Admissions before their term starts. Scholarships are not guaranteed and are contingent on the availability of funding.

Students who receive a scholarship must maintain Satisfactory Academic Progress (SAP). Students who withdraw from classes or the program, earn less than a passing grade in any class, or who fail to maintain good academic standing are subject to loss of their scholarship.

Federal Pell Grant (Undergraduate Students Only)

Pell Grants are only awarded to undergraduate students working on their undergraduate degrees. The Pell Grant, unlike a loan, does not need to be repaid and it is eligibility based on need. To be considered for the Pell Grant a student must complete a Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa> annually.

The Federal Pell Grant amount is determined by the Expected Family Contribution (EFC) listed on the Student Aid Report and the student's enrollment status each term. Students who attend full-time (at least 12 credits per term) would receive their full annual Pell Grant in four terms at CLU. Pell Grants are re-evaluated each federal award year that runs July 1 through June 30.

Federal Stafford Loans

Claremont Lincoln University participates in several loan programs designed to offer low-interest funding to students who need to borrow money to cover the costs of education.

This consists of the Federal Stafford loan program, which requires students to be enrolled at least half-time (at least 6 credits) in order to qualify.

Subsidized and Unsubsidized Stafford Loans

- A subsidized loan is awarded to undergraduate students with financial need, determined by cost of attendance minus expected family contribution and other financial aid (such as grants and scholarships). The Department of Education pays the interest while a student is in school and during grace and deferment periods
- An unsubsidized loan is awarded to both undergraduate and graduate students and is not based on financial need. The borrower will be charged interest from the time

the loan is disbursed until it is paid in full. If you allow the interest to accrue while you're in school or during other periods of nonpayment, it will be capitalized—that is, the interest will be added to the principal amount of your loan, and additional interest will be based on the higher amount. You can choose to pay the interest or allow it to accrue.

CLU has not partnered with any lending institutions and does not offer private student loans. Students may seek additional funding through various private loans sources on their own and are subject to the terms and conditions set forth by their lender.

Academic Terms

CLU offers undergraduate and graduate programs year-round with two eight-week courses within a semester framework. Courses are typically three semester-based credits, requiring specific hours of direct instruction and student work per week, per course, as defined in the [Credit Hour Policy](#). For financial aid purposes, CLU follows a borrower's based academic year, which encompasses 32 weeks of instructional time with year-round terms. This definition applies to all programs and is greater than the minimum requirement set forth by Federal Student Aid (FSA). Payment periods are determined by parts of terms. Course syllabi detail student participation and student-faculty engagement expectations.

Student Budget

The 2023-2024 Cost of Attendance (COA) is used to calculate financial aid eligibility. CLU utilizes annual cost of attendance figures provided by the College Board in conjunction with its own tuition costs. The COA for CLU students utilizes an average cost of tuition, books and supplies, transportation and living expenses.

2023-2024 Cost of Attendance*

	Undergraduate w/Parent	Undergraduate Off-Campus	Graduate
Tuition	\$9,000	\$9,000	\$9,900
Books & Supplies	\$1,200	\$1,200	\$900
Room & Board	\$21,016	\$31,487	\$31,487
Personal Necessities	\$7,610	\$22,289	\$22,289
Transportation	\$10,357	\$11,176	\$11,176
	TOTAL \$49,183	TOTAL \$75,152	TOTAL \$75,752

* All indirect expenses reflect a cost based on the number of months in the loan period estimated by the Economic Policy Institute (EPI) based on the institution's region. The number of months in the loan period is taken from the academic year definition for each program. This budget information is used for Pell COA, FFELP and Direct Loan Programs.

Food and Housing, Personal Expense and Transportation are based on the Basic Family

Budget Calculator from the Economic Policy Institute (EPI). The Family Budget Calculator provides estimated of costs by state, city, metropolitan or rural area. Personal expenses includes costs such as childcare, clothing, toiletries, and other miscellaneous expenses.

Disbursement of Federal Financial Aid Funds

Students must meet all requirements for admission and complete all components of the financial aid process before financial aid funds can be disbursed. Federal financial aid funds will be disbursed after the tenth day of the term. Financial aid funds will be applied toward all eligible charges on a student's account. If a credit balance remains, it will be released to the student in the form of a credit balance resulting from pell grant or direct loans. If subsequent charges are applied to a student's account after a credit balance is processed for the term, the student will be responsible for paying these new charges.

Credit Balances and Refunds

When financial aid is disbursed and/or payments are made, the funds will be applied toward the student's allowable costs on their student account. If the amount of credit to the student's account totals more than the billed amount, the excess funds will be returned via the payment method chosen by the student on the credit balance form. Federal regulation requires a credit balance to be issued directly to the student within 14 days.

When payments are made on behalf of a student via a private donor (benefactor, private scholarship fund, etc.), any applicable refunds will be issued to the original source.

Return of Title IV Funds

"Return to Title IV Funds" is a federally mandated policy that applies to students who receive federal financial aid and who withdraw, drop, or are dismissed prior to completing 60% of a term. Title IV financial aid funds are awarded under the assumption that a student will attend the institution for the entire period in which federal assistance is provided. When a student ceases academic attendance prior to the end of that period, the student may no longer be eligible for the full amount of federal funds that the student was originally scheduled to receive. Return to Title IV (R2T4) will be used to determine how much aid, if any, must be returned to Title IV programs. At CLU, this would include any Federal Direct Unsubsidized loan funding. CLU will return any Title IV funds no later than 45 days from the date of determination.

CLU will return Title IV funds in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of Title IV funds is required
- FSEOG for which a return of Title IV funds is required
- TEACH Grants for which a return of Title IV funds is required
- Iraq & Afghanistan Service Grants for which a return of Title IV funds is required

The portion of financial aid to be returned is determined by the percentage of financial aid

not earned by the student. The percentage of unearned aid is calculated using the following formula:

$$\% \text{ earned} = \# \text{ of days completed up to the withdrawal date} \div \text{total \# of calendar days in term}$$

Based on these federal guidelines, any student who receives federal financial aid and does not complete at least 60% of the term is responsible for repaying a portion of the aid they received. A student who remains enrolled beyond the 60% point is considered to have earned 100% of their financial aid.

The Return to Title IV Funds policy is separate from the University's refund policy. A student who withdraws from the university prior to the 60% completion point may be required to return unearned federal aid and still owe the University for tuition and fees.

Annual Loan Limits for Stafford Loans

Federal Stafford loans have both annual limits and lifetime limits for what a student is permitted to borrow. These limits are based on the undergraduate (e.g. 1st Year, 2nd Year, 3rd Year, and 4th Year) or graduate's classification and whether a student is considered Dependent or Independent, based on results from the FAFSA application.

Dependent Undergraduate Student:

- 1st year \$5,500 – only \$3,500 may be subsidized
- 2nd year \$6,500 – only \$4,500 may be subsidized
- 3rd and 4th years \$7,500 – only \$5,500 may be subsidized
- Lifetime Maximum Limit \$31,000 – only \$23,000 may be subsidized

Independent Undergraduate Students and Undergraduate students whose parents are not able to obtain a PLUS loan:

- 1st year \$9,500 – only \$3,500 may be subsidized
- 2nd year \$10,500 – only \$4,500 may be subsidized
- 3rd and 4th years \$12,500 – only \$5,500 may be subsidized
- Lifetime Maximum Limit \$57,500 – only \$23,000 may be subsidized
- Graduate-\$20,500 (unsubsidized only)
- Graduate-\$138,500 is the graduate aggregate limit includes all federal loans received for undergraduate study

*Students may not borrow in excess of the cost of attendance calculation.

**As of the 2013-2014 award year, graduate students are no longer eligible to borrow Subsidized Direct Loans.

Financial Aid Exit Counseling

Students in their final term should complete exit counseling at www.studentaid.gov/exit-counseling/. This is a mandatory requirement for all Title IV recipients. Failure to complete exit counseling may result in a hold preventing conferral of a student's degree and/or issuance of diploma. Students should confirm completion of exit counseling with the Office

of Student Financial Services.

Financial Aid Disclosures

- CLU does not currently participate in Study Abroad programs therefore federal financial aid is not awarded for that purpose
- Title IV recipient loan information will be submitted to the National Student Loan Data System (NSLDS) and will be accessible by guaranty agencies, lenders, and schools determined to be authorized users of the data system

Students Convicted of Sale or Possession of Drugs

A student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan, or work assistance during the period beginning on the date of such conviction and ending after the interval specified in the following table:

	First Offense	Second Offense	Three or More Offenses
Possession of Illegal Drugs	1 year from date of conviction	2 years from date of conviction	Indefinite period
Sale of Illegal Drugs	2 years from date of conviction	Indefinite period	Indefinite period

If a student is convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

Rehabilitation

A student whose eligibility has been suspended may resume eligibility before the end of the ineligibility period if:

- the student satisfactorily completes a drug rehabilitation program that
 - complies with the standards for a qualified drug rehabilitation program*
 - includes passing unannounced drug tests
- the conviction is overturned, reversed, set aside, or removed from the student's record
- the student completes two unannounced drug tests which are part of a rehab program (the student does not need to complete the rest of the program)

**A qualified drug rehabilitation program must include at least two unannounced drug tests and satisfy at least one of the following requirements:*

Be qualified to receive funds directly or indirectly from a federal, state, or local government program;

Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company;

Be administered or recognized by a federal, state, or local government agency or court;
or

Be administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor.

Financial Aid Satisfactory Academic Progress (SAP) Policy

To be eligible for federal financial aid, undergraduate students are required by the U.S. Department of Education to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. CLU has established this SAP policy to ensure student success and accountability and to promote timely advancement toward degree objectives. SAP guidelines are based on reasonable expectations of academic progress towards a degree and are separate and distinct from the University's Academic Degree Requirements and Policies as stated in the catalog.

Financial Aid Programs Subject to Financial Aid SAP Policy

Federal Pell Grant

Federal Direct subsidized/Unsubsidized Loan Program

Definition of Satisfactory Academic Progress

At CLU, Satisfactory Academic Progress is defined by the following 3 criteria:

- Meeting a minimum cumulative grade point average requirement (GPA) in the program of study
- Earning a minimum number of credits for credit per semester (Pace of Progression)
- Completing the degree objective within a maximum number of terms enrolled and a maximum number of credits attempted (Maximum Time-Frame Allowance)

Students who do not meet one or more of the above criteria will be considered SAP ineligible for financial aid without an approved, written appeal.

1. Grade Point Average Requirement:

Undergraduate students must maintain a minimum cumulative grade point average of 2.0, and graduate students must maintain a minimum cumulative grade point average of 3.0, in their respective programs of study.

The following grades are counted in the cumulative grade point average:

A, B, C, D, F (+/-)

2. Pace of Progression Requirement:

Students must complete a minimum number of credits each semester (pace) to ensure completion of the degree within the maximum time frame. To calculate the Pace of Progression, divide the cumulative number of credits successfully completed by the cumulative number of credits attempted.

Students are required to successfully complete a minimum of 67% of all attempted credits to remain eligible for federal financial aid.

3. Maximum Time Frame Allowance:

Students must complete their degree objective within a specified amount of time. Federal regulations limit financial aid eligibility to 150% of the published length of the education program. The maximum time frame is calculated by multiplying the minimum credits required for the academic program by 150% to determine the maximum number of credits a student may attempt.

Monitoring of Satisfactory Academic Progress

The Office of Student Financial Services monitors grade point average, pace of progression, and the maximum time frame allowance for all financial aid applicants. This evaluation occurs at the end of every semester and the assessment is conducted based on student course completion in six-unit increments unless otherwise specified. Changes to enrollment status may increase or decrease the frequency of monitoring based on the number of credits completed in any given time frame.

Withdrawals, incompletes, transfer credit, and non-passing grades may all affect Satisfactory Academic Progress standings. Specific questions regarding SAP standing should be directed to the Office of Student Services.

Failure to Maintain Satisfactory Academic Progress

Students who fail to maintain the minimum standards for pace, maximum timeframe, and/or fail to maintain the minimum cumulative GPA requirements are ineligible to receive financial aid in subsequent terms. Students who do not meet SAP standards will be ineligible for financial aid except in instances where an appeal has been received and approved by the University.

Students who are academically disqualified from the university will be ineligible for further financial aid unless they are approved to continue on probation and have a signed SAP contract and academic plan on file.

Students on SAP probation who do not meet the terms of their SAP contract will be ineligible for financial aid except in instances where an appeal has been received and approved by the University.

Regaining Financial Aid Eligibility

Regaining Financial Aid Eligibility with a Grade Change

Students ineligible to receive federal financial aid due to insufficient GPA or pace of progression, may have their eligibility reinstated in instances where a grade change is warranted, such as completion of work for a course in which a student has received an approved Incomplete. Students should notify the Office of Student Services in writing once a grade change has been made so a new SAP evaluation can be conducted.

Regaining Financial Aid Eligibility with a SAP appeal

Students not meeting Satisfactory Academic Progress standards, may appeal to have their financial aid eligibility reinstated on a probationary basis.

Satisfactory Academic Progress (SAP) Appeals

Term 1: The student will be issued a warning which will include the necessary steps required to make SAP.

Term 2: The student will be academically suspended. A hold will be placed on the student's account preventing future registration pending an approved SAP appeal. The student will meet with the Office of Student Services to complete a SAP Appeal. Students must address the following in their appeal and provide supporting documentation as appropriate or requested (a) What caused their work to fall below acceptable standards? (b) How have those conflicts been resolved? (c) How will they maintain good academic standards and progress toward the degree if the appeal is granted? (d) A provisional schedule indicating that they will take any classes that must be repeated at their next available offering.

The SAP Committee will review all SAP appeals and will contact the student in writing with a decision. Students with an approved SAP plan will be able to continue on a probationary status and must sign a contract acknowledging and accepting the terms of their probation. Students who continue to meet the terms of their SAP contract will be able to enroll without a new appeal until they return to good standing.

Term 3: Students who fail to show improvement after a term on probation will lose eligibility for federal financial aid. Students may submit an appeal to continue on probation on a cash pay basis. Ability to continue is not guaranteed and will be determined on a case-by-case basis. Additional provisions for continued enrollment may apply. Students whose appeal is denied will be dismissed from the University. Graduate students may be granted additional terms of eligibility with an approved SAP Contract and Academic Plan.

The Financial Aid SAP Probation Period & SAP Contract and Academic Plan

Students with an approved SAP appeal will be placed on a term-by-term SAP Contract and Academic Plan. During this time, students will remain eligible for financial aid on a probationary basis strictly per the terms of the contract. Failure to meet the terms of the probation contract and academic plan may result in a loss of federal financial aid until a return to good standing or dismissal from the University. The Office of Student Financial Services will review academic progress each term to ensure students are meeting their probation terms.

Acceptance of the approved SAP Contract/Academic Plan supersedes all other SAP regulations. Any deviation by the student from the terms of the SAP Contract/Academic Plan will result in the forfeiture of future financial aid eligibility.

Veterans Benefits and Military Tuition Assistance

Veterans Benefits

CLU is approved by the California State Approving Agency for Veterans Education (CSAAVE) for the education of veterans, active-duty personnel, reservists, and eligible dependents under current law. Information about Veterans benefits is available at www.gibill.va.gov.

Information on applying for Veterans benefits and enrollment procedures may be obtained from the Department of Veterans Affairs <https://www.benefits.va.gov/BENEFITS/Applying.asp>.

Compliance with VA 3679(e)

In compliance with VA 3679(e), CLU does not charge additional fees or terminate enrollment for delays in processing funds if a student has provided a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

VA Basic Allowance for Housing

The Basic Allowance for Housing (BAH) is established by the Veterans Administration. Students who participate in a distance education program may receive a reduced BAH benefit amount based on parameters set by the Veterans Administration. For information about your benefits please consult with your School Certifying Official.

Military Tuition Assistance

CLU is approved by the U.S. Department of Defense for the education of military students utilizing their Tuition Assistance benefits. Each military branch has its own tuition assistance form and procedures. Please contact your local education center for eligibility information.

Complaint Policy

The Student Complaint and Grievance Policy in this catalog outlines the process for submitting a complaint or grievance with the University. If an issue cannot be resolved internally, students may contact their state of residence to submit their complaint or grievance. Students residing in California should submit complaints to:

Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento, CA 95834
Phone: (916) 574-8900
Toll Free: (888) 370-7589
Main Fax: (916) 263-1897
Licensing Fax: (916) 263-1894

Students residing outside of California may find contact information for their state agency at <https://wcetsan.wiche.edu/resources/student-complaint-information-state-and-agency>.

STUDENT SERVICES AND SUPPORT RESOURCES

Office of Student Services

Office hours: Monday - Friday, 8:30 a.m. - 5:00 p.m. Pacific Standard Time

150 W. First Street
Claremont, CA 91711

Ph: (909) 667-4000
Fax: (909) 243-1666
Email: studentservices@claremontlincoln.edu

Advising Services

The Office of Student Services provides high engagement support services to students from matriculation through graduation. Student Services offers advising through the New Student Orientation (NSO), academic consultations, degree planning and auditing, academic progress, registration, changes to enrollment status, course participation, university policies and procedures, student expectations, disability services and accommodations, and resource utilization.

Additional student resources are available through the Center for Teaching, Learning & Leadership (CTL), specifically in the Student Center, which includes modules, videos, tutorials, quizzes, and faculty-created resources for academic writing, research, mindfulness, stress management, professional skills, and more. Additional student resources are available through CLU's robust online Library and academic support offered by CLU's librarian.

Career Services & Employer Disclaimer

As Claremont Lincoln University is an institution whose student body is largely made up of working professionals, the University does not provide career or employment placement. However, the Student Center within the Center for Teaching, Learning, & Leadership (CTL) includes a module on Career Success specifically, with resources to support professional growth, leadership strengths, changing professions, interview success, and how to grow professionally.

Students receive resources regarding professional growth and development throughout their time at Claremont Lincoln University. This includes an engaging practitioner-based curriculum, opportunities to consult with faculty and other staff members, networking and community events, and resumé review with our Writing Coach. Students may use CLU's social media platforms on Facebook and LinkedIn to engage in additional information sharing and informal professional coaching. When available, CLU faculty may also share information regarding conferences, professional development seminars, fellowships, and co-writing and/or co-presenting opportunities.

CLU does not guarantee employment during or after matriculation.

Disability Services

The Office of Student Services oversees the coordination of services for students with disabilities. To benefit from the protection of ADA and Section 504 of the Rehabilitation Act, students must self-disclose a disability to the Office of Student Services and request an accommodation. The University requires the student to provide the Office of Student Services with medical documentation that verifies the existence of the disability, the student's current condition, and the need for an accommodation. Documentation must be

submitted from the student's treating medical provider and must have been issued within the previous three years of the student's request.

Potential or current students may contact the Office of Student Services, which will provide answers to common questions about disability services or the accommodations process. Questions may be directed to the Dean of Student Services who serves as the University ADA Coordinator.

Additional information regarding disability services may be found in the University Policies section of this catalog.

Gatherings

Gatherings are events featuring speakers, panels, discussion forums, and co-curricular activities, which bring together students, alumni, faculty, staff, and community leaders to engage in networking, socializing, collaborative learning, and professional development.

Library Services

The CLU Library subscribes to numerous electronic resources, from several different service providers, which connect scholars with international bibliographic and full-text resources. All of these databases are web-based, and it has been the practice of the Library to purchase multi-user, institutional licenses—which enable all students, near and far, to connect simultaneously—rather than licenses that limit the number of users and that require these users to be physically present in the Library in order to access information. The Library has a proxy server that authenticates remote users, so that all students and faculty have 24x7 remote access to these databases.

The Library subscribes to over thousands of electronic journals and books in the humanities, social sciences, ethics, and leadership, and also provides access to an additional 77,000 open access journals. CLU students have immediate online access to the full text of millions of high-quality journal articles representing every academic discipline.

To supplement the library and information resources in Claremont, CLU has access agreements with SCEL (a statewide consortium of nearly 100 colleges and universities) and participates in an international cooperative library network (OCLC).

Library services for Claremont Lincoln are available entirely online through the University's website utilizing a discovery service called WorldCat Discovery (WCD). Claremont Lincoln students have access to a wide array of electronic books, periodicals, and other resources by searching WCD for quick results of all databases or visiting CLU's A-Z Database and choosing which database they would like to search.

Students also have access to Interlibrary Loan which can provide them access to articles outside of the CLU collection. Students are provided with an orientation on using the library via research guides, online tutorial videos and have access to reference services to assist with research. Students may also contact the research librarian for additional help.

New Student Orientation

CLU has a required new student orientation (NSO) which students must complete before their first day of class. Upon completing the NSO, students retain access to the information, as it will remain on their dashboard or courses.

Part one of Orientation has been designed for new students to experience life in the classroom at CLU first-hand. The objectives for completing the NSO are to:

- Help students feel prepared and be successful at CLU
- Make a connection to CLU and our mission
- Navigate the Learning Management System Canvas
- Understand CLU classroom expectations
- Know how to access available resources for student support

In the NSO, students are introduced to navigating in the Canvas platform, course expectations and tips, how to personalize their profiles, effectively use resources, and the best ways to engage in online learning within the student portal. Within the NSO, students share in a discussion, upload assignments, and practice the technology that they will use during their time at CLU.

Part two of the Orientation includes a live interactive session and provides students an opportunity to meet the Student Services staff and other students before the term start. Additionally, tips and commonly asked questions are shared.

Registration and Participation

The Office of Student Services coordinates all registration activities for students. Students will be notified via email of their planned courses prior to the start of the term. In consultation with faculty, Student Services will also monitor course participation and provide proactive outreach. Students who encounter difficulties are encouraged to immediately contact their instructor.

Student Evaluation of Courses and Faculty

At the end of each course, students complete a Course Evaluation. Using this process, students assess how well the course helped them to achieve the Student Learning Objectives for the class, and how well the course addressed the broader Programmatic Learning Objectives and Institutional Learning Objectives.

Students also evaluate the course content and organization, as well as the instructor's knowledge of course material, accessibility to students, and teaching skills.

Student Resources

CLU provides access to the following resources which are available to students through the Center for Teaching, Learning & Leadership (CTL):

- Student Center – The Student Center within the CTL is a repository of information students may find helpful during their studies at CLU including the Learning Management System (Canvas), navigation guides, course expectations, time

management resources, academic writing support, career success tips, tutorials and resources to support academic writing, and other important information.

- Senior Project Archive (Undergraduate Students) – The Senior Project Archive, a resource within the University Library, provides examples of exemplary student final projects in a variety of fields.
- Capstone Workshop (Graduate Students) - The Capstone Workshop is a preparatory workshop space with resources and activities for students to assist with capstone expectations, planning, and completion. Students self-enroll in the Capstone Workshop and have access throughout their program. In order for students to successfully complete their Capstone Project completion of all modules is recommended before registering for the Capstone course. More information about the Capstone Workshop, Capstone Mentor, and the Capstone course can be found in the University Policies section of this catalog.
- Capstone Archive (Graduate Students) – The Capstone Archive, within the University Library, provides examples of exemplary student Capstones in a variety of fields.

Technical Support

CLU technical help desk is available to resolve most problems over the phone or through remote support computer access. To request assistance from the CLU Help Desk, email support@claremontlincoln.edu.

Support cases are responded to within one business day. If a problem requires more advanced diagnostics and troubleshooting, requests are escalated to engineers available Monday through Friday, 8:30 a.m. to 5:00 p.m. Pacific Time.

Canvas Technical Support

Technical Support is available 24/7 by phone, email, and online chat to all learners and instructors for issues concerning the Learning Management System (Canvas).

Phone: (844) 912-1727

Email: support@instructure.com

<https://cases.canvaslms.com/apex/liveagentchat>

Technology Requirements

By applying for university admission, students acknowledge that they meet the minimum technology requirements to complete coursework in CLU's 100% online learning environment. These requirements include:

- A computer with Word Processing software. Students without Word Processing software will have free access to Microsoft Office Online (Word, Excel, and PowerPoint)
- Broadband or high speed Wi-Fi internet access
- Computer speakers or headphones
- Webcam or video recording device, such as a smartphone, to record and upload video responses

REGISTRAR

Course Numbering System

Each course in the curriculum is indicated by its alphanumeric code. The first letter designates the course to a specific degree level. The course number is four digits. The first digit of '3 or 4' indicates an upper-division bachelor's level course, the second digit indicates the number of course credits, and the final two digits identify the specific course. The first digit of '5' indicates a master's level course, the second digit indicates the number of course credits, and the final two digits identify the specific course.

Registration Procedure

Students receive information regarding their upcoming term registration from the Office of Student Services in advance of the term start. At this time students should:

- Ensure their student account is free of any academic or financial holds that might interrupt enrollment or prevent registration
- Ensure they are registered for courses included in their education plan
- Discuss any registration changes with the Office of Student Services
- Secure any approvals that may be required from the Office of Student Services, the Office of Academic Affairs, and/or the Office of Student Financial Services
- Consult with the Office of Student Financial Services regarding any questions or concerns or to return any required financial documentation
- During a semester (two consecutive 8 week terms), 12 credits (4 courses) constitutes full-time enrollment, and 6 credits (2 courses) constitutes half-time enrollment.
 - Students who wish to take more than two courses per term must petition the Dean of Student Services and be approved for a course overload

Student Account Holds

A hold may be placed on a student account in certain circumstances which restricts course registration or degree conferral.

- Billing Non-Payment Students who show a balance on the last day of the term will have a hold preventing course enrollment/registration or degree conferral
- Academic Standing Students on Academic Probation or who fail to make Satisfactory Academic Progress (SAP) will have a hold preventing course enrollment/registration until receiving approval to register for the subsequent term
- Missing Documents New students who have not submitted outstanding official transcripts to complete their admissions requirements by the end of the first term will have a hold preventing course enrollment/registration
- Senior Project/Capstone Progress Registration in the Senior Project course is contingent on sufficient academic progress and completion of related requirements

RESOURCES FOR GRADUATES

The mission of CLU is strengthened and sustained through our alumni changemakers who are positively impacting their communities every day.

Students who have successfully completed their academic program and have had their degree conferred are considered members of the CLU Alumni Association. CLU is committed to alumni and supports their success and pursuit of social change beyond their degree. All alumni are invited to expand their professional networks and contribute to CLU through a variety of ways including:

- Access to the Student Center and Library
- Presenting in industry-specific webinars and workshops
- Reconnecting with classmates and faculty
- Sharing career successes and changes
- Offering or receiving mentoring from faculty and alumni
- Seeking peer review of grant and funding proposals
- Recruitment for open positions at CLU
- Giving back in a meaningful way

All alumni are invited to contact CLU for more information by emailing alumni@claremontlincoln.edu.

UNIVERSITY POLICIES AND PROCEDURES

Exceptions to University Policies

Students are expected to be aware of and abide by the University's rules and policies as outlined in the Student Catalog and relevant addenda. If a student can demonstrate a compelling reason for special consideration, s/he may appeal to the Dean of Teaching, Learning & Leadership or Dean of Student Services. Appeals will be reviewed by designated members of the University community. Failure to be informed of policies, procedures, deadlines, and academic requirements is not considered a compelling reason for special consideration.

Academic Performance Requirements

Students must adhere to performance standards including the following Satisfactory Academic Progress (SAP) guidelines:

- Maintain a cumulative grade point average of 2.0 for undergraduate students and 3.0 for graduate students in their respective programs of study.
- Successfully complete a minimum of 67% of all attempted credits.
- Complete degree requirements within a specified amount of time. The maximum timeframe is calculated by multiplying the minimum credits required for the academic program by 150% to determine the maximum number of credits a student may attempt.

Example of maximum timeframe (for illustrative purposes only):

33-credit program x 150% = Maximum timeframe of 49.5 attempted credits

Failure to maintain Satisfactory Academic Progress standards may result in academic

warning, academic probation, academic suspension, loss of Title IV federal financial aid eligibility, and/or dismissal from the University. Please see the Student Financial Services section of this catalog for additional details regarding SAP.

Add/Drop Period

Students may request to add a course through the first day of the term. Students may drop a course without penalty through Census Date, which is the eighth day of the term. Students should contact the Office of Student Services to make any registration changes.

Change of Degree Program

New applicants who would like to change their degree program may do so by contacting their Enrollment Manager and signing a new acceptance letter.

Current students who wish to change their degree program may request to do so at any time, however, the change will not take effect until the end of their current term. Students must discuss their planned program change with the designated Program Dean for the new program to ensure academic preparedness. Students who receive approval and wish to proceed with a program change must submit a Change of Degree Program request form to the Office of Student Services. A student's degree program cannot be changed in the middle of a term. Additional coursework may be required which may extend the program cost and length of time to degree completion. Prior program courses will be evaluated for possible transfer, but course transfer and/or substitution cannot be guaranteed. Only courses that are part of the student's new program of study will be calculated into their grade point average. Students who receive federal financial aid must consult with the Office of Student Financial services to ensure financial aid availability prior to changing their degree program.

Change of Grade

Once a grade is assigned for a course, no change of grade is possible on the basis of additional work. Faculty may change a grade in the case of a recording error or grade miscalculation, or in exceptional circumstances, on the basis of a reevaluation of work already completed if this change is made within two months of the time the grade was assigned. Students with grade disputes should follow the steps outlined in the Student Complaint and Grievance Policy (see below).

Code of Conduct Policy and Procedures

Claremont Lincoln University places high value on, and is diligently committed to, the preservation of academic freedom. The basic significance of this commitment lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, and of students to learn and to express their views, free from external pressure or interference. These freedoms can flourish only in an atmosphere of mutual trust, honesty, civility, and respect, and only when members of the community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy. Academic freedom extends to all who share these aims and responsibilities. They cannot be violated by any who would subordinate intellectual

freedom to any cause or ideology, or those who violate the norms of conduct established to protect that freedom. Moreover, willful disruption of the academic process simply cannot be tolerated. To fulfill its functions of imparting and gaining knowledge, the University retains the power to maintain order within the community and to remove those who are disruptive to the educational process. The policies listed below and contained within the Student Catalog describe and explain prohibited conduct as well as outline behavioral expectations.

Authority of the University

The Student Code of Conduct applies to all students and recognized student organizations. The University exercises jurisdiction over student behavior that occurs at University-sponsored events as well as violations of the Student Code of Conduct that occur within the CLU email system, Canvas or other Learning Management System (LMS) utilized by the University, the Student Portal, or any other electronic means of communication prescribed by the University or a faculty member as it pertains to classwork, research, or communication.

Behaviors that are in violation of the Student Code of Conduct or that conflict with University expectations may be subject to a hearing pursuant to the Student Code of Conduct. Each student shall be responsible for their conduct from the time of application for admission through the awarding of a degree. Students may still be subject to Code of Conduct discipline after degree conferral if it is found that violations occurred during periods of active enrollment. Matters related to violations of the Student Code of Conduct and hearings will be overseen by the Office of Student Services and the Dean of Student Services.

Terms and Definitions

Academic Record: Information relating to a student's academic performance including transcripts, narrative notes of the student's academic progress as documented by the student's faculty members and the Office of Student Services, assessment and evaluation results, and results of any appeals filed by the student.

Admission of Responsibility: A respondent's willingness to acknowledge and accept responsibility for Student Code of Conduct violations, as well as the appropriate corresponding sanctions.

Cheating: Includes, but is not limited to, (1) creating or transmitting responses to assignments or projects if the student has reason to know those responses may be submitted to CLU by someone else, (2) the use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, (3) representing the work of others or by artificial intelligence (AI) means as one's own without proper citation, (4) instances of plagiarism as defined in the Student Catalog.

Complainant: The individual(s) who bring forward a complaint or file(s) a report alleging violations of the Student Code of Conduct.

Complicity: Helping, procuring, encouraging, and/or cooperating with another person in the violation of the Student Code of Conduct.

Council on Student Success and Academic Affairs (COSA): The academic and student success leadership body at CLU is the Council on Student Success and Academic Affairs (COSA). CLU's shared governance orientation includes focusing on holistic, strategic directions for the future that assure educational quality and student engagement, learning, and success. COSA or designated committees will be responsible for investigating and conducting hearings on grievances from members of the faculty and student body.

Dismissal: University initiated permanent separation of a student from the University.

Diversity, Equity, and Inclusion: Diversity is representation of difference; inclusion is embracing diverse representation and that all voices are valued; and equity requires CLU to build and maintain strategies to ensure equal access and opportunity regardless of any trait or characteristic.

Faculty Member: Any person hired by, or contracted with, the University to conduct instructional activities and/or assess students' work.

Harassment: The use of unwelcome words, gestures, imagery, and other communication that creates a hostile and intimidating environment based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information or otherwise to the degree that other members of the University community would choose not to participate in communication, academic assignments, programs, or other activities and/or any behavior that violates the Policy on Harassment and Sexual Harassment in the Student Catalog.

Impersonation: Assuming the identity of another through the use of false, stolen, or borrowed identification materials to obtain (1) admission to CLU, (2) access to student financial aid, or (3) access to CLU programs, courses, assignments, or other materials and/or activities.

Policy: The written regulations of CLU as found in, but not limited to the Student Catalog, Student Code of Conduct, course syllabi, and any other documents related to a specific CLU program. CLU policies are made available to students via the University website and the Learning Management System (LMS).

Respondent: The student alleged to have violated the Student Code of Conduct.

Sanction: A disciplinary action that may result from prohibited conduct. Disciplinary actions may include one or more of the following: (1) non-acceptance of work submitted, (2) a grade penalty or failing grade on an assignment, (3) a grade penalty or failing grade in a course, (4) formal written warning, (4) cancellation of previously awarded academic

credit or degree, (5) suspension from the University, and/or (6) dismissal from the University. This list of possible sanctions should not be considered comprehensive as the University reserves the right to assign sanctions on a case-by-case basis.

Standard of Proof: The burden of proof is on the University to show the student is responsible for the Student Code of Conduct violation. The rules of evidence applicable to civil and criminal cases do not apply. The decision will be made based on a preponderance of evidence – whether a violation of the Code was more likely to have occurred than not.

Suspension: Separation of the student from CLU for a defined period of time or until certain conditions have been met. After the suspension period has elapsed or prescribed conditions have been met, suspended students may apply for readmission following the procedure outlined in the Student Catalog.

Student: Any person taking courses at CLU, whether full-time, part-time, or as a non-matriculator. Includes individuals who are not enrolled but have an academic relationship with CLU such as those satisfying incompletes and on leave of absence (LOA). Persons who were enrolled for previous terms as well as those who are applicants or admits with the intent to enroll in future sessions are also considered students for the purpose of the Student Code of Conduct.

Student Conduct Committee: Any person or persons authorized by the Dean of Student Services and/or the Office of Student Services to determine whether a student has violated the Student Code of Conduct and to decide what sanctions should be applied in cases where a violation has taken place.

University: Claremont Lincoln University (CLU).

University Community: Any person who is a student, alumni, faculty member, staff member, administrator, board member, or individual employed by CLU to conduct University business.

Conduct Rules and Regulations

Any student found to have committed, attempted to commit, or acted with complicity in any of the following is subject to disciplinary sanctions. While it is not possible to define every act, which may give rise to a finding of misconduct, wherever possible the University has attempted to provide examples here. Examples should be considered illustrative and not comprehensive.

1. Acts of dishonesty including but not limited to:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Impersonation.
 - c. Furnishing false information to any CLU official, faculty member, or office.
 - d. Forgery, alteration, or misuse of any CLU document, record, or instrument of identification.

- e. Fraud – receiving, or attempting to receive payment, services, or academic credit under false pretenses.
2. Abusive behavior including but not limited to:
 - a. Harassment as defined by the CLU Harassment and Sexual Harassment Policy outlined in the Student Catalog.
 - b. Verbal and written abuse intended to bully, tease, threaten, demean, humiliate, insult, or taunt; threats, intimidation, coercion, profanity which is derogatory and inflammatory and directed at another individual or group.
 - c. Stalking which includes repeated unwanted contact by a person toward another person. Contact includes but is not limited to communication in person, by phone, electronically, or via proxy; following or remaining in the physical presence of the other person; monitoring, threatening, or interfering with the other person's property.
 - d. Hate behavior which is any occurrence that is intended to create emotional suffering, physical harm, or property damage to a person because of their perceived or actual race, ethnic background, national origin, religious belief, gender, gender identification, sexual orientation, age, or physical or mental disability.
3. Unprofessional conduct including but not limited to:
 - a. Verbal or written communication with any member of the CLU community that is combative, hostile, or otherwise lacks a professional tone.
 - b. Excessive or inappropriate communication to any member of the CLU community. This includes repeated text messages, emails, or phone calls as well as other forms of disruptive communication. Students should not contact faculty or staff using a personal phone number unless directed to do so.
 - c. Repeated failure to follow directives regarding communication, academic support, or resource usage.
 - d. Inappropriate use of CLU resources including academic and course support resources not limited to syllabi, course discussion boards, resource courses, and staff and faculty resources.
4. Physical abuse, threats of physical abuse, and/or other conduct which threatens or endangers the health and safety of any person.
5. Possession of a firearm at the CLU administrative offices or at any CLU sponsored event is prohibited.
6. A violation of the University's Copyright Policy and Acceptable Use Policy which can be found in the Student Catalog constitutes a violation of the Student Code of Conduct.
7. A violation of the University's Drug-Free Campus Policy which can be found in the Student Catalog constitutes a violation of the Student Code of Conduct.

8. Failure to comply with directions of University officials including but not limited to faculty, staff and administrators, law enforcement officers, or contract service vendors acting in performance of their duties. This includes willfully resisting, delaying, or obstructing University officials in the discharge or attempts to discharge the duty of their office.
9. Theft, abuse, or misuse of CLU property and systems including but not limited to:
 - a. Attempted or actual theft of and/or damage to CLU property or property of a member of the University community.
 - b. Unauthorized entry into University resources to use, read, or change the contents, or for any other purpose.
 - c. Unauthorized transfer of University resources.
 - d. Use of another individual's username and/or password.
 - e. Use of University systems to interfere with the work of another member of the University community.
 - f. Use of University systems to send obscene, threatening, or harassing messages.
 - g. Interfering with the normal operation of University systems and resources.
 - h. Unauthorized use of University systems and resources to obtain or disclose the personal details of another member of the University community.
 - i. Tampering with communications.
10. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other University activities.
11. Abuse of the Student Code of Conduct system, including but not limited to:
 - a. Failure to obey a notice from University administration acting in accordance with the terms of the Student Code of Conduct system to appear for a meeting or hearing.
 - b. Falsification, distortion, or misrepresentation of information before the Student Conduct Committee, Council on Student Success and Academic Affairs, or other University official.
 - c. Disruption or interference with the orderly conduct of a Student Code of Conduct hearing.
 - d. Institution of a Student Code of Conduct proceeding in bad faith.
 - e. Attempting to discourage an individual's proper participation in or use of the Student Code of Conduct system.
 - f. Attempting to influence the impartiality of a member of the Student Conduct Committee, Council on Student Success and Academic Affairs, or other University official prior to, and/or during the course of the Student Code of Conduct proceedings.
 - g. Harassment, retaliation, and/or intimidation of a member of the Student Conduct Committee, Council on Student Success and Academic Affairs, University official, and/or witness or participant in a Student Code of Conduct investigation or hearing.

- h. Failure to comply with the sanction(s) imposed under the Student Code of Conduct.
12. Violations of any other published University policies, rules, or regulations, including those implemented during the academic year.

Student Code of Conduct Violation Procedures

1. Reporting. Any member of the University committee may file charges against a student for violations of the Student Code of Conduct by reporting the violation in writing to the Dean of Student Services. Reports should be submitted as soon as possible after the alleged violation(s) takes place or following discovery of the incident. Alleged violations of federal, state, and/or local laws will be reported to the appropriate authorities.

Students, faculty, and/or staff who believe they have been subject to sex/gender discrimination, sexual misconduct, harassment, domestic violence, dating or other related inappropriate behavior or violence should freely and without fear of retaliation report such misconduct or file a complaint under Title IX with the designated Title IX Officer, Nancy Barnes at nbarnes@claremontlincoln.edu.

2. Investigation. The Dean of Student Services or an appointed University designee may conduct an investigation to determine if the charges have merit and/or request additional support for the charges. This initial investigation is not an exhaustive examination of the facts. It is intended to allow a determination of whether there is some credible evidence, which if true, supports an allegation that would constitute a violation of the Student Code of Conduct.
 - a. If it is determined there is no credible evidence to support a violation of the Code of Conduct, such determination shall be final and there shall be no subsequent proceedings.
 - b. If it is determined there is credible evidence to support a violation of the Code of Conduct, the Dean of Student Services will arrange for a Student Conduct Committee hearing
3. Notification to Respondent. The Respondent will be notified of pending Student Code of Conduct violation charges in writing via email. Should the respondent issue an admission of responsibility and accept any sanctions that may be imposed, a hearing will not be necessary. In instances where the charges or sanctions are in dispute, a hearing will be scheduled. A time for the hearing shall be set with the Respondent. Hearings will occur within fifteen (15) calendar days after the student has been notified. Maximum time limits for scheduling of the hearing may be extended at the discretion of the Dean of Student Services.
4. Hearing. Hearings regarding Student Code of Conduct violations will be conducted via phone, Zoom, or other form of agreed upon video conferencing. Only the Respondent and members of the Student Conduct Committee will be in attendance

at the hearing. Any written or physical evidence, including written statements from witnesses, should be provided to the Dean of Student Services at least 48 hours prior to the hearing. A witness is defined as someone who observed the actual incident, and they may be contacted to discuss their statement in advance of the hearing.

- a. The hearing will be presided over by the Dean of Student Services or a designee who will act as the chairperson. The details of the charges and any additional evidence will be presented. The Respondent will have an opportunity to present their case to the Student Conduct Committee. The chairperson will preside over a period of questions and answers directed toward the Respondent. The Respondent has a right to decline to answer any question. If the Respondent fails to appear for the hearing, the hearing will be conducted in their absence and the Respondent forfeits their right to present testimony on their own behalf.
 - b. Once the hearing concludes, the Student Conduct Committee will review the evidence and make a determination by consensus as to whether the violation was more likely than not to have occurred. If it is determined that a violation occurred, SCC will review the student's full record as well as the Student Code of Conduct violations and determine appropriate sanctions. This determination is final.
5. Notice of Determination. Within five (5) business days of the hearing, the chairperson will notify the student in writing via email of the determination of the Student Conduct Committee. The student will also be notified of any sanctions being imposed. The student is expected to comply with any and all sanctions. Failure to do so may result in further sanctions up to and including dismissal. If the sanctions imposed on the student include suspension or dismissal, the student will be issued a refund of tuition in compliance with the Refund Policy outlined in the Student Catalog. Students who are suspended for Code of Conduct violations may apply for readmission after the suspension period has elapsed or the conditions of readmission have been met. Students who are dismissed are not eligible for readmission.

Interpretation and Revision

Any questions regarding the interpretation or application of the Student Code of Conduct system should be addressed with the Dean of Student Services or their designee for final determination.

The Student Code of Conduct shall be reviewed annually under the direction or discretion of the Dean of Student Services. Any changes to the Student Code of Conduct will be published in the Student Catalog on July 1 of each year. In the interim, the Student Code of Conduct may be amended at any time upon appropriate notice to students. Suggested revisions may be made to the Dean of Student Services to be reviewed by a panel of designated University officials.

Commencement Eligibility

Details regarding commencement preparations will be provided to students by the Office of Student Services. Students with six or fewer credits remaining may petition to participate in the commencement ceremony. Students who wish to participate in commencement must be in good academic standing and receive approval from the Office of Student Services. Participation in commencement does not imply degree conferral.

Commitment to Diversity, Equity, and Inclusion

Claremont Lincoln University embraces diversity in its student body, faculty, and staff and views this as a critical component of the tenets of the Claremont Core®. Further, CLU strives to engage students, faculty, and staff in an optimally inclusive learning environment leading to the sense and confidence of belonging for all, and anchored in the mission of the University. We hold ourselves accountable to the active pursuit of diversity and intentional, meaningful inclusion as integral to demonstrate equitable experiences and outcomes for all CLU students, staff, and faculty.

CLU does not discriminate on the basis of race, color, national origin, sex, gender, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the armed services, including protected veterans, or any other characteristic protected by law, in the administration of its educational programs, recruitment, activities, policies, or employment. Additionally, the University prohibits harassment based on the above protected characteristics of a student, applicant, alumnus, faculty, employee, vendor, contractor, or any other person participating in any educational program or otherwise associated with the University.

The University complies with federal and state equal opportunity laws and regulations and finds harassment and discrimination to be antithetical to the University's mission, values, and educational goals.

Beyond our commitment to nondiscrimination and an environment free of harassment, CLU works proactively to invite the many and varied contributions of all faculty and staff as we support all students to bring their authentic selves to their educational experience. We understand that diversity is representation of difference, inclusion is embracing diverse representation and that all voices are valued, and equity requires us to build and maintain strategies to ensure access and opportunity regardless of any trait or characteristic.

Copyright Policy

It is the policy of Claremont Lincoln University to uphold and comply with the U.S. Copyright Act. Copyright is a special protection, granted by law, for original works of authorship that exist in a fixed, tangible form, whether published or unpublished, including books, textbooks, journals, articles, songs, videos, games, software, and other creative content. The Copyright Act gives copyright owners specific exclusive rights (namely the rights to make copies, distribute the work, display or perform the work publicly, and to create derivative works). Unauthorized copying or unauthorized distribution of

copyrighted material is a violation of the U.S. Copyright Act. Claremont Lincoln University requires all faculty, students, and staff to honor copyright and not copy or share protected materials in any way that would violate the law. Consistent with this law, Claremont Lincoln University policy prohibits the unauthorized copying or unauthorized distribution of copyrighted works and prohibits the unauthorized distribution of copyrighted works through peer-to-peer file sharing. This unauthorized use may also violate civil or criminal law.

Peer-to-Peer File Sharing

The Higher Education Opportunity Act requires all U.S. colleges and universities to comply with its new regulations, which deal with issues surrounding the distribution of copyrighted materials, particularly through peer-to-peer file sharing.

Annual Disclosure: The University is required to issue an annual disclosure to all students, informing students that the unauthorized distribution of copyrighted materials may subject students to civil and criminal penalties.

The University's Acceptable Use Policy describes acceptable and unacceptable use of Claremont Lincoln University's computing resources and network.

Technology-Based Deterrents: The University is required to disclose legal alternatives to unauthorized downloading and illegal file sharing. Educause maintains a comprehensive list of Legal Sources of Online Downloading. Claremont Lincoln University encourages its community to make use of these resources.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws: Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

Digital Millennium Copyright Act Notifications: DMCA (Digital Millennium Copyright Act) Notifications (sometimes called “Takedown Notices”) are formal complaints delivered to the University, giving notice of an alleged copyright infringement on the network. This complaint will typically indicate the name of the file, the date and time this alleged infringement occurred, the specific IP address of the offending computer, and it will demand that the materials and/or access to the materials be removed from the computer. When a DMCA notice is received, the University will respond quickly to remove or disable access to the material for which an infringement has been claimed. Specifically, the University will:

For a first offense:

- Forward the DMCA Notification to the person who is responsible for the computer mentioned in the notice.
- Request that the user contact the Executive Vice President & Chief Operating Officer within 5 days of receiving this notification.
- Ask if the user has downloaded or shared this copyrighted material without permission.

If the user acknowledges unauthorized downloading or sharing, we will:

- Request the user to remove the materials.
- Request that the user disable file sharing of all copyrighted materials on his or her computer.
- Require the user to read the Acceptable Use Policy and Claremont Lincoln University’s information regarding copyright and peer-to-peer file sharing.
- Require the user to submit a written statement that confirms this infringement, acknowledges violation of the Acceptable Use Policy, and promises not to repeat this activity.
- Deny network access to this user for 5 days.
- Inform the claimant that the matter has been resolved.

If the user denies unauthorized downloading or sharing, we will:

- Require the user to submit a written statement denying this copyright infringement claim;
- Inform the claimant that this claim has been denied;
- Inform the user that under the DMCA the claimant may pursue a subpoena to obtain the users identity and may file a lawsuit against this user.

For a second or repeating offense:

- Forward the DMCA Notification to the person who is responsible for the computer mentioned in the notice.
- Request that the user contact the Executive Vice President & Chief Operating Officer within 5 days of receiving this notification.
- Ask if the user has downloaded or shared this copyrighted material without permission.

If the user acknowledges unauthorized downloading or sharing, we will:

- Request the user to remove the materials for his or her computer.
- Request that the user disable file sharing of all copyrighted materials on his or her computer.
- Require the user to re-read the Acceptable Use Policy and the University's information regarding copyright and peer-to-peer file sharing.
- Require the user to submit a written statement that confirms this second alleged case of infringement, acknowledges violation of the Acceptable Use Policy, promises not to repeat this activity, and recognizes that any further violations will result in disciplinary action being taken against the user.
- Deny network access to the user for 5 days.
- Inform the Council on Student Success and Academic Affairs of actions taken.
- Inform the claimant that the matter has been resolved.

Technology Acceptable Use Policy

In support of its mission to instill students with ethical integrity, religious intelligence and intercultural understanding, Claremont Lincoln University provides access to its technological resources to its employees, students and other authorized users. These resources include electronic media and services, computers, email, telephones, voicemail, fax machines, computing, and telecommunications networks, software, databases, intranet, Internet and the World Wide Web. The purpose of these resources is to strengthen the various research, teaching, learning, and administrative functions that fulfill the University's mission.

The University encourages innovative use of technology in the pursuit of educational excellence, as well as effective and efficient use of technology throughout all academic and administrative departments. But all users must bear in mind that these electronic resources (including software, hardware, network equipment and capability) and all data stored in the University's facilities are the property of the institution, and that the use of these resources is a revocable privilege, and not a right of employment or matriculation. All use of these resources must be responsible and lawful, and in compliance with institutional policies.

One of the main characteristics of the University's computing systems is that they are shared resources. There are many computing activities that can occur on a network which interfere with or undermine the work of others. Some of these activities may be illegal and malicious, while others may be merely accidental or uninformed. The following policy defines user responsibilities, acceptable use, unacceptable use and its consequences. It is applicable to all users of these systems: students, faculty, staff, and administrators of the University and its affiliated centers.

User Responsibilities: The use of technology at the University is a privilege, and all users must act responsibly. Users must:

- Respect the rights of other users of the University's networks;
- Respect the integrity of these computer systems, and observe relevant laws;

- Become familiar with, and abide by, all applicable institutional policies; and
- Practice responsible computing (such as backing up data, protecting against the intrusion of computer viruses, safeguarding passwords and network security, and taking reasonable steps to minimize the influx of spam).

Acceptable Use: Acceptable use includes, but is not limited to:

- Electronic communication that is used for the academic and business purposes of the institution.
- The use of computing and networked resources for faculty and institutional research, classroom teaching, student learning, publishing, and accessing Library resources.
- The use of technology to help fulfill the business functions of the institution and its affiliated centers.
- Approved use of University websites for public education, institutional promotion and fundraising, and to encourage research.
- Using online databases to retrieve relevant information for academic, administrative, or professional use.
- Because these computers, technology services, and telecommunication networks are primarily for the academic and research use of students and faculty, and for the administrative use of employees, limited, occasional, and incidental use for personal or non-business use is permitted. However, such use must be done in a manner that does not interfere with the user's employment, the proper functioning of equipment, or the proper functioning of a department or other institutional obligations, and in a manner that does not incur additional costs for the institution.

Unacceptable Use: Unacceptable use includes, but is not limited to:

- Unacceptable Electronic Communication:
 - The use of electronic communications (such as email, messaging, chat rooms, electronic discussion groups, newsgroups, listservs, and social networking tools) to knowingly transmit messages or materials that are discriminatory or harassing, intimidating, derogatory, obscene, defamatory, or threatening, libelous, slanderous, fraudulent, or that use vulgar or abusive language.
 - Forging electronic messages or transmitting disinformation.
 - Transmitting unauthorized bulk mail, mass email, junk email, sending or forwarding chain email, sending excessive messages, or any transmissions that consume substantial computing resources or bandwidth.
 - Unauthorized interrupting or monitoring of electronic communications.
 - Communicating in ways that imply institutional endorsement, unless authorized to do so.
 - Any use of University computers, networks, or web sites for personal advertisements, solicitations, promotions, personal gain, business ventures, or private profit.
- Unacceptable Computer Use that Undermines System Integrity:
 - Modifying, damaging, removing, or stealing computing resources, equipment, software, cables, networks, or furniture that is owned by the University.

(Calif. Penal Code § 502.)

- Any attempt to intercept, monitor, tamper with, read, copy, alter, or delete a file or program belonging to another person or office, without authorization of the owner.
 - Any connectivity to a network that poses safety or electrical hazards.
 - Knowingly performing any activity that interferes with the normal operations of any computers, components, or networks.
 - Using services or computer systems or the Internet in such a way as to cause network congestion.
 - Deliberately wasting computing resources.
 - Developing, installing, transmitting, delivering, or running any program that is intended to cause damage to a computer system, or place a heavy load on a computer or network (including computer viruses, Trojan horses, worms, and other malware).
 - Installing unauthorized software or equipment on University-owned computers.
- Unacceptable Access:
 - Using a computer account that is assigned to someone else.
 - Disclosing one's assigned password to another person, without authorization.
 - Obtaining a password for an account without authorization.
 - Using the Claremont Lincoln University's networks to gain unauthorized access to any campus system, program, database, or file.
 - Any attempt to circumvent security and data protection schemes, or to discover security loopholes, or decrypt secure data.
 - Masking the identity of an account, a computer, or a transaction.
 - Unauthorized breaching, probing, testing, or monitoring computer or network security.
 - Use of campus computing resources by any user younger than 18 years of age.
- Use that Disrupts or Disrespects Others:
 - Any use that does not respect the rights and needs of others.
 - Violating the privacy of other users.
 - Disseminating confidential personnel or student information without authorization or distributing proprietary financial information.
 - Any activity that creates a hostile study or working environment, including sexual harassment.
- Violations of Copyrights, Contractual Agreements, and Licenses:
 - Distributing or making copies of software, unless permitted by copyright law or software license agreements.
 - Distributing or making copies of documents, works of art or other intellectual property, unless permitted by copyright law.
 - Using peer-to-peer file sharing protocols or programs to download or

- distribute unauthorized copies of copyrighted materials.
- Having more simultaneous users (e.g., in a department) than permitted by software license agreements.
- Using copyrighted material without proper attribution.
- Violating terms of software license agreements, or copyright laws.

Additional Use Policies: Users must also comply with additional applicable computer and network use policies.

Warnings:

- Though the University does not routinely monitor and evaluate every electronic transaction, document, file, or communication, it reserves the right to monitor access and use of its computing and networking resources to ensure the security and optimal performance of its network, to enforce its policies, to investigate possible violations of its policies, or to comply with civil authority. The University's IT staff have the right to examine systems and files that might be damaged or corrupt, as well as files associated with suspended computer accounts.
- The University reserves the right to limit or curtail access and computing privileges when state or federal laws or institutional policies are being violated.
- Though the University may authorize confidential passwords and secured access to resources, users of the network and systems have no expectation or guarantee of privacy in any communication sent or received over the network, or over the Internet.
- The computing and telecommunication systems log many user transactions such as: telephone numbers dialed, call length, or Internet sites visited. The University reserves the right to gather and monitor this data for cost analysis, resource allocation, optimum technical management of information resources, troubleshooting computer problems or compromises in network security, detecting patterns of use that might indicate unacceptable use of the system, and investigating allegations of unacceptable use.
- The University is not responsible for lost or corrupted personal files or data, or for any financial loss as a result of personal information that a user discloses across a network (such as a credit card number).
- The University does not assume any responsibility for the content a user may discover on the Internet, newsgroups, or other online services. Some of this content may be objectionable, offensive, inaccurate, or dated. The University also does not endorse any content that may be accessible through its computer networks and services.

Consequences of Unacceptable Use

Consequences of unacceptable use may include any or all of the following: informal email or conversation when infractions appear to be accidental in nature, verbal warnings, suspension or revocation of access privileges to technological resources (including passwords and email accounts), the suspension or revocation of Library privileges, formal

disciplinary action as authorized by institutional policies (up to, and including, suspension or termination from employment, or, in the case of students, dismissal), and, in cases when law has been allegedly violated, referral for criminal or civil prosecution.

Reproduction or distribution of copyrighted works, including images, text, and software, without permission of the owner is a violation of U.S. Copyright Law, and is subject to civil damages and criminal penalties.

Course Retake Policy

To ensure academic integrity and appropriate progression to completion, Claremont Lincoln University (CLU) sustains a policy on repeating courses. Students may repeat a course as provided for in this policy. Title IV funding for courses repeated under this policy will comply with Federal regulations.

- If required for progression to the degree, students may retake a course one time for the purposes of improving a grade. If a student achieves a higher grade, that grade replaces the original grade. If a student receives a lower grade, that grade and the original higher grade remains on the transcript, and only the higher grade is calculated into the GPA.
- Students who fail, withdraw, or do not achieve the required grade for program progression may retake a course two times (total of three course attempts - the initial attempt plus two additional attempts) for the purposes of achieving the required grade. Withdrawals that occur after the Census period count as retake attempts. If a student fails or withdraws after the Census period from the same course on the second retake, the failing grade or withdrawal remains on the student transcript.

Exceptions to this policy may be granted by the Chief Academic Officer.

Credit for Prior Learning Policy

Based on its commitment to socially conscious education and its mission to serve working adults, Claremont Lincoln University (CLU) enables students to apply transfer credit toward CLU programs and to earn credit for learning from prior experience. CLU accepts up to 75% of credits toward a degree program, subject to CLU academic policy, accreditor, state, and federal requirements.

CLU's prior learning review process offers multiple ways for students to earn graduate credit for demonstrated learning acquired through work and volunteer experience; through corporate, military and industry training and certifications; through external credit evaluation and testing programs; through workforce development, professional training, and in-depth professional research; and through other experiences that demonstrate graduate-level learning equivalent. By offering both transfer credit and credit for experiential learning, CLU supports opportunities for substantial savings of time and tuition.

There are several ways that students can receive credit toward a CLU degree or demonstrate prior learning equivalent to the expected learning outcomes in CLU programs.

As part of the application process, students will be assisted in submitting the appropriate documents for transfer credit, as well as be introduced to the processes for experiential learning credit. Students intending to pursue experiential credit will work directly with a mentor through CLU's prior learning review processes.

Credit reviews and credits earned are subject to fees and subject to the policies and requirements of each process. Per Federal and accreditor regulations, CLU awards credit for demonstrated learning, knowledge, and skills acquired from prior experience, not for the experience itself.

Graduate Transfer Credit:

- Graduate academic credit awarded by recognized institutions and not already applied toward an earned, awarded degree.
- Graduate experiential learning credit awarded by recognized institutions and not already applied toward an earned, awarded degree.

Credit for Verified Alternative Graduate-Level College Education:

- EdX
- Coursera
- Other MOOCs

Graduate Credit through CLU Course Challenges:

- CLU credit for successful final test, project, or paper required in CLU course and demonstrating the learning outcomes of the course.
- Graduate Credit for Military and Related Training:
- CLU generally accepts ACE and NCCRS-recommended graduate credit for documented military, governmental, and other related training.

Graduate Credit Evaluated by Appropriate Agencies:

- American Council on Education (ACE)
- World Education Services (WES) or equivalent international credit evaluation
- National College Credit Recommendation Service (NCCRS)
- Consortium for the Assessment of College Equivalency (CACE)
- Other equivalent agencies

Credit for Graduate-level External Exams:

- Thomas Edison Credit-by-Examination Program (TECEP)
- Credit for Professional Credentials, Licenses, Training, and Certifications:
- On an individual basis, CLU reviews external credentials and organization-specific training programs completed by the student.
- If deemed applicable to specific CLU learning outcomes, credit may be awarded through the University's review of prior learning processes for certifications, licenses, apprenticeships, fellowships, research placements, and other advanced professional work completed and/or sustained.

The following guidelines apply to all transfer and experiential learning credit:

1. Credit recommendations result from CLU's admissions review and the university's prior learning review process, which includes the appropriate approvals from faculty and academic administrators.
2. Credit must be applicable to specific courses or learning outcomes of a CLU degree

and cannot include credit that has already been applied to an earned, awarded degree.

3. A grade of B- or higher or its equivalent is required for credit to be awarded.
4. The agency or institution awarding credit must have been in good standing at the time of the award of credit and accredited by an agency recognized by the Department of Education, the Council for Higher Education Accreditation, or an appropriately recognized ministry or foreign agency.
5. The learning, experience, or previous courses do not duplicate, overlap, or regress previous work for which credit was already awarded.
6. The credit was not applied toward an undergraduate degree with the exception of dual credit coursework or CLU's joint/dual degree option.
7. Students who have earned a master's degree at CLU and wish to pursue a second degree may be considered for transfer credit and waivers for courses required in both programs.
8. Students must complete in-residency courses, the Claremont Core® courses, and the CLU Senior Seminar as part of the degree progression with CLU. These are not subject to transfer or experiential learning credit.
9. Students must be enrolled at least part time to participate in the PLA/CPL process.
10. Intent to participate in the PLA/CPL process must be declared within the first two terms of enrollment at CLU.

Claremont Lincoln University reserves the right to limit or exclude the transfer of credit or credit from prior learning if the course content, assessment process, or student learning objectives do not meet CLU faculty standards. CLU uses the guidelines and standards of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), accreditors, and known professional agencies as the foundation for decisions on transfer and experiential learning credit.

Rare exceptions to this policy may be made by the Chief Academic Officer. All decisions regarding this policy or exceptions made by the Chief Academic Officer are final and cannot be appealed.

Degree Completion and Conferral

To be eligible for graduation, students must complete an Application for Graduation showing evidence of the following:

- Completion of all coursework required for the program of study;
- For graduate programs, completion of the Capstone Project and required Capstone paper, and for undergraduate programs, completion of the Senior Project;
- A cumulative GPA of 2.0 or higher for undergraduate students and a 3.0 or higher for graduate students in their program of study;
- Completion of all program requirements within the maximum timeframe for degree completion;
- Payment of any student account balance; and
- Exit counseling with the Office of Student Financial Services.

Completed Applications for Graduation should be submitted to the Office of Student Services. Degree conferral will not be processed until all the outlined requirements have been completed.

Students are awarded a diploma with a graduation date for the term during which degree requirements, including submission of any supporting documents, are met. In instances where coursework is completed, but academic and/or administrative requirements are outstanding, the student's graduation date will reflect the term during which these requirements have been satisfied. Diplomas are mailed to students approximately 6-12 weeks after degree conferral. Official transcripts noting graduation are available as soon as the student receives notification of degree conferral from the Registrar.

Disability Services

In compliance with Section 504 of the Rehabilitation Act of 1973 and the implementing regulations 34 CFR part 104 (barring discrimination on the basis of disability), and the Americans with Disabilities Act (ADA) of 1990 and the implementing regulations in 29 CFR part 1630 (1992), Claremont Lincoln University is committed to providing students with disabilities full access to its programs, events, and facilities.

The Office of Student Services oversees the coordination of services for students with disabilities. To benefit from the protection of ADA and Section 504 of the Rehabilitation Act, students must self-disclose a disability to the Office of Student Services and request an accommodation. The University requires the student to provide the Office of Student Services medical documentation that verifies the existence of the disability, the student's current condition, and need for an accommodation. Documentation must be submitted from the student's treating medical provider and must have been issued within 3-years of the student's request. A member of the Office of Student Services will confer directly with the student requesting accommodations. A student's disability has no bearing whatsoever on a student's acceptance or non-acceptance to any of Claremont Lincoln's degree programs.

Potential or current students with a disability seeking an accommodation may also contact the Office of Student Services, which will provide answers to common questions about disability services or the accommodations process and is responsive to all situations. Questions may be directed to the Dean of Student Services who serves as the University ADA Coordinator.

Claremont Lincoln University has an obligation to maintain confidentiality regarding a student's disability. Any information collected is solely for the student's benefit. It is maintained separately from the student's university record and housed within secure files with access limited to staff with a legitimate academic interest. An accommodated student will be informed as to what information is being provided to the faculty or staff regarding the request. Except where permitted by applicable law, disability information will not be shared with non-Claremont Lincoln University employees without the student's express written permission.

For additional information about this policy, please contact the Dean of Student Services at studentservices@claremontlincoln.edu.

Drops and Withdrawals

Dropping and Withdrawing from a Course

Students may drop a course up until the beginning of the second week (day eight) of the term by contacting the Office of Student Services. Students who drop by the eighth day of the term will receive a full refund of tuition charges for the term and no notation of the course will appear on the student's transcript.

Students may withdraw from a course following the end of the drop period through the end of the withdrawal period (generally, once sixty percent of the course is completed) as noted on the academic calendar. Requests for withdrawal must be made in writing by submitting a Course Withdrawal Request form to the Office of Student Services on or before the deadline for withdrawal. Students who stop participating are subject to the administrative course withdrawal policy. A withdrawal will show as a "W" on the student's transcript but will not impact their GPA. A student's date of determination, or withdrawal date, will be recorded as the date their official withdrawal request is received. Tuition charges for students who withdraw will be assessed according to their last date of interaction (LDI) in the course and will be based on the percentage of the course that was attended as outlined in the Refund Policy. The student's final termination date will depend on the type of withdrawal initiated. Withdrawal requests are not accepted after the withdrawal deadline.

Administrative Course Drop

Students who do not sign into their course and engage in meaningful interaction by submitting an assignment on or before the eighth day of the term, but also do not submit a request to drop their course, may be administratively dropped from the course for non-participation.

Students may also be administratively dropped from a course through the eighth day of the term for failure to adhere to the University's Payment Policy. Please refer to the Payment Policy in the catalog for payment requirements.

Students who are administratively dropped from a course will receive a full refund of their tuition per the University Refund Policy. Administrative course drops do not appear on a student's transcript. However, students who have a pattern of repeated administrative course drops may be administratively withdrawn from the University.

Administrative Course Withdrawal

Students who fail to interact in class by submitting an assignment and who are non-responsive to outreach by their instructor or the Office of Student Services for ten consecutive days may be administratively withdrawn from the course. Administrative course withdrawals may occur between the end of the drop period and the last day to withdraw from a course. Students who cease participation after the withdrawal deadline will be charged full tuition and receive a final grade in the course-based work submitted

throughout the course.

Students may also be administratively withdrawn from a course for failure to adhere to the University's Payment Policy. Please refer to the Payment Policy in the catalog or contact the Office of Student Financial Services for information about specific payment plan options.

Students who are administratively withdrawn from a course will receive a "UW" on their transcript for the course in question. Students will also be assessed prorated tuition based on their last date of interaction in accordance with the Refund Policy.

University Withdrawal or Transfer

A student who wishes to transfer to another school or otherwise withdraw from enrollment must notify the Office of Student Services by turning in a completed University Withdrawal Form. Claremont Lincoln University cannot advise on which courses may transfer to another school as this decision is always at the discretion of the receiving institution.

Administrative University Withdrawal

Students who do not maintain continuous enrollment by registering for classes each term or petitioning for a Leave of Absence will be considered inactive and will be administratively withdrawn from Claremont Lincoln University. Students who are administratively withdrawn from the university and wish to return may contact the Office of Admissions to apply for readmission.

Drug-Free Campus Policy (Statement Required by 34 CFR Part 86)

Claremont Lincoln University is a drug-free organization. The University believes that illegal drug use by any student or employee, whether or not on the campus, is inappropriate and incompatible with the mission and values of its community members. Pursuant to federal law, each student and employee is hereby notified that the unlawful manufacture, distribution, dispersing, possession or use of a controlled substance is prohibited on Claremont Lincoln University premises or while performing duties for Claremont Lincoln University when not on its premises. Violation of this prohibition may result in the referral of the violator to an appropriate treatment center for drug counseling, rehabilitation, or other assistance, or reporting of the violation to law enforcement authorities for such action as they deem appropriate. Federal law requires Claremont Lincoln University to provide each student and employee a copy of this statement and that each student and employee agrees to (a) abide by the terms of the statement, and (b) notify the University of any criminal drug statute conviction no later than five days after such conviction.

Health Risks Associated with Alcohol-Drug Abuse: Certain health risks are known to be associated with the use of alcohol or controlled substances: (a) There is potential for abuse and (b) abuse of alcohol or controlled substances may lead to physical and/or psychological dependence. For more information concerning the health risks associated with particular drugs or groups of drugs, please refer to "Drugs of Abuse," published by the U.S. Department of Justice Drug Enforcement Administration.

Electives

Claremont Lincoln University students may enroll in CLU elective courses relevant for achieving their professional and personal goals. Some required program degree courses may be substituted by CLU elective courses within the student's program of study. Students may be permitted to enroll in up to two elective courses for a total of 6 credits in consultation with the Registrar or Dean. See the section on Degree Program Requirements for a full listing of program requirements.

Grade Reporting Policy

All grades must be submitted to the Registrar three days after the last day of a term and will post to the Student Portal the Friday following the end of term. If the instructor grants an Incomplete, a Senior Project or Capstone Extension, the grade will be recorded as an "I" or an "E" until a final grade is submitted.

Grade Rounding Policy

Final grades are determined by percentages that include decimals. When the decimal is .5 or greater and impacts the final transcribed letter grade in the course, the decimal will be rounded up. If the decimal is below .5 or does not impact the final transcribed grade, the decimal will remain as is.

Independent Study

In order to provide a curriculum based on a set rotation of required courses, independent studies may be arranged by the University at the discretion of the Dean of Teaching, Learning & Leadership.

Late Work Policy

It is expected that students will complete course assignments on time. In the case of a student not completing an assignment by the due date, the late policy as described in all course syllabi will be applied.

Leave of Absence

Students who do not maintain continuous enrollment must petition the Office of Student Services for a leave of absence prior to the start of any term for which they do not intend to enroll in classes. Students receiving University scholarships may be subject to terms of enrollment and should consult their award letter to avoid scholarship forfeiture.

Students must successfully complete at least three credits to be eligible to request a leave of absence. A request for a leave of absence must be made in writing. This request must include the date, reason for the student's request, and the student's signature. An approved leave of absence is based upon the school's reasonable expectation that the student will return from the leave and the student's petition must include a date of return.

Normally, a leave of absence is granted for a maximum of one term. The student may petition for an extension of one additional term. If after two terms the student does not return from the leave, the student will be withdrawn from the program and her/his record

closed. To re-enter the program, the student must apply for readmission through the Office of Admissions.

- Term 1: The student must petition and receive approval from the Office of Student Services for a leave of absence.
- Term 2: The student must petition and receive approval from the Office of Student Services for an extension of the leave.
- Term 3: If the student does not return, they are withdrawn from the program. The student must apply for readmission to resume studies at CLU.

Students who do not follow the process outlined above and fail to enroll in subsequent terms will be administratively withdrawn from the university. Students may take a maximum of two leaves of absence in any twelve-month period.

Taking a leave of absence will impact a student's Title IV federal financial aid, and students utilizing financial aid must contact the Office of Student Financial Services when applying for and returning from a Leave of Absence.

Minimum Grade Point Average for Graduation

The minimum cumulative grade point average required for graduation from the University is a 2.0 for undergraduate students and a 3.0 for graduate students. Only courses in the program of study are used to determine GPA. However, all attempted courses and final grades will remain on the student's official transcript.

Netiquette

Network etiquette, or "netiquette" refers to a set of guidelines for students' online communication. To ensure course preparedness and meaningful contributions in Claremont Lincoln University's online classrooms, students must have the following equipment:

- A working computer. While tablets and smartphones may be useful tools for students, they do not fulfill the computer requirement and should not be used to complete discussion posts or assignments.
- Broadband or high-speed wireless internet access.
- A webcam or other video recording device as recorded presentations may be a required component of some courses.
- Computer speakers or headphones.
- Microsoft Office applications or equivalent (Word, Excel, PowerPoint). Students should use Office applications or the equivalent when submitting assignments as designated in course syllabi.

Effective dialogue and collaboration require appropriate communication in and out of the classroom. With this in mind, Claremont Lincoln University expects students to adhere to the following:

- Use of inclusive, non-gendered language.
- Refrain from use of discriminatory, culturally insensitive, ableist language.
- Use of professional conduct and language in all communication with peers, faculty, and staff including in the discussion boards, email messages, Zoom meetings, Canvas

messaging, phone, and other communication platforms.

- Respectful dialogue in all situations. While differences of opinion may occur, combative, insulting, offensive, derogatory, or threatening language is prohibited.
- Avoid using all caps as this may imply shouting.
- Passwords and user credentials must be kept confidential and may not be shared.
- Student work submitted in the discussion boards or other venues is considered private and should not be shared outside of the classroom environment.

Non-Degree Enrollment

Non-degree seeking students may take courses at CLU without enrollment in one of our degree programs. Individuals wishing to take classes for personal or professional growth may enroll after receiving approval from the Dean of Student Services.

Some credits taken in Non-Degree Enrollment status may be applied to a degree program if the student later becomes a matriculated CLU student. To apply for Non-Degree Enrollment, students should contact the Office of Admissions or apply via the CLU website. Approval for non-degree status does not guarantee future admission to a degree program or enrollment in any specific course.

Students wishing to transfer CLU credits to another school should consult that institution to find out if graduate credits taken at CLU will transfer into a degree program at their institution.

Non-degree seeking students are bound by the same rules and academic standards as matriculated students and may qualify for Financial Aid from CLU.

Participation Policy

Student participation will be assessed primarily through student interactions within the learning management system. Interactions are defined as submission of assignments or contributions in the discussion board. Students who miss ten consecutive calendar days of activity during the term will miss significant learning opportunities which will very likely result in a failing grade (see syllabus for expectations and accompanying grading rubric) or administrative withdrawal from the course. Students who fail to participate prior to the eighth day of the term may be administratively dropped from their course.

Research Policies

Graduate Capstone Workshop

All students are enrolled in the non-credit Capstone Workshop within the Learning Management System. Participation in the Lab is instrumental in preparing students for the final term when the Capstone Project is implemented, and the final project report is produced. Students should complete all Capstone Workshop assignments according to the designated schedule. Students will complete asynchronous work in collaboration with a Capstone Mentor.

PHRP and IRB at CLU

Protections for Human Research Participants (PHRP) are a series of protocols to ensure the ethical treatment of human beings who participate in research projects. They are a set of guidelines to make sure CLU research projects "maximize benefit" and "minimize risk" for our projects' participants.

CLU is focused on "good ethics" and positive social change, making sure students take extra care to do research in an ethical manner. By following PHRP standards, CLU is in compliance with ethical guidelines established by the National Institute of Health and that are considered standard practice for published research.

To ensure students follow PHRP standards, capstone project proposals must be approved by CLU's Institutional Review Board (IRB) before students may carry out the project for the capstone class.

Tuition Refund Policy

Degree-seeking students who fail to complete the period of enrollment for a course may receive a refund. Students may receive a full refund, partial refund, or no refund of tuition depending on the date the student drops or withdraws or their last day of interaction in the course.

A 100% refund of tuition will be issued for students who drop through the eighth calendar day of the term.

Students who submit an official written request to withdraw from a course through the end of the withdrawal period noted on the academic calendar will be issued a refund based on their last date of interaction (LDI) in the course. Tuition charged will be equal to the percentage of the course attended and the remainder will be refunded. Refunds will be processed within 45 days of the date of determination (40 days for residents of Wisconsin).

Example:

Student's LDI is day 22 of a 56 day term =
 22/56 days completed = 40% of term completed
 Tuition due is 40% with remaining 60% refunded

Withdrawal requests will not be accepted after the end of the withdrawal deadline for the term regardless of the last date of interaction.

After the withdrawal deadline students may no longer withdraw and will be charged full tuition for their course(s).

Non-Degree Student Payment and Refund Policy

The total tuition charge for the term is payable before the first day of class each term. Non-degree seeking students who have not paid the balance in full will be dropped from their course(s) on the day the term starts.

Students have several payment options. Payments may be made by check or online with a credit card (Visa, MasterCard, American Express). Non-degree students are not eligible for Financial Aid.

Non-degree seeking students who fail to complete the period of enrollment for a course may receive a refund. Students may receive a full refund, partial refund, or no refund of tuition depending on the date the student drops or withdraws or their last day of interaction in the course.

A 100% refund of tuition will be issued for students who drop through the eighth calendar day of the term.

Students who submit an official written request to withdraw from a course through the end of the withdrawal period noted on the academic calendar will be issued a refund based on their last date of interaction (LDI) in the course. Tuition charged will be equal to the percentage of the course attended and the remainder will be refunded. Refunds will be processed within 45 days of the date of determination (40 days for residents of Wisconsin).

Example:

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Withdrawal requests will not be accepted after the end of the withdrawal deadline for the term regardless of the last date of interaction.

After the withdrawal deadline students may no longer withdraw and will be charged full tuition for their course(s).

Sexual Misconduct (Title IX)

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." -Title IX of the Education Amendments of 1972 (20 U.S.C §1681 et.seq.)

Title IX of the Educational Amendments of 1972 protects individuals from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Claremont Lincoln University is committed to providing an environment free from discrimination on the basis of sex. Sexual harassment, which includes sexual violence, is a type of sex discrimination and is prohibited under Title IX and by the University.

The University encourages any student or employee who thinks they have been subjected to sex discrimination or sexual harassment, including sexual violence, by another student, member of the faculty or staff, campus visitor or contractor, to immediately report the

incident to the Title IX Coordinator whose information is listed below.

Nancy Barnes
Title IX Coordinator
150 W. First Street
Claremont, CA 91711
nbarnes@claremontlincoln.edu
(909) 667-4470

Statute of Limitations for Degree Completion and Extensions

Undergraduate students in a degree program have up to eight years (96 months) to complete the degree. Graduate students in a degree program have up to five years (60 months) to complete the degree. An approved leave of absence extends the time limit to complete the degree by an amount of time equal to the leave. A change of degree program does not extend the statute of limitations.

A student who requires additional time to complete their degree requirements may apply for a one-year extension of their original statute of limitations by petitioning the Dean of Student Services. Students who experience extenuating circumstances and need additional time following an extension may petition the Council on Student Success and Academic Affairs for an additional one-year extension. Statute of limitation extensions are determined on a case-by-case basis and are not guaranteed.

Student Complaint and Grievance Policy

Claremont Lincoln University (CLU) is committed to treating all students justly and fairly. The University does not discriminate on the basis of race, color, religion, gender, marital status, identity, sexual orientation, national origin, disability, medical condition, or veteran status. To this end, CLU strives to promote and maintain an environment in which students are protected from misconduct by any department or member of the University community.

A student with a complaint or grievance not related to Title IX issues has recourse through this complaint and grievance policy in those instances when the student has a concern that a policy or procedure has been incorrectly or unfairly applied in his/her particular case or a concern that requires a formal charge against a person's behavior. All conversations and proceedings are strictly confidential. The University will not tolerate retaliatory or punitive action against a student who files a complaint or grievance. All files pertaining to a student complaint/grievance are maintained for a minimum of 6 years in a secure file accessible only by the Registrar.

Grievance Process for Non-Academic Policies or Procedures:

Students initiating a complaint or grievance against a non-academic policy or procedure, or a non-academic member of the staff, administration, or student body should take the following steps:

1. As a first step, the student must seek to resolve the issue directly with the aggrieved

- non-academic University representative, member of the student body, or the individual who applied the policy or procedure.
2. If a satisfactory resolution cannot be reached between the student and the individual, or if extenuating circumstances prevent direct communication between the student and the individual, the student should initiate a formal complaint/grievance in writing by submitting the Student Complaint and Grievance form within thirty (30) calendar days of the incident to studentconcerns@claremontlincoln.edu. The Dean of Student Services will act as the liaison between the student and the individual and will facilitate the complaint/grievance resolution process.
 3. A written appeal may be submitted to the President's office within ten (10) days of the decision provided by the Dean of Student Services. Within ten (10) days of the appeal, the University will form a three-person committee to review and issue a final decision on the matter. This decision may not be appealed.

Grievance Process for Academic Policies or Procedures:

For academic matters, students should begin communication with their Instructor and follow the steps below:

1. The student should attempt to resolve the grievance informally by discussing the issue with the Instructor or Program Chair, as appropriate to the situation. If a suitable solution cannot be reached, the student should file a written complaint or appeal.
2. If the grievance is not informally resolved or the student has not received a satisfactory response from the instructor or other individual within five (5) working days of the date of the complaint or appeal to the instructor, the student should submit an updated formal complaint or appeal by submitting the Student Complaint and Grievance form to studentconcerns@claremontlincoln.edu. The Academic Dean has ten (10) calendar days from the date of the formal complaint to resolve the issue.
3. If unresolved, the academic leadership will assign a three-person committee of academic administrators and program chairs to review the complaint or grievance. The committee will make a decision on the grievance within ten (10) calendar days of receipt of the complaint. The committee will inform the student and appropriate individuals of that decision.
4. A written appeal of the decision may be submitted within ten (10) working days to the Chief Academic Officer who will form a three-person committee of senior leaders to determine whether the procedures of the complaint policy were properly followed. Within ten (10) calendar days of the receipt of the appeal, the committee will issue a decision and inform the student. This decision is final, and no further appeal is possible.

If an issue cannot be resolved internally, students may contact their state of residence

to submit their complaint or grievance. Students residing in California should submit complaints to:

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

(916) 431-6924

(916) 263-1897 FAX

<https://www.bppe.ca.gov/enforcement/complaint.shtml>

Students residing outside of California may find contact information for their state agency at <https://wcetsan.wiche.edu/resources/student-complaint-information-state-and-agency>.

Claremont Lincoln University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Voter Registration

The National Mail Voter Registration form can be used to register U.S. citizens to vote, to update registration information due to a change of name, make a change of address or to register with a political party. Students must follow the state-specific instructions listed for their own state. After completing the form, students must sign where indicated and send it to the local state or local election office for processing.

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact the state election office at: <https://www.eac.gov/voters/register-and-vote-in-your-state>

Whistleblower Policy

All University employees have a responsibility not only to follow all the University rules and regulations, but also have a positive duty to report to the University management any information known to them concerning an actual or potential violation of the University's policies and/or applicable state and federal laws, in accordance with the Whistleblower Policy.

The University is committed to complying with all state and federal requirements, and, in compliance with the California Whistleblower Protection Act, the University has provided the following guidance with regard to reporting actual or suspected violations.

Filing a Report or Reporting a Violation

The University encourages all employees including faculty, full- and part-time workers, students, and volunteers, based on good faith, to report suspected violations of University policy and applicable state and federal laws, or the misuse of public resources.

Violations are preferably reported in writing. They may also be reported orally to:

- An immediate supervisor.
- The Director of Human Resources or her/his designate. If you feel uncomfortable talking to your supervisor, you are encouraged to take this step. The Director of Human Resources has exclusive responsibility to investigate and resolve all reported violations and take prompt and corrective action.
- Appropriate law enforcement agencies if either of the previous steps has failed to reasonably correct the matter.

No Retaliation

No employee who in good faith has raised a complaint against any practices of the University shall suffer harassment, retaliation, or adverse employment consequences. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

This Whistleblower Policy intends to encourage employees to raise serious concerns with the University before seeking resolution outside of the University. Such reports protect the best interests of the individual employee, as well as the University, and concerns should be made clear whenever possible.

Good Faith Report

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith based upon reasonable evidence. Any allegations proved to be maliciously or knowingly false will be treated as a serious disciplinary offense. ©2023 by Claremont Lincoln University

By matriculating, all students agree to abide by the University's rules and regulations. Claremont Lincoln University reserves the right to change the conditions of admission or the course of study; revise degree requirements, academic policies, and procedures; and/or change or cancel courses currently scheduled for the program of study without prior notification. Any changes in the conditions for admission or in the program of study will be communicated to the student in writing.

Accreditation

Claremont Lincoln University is accredited by the WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, (510) 748-9001.

The Commission has confirmed that Claremont Lincoln University has satisfactorily addressed the Core Commitments to Student Learning and Success; Quality and Improvement; and Institutional Integrity, Sustainability, and Accountability and is found to be in substantial compliance with the WSCUC Standards of Accreditation.

To obtain a copy of Claremont Lincoln University's WASC accreditation, please contact:

Joanna Bauer, EdD
Accreditation Liaison Officer
Vice President of Academic and Student Affairs/CAO
jbauer@claremontlincoln.edu
(909) 667-4400 | www.ClaremontLincoln.edu

Administrative Office Hours:
8:30 a.m. – 5:00 p.m. Pacific Standard Time

UNDERGRADUATE PROGRAMS

Bachelor of Arts in Organizational Leadership

Claremont Lincoln University offers a Bachelor of Arts in Organizational Leadership. For details, please refer to the degree program requirements later in this catalog. For graduate programs, please refer to the Graduate section of this catalog.

The Bachelor of Arts in Organizational Leadership (BOL) at CLU is a student-centered, fully online program with a strong focus on providing the necessary competencies needed by future leaders to be self-sufficient thinkers and lifelong learners. These competencies will support the student across four areas: leadership development, analytical thinking, collaborative relationships, and strategic leadership. This program has a comprehensive curriculum designed to allow students to learn skills that can be applied to lead organizations in a globally competitive environment. Through this program, students will learn to develop their leadership style by effectively practicing a variety of skills essential in organizational settings that will equip them to be open-minded, solve problems creatively, and lead with integrity. The Claremont Core® concepts of mindfulness, dialogue, collaboration, and change are integrated throughout the courses in various activities to support the CLU mission. The program includes foundational courses, a Senior Project, and the option of selecting between three concentrations.

Dual Credit. In addition, students interested in accelerating the completion of a master's degree will have the option of earning 9 credits toward a master's program at CLU while completing their bachelor's degree. This option includes credits earned for three graduate Claremont Core® courses that apply to their undergraduate curriculum. This will accelerate students' ability to complete a master's degree with a shorter time to completion while reducing overall graduate tuition costs.

This online degree is designed for working professionals eager to grow their leadership skills and expertise and apply their degrees in a global workplace. Students may select from the following concentrations:

- Human Resources
- Management
- Professional Studies

Program Learning Objectives (PLOs)

Upon completion of the Bachelor of Arts in Organizational Leadership, students will be able to demonstrate proficiency in the following areas:

1. **Leadership Development**: Implement key ethical leadership skills in personal and professional contexts.
2. **Analytical Thinking**: Evaluate information about organizational challenges to achieve manageable solutions or opportunities.
3. **Collaborative Relationships**: Facilitate collaboration by utilizing effective communication skills to foster a culture of support and community.
4. **Strategic Leadership**: Design strategies that include consideration of problems, opportunities, continuous learning, and research-based decision-making to achieve innovative solutions.
5. **Integrate the Claremont Core®**: Develop a compassionate leadership style that utilizes mindfulness and dialogue for collaboration and positive change.

APPLICATION REQUIREMENTS

Application Process

Prospective Claremont Lincoln University (CLU) students must submit an application to be considered for admission, as well as the following:

1. All official transcript(s) from every accredited post-secondary institution attended
2. Current resumé
3. Additional documents may be requested as deemed necessary

Each applicant must disclose all previous college experience on their application or be subject to delay of admission, loss of credit, rejection of application, and/or cancellation or denial of admission. CLU reserves the right to request, access, and review academic history as deemed relevant. Please request official transcripts from all colleges and universities attended. Send directly to:

Claremont Lincoln University
 Attn: Office of Admissions
 150 W. First Street Claremont, CA 91711
admission@claremontlincoln.edu

Applicant Integrity

Applicants who knowingly submit false information including, but not limited to, forged or altered transcripts will be permanently barred from admission and/or dismissed from the University. The Admissions Committee may review and/or deny admission to any applicant, including the following:

- Those who breach student conduct standards
- Those whose records indicate disciplinary censure or dismissal
- Those whose records indicate that they were not in good academic standing at prior

- institutions
- Those who demonstrate a lack of academic, personal, or technical ability required for success

Submitting Official Transcripts to CLU

Students applying for admission to CLU are responsible for submitting official transcripts from prior institutions they have attended. “Official” refers to both the transcript type as well as the delivery method. A transcript is considered “official” if it is printed on official transcript paper and sent directly from the issuing school to CLU in a sealed envelope. Transcripts that have been sent to the student and/or have been opened are not considered official.

All test scores and official transcripts must be sent directly to CLU from the issuing institution or organization. Photocopied or faxed documents will be considered unofficial. All application materials for applicants who decide not to enroll for the term in which they applied will be kept on file for one year. Documents and transcripts submitted as part of the application process will not be relinquished to applicants or students under any circumstances. Evaluation of transferable credit will be completed upon receipt of all official transcripts.

Some schools participate in electronic transcript exchange; CLU will accept official electronic transcripts from approved service providers. CLU accepts electronic transcripts from National Student Clearinghouse and Parchment. The institution issuing the transcript will determine which, if any, of these services are in use. Please see your institution's website for ordering instructions. All official transcripts should be submitted to:

Claremont Lincoln University
Attn: Office of Admissions
150 W. First Street Claremont, CA 91711
admission@claremontlincoln.edu

ADMISSIONS REQUIREMENTS

Admission to a degree program at CLU is a holistic process. All aspects of a student’s record are evaluated in making an admission decision, with an emphasis placed on a student’s academic success and potential.

Incomplete applications will not be reviewed. Final selection of students shall be made by CLU, which reserves the right to deny admission to any applicant for any lawful reason. Qualified students are admitted in compliance with federal and state non-discrimination laws. CLU complies with the Rehabilitation Act of 1973 and the Americans with Disability Act.

Admission to the Bachelor’s Program

To be considered for admission into the Bachelor’s Program applicants must meet university requirements and be considered an “upper-division transfer student.” Applicants

who have completed 60 transferable semester (90 quarter) credits of college coursework are considered upper-division transfer students. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by CLU. Most commonly, college level credits earned from an institution of higher education accredited by an agency recognized by the Department of Education or the Council for Higher Education Accreditation (CHEA) are accepted for transfer. International admissions requirements are detailed separately in the Undergraduate International Admissions section of this catalog.

Applicants will be considered for admission if they meet the following requirements. Applicants who do not meet all requirements may be denied admission:

- Have at least 60 transferable semester (90 quarter) credits including the necessary General Education requirements. Credits may be transferred from the following:
 - Accredited/recognized institutions
 - Approved testing agencies such as CLEP, AP, DSST, IB Higher-Level
 - ACE approved courses completed through StraighterLine or Sophia
 - International coursework which must be evaluated by an approved credit evaluation service.
- Have earned a grade of “C-” or better in all college-level courses accepted for transfer
- Have an overall minimum transferable cumulative grade point average of 2.00 or higher
- Be proficient in the English language. Students must obtain a minimum English Language Proficiency Exam score if:
 - They have not attended a high school/secondary level education institution where English was the principal language of instruction for at least three years full time OR
 - They have not completed a transferable college-level English Composition course from a recognized United States post-secondary institution, with a grade of “C-” or better

Conditional Admissions Requirements

Conditional admission may be granted to students who do not fulfill the standard admission requirement of 60 transferable semester credits. Students who possess a minimum of 45 transferable semester credits, with at least 18 credits meeting the general education requirements, may qualify for conditional admission. Conditionally admitted students may need to complete remaining general education requirements at an institution outside of Claremont Lincoln University (CLU). All program, general education, and elective credit requirements must be satisfied before a degree is awarded by CLU. Additionally, all credits must be completed within the eight year degree completion time frame.

English Proficiency Exam Score

Regardless of citizenship, all applicants whose native language is not English and who do not qualify for a waiver are required to submit proof of English Language Proficiency before an admissions decision can be made.

These students must submit one of the following to satisfy the English language proficiency requirement:

- The DuoLingo English test, with a minimum score of 90, completed within the last 5 years
- The Test of English as a Foreign Language (TOEFL) with a minimum score of 60 on the Internet exam, 173 on the computer exam, or 60 on the paper exam completed within the last 5 years
- The International English Language Testing System (IELTS), including the academic writing and academic reading modules, with a minimum score of 5.0 completed within the last 5 years
- An official transcript indicating a grade of “C-” or higher (1.7 on a 4.00 scale) in a transferable English composition course from an accredited/recognized U.S. institution completed within the last 3 years
- An official transcript indicating the applicant has passed the U.S. General Education Development (GED) test within the last 5 years
- An official transcript indicating completion of an Associate of Arts or an Associate of Science degree from a U.S. accredited/recognized institution with an overall GPA of 2.00 (on a 4.00 scale) or higher
- An official transcript showing completion of a baccalaureate or master's level credential from an accredited/recognized U.S. institution with an overall GPA of 2.00 (on a 4.00 scale) or higher
- An official credit evaluation from an approved credit evaluation service confirming completion of a high school, baccalaureate, or master's level equivalent to an accredited/recognized U.S. institution from an English-speaking country listed on the CIA World Factbook website (<https://www.cia.gov/the-world-factbook>)

While alternative English proficiency measures may be considered, the DuoLingo English test, Test of English as a Foreign Language (TOEFL), or International English Language Testing System (IELTS) exams are preferred.

Please note that CLU is not a certified Student and Exchange Visitor Program (SEVP) school and, therefore, does not participate in the issuing or recertification of student visas.

Admissions for those with AA or AS Transfer Degree

AA and AS transfer degrees are accepted in full as completion of the total number of credits if the degree contains at least 33 general education semester (50 quarter) credits, 60 transferable semester (90 quarter) credits of college coursework, and/or is accepted by the student's state of residence as a transfer-equivalent degree.

Please note: AAS degrees are not accepted in full block transfer. The credits are evaluated on a course-by-course basis for program and general education transfer.

Admissions for those with AAS or Lacking an AA or AS Transfer Degree

Applicants who do not have a transfer-focused AA or AS, but have completed 60 or more

transferable semester credits of coursework at accredited, Department of Education and CHEA recognized colleges or universities, may be eligible for admission.

If available, applicants are encouraged to complete their state's General Education Certification Plan. "Certification" is the official notification that a transfer student has completed courses fulfilling lower-division General Education requirements.

A maximum of 60 lower-division semester credits will transfer from accredited/recognized institutions.

- Have at least 60 transferable semester (90 quarter) credits including the necessary General Education requirements. Credits may be transferred from the following:
 - Accredited/recognized institutions
 - Approved testing agencies such as CLEP, AP, DSST, IB Higher-Level
 - ACE approved courses completed through StraighterLine or Sophia
 - International coursework must be evaluated by an approved credit evaluation service.
- Students must have completed at least 33 general education credits to be admitted.
- Have earned a grade of "C-" or better in all college-level courses accepted for transfer.
- Have an overall minimum transferable cumulative grade point average of 2.00 or higher.
- Credits are evaluated on a course-by-course basis for the major, concentration, and general education requirements.

General Education Requirements for Admissions and Completion

CLU's Bachelor of Arts in Organizational Leadership (BOL) degree completion program requires a minimum of 39 semester credits of general education. Of these, 33 should be completed prior to admission (18 for conditionally admitted students). Six of the 39 required general education credits must be taken at CLU.

Students will complete two (6 credits) foundational student success general education courses, which are required to be taken at CLU and cannot be exempted through transfer or other means. In addition to the general education requirements, the BOL includes the required Claremont Core[®], a CLU signature general curriculum on leadership, ethics, and equity (see detail below).

The general education credits should represent the broad areas of general study, following the guidelines below:

- English Language, Communication, and Critical Thinking - 9 semester credits
 - 3 credits fulfilled at CLU by BFC 3302 Academic Writing and Research
 - Courses such as Written and/or Oral Communication, Critical Thinking, etc.
- Scientific Inquiry and Quantitative Reasoning - 9 semester credits
 - Physical Sciences such as Astronomy, Chemistry, Physical Geography, Physics, etc.

- Life Sciences such as Physical Anthropology, Biology, etc.
- Must include one Quantitative Reasoning course such as Mathematics, Statistics, etc.
- Arts and Humanities - 9 semester credits
 - Includes Languages, Art, Religion, Music, Philosophy, etc.
- Social Sciences - 9 semester credits
 - History, Psychology, Political Science, Cultural Anthropology, Economics, Sociology, etc.
- Lifelong Learning and Self-Development - 3 semester credits
 - 3 credits fulfilled at CLU by BFC 3301 Academic Success and the Claremont Core®

Once admitted, students must complete six credits of specific foundational general education courses at CLU with a “D” (1.0 GPA) or higher within the first three terms of CLU’s baccalaureate completion program.

- CLU Student Success Courses: 6 credits (non-waivable)
 - BFC 3301 Academic Success and The Claremont Core® (3 credits)
 - BFC 3302 Academic Writing and Research (3 credits)

Undergraduate International Admissions

International applicants are defined as individuals who completed their coursework at an institution outside the United States.

Undergraduate applicants who have completed coursework at one or more institutions outside the United States must have their transcripts reviewed by an approved credit evaluation service to be considered for admission. Applicants should verify the credit evaluation service is an approved provider before ordering an official transcript evaluation. Official transcript evaluations must include a course-by-course report and be sent directly from the evaluation service to CLU. Along with the applicant's name, the evaluation must include institutions attended, and list courses completed at a post-secondary level, credential(s) earned and the U.S. educational equivalent, dates of attendance, a U.S. semester credit and grade equivalent for each course, and an analysis of accreditation equivalency in the U.S.

Undergraduate applicants who have not completed an undergraduate degree from an accredited/recognized institution located in the United States or in one of the English

speaking countries listed on the CIA World Factbook website (<https://www.cia.gov/the-world-factbook>) must also demonstrate an appropriate level of English language proficiency.

These students must submit one of the following to satisfy the English language proficiency requirement:

- The DuoLingo English test, with a minimum score of 90, completed within the last 5 years
- The Test of English as a Foreign Language (TOEFL) with a minimum score of 60 on the Internet exam, 173 on the computer exam, or 60 on the paper exam completed within the last 5 years
- The International English Language Testing System (IELTS), including the academic writing and academic reading modules, with a minimum score of 5.0 completed within the last 5 years
- An official transcript indicating a grade of “C-” or higher (1.7 on a 4.00 scale) in a transferable English composition course from an accredited/recognized U.S. institution completed within the last 3 years
- An official transcript indicating the applicant has passed the U.S. General Education Development (GED) test within the last 5 years
- An official transcript indicating completion of an Associate of Arts or an Associate of Science degree from a U.S. accredited/recognized institution with an overall GPA of 2.00 (on a 4.00 scale) or higher
- An official transcript showing completion of a baccalaureate or master's level credential from an accredited/recognized U.S. institution with an overall GPA of 2.00 (on a 4.00 scale) or higher
- An official credit evaluation from an approved credit evaluation service confirming completion of a high school, baccalaureate, or master's level equivalent to an accredited/recognized U.S. institution from an English-speaking country listed on the CIA World Factbook website (<https://www.cia.gov/the-world-factbook>)

While alternative English proficiency measures may be considered, the DuoLingo English test, Test of English as a Foreign Language (TOEFL), or International English Language Testing System (IELTS) exams are preferred.

Please note that CLU is not a certified Student and Exchange Visitor Program (SEVP) school and, therefore, does not participate in the issuing or recertification of student visas.

Undergraduate Admissions Decision Appeals

Applicants who have been denied admission may appeal to the Chief Academic Officer (CAO) if they believe the Admissions Committee did not fully consider all factors regarding their qualifications. The Petition for Exception to Undergraduate Admission Requirements Form and additional documentation demonstrating the capacity for successful degree completion are required to appeal to the CAO. Admission appeals must be received within 3 weeks of the admission denial notification. The decision of the CAO is final.

TRANSFER, ALTERNATIVE, AND DUAL CREDIT POLICIES

Evaluation for Transfer Credit

Part of CLU’s mission is to increase access and affordability for higher education by removing obstacles for transfer students. Transfer credits may reduce tuition costs and time to degree completion. The “Transfer Credit Practices” report published by the

American Association of Collegiate Registrars and Admissions Officers (AACRAO) will be the reference used for the evaluation of transfer credits.

Specific details on courses and credits eligible for transfer are included in the admissions and general education sections in this catalog.

Credit will be reviewed for transfer to CLU upon submission of all official transcripts. Students may submit official undergraduate level transcripts for consideration of potential transfer credits with the conditions below. All students must complete a minimum of 30 credits (25% of the degree completion) at CLU, including the CLU Claremont Core®.

- CLU evaluates undergraduate credits for transfer from higher education institutions in good standing and accredited by an agency recognized by the Department of Education or the Council for Higher Education Accreditation (CHEA)
- Undergraduate academic credit awarded by recognized institutions
- Remedial and vocational/technical diploma courses will not be accepted
- The final grade posted for each potential transfer course is a “C-” grade (1.7) or higher
- The course work does not duplicate, overlap, or regress previous work
- In alignment with the American Council on Education (ACE) transfer credit guidelines, CLU supports the application of transfer and military credit for military and veteran students
- Credit from international institutions must be evaluated by an approved credit evaluation service
- Applicants must disclose all potential transfer credit at the time of admission. After matriculation begins, students must complete all required degree courses at CLU. Conditionally admitted students must be approved to complete outstanding general education requirements outside of CLU
- Students must complete the required residency courses at CLU
- When making substitutions for courses within the major or concentration, coverage of outcomes should approximate a minimum of 70%
- CLU does not allow transfer of lower-division coursework into upper-division coursework
- Transfer grades and credits are not computed within the cumulative grade point average earned at CLU
- When transferring coursework that is transcribed in quarter hours, CLU will convert this to semester hours of credit. Earned credit for each course will be multiplied by 0.667
- Exceptions of transfer credit may be considered with the approval of the Chief Academic Officer (CAO)

Additional limitations on transfer credits may apply. The maximum transfer limit from a combination of all sources is 90 semester credits.

General Education Credits Eligible for Transfer

Up to 60 semester credits in general education may be transferred. Students must have completed a minimum of 33 accepted general education requirements within the categories listed below. If available, applicants are encouraged to complete their state's General Education Certification Plan. "Certification" is the official notification that a transfer student has completed courses fulfilling lower-division General Education requirements.

The general education requirements should demonstrate a breadth of areas as indicated below.

- English Language, Communication, and Critical Thinking - 9 semester credits
 - 3 credits fulfilled at CLU by BFC 3302 Academic Writing and Research
 - Courses such as Written and/or Oral Communication, Critical Thinking, etc.
- Scientific Inquiry and Quantitative Reasoning - 9 semester credits
 - Physical Sciences such as Astronomy, Chemistry, Physical Geography, Physics, etc.
 - Life Sciences such as Physical Anthropology, Biology, etc.
 - Must include one Quantitative Reasoning course such as Mathematics, Statistics, etc.
- Arts and Humanities - 9 semester credits
 - Includes Languages, Art, Religion, Music, Philosophy, etc.
- Social Sciences - 9 semester credits
 - History, Psychology, Political Science, Cultural Anthropology, Economics, Sociology, etc.
- Lifelong Learning and Self-Development - 3 semester credits
 - 3 credits fulfilled at CLU by BFC 3301 Academic Success and the Claremont Core®

CLU honors any state's approved guaranteed general education transfer pathway with cumulative GPA of 2.0 or higher.

General Education Courses not Eligible for Transfer

Six foundational student success credits must be taken at CLU:

- BFC 3301 Academic Success and The Claremont Core® (3 credits)
- BFC 3302 Academic Writing and Research (3 credits)

Claremont Core® and Major Courses not Eligible for Transfer

In addition, students will complete CLU's Claremont Core® (a signature general curriculum on leadership, ethics, and equity), comprising 24 upper-division Claremont Core® credits (including the Senior Project) must be taken at CLU.

- BOL 3301 The Mindful Leader (3 credits)
- BOL 4301 Vision, Creativity, and Innovation (3 credits)
- BOL 4304 Collaborative Leadership (3 credits)
- BOL 4305 Organizational Research, Analysis, and Decision Making (3 credits)

- BOL 4306 Organizational Dialogue (3 credits)
- BOL 4307 Building Diversity, Equity, and Inclusion in Organizations (3 credits)
- BOL 4308 Change Leadership (3 credits)
- BOL 4310 CLU Senior Seminar (3 credits)

Alternative Credit Options

CLU makes every effort to provide students with opportunities to earn academic credits that contribute toward supporting student learning and accelerate degree completion. CLU accepts a variety of alternative credit options that enable students to earn their degree quickly and at reduced cost. Alternative credit options allow adult learners to demonstrate competency, knowledge, prior experience, and independent learning in a particular subject area.

Alternative transfer credits can be used in addition to other transfer credits, but students cannot exceed the overall 90 semester credit transfer maximum. Alternative credit options include credit for experiential learning through Prior Learning Assessment (PLA), approved third-party certified learning, and credit by exam. CLU abides by appropriate state, WSCUC, and other regulatory policies for the award of credit for experiential learning. PLA is limited to 30 credits or 25% of the total degree program and cannot be applied to residency requirement courses.

Alternative credit options are detailed below.

Prior Learning Assessment (PLA)

Prior Learning Assessment (PLA) allows bachelor's level, degree-seeking CLU students to demonstrate their prior professional experience to receive credit based on course-equivalent learning.

The CLU PLA process consists of two parts:

PLA Application - Students will submit the application for PLA and CLU will internally review eligibility requirements and all necessary documentation. If work experience does not reflect course content and objectives, the student may be denied

Portfolio Project Submission - Students shall create a Portfolio Project for the targeted course(s). There is no guarantee of earned credit for Portfolio Projects submitted for review

Potential Target Courses

Any undergraduate course may be targeted for credit for experiential learning and PLA, with the exception of residency required courses, and courses considered to be general education. A total of ten courses (30 credits) can be earned with PLA.

Additional restrictions are as follows:

- Only upper-division bachelor's level CLU courses are eligible for the PLA option. Students targeting lower-division coursework are advised to review other options, such as alternative credits like CLEP, DSST, StraighterLine, and Sophia.

- Students may not seek PLA credit for a course in which credit was accepted in transfer
- Developmental, remedial, or self-help courses do not qualify as experiential knowledge
- The learning experience integrated into the Portfolio Project must have taken place following the student's graduation from high school
- Credits earned through Portfolio Project reviews are applied as transfer credit
- Credits earned through PLA do not meet eligibility for Federal Financial Aid qualification. Credit earned through Portfolio Project review is not term-specific and, therefore, may or may not be transcribed on a student's transcript within a given term
- Credit awarded based on Portfolio Project review does not qualify a student for loan deferment. Submission of a Portfolio Project is independent of continuous enrollment guidelines and will not update a student's attendance
- Credits earned through PLA are not guaranteed to transfer to another institution
- Included in the tuition for BFC 3301 Academic Success and the Claremont Core[®], students can apply for up to three portfolios that assess prior learning competencies related to eligible course objectives at no additional cost. After completing the midterm for BFC 3301, interested students will be able to begin the portfolio completion process. The timeline for completing up to three portfolios at no cost ends 8 weeks from when the term for this course ends. Additional portfolios can be submitted beyond this timeframe for an additional fee.

Contact the Experiential Learning Specialist for more information on the application process and timeline.

Grading of Portfolio Submission

If a student receives a grade of at least 75% ("C"), they will pass with a grade of "S" (Satisfactory). All credit earned through Portfolio review will be listed on the CLU transcript and noted as transfer credit (TR) and will not be calculated into the student's GPA.

A non-refundable \$250 Portfolio Project review fee must be paid before each submission.

In the instance of a failing score "U" (Unsatisfactory), the Portfolio Project may be resubmitted one time per targeted course for faculty re-review. The second submission will be reviewed by the same instructor who reviewed the first submission. If the work remains unsatisfactory, no record will appear on the CLU transcript. Submitting further Portfolio Projects based on that particular course is not permitted.

Credit by Course Challenge

Credit by Course Challenge allows students to demonstrate achieved learning in a specific course by completing an approved assignment demonstrating acquisition of the course learning outcomes. For more information, please see the Credit by Course Challenge Policy.

Credit By Exams

Acceptance of credit is based on scores and when the credit was received. Exam credit options include but are not limited to:

Advanced Placement (AP)

Students who successfully complete Advanced Placement (AP) exams with a score of 3 or higher may be considered for credit. AP transcripts may be requested as follows:

- Official transcripts <https://apstudents.collegeboard.org/sending-scores>
- Archived scores over four years prior must be requested at <https://apstudents.collegeboard.org/sending-scores/send-or-get-archived-scores>

CLEP, DSST

College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST) will be reviewed for transfer credit to CLU upon submission of official transcripts. Students must submit an official score report showing they earned scores at or above the ACE recommended score. CLEP transcripts may be requested through the College Board at <https://clep.collegeboard.org/scores/send-scores-transcripts>. DSST transcripts may be requested at https://www.getcollegetcredit.com/scores_transcripts/.

International Baccalaureate Diploma Program

Students who successfully complete International Baccalaureate (IB) Higher Level exams with a score of 5 or higher may be considered for credit. Credit will be reviewed upon submission of official transcripts which may be requested through [RRS.IBO.org](https://www.rrs.ibo.org).

StraighterLine and/or Sophia

CLU will accept credit for test scores that meet the American Council on Education (ACE) guideline standards and minimum score requirements on approved examinations. Students must submit an official score report showing they earned scores at or above established American Council on Education benchmarks. Please note that not all tests are accepted and students who are interested should contact their Enrollment Manager for more information. The transcript request process for StraighterLine can be found at <https://www.straighterline.com/colleges/claremont-lincoln-university/>. Sophia transcripts will be sent directly to CLU upon course completion.

Military Credit

CLU will review credits for military service that have been evaluated according to the American Council on Education (ACE) guidelines for Army, Navy, Coast Guard, and Marine Corps service members. Air Force credits will be reviewed upon receipt of a transcript from the Community College of the Air Force (CCAF). Content of credit accepted in transfer may not duplicate coursework previously taken.

The evaluation of previous postsecondary education and training is mandatory/required for VA beneficiaries. For students utilizing Veterans benefits who are approved for transfer credit as a result of this evaluation, the institution will grant appropriate credit, reduce the program length proportionately, notify the student and Veterans Affairs in writing of this

decision, and adjust invoicing of the VA accordingly.

Army, Navy, Coast Guard, and Marine Corps service members should submit a Joint Services Transcript (JST). CLU may accept credit from a JST based on an official evaluation of Military American Council on Education approved courses, training, or equivalent.

Courses documented on a Joint Services Transcript are evaluated according to the American Council on Education guidelines and recommendations.

- Army, Navy, Coast Guard, and Marine Corps service members should submit a Joint Services Transcript. To order a Joint Services Transcript, go to <https://jst.doded.mil>.
- Air Force service members should submit a Community College of the Air Force (CCAF) transcript. To order a CCAF transcript, go to <https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts>. Please note: CCAF is a regionally-accredited institution and, therefore, is not considered a non-traditional source of credit. CCAF credits will count towards the 90 maximum credits CLU may accept in transfer.

Non-Collegiate Credit

Non-collegiate credit other than exam or military service credit, such as non-collegiate courses, corporate trainings, certifications, professional licenses, etc., may be reviewed for transfer if it meets the following criteria:

- It has been evaluated according to the American Council on Education (ACE) guidelines – <https://www.acenet.edu/national-guide/Pages/default.aspx>
- It has been reviewed by National College Credit Recommendation Service (NCCRS) – <http://www.nationalccrs.org>

**Please note: Certain training and certifications may be considered technical and/ or vocational and subject to transfer credit limitations. Additional documentation or requirements of re-certification may need to be met in order for credit to be awarded.

Non-Acceptance of Credit

Transfer credit will not be accepted for courses that duplicate or significantly overlap each other in content and learning outcomes. Courses which by name, content, or description are developmental, remedial, or preparatory in nature will not be accepted in transfer. This may include courses which have been evaluated by faculty content experts and are found to have learning outcomes that do not match expectations for college level learning.

CLU does not accept continuing education courses unless they have been reviewed by the American Council on Education (ACE) or are degree applicable at a regionally accredited institution.

Undergraduate Program Requirements

Students are expected to be aware of and abide by the University's rules and policies as outlined in the Student Catalog and relevant addenda. Failure to be informed of policies, procedures, deadlines, and academic requirements is not considered a compelling reason for special consideration.

Catalog Requirements

Students may graduate under the program requirements in the catalog for the term in which they are first enrolled in a course, provided they complete graduation requirements within a continuous period of no more than 8 years. If a student withdraws or is withdrawn for any reason from CLU, readmittance will be governed by the catalog current at the time of readmission, and the student may see a change to the degree plan as well as total earned and transferred credit upon re-entry. If a student changes the degree program, requirements for degree completion will be based on the current catalog. Any exceptions to the policy must have prior approval from the university. Students may also elect to follow any subsequent catalog.

Catalog requirements apply specifically to degree program requirements. CLU reserves the right to change, modify, or cancel any course, program, procedure, policy, financial requirement, or disciplinary arrangement set forth in this catalog whenever, in its sole discretion, it determines such action to be appropriate. Updates and changes to policies such as satisfactory academic progress (SAP), financial aid, etc. will apply to all students beginning on the policy's effective date. Furthermore, CLU will not be responsible for any failure on the part of the student to present or complete any course or program or to perform any other activity, function, or obligation mentioned in this catalog.

Institutional Degree Requirements

Undergraduate Requirements

Candidates for the baccalaureate degree must satisfy institutional and general education requirements, as well as specific requirements for their major, as outlined in their official evaluation. Additional institutional requirements are listed below:

- Students must successfully complete a minimum of 120 semester hours of credit with a cumulative grade point average of 2.00 or higher
- Remedial and vocational/technical diploma courses (typically below 100-level lower division baccalaureate courses) are not accepted and cannot be applied toward graduation
- Students must successfully complete a minimum of 60 upper-division semester hours of credit
- Students must satisfactorily complete all general education requirements
- Students must successfully complete the requirements for an approved program major
- A minimum of 30 semester hours of credit must be earned at CLU
- Prior Learning Assessment (PLA) and/or Alternative Credit cannot be used to

- replace the minimum 30 credit hours of residency required courses at CLU
- Additional majors or specializations will not be awarded or posted to a transcript after a baccalaureate degree has been granted

Once a degree has been awarded, the student cannot repeat courses in order to improve their grade point average.

Students must meet all financial obligations to the institution prior to degree conferral.

Concentration Requirements

Undergraduate concentrations consist of a sequence of five courses in a specific academic discipline. Please see the Academic Program section of the catalog for concentrations and courses.

Learning Objectives

CLU uses learning objectives to define the knowledge and abilities that undergraduate students will achieve upon completion of a program of study. Learning objectives exist at the institutional, program, course, and weekly module level.

Bachelor of Arts in Organizational Leadership Program Learning Objectives

By the end of the program, students will be able to demonstrate proficiency in the following areas:

1. Leadership Development: Implement key ethical leadership skills in personal and professional contexts
2. Analytical Thinking: Evaluate information about organizational challenges to achieve manageable solutions or opportunities
3. Collaborative Relationships: Facilitate collaboration by utilizing effective communication skills to foster a culture of support and community
4. Strategic Leadership: Design strategies that include consideration of problems, opportunities, continuous learning, and research-based decision-making to achieve innovative solutions
5. Integrate the Claremont Core®: Develop a compassionate leadership style that utilizes mindfulness and dialogue for collaboration and positive change

Learning Objective Assessments

CLU continuously measures and documents student learning of defined target program objective and established learning expectations. This process includes the collection of student learning data, which is aligned with programmatic objectives, in addition to an improvement phase that utilizes these results to enhance student learning as well as the teaching and learning environment. Assessing objectives supports student learning and the university's continuous improvement efforts.

Dual Credit toward a CLU Master's Degree

Students with a CLU cumulative GPA of 3.0 or higher may choose to substitute up to 9 credits or three Claremont Core[®] graduate courses for selected undergraduate Claremont Core[®] courses, thus accelerating the completion of a CLU Master's degree. All students will be informed of the option at program entry. The three undergraduate courses eligible for replacement with their graduate-level counterparts include:

- BOL 4305 Organizational Research, Analysis, and Decision Making (3 credits) replaced by MCC 5321 Activating the Core: Research Methods (3 credits)
- BOL 4306 Organizational Dialogue (3 credits) replaced by MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core[®] (3 credits)
- BOL 4307 Building Diversity, Equity, & Inclusion in Organizations (3 credits) replaced by MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)

Students must earn a grade of "C" or higher in the graduate level course for the credit to be applied to the master's program.

Student Success Career and Workplace Skills

CLU has embedded leadership, workplace, and career skills within the CLU required Claremont Core[®] curriculum. This curriculum was designed to help students cultivate the workplace skills that employers have deemed necessary for career success and advancement.

Undergraduate Program Requirements

CLU degrees offer breadth and depth of preparation in a variety of areas within a flexible online structure that encourages student initiative and responsibility, supports practitioner and intellectual exploration and development, and provides the knowledge base and skill set for student progress through the degree. The programs may be used to prepare for various forms of leadership, increase knowledge base and skill set in discipline specific content, and for general education and enrichment.

The CLU curricula combine pedagogical practice and emerging technologies to enhance the student experience. Our learning platform and student community engages our learners through user-centric design to ignite creativity, communication, critical thinking, and collaboration in the classroom. CLU prepares students for the future with the essentials for problem-solving by embracing innovative technology and leveraging digital media and new technologies in our classrooms. CLU continually assesses academic offerings for effectiveness, content relevancy, and application.

Detailed course descriptions may be found in the Academic Courses section.

The Claremont Core®

In addition to program specific content, CLU's offerings will help to produce graduates who can integrate self-knowledge with critical perspectives and contemporary skills to create positive social change. CLU uses the Claremont Core® as a series of domains that foster transferable skills necessary for transformative leadership including focus on mindfulness, dialogue, collaboration, and change. These domains also provide the structure and scaffolding including integrating into the Senior Seminar Project which facilitate students' Senior Projects. The goal is to ensure that Claremont Core® concepts are foundational throughout course work in all CLU programs and necessary in students' leadership contexts across disciplines. These skills and attributes differentiate forward-thinking leaders who need to leverage their power to foster change through exchanging ideas, building relationships, critical analysis, and using and communicating information strategically.

The Concentration in Human Resources

The B.A. in Organizational Leadership with a Human Resources concentration is designed to develop leadership skills useful for overseeing important matters related to managing personnel. This concentration provides the knowledge and tools around five key human resource management functions that support the development of staff, the design of employee compensation and benefits, managing conflict, maximizing performance, and planning for a variety of organizational workforce needs.

Program Overview

General Education/Transfer Credit/CPL	60 credits
Student Success Foundational Courses (2 courses)	6 credits
Claremont Core® Courses (6 courses)	18 credits
Major Core Courses (6 courses)	18 credits
Concentration Courses (5 courses)	15 credits
CLU Senior Seminar (1 course)	3 credits
TOTAL	120 credits

Student Success Foundational General Education Courses

- BFC 3301 Academic Success and The Claremont Core® (3 credits)
- BFC 3302 Academic Writing and Research (3 credits)

Claremont Core® Courses

- BOL 3301 The Mindful Leader (3 credits)
- BOL 4304 Collaborative Leadership (3 credits)
- BOL 4305 Organizational Research, Analysis, and Decision Making (3 credits) *
- BOL 4306 Organizational Dialogue (3 credits) *
- BOL 4307 Building Diversity, Equity, and Inclusion in Organizations (3 credits) *
- BOL 4308 Change Leadership (3 credits)

Major Core Courses

- BOL 3302 Introduction to Leadership Theories (3 credits)

BOL 3303 Authentic Leadership Development Lab (3 credits)
 BOL 3304 Time Management for Leaders (3 credits)
 BOL 4301 Vision, Creativity, and Innovation (3 credits)
 BOL 4302 Leader as a Mentor (3 credits)
 BOL 4303 Entrepreneurial Leadership (3 credits)
 BOL 4399 Special Topics Elective (1-6 credits, only if needed to fulfill graduation requirements)

Concentration Courses

BHR 3301 Compensation and Benefits (3 credits)
 BHR 3302 Conflict Resolution (3 credits)
 BHR 3303 Performance Improvement (3 credits)
 BHR 4304 Training and Development (3 credits)
 BHR 4305 Workforce Planning (3 credits)

CLU Senior Seminar

BOL 4310 CLU Senior Seminar (3 credits, final term registration only)

*Eligible for replacement by graduate-level course for dual credit.

Detailed course descriptions may be found in the Academic Courses section.

The Concentration in Management

The B.A. in Organizational Leadership with a Management concentration is designed to prepare students to be effective when planning, organizing, leading, and controlling different types of projects and in reaching organizational goals. This concentration also intentionally provides the essential skills and knowledge around the important financial and operational considerations that go into making strategic decisions that can lead to optimal organizational results.

Program Overview

General Education/Transfer Credit/CPL	60 credits
Student Success Foundational Courses (2 courses)	6 credits
Claremont Core® Courses (6 courses)	18 credits
Major Core Courses (6 courses)	18 credits
Concentration Courses (5 courses)	15 credits
CLU Senior Seminar (1 course)	3 credits
TOTAL	120 credits

Student Success Foundational General Education Courses

BFC 3301 Academic Success and The Claremont Core® (3 credits)
 BFC 3302 Academic Writing and Research (3 credits)

Claremont Core® Courses

BOL 3301 The Mindful Leader (3 credits)

BOL 4304 Collaborative Leadership (3 credits)
 BOL 4305 Organizational Research, Analysis, and Decision Making (3 credits) *
 BOL 4306 Organizational Dialogue (3 credits) *
 BOL 4307 Building Diversity, Equity, and Inclusion in Organizations (3 credits) *
 BOL 4308 Change Leadership (3 credits)

Major Core Courses

BOL 3302 Introduction to Leadership Theories (3 credits)
 BOL 3303 Authentic Leadership Development Lab (3 credits)
 BOL 3304 Time Management for Leaders (3 credits)
 BOL 4301 Vision, Creativity, and Innovation (3 credits)
 BOL 4302 Leader as a Mentor (3 credits)
 BOL 4303 Entrepreneurial Leadership (3 credits)
 BOL 4399 Special Topics Elective (1-6 credits, only if needed to fulfill graduation requirements)

Concentration Courses

BMG 3301 Principles of Management (3 credits)
 BMG 3302 Project Management (3 credits)
 BMG 3303 Financial Management (3 credits)
 BMG 4304 Operations Management (3 credits)
 BMG 4305 Strategic Management (3 credits)

CLU Senior Seminar

BOL 4310 CLU Senior Seminar (3 credits, final term registration only)

*Eligible for replacement by graduate-level course for dual credit.

Detailed course descriptions may be found in the Academic Courses section.

The Concentration in Professional Studies

The B.A. in Organizational Leadership with a Professional Studies concentration provides the most flexibility for students. This program allows students to focus on a variety of practical courses in the areas of management and human resources. Students selecting this concentration can tailor their education to foster additional leadership and professional advancement.

Program Overview

General Education/Transfer Credit/CPL	60 credits
Student Success Foundational Courses (2 courses)	6 credits
Claremont Core® Courses (6 courses)	18 credits
Major Core Courses (6 courses)	18 credits
Concentration Courses (5 courses)	15 credits
CLU Senior Seminar (1 course)	3 credits
TOTAL	120 credits

Student Success Foundational General Education Courses

BFC 3301 Academic Success and The Claremont Core® (3 credits)

BFC 3302 Academic Writing and Research (3 credits)

Claremont Core® Courses

BOL 3301 The Mindful Leader (3 credits)

BOL 4304 Collaborative Leadership (3 credits)

BOL 4305 Organizational Research, Analysis, and Decision Making (3 credits) *

BOL 4306 Organizational Dialogue (3 credits) *

BOL 4307 Building Diversity, Equity, and Inclusion in Organizations (3 credits) *

BOL 4308 Change Leadership (3 credits)

Major Core Courses

BOL 3302 Introduction to Leadership Theories (3 credits)

BOL 3303 Authentic Leadership Development Lab (3 credits)

BOL 3304 Time Management for Leaders (3 credits)

BOL 4301 Vision, Creativity, and Innovation (3 credits)

BOL 4302 Leader as a Mentor (3 credits)

BOL 4303 Entrepreneurial Leadership (3 credits)

BOL 4399 Special Topics Elective (1-6 credits, only if needed to fulfill graduation requirements)

Concentration Courses**

BLP 3301 Professional Studies Elective I Approved transfer credits or BOL concentration course (3 credits)

BLP 3302 Professional Studies Elective II Approved transfer credits or BOL concentration course (3 credits)

BLP 3303 Professional Studies Elective III Approved transfer credits or BOL concentration course (3 credits)

BLP 4304 Professional Studies Elective IV Approved transfer credits or BOL concentration course (3 credits)

BLP 4305 Professional Studies Elective V Approved transfer credits or BOL concentration course (3 credits)

CLU Senior Seminar

BOL 4310 CLU Senior Seminar (3 credits, final term registration only)

*Eligible for replacement by graduate-level course for dual credit.

**The concentration courses are captured in the degree plan which is approved based on the student's interests and experience. Credits must meet degree requirements and be applicable to the degree program plan.

Detailed course descriptions may be found in the Academic Courses section.

Dual Credit to Master's Degree & Certificates

Students with a GPA of 3.0 or higher may choose to substitute up to 9 credits or three Claremont Core® graduate courses for selected undergraduate Claremont Core® courses, thus accelerating the completion of a CLU master's degree. All students will be informed of the option at program entry. The three courses eligible for replacement with their graduate-level counterparts include:

- BOL 4305 Organizational Research, Analysis, and Decision Making (3 credits) replaced by MCC 5321 Activating the Core: Research Methods (3 credits)
- BOL 4306 Organizational Dialogue (3 credits) replaced by MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
- BOL 4307 Building Diversity, Equity, & Inclusion in Organizations (3 credits) replaced by MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)

CATALOG OF UNDERGRADUATE ACADEMIC COURSES

Student Success Foundational General Education Courses

BFC 3301 Academic Success and The Claremont Core® (3 credits) This course is designed to help students with skills and strategies for success in college, career, and life. Students will approach topics related to academic success and the challenges that might impede the path to graduation. With a strong focus on memory, self-management, study behaviors, motivation, and engagement with university support networks, students will develop the behaviors and skills necessary to achieve academic self-confidence and excellence. Upon completion, students should be able to manage their learning experiences to meet education and life goals.

BFC 3302 Academic Writing and Research (3 credits) This course focuses on how students become mindful, engaged, and inquisitive researchers able to support claims in support of positive change. Students will practice knowledgeable ignorance, seek out information about a given topic, and critically evaluate academic sources used in support of a claim.

Throughout this course, students will focus on a scholarly problem and develop a research system. The course will include lessons on how to read, summarize, synthesize, and cite academic writings when supporting a claim. The course materials will also prepare students to identify key elements in academic writing and ways to enhance their ethos with a target audience in mind.

Claremont Core® Courses

BOL 3301 The Mindful Leader (3 credits) This course builds on the foundational aspects of the Claremont Core® by focusing on how students can use mindfulness to strengthen personal qualities supporting successful leadership. This course evaluates the role of a leader in using authentic approaches to practicing mindfulness in addition to actively developing the qualities of a mindful leader.

Throughout the course, students will explore the notion of mindfulness as a leadership resource and the qualities of mindfulness, specifically awareness, authenticity, impermanence, and compassion as keys to the development of a growth minded leader. By the end of the course, students will have practiced viewing the workplace and all of its interactions from a place of mindful awareness.

BOL 4304 Collaborative Leadership (3 credits) Collaboration is a co-creative dialogue among key stakeholders who develop strategies for positive change. In this course, students will be able to develop strategies that engage diverse stakeholders effectively and create conditions where diverse perspectives can be shared. This includes articulating contemporary understandings of cultural diversity that exist in many collaborative efforts. By the end of the course, students will be able to identify the role leadership plays in collaboration, utilize collaborative tools to understand diverse stakeholders,

formulate strategies for team building, and develop a collaborative plan that addresses an organizational problem.

BOL 4305 Organizational Research, Analysis, and Decision Making (3 credits) This course explores the purpose and value of research as a problem-solving tool for leaders and organizations. Coursework emphasizes critical and interactive approaches for identifying, analyzing, and researching organizational leadership topics. Students will practice developing research design strategies and writing a literature review on leadership topics.

BOL 4306 Organizational Dialogue (3 credits) Dialogue is a practice of mindful communication wherein participants gain knowledge and understanding through interaction with diverse perspectives. In organizational settings, it is important to understand the differences between standard workplace communication and dialogue as a way to discover a broader range of interactions. Students will engage with contemporary practices of dialogue as they critically examine their communication through recognizing biases, perspective-taking, and active listening. By the end of the course, students will apply dialogue in interpersonal, professional, and intercultural contexts.

BOL 4307 Building Diversity, Equity, and Inclusion in Organizations (3 credits) Building Diversity, Equity, and Inclusion in Organizations is an eight-week course that includes practical knowledge and competency in diversity, equity and inclusion. Students will engage with course materials and each other in meaningful learning and dialogue, and apply their learning within their organizations and lives.

BOL 4308 Change Leadership (3 credits) The primary design of this course was focused on allowing students to formulate strategies for managing organizational change based on various frameworks, theories, and concepts that will be explored through the activities and assignments. Students will be able to include strategies related to their workplace, current or past life situation, or a future setting.

BOL 4310 CLU Senior Seminar (3 credits) As the culminating course in a student's BOL program, this Senior Seminar provides learners the opportunity to demonstrate the integration of the program learning outcomes. Students can choose between a hands-on project in their professional capacity or a comprehensive reflection on how it will support their future leadership practice. The specific content in the student's degree program provides the Claremont Core[®] as a foundation for leadership development, analytical thinking, building collaborative relationships, and strategic thinking. In this course, students begin by planning for success, making an in-depth analysis of the Claremont Core[®], evaluating leadership frameworks, and finishing by preparing to lead positive change in diverse organizations.

For the CLU Senior Project, students can choose between the two options shown below:

Option 1: Experiential Learning - The experiential learning option allows students to closely analyze real issues and opportunities within an organization to develop a strategic

leadership action plan.

Option 2: Reflective Analysis - The reflective analysis option will provide students with the opportunity to integrate the leadership concepts learned by engaging in the BOL program through a comprehensive reflection that prepares them to lead in a future organizational setting.

Major Core Courses

BOL 3302 Introduction to Leadership Theories (3 credits) This course includes knowledge, information, and practices to prepare students to become visionary, ethical, and discerning leaders for positive change. Students will develop an ability to broaden their self-knowledge and expand their understanding of leadership. This course will also provide awareness of leadership theory foundations that can inform the development of leadership identity.

Throughout the course, students will explore research in leadership theories including the role of power, culture, identity, and self-awareness. By the end of the course, students will have experience reflecting on leading with wisdom, collaborating to expand their understanding of leadership theories, practicing presentation skills, and visualizing new ways of thinking about leadership. Self-reflection related to leadership and new skills will be supported by the learning outcomes of this course.

BOL 3303 Authentic Leadership Development Lab (3 credits) This course focuses on how students can develop visionary and strategic skills that achieve positive change in organizational settings. This course will include experiential learning, self-evaluations, and leadership tools that can be applied when leading organizations. Students will be able to expand on how they want to develop their leadership style while comparing other leadership frameworks. By the end of the course, students will have practiced developing their leadership identity and created actions for leading others authentically

BOL 3304 Time Management for Leaders (3 credits) This course builds on the foundational aspects of the Claremont Core®, by focusing on how students can use mindfulness and dialogue to manage time effectively and efficiently as leaders. This course will specifically focus on the role of a leader in using authentic approaches to organizing and prioritizing tasks; in addition to, using communication strategies to facilitate mindful management approaches that result in efficient outcomes.

Throughout the course, students will explore the notion of time as a leadership resource and ethical approaches to communication that promote success. By the end of the course, students will have experience practicing the Pareto Principle to effectively prioritize, while strategizing how to use communication to create environments that promote self-care as a path toward sustainability.

BOL 4301 Vision, Creativity, and Innovation (3 credits) This course builds upon the foundational aspects of the Claremont Core® to create compassionate leaders, focusing on how students can become strategic and visionary leaders for positive social change. Students will develop an ability to look inward and drive change through analysis, collaboration, and strategic thinking. This course will focus on students developing visionary leadership by expanding their perspective in thinking forward and broadly. Throughout the course, students will explore research in self-awareness, analytical thinking, collaboration, innovation, and strategic leadership and how to apply it to their personal and professional contexts. By the end of the course, students will have experience reflecting upon their leadership values, practicing presentation skills, applying, and visualizing new ideas. Students will also explore concepts related to the Senior Project.

BOL 4302 Leader as a Mentor (3 credits) This course expands on the benefits of developing effective mentoring competencies that support leadership practice. Students will learn about principles and skills that help form the role of a mentor and mentee in the workplace. By the end of this course, students will be able to design mentoring strategies that can be used in a variety of settings to achieve organizational goals.

BOL 4303 Entrepreneurial Leadership (3 credits) This course includes learning resources and activities that fosters entrepreneurial leadership. Throughout the course, students will learn about the process of starting a business venture and the efforts needed to lead an organization with an entrepreneurial mindset. In addition, students will learn about the startup process, how to experiment with business ideas, and find different ways to use business models to lead new organizations.

Concentration Courses

A degree in Organizational Leadership also requires the completion of 5 electives. Electives may lead to a formal concentration area (see below):

Concentration in Human Resources

BHR 3301 Compensation and Benefits (3 credits) This course provides an overview of the various employee compensation and benefit programs used by human resources to attract and retain employees.

BHR 3302 Conflict Resolution (3 credits) In this course, students will be able to learn about the different ways conflict impacts organizational behavior. An introduction of the different types of conflict in the workplace will be explored and the negotiation process in conflict situations will be reviewed. The course materials in this class supports the development of skills needed to make ethical decisions when addressing workplace conflict. By the end of the course, students will be able to identify the role conflict management plays when trying to minimize problems by embracing diversity, encouraging collaboration, facilitating negotiations, and supporting employee motivation.

BHR 3303 Performance Improvement (3 credits) This course reviews introductory concepts used by organizations to enhance performance improvement in the workplace.

BHR 4304 Training and Development (3 credits) Students will learn about activities prepared by organizations to enhance the knowledge and skills of their staff and the benefits for doing this.

BHR 4305 Workforce Planning (3 credits) This course will review various topics such as employee recruitment, onboarding, exit procedures, and staffing as used to achieve organizational strategies.

Concentration in Management

BMG 3301 Principles of Management (3 credits) This course focuses on how students develop management skills useful in contemporary organizations. Students will apply critical thinking to examine management principles and theories. This course is designed to introduce students to the foundations of management theory as seen through the lens of a manager in real-life situations in the United States. The course is focused on the interrelatedness of the major functions of management in a multicultural, technologically-savvy contemporary organization. By examining the fundamentals of management, students can understand how the role of the manager is a critical function of the organization.

BMG 3302 Project Management (3 credits) This course is designed for students to learn how to define, plan, and lead projects effectively.

BMG 3303 Financial Management (3 credits) Students cover foundational financial concepts used in accounting and finance departments for making informed decisions.

BMG 4304 Operations Management (3 credits) Students will learn about operations management from different activities that range from designing, planning, and implementing processes in a broad range of organization types.

BMG 4305 Strategic Management (3 credits) Formulate and implement strategies to help guide an organization into a competitive advantage.

Concentration in Professional Studies

BLP 3301 Professional Studies Elective I (3 credits) Approved transfer credits or BOL courses (3 credits)

BLP 3302 Professional Studies Elective II (3 credits) Approved transfer credits or BOL courses (3 credits)

BLP 3303 Professional Studies Elective III (3 credits) Approved transfer credits or BOL courses (3 credits)

BLP 4304 Professional Studies Elective IV (3 credits) Approved transfer credits or BOL courses (3 credits)

BLP 4305 Professional Studies Elective V (3 credits) Approved transfer credits or BOL courses (3 credits)

GRADUATE PROGRAMS

MASTER'S PROGRAMS

Claremont Lincoln University offers the following degree programs. For details, please refer to degree program requirements later in this catalog.

Master of Arts in Healthcare Administration

The Master of Arts in Healthcare Administration program is designed for current and future leaders in healthcare with the desire to strengthen their skills to lead in team-based, diverse settings. Due to the often complex and dynamic nature of the healthcare administration field, this program seeks to provide the skills necessary to lead positive change in organizations, maintain ethical governance, and increase effectiveness in the day-to-day management of healthcare departments.

Master of Arts in Human Resources Management

The Human Resources Management program is for HR professionals who lead people in a professional setting. The program content will expose students to all aspects of people management including understanding human resources functions, enhancing their ability to apply key HR legislation, learning the elements of a total compensation system, developing plans for attracting and selecting employees, discovering the purpose and process of talent management, and applying HR analytics to decision-making.

Master of Arts in Organizational Leadership

The Master of Arts in Organizational Leadership program prepares individuals to lead diverse organizations toward positive social change. Students in this degree program choose from concentrations in Civic Engagement, Ethics, Healthcare, Higher Education (not currently enrolling new students), Human Resources, Management, Professional Studies, Sustainability, or Technology Management (not currently enrolling new students). Leaders in these fields face the challenge to navigate diversity, think critically, manage complexity, and meet strategic goals within an ethical context.

Master of Arts in Peace and Social Justice (not currently enrolling new students)

The Master of Arts in Peace and Social Justice program is for the person who is committed to the development of just, tolerant, and mindful societies in which the basic human rights and aspirations of individuals and groups are valued. Central to the program is the emphasis on Interfaith Action, an emerging thought practice that transcends doctrine and dogma in an effort to maintain relevance, cooperation, and constructive consensus-building in the post-modern context. With its focus on Interfaith Action, the Master of Arts in Peace and Social Justice will help to refine perspectives on social issues, religion and politics. It will also equip students with the collaborative engagement and self-reflection competencies that are essential for effecting meaningful change in society.

Master in Public Administration

The Master in Public Administration is a contemporary degree program that provides

competence for practitioner scholars in the public, nonprofit, and for-profit sectors during these changing and uncertain times. The program was designed with the support of the Lincoln Institute of Land Policy (LILP) and will equip students with the knowledge and skills needed for facilitative leadership in public policy, governance, and resource stewardship toward equitable, cross-sector solutions to complex societal problems. Students will be able to assess and effectively lead socially responsible initiatives within organizations and across systems. Students will learn how to critically analyze issues from and with diverse stakeholders in order to develop and ethically promote program and policy responses for the common good.

Master of Arts in Social Impact

The Master of Arts in Social Impact program is designed for aspiring founders, social entrepreneurs, nonprofit leaders, and mission-driven changemakers who want to turn their passion for changing the world into a concrete plan of action. Students are prepared to launch and lead innovative new programs, nonprofits, and social-impact businesses in their communities and around the world.

Master of Arts in Sustainability Leadership

The Master of Arts in Sustainability Leadership is an interdisciplinary program that examines how organizational decision-making and activities impact society, the environment, and organizational prosperity – or the triple-bottom line of the new economy: people, planet, and profit. The program is designed to equip students with the knowledge and skills needed in the areas of development, the natural world, corporate responsibility, and leadership to assess and effectively lead socially responsible initiatives.

GRADUATE ADMISSIONS

Eligibility Criteria

To be considered for admission to the University, prospective students must demonstrate the following requirements:

1. Completion of a bachelor's degree or master's degree from an accredited institution.
 - a. Graduates of foreign universities must submit an official course-by-course international transcript evaluation from one of the approved credential evaluation service agencies. Requests for an international transcript evaluation waiver are considered on an individual basis.
2. A minimum undergraduate grade point average in a completed bachelor's degree program of 2.50 is preferred.
 - a. Applicants with below a 2.50 GPA will still be considered for acceptance but may be required to provide additional documentation.
3. International students, defined as students who live outside of the United States and who are graduates of foreign universities, must provide proof of English language proficiency utilizing one of the following methods:

- a. Provide official scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) that meet the following criteria:

TEST	REQUIRED SCORE
TOEFL (paper based)	550
TOEFL (computer based)	213
TOEFL (internet based)	89
IELTS	5 (overall average)

- b. Provide evidence of completion of two semesters (or equivalent) of college level English (excluding ESL courses) with a grade of B (3.0) or higher at an accredited college or university whose language of instruction is English.
- c. Provide English language proficiency by completing the Accuplacer ESL English assessment exam with minimum scores that meet the following criteria:

SUBJECT AREA	REQUIRED SCORE
Reading Skills	102
Sentence Meaning	100
Language Usage	95
Writing Sample	5

- d. Provide evidence of a degree completed in a country with English as an official language and the language of instruction in higher education.

Application Process and Materials

Individuals may apply for admissions to a specific degree program by submitting the online application and providing the necessary supporting documentation. Applications are accepted through the sixth day prior to the start of term during which the applicant would like to begin their program.

Complete Applications include:

- **Application:** Available online at www.claremontlincoln.edu.
- **Official Transcript(s):** Official, sealed or electronic, transcripts from the bachelor's degree granting institution are required. Students who have completed a master's degree with an accredited institution may submit those official transcripts in lieu of undergraduate transcripts. Applicants may submit unofficial transcripts for admission review, but official transcripts must be submitted by the end of the first term. CLU reserves the right to request transcripts from other institutions attended.
- **Resumé or CV.**
- **Proof of English Proficiency:** As indicated in the Eligibility Criteria for international students.

Claremont Lincoln University does not charge an application or registration fee.

The University does not retain application materials beyond three years and requires new materials from applicants who exceed that timeframe. Please be aware that all application materials become the property of Claremont Lincoln University and will not be returned to the applicant nor released to a third party (e.g., educational institution).

Electronic copies of supporting documentation can be emailed to admission@claremontlincoln.edu

Hard copies of supporting documentation can be mailed to:

Claremont Lincoln University
Office of Admissions
150 West First Street
Claremont, CA 91711

Evaluation for Transfer Credit

Students may submit official graduate level transcripts for consideration of potential transfer credits with these conditions:

- CLU evaluates graduate credits for transfer from higher education institutions in good standing and accredited by an agency recognized by the Department of Education, the Council for Higher Education Accreditation, or an appropriately recognized ministry or foreign agency.
- Graduate credits are evaluated by program, must be within a similar discipline, and can be grouped together to create a specialization. CLU graduate programs accept varying levels of evaluated transfer credit.
- Graduate academic credit awarded by recognized institutions and not already applied toward an earned, awarded degree.
- Remedial and technical/vocational courses will not be accepted.
- The final grade posted for each potential transfer course is a B- grade (or higher).
- The course work does not duplicate, overlap, or regress previous work.
- The course was not applied toward an undergraduate degree with the exception of dual credit coursework.
- The program director/dean must approve the acceptance of the transfer course(s).
- The “Transfer Credit Practices” report published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) will be the reference used for the evaluation of such credits.
- In alignment with American Council on Education (ACE) transfer credit guidelines, Claremont Lincoln University supports the application of transfer and military credit for military and veteran students.
- Credit from international institutions must be evaluated by an appropriate credit-recommendation agency.
- Applicants must disclose all potential transfer credit at the time of admission. After

a student has matriculated, they must complete remaining required degree courses with Claremont Lincoln University.

- Students must complete all residency requirements.
- Students can transfer up to 15 graduate credit hours into their program of study.
- Additional exceptions of transfer credit may be considered with the approval of the Chief Academic Officer (CAO).

Students who have earned a master's degree at CLU and wish to pursue a second degree may be awarded transfer credit and waivers for courses required in both programs. Students must complete a minimum of 12 additional credit hours including a Capstone course to complete the second degree program. The total credit hours required will be determined based on program requirements for each degree.

Transfer credits may reduce tuition costs and time to degree completion.

Admitted Students

Admitted Students

Students who meet eligibility criteria for admission will be notified in writing of their acceptance into Claremont Lincoln University by the Dean of Student Services. Students are required to confirm their intent to enroll to finalize the admission process. Full admission is conditional upon submitting all required documentation. Title IV federal financial aid will not be disbursed until students are fully admitted.

Provisional Admissions

Students who do not meet the standard admissions requirements may be eligible for provisional admissions. Students who are granted provisional admissions will be limited to part-time registration in their first term. Students must complete their first term with at least a B average and must complete any other terms required as part of their provisional admissions. Provisionally admitted students who successfully complete their first term will be granted full admissions. Students who do not successfully complete their first term may appeal to continue on a provisional status for one additional term. Decisions regarding provisional admissions are made on a case-by-case basis at the discretion of Claremont Lincoln University.

Deferral and Readmission

Students who previously attended Claremont Lincoln University or wish to defer their start may seek more information via the Deferral and Readmission policies.

Graduate Program Requirements

Students are expected to be aware of and abide by the University's rules and policies as outlined in the Student Catalog and relevant addenda. Failure to be informed of policies, procedures, deadlines, and academic requirements is not considered a compelling reason for special consideration.

Claremont Lincoln University master's degrees offer breadth and depth of preparation in a variety of areas within a flexible online structure that encourages student initiative and responsibility, supports practitioner and intellectual exploration and development, and provides the knowledge base and skill set for student progress through the degree. The programs may be used to prepare for various forms of leadership, increase knowledge base and skill set in discipline specific content, and for general education and enrichment.

The CLU curricula combines pedagogical practice and emerging technologies to enhance the student experience. Our learning platform and student community engages our learners and facilitators through user-centric design to ignite creativity, communication, critical thinking, and collaboration in the classroom. CLU prepares students for the future with the essentials for problem-solving by embracing innovative technology and leveraging digital media and new technologies in our classrooms. CLU continually assesses academic offerings for effectiveness, content relevancy, and application.

The Claremont Core®

In addition to program specific content, CLU's offerings will help to produce graduates who can integrate self-knowledge with critical perspectives and contemporary skills to create positive social change. Claremont Lincoln University uses the Claremont Core® as a series of domains that foster transferable skills necessary for transformative leadership including focus on mindfulness, dialogue, collaboration, and change. These domains also provide the structure and scaffolding including integrating into the Capstone course which facilitate students' final projects. The goal is to ensure that Claremont Core® concepts are foundational throughout course work in all CLU programs and necessary in students' leadership contexts across disciplines. These skills and attributes differentiate forward-thinking leaders who need to leverage their power to foster change through exchanging ideas, building relationships, critical analysis, and using and communicating information strategically.

Courses

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)

MCC 5321 Activating the Core: Research Methods (3 credits)

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

Master of Arts in Healthcare Administration

The Master of Arts in Healthcare Administration (MHA) is designed for current leaders in healthcare with the desire to strengthen their knowledge base and skills to lead in team-based, diverse, and innovative healthcare settings. Due to the often complex and dynamic nature of the healthcare administration field, this online MHA program is appropriate for students with at least three years current healthcare experience. The MHA seeks to provide students the skills necessary to lead positive change in healthcare organizations, maintain ethical governance, and increase effectiveness in the day-to-day management of healthcare departments in a HIPAA compliant environment.

Students who complete this degree will have learned to examine the foundational models and theories of leadership, initiate change through innovative solutions, develop individual leadership style, build dialogue and collaboration through successful relational skills, and understand how to solve complex healthcare administrative issues. Students can expect to learn in constructivist, collaborative online courses, engage in peer-to-peer exchanges, actively participate in discussion forums in critical dialogue, and debate with instructors to prepare them to create positive and sustainable change within the healthcare field. Skills learned include how to recruit, hire, direct, supervise, and evaluate work activities of healthcare personnel, develop, and maintain electronic record management systems, develop and implement organizational healthcare policies and procedures, and conduct and administer fiscal operations for healthcare organizations. In addition, students will apply current healthcare experience for trends and issues in epidemiology and healthcare informatics.

Program Learning Objectives

After completing the Master of Arts in Healthcare Administration, students will be able to:

- Analyze and evaluate leadership challenges and solutions within the field of healthcare and develop an understanding of the current healthcare environment in the U.S.
- Identify effective practice in healthcare operations by analyzing the complexity of the finance functions and reimbursement systems and the laws governing regulations.
- Propose strategies for data analysis using epidemiologic principles for quality improvement.
- Synthesize the major theories and principles of leadership and ethics, conduct personal and organizational analysis, and develop behavioral change strategies in healthcare organizations.
- Demonstrate effective collaborative practices and cultural competence in communication and develop professional relationships and constructive interactions.
- Resolve conflicts through mindfulness, dialogue, and collaboration to bring about positive change.
- Research, design, and implement a capstone project to affect a positive impact.

Program Overview

Claremont Core® (3 courses)	9 credits
Required Degree Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
 MCC 5321 Activating the Core: Research Methods (3 credits)

Required Degree Courses

- MHA 5302 Challenges in Health Services Delivery (3 credits)
- MHA 5303 Quality Management in Healthcare Organizations (3 credits)
- MHA 5304 Healthcare Policy and Constituents (3 credits)
- MHA 5305 Organizational Behavior and Human Performance (3 credits)
- MHA 5306 Finance and Managerial Accounting in Healthcare (3 credits)
- MHA 5307 Healthcare Informatics & Innovation (3 credits)
- MHA 5308 Managerial Epidemiology (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

Master of Arts in Human Resources Management

The Human Resources Management degree is designed for HR professionals who lead people in a professional setting. The program content will expose students to all aspects of people management including understanding human resources functions, enhancing their ability to apply key HR legislation, learning the elements of a total compensation system, developing plans for attracting and selecting employees, discovering the purpose and process of talent management, and applying HR analytics to decision-making.

The purpose of this degree program is to equip students to become strategic partners through the development of interpersonal competencies, critical thinking, and ethical reasoning through the evaluation and analysis of complex laws, policies, and organizational practices which govern and influence successful leadership in HR management.

This program uses a holistic approach, for multiple disciplinary perspectives, analyzing past and present critical issues alongside future possibilities for human resources in business settings. With peer-to-peer exchanges in the online courses, active participation in online discussion forums, HR case studies, and critical dialogue and debate, students are prepared to create sustainable and positive change as human resources professionals.

Program Learning Objectives

After completing the Master of Arts in Human Resources Management, students will be able to:

- Lead ethically and responsibly in positions of power in a workplace, community, or organization.
- Understand the foundations of strategic human resource management, workforce planning and employment, and employee and labor relations with a particular focus on mindfulness, dialogue, and collaboration.
- Demonstrate the interpersonal and engagement skills necessary for effective leaders to achieve innovative and collaborative resolution to community and organization issues.
- Resolve conflicts through mindfulness, dialogue, and collaboration to bring about positive change.
- Examine data and analytic insights, quantitative and qualitative relationships, and

decision-making strategies within a global and diverse workforce.

- Research, design, and implement a capstone project to affect a positive impact.

Program Overview: 33 credits

Claremont Core® (2 courses)	6 credits
Required Degree Courses (8 courses)	24 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)

MCC 5321 Activating the Core: Research Methods (3 credits)

Required Degree Courses

MHR 5302 The Strategic Role of HR in the Organization (3 credits)

MHR 5303 Critical Issues in HR Ethics and Law (3 credits)

MHR 5304 Workplace Diversity and Inclusion (3 credits)

MHR 5305 Leading Organizational Development and Change (3 credits)

MHR 5306 Total Rewards for a Diverse Workforce (3 credits)

MHR 5307 Acquiring, Planning, and Retaining Human Capital (3 credits)

MHR 5308 Training and Developing an Effective Workforce (3 credits)

MHR 5309 Human Resources Analytics and Insights (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

Master of Arts in Organizational Leadership

The MA in Organizational Leadership focuses content on practical application of leadership knowledge and skills for those who seek to lead diverse organizations toward positive social change. Students in this degree program choose from concentrations in Civic Engagement (not currently enrolling new students), Ethics (not currently enrolling new students), Healthcare, Higher Education (not currently enrolling new students), Human Resources, Management, Professional Studies, or Sustainability. Leaders in these fields face the challenge to navigate diversity, think critically, manage complexity, and meet strategic goals within a high ethical context. Key courses in the curriculum include the proprietary Claremont Core® focusing on the domains of Mindfulness, Dialogue, Collaboration, and Change. Students in all concentrations receive foundational training in organizational leadership theories and professional assessment. In addition, all students must complete a Capstone Project. The MA in Organizational Leadership is a scholar-practitioner degree and gives learners the opportunity to apply their leadership skills in a dynamic context.

This online degree is designed for working professionals eager to grow their leadership skills and expertise and apply their degrees in a global workplace. Students may select from the following concentrations:

- Civic Engagement (not currently enrolling new students)
- Ethics (not currently enrolling new students)
- Healthcare
- Higher Education (not currently enrolling new students)
- Human Resources
- Management
- Professional Studies
- Sustainability
- Technology Management (not currently enrolling new students)

Program Learning Objectives

After completing the Master of Arts in Organizational Leadership students will be able to:

- Apply awareness of self and the multi-faceted perspectives of others to lead in local and global contexts to reach common goals.
- Assess the cause of conflict in organizational settings and apply strategies to resolve and leverage conflict in diverse environments.
- Lead ethically and responsibly in positions of power in a workplace, community, or organization.
- Demonstrate the interpersonal and engagement skills necessary for effective leaders to achieve innovative and collaborative resolution to community and organization issues.
- Articulate and apply the major theories and principles of leadership, conduct analysis and recommend appropriate change strategies.
- Research, design, develop, and implement a capstone project plan to affect positive change in an organization.

The Concentration in Civic Engagement (not currently enrolling new students)

The MA in Organizational Leadership with a Civic Engagement concentration is designed to develop leaders in the public and political arena who want to transform communities, neighborhoods, and regions by facilitating collective, innovative decision making and inclusive initiatives.

Program Learning Objectives

After completing the Master of Arts in Organizational Leadership with a Concentration in Civic Engagement students will be able to:

- Evaluate the strengths and limitations of government, civic engagement, and public participation and the distinct roles of each in a representative democracy.
- Identify the elements of and develop the capability to craft sound policy and programs driven by citizen participation.
- Analyze the strategies of engagement and apply appropriate strategies to lead people to effectively work together for sustainable results in the civic arena.

Program Overview

Claremont Core® (3 courses)	9 credits
Required Program Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
 MCC 5321 Activating the Core: Research Methods (3 credits)

Required Program Courses

MFI 5300 Finance and Accounting for Managers (3 credits)
 MPM 5300 Project Management (3 credits)
 MAC 5300 Leadership in Action (3 credits)
 MPA 5301 Public Leadership and Governance (3 credits)
 MPA 5303 Policy Development and Analysis (3 credits)
 MPA 5307 Building Networks and Coalition Building (3 credits)
 MPA 5310 Civic Engagement and Complex Social Issues (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

The Concentration in Ethics (not currently enrolling new students)

The MA in Organizational Leadership with an Ethics concentration teaches working professionals how to guide organizations toward purposeful and responsible decisions in a diverse, globalized world. Students are led through a unique series of online courses that integrate personal mindfulness, professional awareness, and global consciousness for skillful leadership in any organizational context. By the end of this online organizational leadership master's degree program, students will develop concrete skills in collaboration, conflict resolution, ethical decision-making, and inspiring diverse teams towards common goals. As a graduate of this program, students will have the knowledge and skills to lead more effectively and courageously influence organizations in making ethical decisions that have a positive impact.

Program Learning Objectives

After completing the Master of Arts in Organizational Leadership with a Concentration in Ethics students will be able to:

- Articulate the major theories of ethical thinking and assess their implications in a contemporary, global context.
- Analyze the spaces on the continuum between the corruptive nature of power and social responsibility.
- Evaluate and resolve multiple ethical perspectives and their impact on organizational effectiveness.

Program Overview

Claremont Core® (3 courses)	9 credits
Required Program Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
 MCC 5321 Activating the Core: Research Methods (3 credits)

Required Program Courses

MFI 5300 Finance & Accounting for Managers (3 credits)
 MPM 5300 Project Management (3 credits)
 MAC 5300 Leadership in Action (3 credits)
 MLE 5322 Ethical Decision Making (3 credits)
 MLE 5323 Leadership Literacy (3 credits)
 MLE 5324 Global Ethics and Leadership (3 credits)
 MLE 5325 Leadership: The Toxic and the Trustworthy (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

The Concentration in Healthcare

The Master of Arts in Organizational Leadership with a Healthcare concentration is designed for those in the healthcare field who would like to update or add to their healthcare leadership skills. In this program, an emphasis is placed on organizational management with current policy updates and ethical leadership development in the changing healthcare environment. The CLU online healthcare concentration equips students with the faculties to lead the changing healthcare environment through the development of interpersonal competencies, critical thinking, and ethical reasoning. Immersed in constructivist, collaborative online courses, students engage in peer-to-peer exchanges, active participation in discussion forums, and critical dialogue and debate with instructors to prepare them to create positive and sustainable change within the healthcare field. This degree is specifically well-suited for students who currently work in the healthcare field with one to three years of healthcare experience and are interested in the theories and practices of managers and leaders within the field in order to advance in the field of healthcare.

Program Learning Objectives

After completing the Master of Arts in Organizational Leadership with a Concentration in Healthcare students will be able to:

- Evaluate and analyze leadership problems and solutions within the field of healthcare and develop an understanding of the current healthcare reform

environment in the U.S.

- Identify effective practice in healthcare operations by analyzing the complexity of the finance functions and reimbursement systems and the laws governing regulations.
- Synthesize the major theories and principles of leadership and ethics, conduct personal and organizational analysis, and develop behavioral change strategies in healthcare organizations.

Program Overview

Claremont Core® (3 courses)	9 credits
Required Program Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

- MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
- MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
- MCC 5321 Activating the Core: Research Methods (3 credits)

Required Program Courses

- MFI 5300 Finance and Accounting for Managers (3 credits)
- MPM 5300 Project Management (3 credits)
- MAC 5300 Leadership in Action (3 credits)
- MHA 5302 Challenges in Health Services Delivery (3 credits)
- MHA 5303 Quality Management in Healthcare Organizations (3 credits)
- MHA 5304 Healthcare Policy and Constituents (3 credits)
- MHA 5306 Finance and Managerial Accounting in Healthcare (3 credits)

Capstone Project

- MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

The Concentration in Higher Education (not currently enrolling new students)

The MA in Organizational Leadership with a Higher Education concentration is designed for students looking to elevate their careers in college and university institutions. Students will master the foundations of leadership, diversity, strategic planning, ethics, finance, legislation and governance within Higher Education faculties and populations. Students will also be positioned to advocate for positive social change within their institutions as administrators--overseeing student services, academics, and faculty research. Higher Education administrators manage the areas of academics, admissions, student life, and the registrar's office.

Program Learning Objectives

After completing the Master of Arts in Organizational Leadership with a Concentration in Higher Education students will be able to:

- Apply research and theory to promote social change in higher education leadership.
- Develop communication strategies to meet the needs of diverse populations in higher education.
- Formulate decisions based on leadership theories that support inclusive higher education practices.

Program Overview

Claremont Core® (3 courses)	9 credits
Required Program Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
 MCC 5321 Activating the Core: Research Methods (3 credits)

Required Program Courses

MFI 5300 Finance and Accounting for Managers (3 credits)
 MPM 5300 Project Management (3 credits)
 MAC 5300 Leadership in Action (3 credits)
 MLU 5312 Supporting Diverse Populations (3 credits)
 MLU 5313 Cultivating Educational Change (3 credits)
 MLU 5314 Law and Ethics in Higher Education (3 credits)
 MLU 5315 Higher Education Process and Practice (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

The Concentration in Human Resources

The MA in Organizational Leadership with a Human Resources concentration is designed to enhance the leadership skills of those with human resource responsibilities in the organization. The purpose of this human resources online master's degree program is to equip students to become strategic partners in both for-profit and non-profit settings through the development of interpersonal competencies, critical thinking, and ethical reasoning as well as through the evaluation and analysis of the complex laws, policies, and organizational practices which govern and influence successful leadership in HR leadership.

Program Learning Objectives

After completing the Master of Arts in Organizational Leadership with a Concentration in Human Resources students will be able to:

- Analyze the strategic role of Human Resource Management as a business function in an organization.
- Assess and apply strategies for successful management of a global and diverse

workforce with shifting demographics and expectations.

- Analyze models for training and develop leaders throughout the organization and apply strategic plans for career development and training inside an organization.

Program Overview

Claremont Core® (3 courses)	9 credits
Required Program Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
 MCC 5321 Activating the Core: Research Methods (3 credits)

Required Program Courses

MFI 5300 Finance and Accounting for Managers (3 credits)
 MPM 5300 Project Management (3 credits)
 MHR 5302 The Strategic Role of HR in an Organization (3 credits)
 MHR 5303 Critical Issues in HR Ethics and Law (3 credits)
 MHR 5304 Workplace Diversity and Inclusion (3 credits)
 MHR 5307 Acquiring, Planning, and Retaining Human Capital (3 credits)
 MHR 5308 Training and Developing an Effective Workforce (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

The Concentration in Management

The MA in Organizational Leadership with a Management concentration is designed to prepare professionals for managing people and projects in an ever-evolving work environment. Acceptance of continuous change shifts the curve of the traditional management mindset to a growth mindset, characterized by timely, relevant, agile, adaptive, and forward-thinking leaders. The effectiveness of a manager relies on setting, measuring, and achieving goals. When there are disruptions to workflow, managers act to understand and address the disruption successfully whether in people, process, or resources. This degree intentionally equips students with the knowledge, skills, and tools to achieve performance excellence, adapt to changing realities, and sustain ethical practices that increase prosperity in a complex and competitive business environment.

Program Learning Objectives

After completing the Master of Arts in Organizational Leadership with a Concentration in Management students will be able to:

- Use financial planning tools and analytic systems for effective project planning.
- Create sound marketing strategies from customer insights, data analysis, and strategic thinking.

- Formulate data driven decisions that support inclusive management practices.

Program Overview

Claremont Core® (3 courses)	9 credits
Required Program Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

- MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
- MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
- MCC 5321 Activating the Core: Research Methods (3 credits)

Required Program Courses

- MFI 5300 Finance and Accounting for Managers (3 credits)
- MPM 5300 Project Management (3 credits)
- MAC 5300 Leadership in Action (3 credits)
- MLM 5301 Approved elective from MOL courses (3 credits)
- MLM 5302 Approved elective from MOL courses (3 credits)
- MLM 5303 Approved elective from MOL courses (3 credits)
- MLM 5304 Digital Marketing and Consumer Analytics (3 credits)

Capstone Project

- MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

The Concentration in Professional Studies

The MA in Organizational Leadership with a Professional Studies concentration provides the most flexibility for students applying for transfer credit. This program allows students to concentrate on the practical study of leadership that will allow them to foster proficiencies in areas that may be helpful for career advancement. Given the emerging workforce development needs, this program supports advanced professional skill sets in various subject areas. The requisite Claremont Core® and Capstone Project that students must complete develops an additional skill set of independent research, critical thinking, problem solving, and organized communication.

Program Learning Objectives

After completing the Master of Arts in Organizational Leadership with a Concentration in Professional Studies students will be able to:

- Apply analytical and imaginative conclusions to solve an issue or problem (critical thinking).
- Demonstrate the ability to apply strategic planning in a field of study (strategic planning).
- Apply disciplinary competence to lead people to effectively work together for sustainable results (professional skills).

Program Overview

Claremont Core® (3 courses)	9 credits
Required Program Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
 MCC 5321 Activating the Core: Research Methods (3 credits)

Required Program Courses

MFI 5300 Finance and Accounting for Managers (3 credits)
 MPM 5300 Project Management (3 credits)
 MLP 5301 Approved transfer credits or MOL course (3 credits)
 MLP 5302 Approved transfer credits or MOL course (3 credits)
 MLP 5303 Approved transfer credits or MOL course (3 credits)
 MLP 5304 Approved transfer credits or MOL course (3 credits)
 MLP 5305 Approved transfer credits or MOL course (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

The Concentration in Sustainability

The Master of Arts in Organizational Leadership with a concentration in Sustainability examines how organizational decision-making and activities impact society, the environment, and the organizations' own prosperity – or the triple-bottom line of the new economy: planet, people, and profit. The program is designed to equip students with the knowledge and skills needed in the areas of development, the natural world, corporate responsibility, and leadership to assess and effectively lead socially responsible initiatives. Students will learn how to critically analyze issues in order to develop and ethically communicate high impact solutions that are sustainable.

Program Learning Objectives

After completing the Master of Arts in Organizational Leadership with a Concentration in Sustainability students will be able to:

- Function as a socially responsible change agent in global sustainable contexts (global change).
- Apply systems thinking to interconnected fields of study addressing the challenges related to sustainability (systems).
- Critically analyze data to develop strategic sustainable solutions (impact analysis).

Program Overview

Claremont Core® (3 courses)	9 credits
Required Program Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
 MCC 5321 Activating the Core: Research Methods (3 credits)

Required Program Courses

MAC 5300 Leadership in Action (3 credits)
 MFI 5300 Finance and Accounting for Managers (3 credits)
 MSL 5302 Environmental Science (3 credits)
 MSL 5304 Earth Resources (3 credits)
 MSL 5306 Environmental Policy and Law (3 credits)
 MSL 5307 Sustainable Resource Management (3 credits)
 MSL 5308 Impact Assessment (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

The Concentration in Technology Management (not currently enrolling new students)

The MA in Organizational Leadership with a Management concentration is designed for managers in engineering, IT, cybersecurity, computer programmers, and others with technical backgrounds to enhance skills in leading technical teams, integrating and managing technological advancements, balancing technology and leadership skills, innovation for strategic planning, policy development, and directing digital transformation efforts. The program will empower students to develop the management acumen for leading technical projects and aiming to achieve the competitive advantage by optimizing the use of technology. The content will expose students to artificial intelligence, IOTA, blockchain and digital transformation as well as ethical decision-making, managing innovations, and technology strategies and policies. Students will learn how to lead teams, conduct technology assessments, manage projects, and address the adverse challenges encountered by leaders in the private and public sectors.

Program Learning Objectives

After completing the Master of Arts in Organizational Leadership with a Concentration in Technology Management students will be able to:

- Analyze and formulate strategic organizational values and plans for effective management of technological innovation development and evolution.
- Apply research and theories to promote innovation, transformation, and ethics in

technology management.

- Evaluate theories and practices to cultivate policy and ethical decision-making in leveraging technology.

Program Overview

Claremont Core® (4 courses)	12 credits
Required Program Courses (5 courses)	15 credits
Capstone Project (1 course)	3 credits
TOTAL	30 credits

Claremont Core®

MCC 5311 Mindfulness (3 credits)
 MCC 5312 Dialogue (3 credits)
 MCC 5313 Collaboration (3 credits)
 MCC 5314 Change (3 credits)

Required Program Courses

MAC5300 Leadership in Action (3 credits)
 MLT 5312 Management of Technology and Innovation (3 credits)
 MLT 5313 Technology Strategy and Policy (3 credits)
 MLT 5314 Technology and Ethics (3 credits)
 MLT 5315 Digital Transformation and Project Management (3 credits)

Capstone Project

MLT 5316 Capstone Project (3 credits, final term registration only)

Master in Public Administration

The courses for this 36-credit program are based on nationally recognized professional competencies for today's scholar-practitioner. The courses alternate between relational and analytical to balance the learning progress and to encourage application of new knowledge. Students will complete 10 required courses and two additional electives in one of four concentrations: Sustainable Communities through Public Service; Strategic Innovation for Collective Impact; Advanced Management and Leadership in Complex Systems; and Advanced Practices in Public Finance.

Program Learning Objectives

After completing the Master in Public Administration students will be able to:

- Develop strategies to lead a government or nonprofit organization so that it can achieve long term comprehensive and equitable goals.
- Assess the political environment (local, regional, national, or global) and develop strategies to achieve specific goals.
- Analyze and develop policy alternatives in order to create and implement impactful public policies.
- Facilitate collective action to achieve solutions that respect and include diverse

stakeholder perspectives and achieve equitable results.

- Integrate ethical, equitable solutions to social, economic, and/or ecological problems across business, government, and civic sectors.

Program Overview

Claremont Core® (3 courses)	9 credits
Required Degree Courses (6 courses)	18 credits
Concentration courses (2 courses)	6 credits
Capstone Project (1 course)	3 credits
TOTAL	36 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
 MCC 5321 Activating the Core: Research Methods (3 credits)

Required Degree Courses

MPA 5301 Public Leadership and Governance (3 credits)
 MPA 5302 Program Management and Scenario Building (3 credits)
 MPA 5303 Policy Development and Analysis (3 credits)
 MPA 5304 Introduction to Public Finance in the United States (3 credits)
 MPA 5305 Urban Sustainability (3 credits)
 MPA 5310 Civic Engagement and Complex Social Issues (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

Concentration in Sustainable Communities through Public Service

MPA 5306 Change Management in Complex Organizations (3 credits)
 MPA 5307 Building Networks and Coalition Building (3 credits)

Concentration in Strategic Innovation for Collective Impact

MPA 5308 Innovative Funding Strategies for Social Change (3 credits)
 MPA 5309 Masterplans and Policy Evolution (3 credits)

Concentration in Advanced Management and Leadership in Complex Systems

MPA 5311 Scenario Planning for Public Administration (3 credits)
 MPA 5322 Regional Planning (3 credits)

Concentration in Advanced Practices in Public Finance

MPA 5308 Innovative Funding Strategies for Social Change (3 credits)
 MPA 5313 Legal Frameworks for Public Administration (3 credits)

Master of Arts in Social Impact

The Master of Arts in Social Impact is a dynamic program that seeks to bring more innovation and more diversity, equity, and inclusion to the nonprofit and entrepreneurial ecosystem. This degree program is designed for aspiring founders, emerging social entrepreneurs, nonprofit leaders and mission-driven changemakers. It is for anyone interested in turning their passion for changing the world into concrete plans. With an emphasis on social impact, effective leadership, financial resources, and sustainability this program is preparing a new generation of nonprofit founders and entrepreneurial innovators. In addition to learning about grant writing, board development and program evaluation, students gain skills in how to build a promising business model, develop revenue streams to diversify their funding, and proven marketing strategies. Students can expect to gain from this degree the knowledge and skills to get their social change idea successfully off the ground and running.

Graduates of the Master of Arts in Social Impact are prepared to launch innovative new programs, nonprofits, and social-impact businesses in their communities and around the world. From poverty, education and homelessness to unemployment, healthcare and climate change, our students utilize an impact-focused lens to see opportunity as they compassionately address local and global social problems.

Program Learning Objectives

After completing the Master of Arts in Social Impact students will be able to:

- Function as mindful humanistic change agents and empathetic leaders skilled and knowledgeable about how to catalyze and sustain changes in social systems.
- Synthesize the history, heritage, and context of social change and innovation for application to current world problems.
- Develop resourcing strategies built on current market principles and procedures.
- Research, analyze, and determine appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact.
- Develop and employ evaluation and learning approaches to gain visibility on and adapt efforts for systems change and social innovation.
- Develop and demonstrate the interpersonal and engagement skills necessary for effective leaders in a global community or organization.

Program Overview

Claremont Core® (3 courses)	9 credits
Required Degree Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
 MCC 5321 Activating the Core: Research Methods (3 credits)

Required Degree Courses

MSI 5321	Nonprofit and Social Sector Leadership (3 credits)
MSI 5312	Foundations of Social Impact (3 credits)
MSI 5323	Grant Writing, Development and Sustainable Fundraising (3 credits)
MSI 5324	Social Impact Measurement (3 credits)
MSI 5325	Business Models and Marketing for Social Change (3 credits)
MFI 5300	Finance and Accounting for Managers (3 credits)
MPM 5300	Project Management (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

Master of Arts in Sustainability Leadership

The Master of Arts in Sustainability Leadership is an interdisciplinary degree program that examines how organizational decision-making and activities impact society, the environment, and the organizations' own prosperity – or the triple-bottom line of the new economy: planet, people, and profit. The program is designed to equip students with the knowledge and skills needed in the areas of development, the natural world, corporate responsibility, and leadership to assess and effectively lead socially responsible initiatives. Students will learn how to critically analyze issues in order to develop and ethically communicate high impact solutions that are sustainable.

Program Learning Objectives

After completing the Master of Arts in Sustainability Leadership students will be able to:

- Function as a socially responsible change agent in global sustainable contexts (global change).
- Apply systems thinking to interconnected fields of study addressing the challenges related to sustainability (systems).
- Incorporate sustainable practices to lead ethically and responsibly (leadership).
- Demonstrate the engagement skills necessary to achieve clear and accurate communication for sustainability (communication).
- Critically analyze data to develop strategic sustainable solutions (impact analysis).

Program Overview

Claremont Core® (3 courses)	9 credits
Required Degree Courses (7 courses)	21 credits
Capstone Project (1 course)	3 credits
TOTAL	33 credits

Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
MSC 5300 Strategic Communication: Building Diversity, Equity & Inclusion (3 credits)
MCC 5321 Activating the Core: Research Methods (3 credits)

Required Degree Courses

MAC 5300 Leadership in Action (3 credits)

MSL 5302 Environmental Science (3 credits)

MSL 5304 Earth Resources (3 credits)

MSL 5305 Economics and Sustainability (3 credits)

MSL 5306 Environmental Policy and Law (3 credits)

MSL 5307 Sustainable Resource Management (3 credits)

MSL 5308 Impact Assessment (3 credits)

Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

Graduate Certificates

Certificates at CLU include academic courses and are designed to extend and expand upon students' professional and academic experience. Students can receive credit for certificates, making them the building blocks for a degree program. In addition, students who already have earned a CLU degree can add one course to their degree and earn a certificate in a specialized content area. In this way, certificates are often career differentiators and leadership development opportunities.

Executive Claremont Core®

Increasing diversity and participation is a value-add for any organization, yet without key understanding and abilities of how to facilitate collaboration, this potential is often untapped. Often, even worse, diversity and bias cause conflict and become enterprise risk. Managers, supervisors, and key leaders in nonprofit, corporate, and civic spaces are required to understand and motivate the disparate needs of all of their stakeholders. However, these so-called “soft skills” are often missing from traditional business or nonprofit training programs. This certificate equips learners in these competencies, empowering them to lead like never before with the transferable, transformative skills of the Claremont Core®.

Certificate Overview

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits)
 MCC 5323 Executive Leadership Skills (3 credits)

Leadership Practices in Diversity, Equity, and Inclusion

This certificate is for the public leader looking to build knowledge and skills to be a DEI trainer, including: state-of-the-art facilitation techniques in virtual space; grounding competency in equity practice at three levels of engagement – introspective, interpersonal, and structural; and use of data and effective equity communications.

Certificate Overview

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)
 MSC 5300 Strategic Communication: Building Diversity, Equity & Inclusion (3 credits)
 MDI 5300 Advanced DEI Practices (3 credits)

Innovations and Trends in Public Administration

This certificate is designed for the public administrator who wants the latest knowledge and tools to use in this time of tremendous change and uncertainty. Contemporary practices and case studies will advance the student's competencies in long-term strategic planning that will improve cross-department collaboration inside their organizations and promote coordination and collective impact in cross-sector partnerships with external groups and organizations.

Certificate Overview

MPA 5306 Change Management in Complex Organizations (3 credits)

MPA 5307 Building Networks and Coalition Building (3 credits)

MPA 5309 Masterplans and Policy Evolution (3 credits)

Urban Management

This certificate is for the public administrator seeking to lead innovative and sustainable management of critical areas of their work at the same time: human capital, fiscal affairs, strategic partnerships, and environment and crisis management.

Certificate Overview

MPA 5304 Introduction to Public Finance in the United States (3 credits)

MPA 5305 Urban Sustainability (3 credits)

MPA 5322 Regional Planning (3 credits)

Urban Planning

This certificate enables students to gain current knowledge and application for long-term, state-of-the-art strategic planning for cities with sustainability in mind.

Certificate Overview

MPA 5305 Urban Sustainability (3 credits)

MPA 5311 Scenario Planning for Public Administration (3 credits)

MPA 5322 Regional Planning (3 credits)

Advanced Practices in Public Finance and Administration

This certificate provides students with contemporary knowledge and tools to apply legally to complex, multi-sector, multi-level financing schemes that require understanding of fiscal, tax, and other legal constructions.

Certificate Overview

MPA 5304 Introduction to Public Finance in the United States (3 credits)

MPA 5308 Innovative Funding Strategies for Social Change (3 credits)

MPA 5313 Legal Frameworks for Public Administration (3 credits)

Resource Management

This certificate exposes students via case studies and hands-on experience to the latest technologies for understanding, planning, and managing water, air, and land conservation issues their communities are facing today.

Certificate Overview

MPA 5311 Scenario Planning for Public Administration (3 credits)

MPA 5322 Regional Planning (3 credits)

MPA 5314 Land and Water Use and Management (3 credits)

Land Policy

This certificate provides students with the basic background knowledge and tools they need for planning and management of land use policy, especially at the local level.

Certificate Overview

MPA 5303 Policy Development and Analysis (3 credits)

MPA 5309 Masterplans and Policy Evolution (3 credits)

MPA 5314 Land and Water Use and Management (3 credits)

CATALOG OF GRADUATE ACADEMIC COURSES

Claremont Core[®]

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core[®] (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core[®] domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core[®] domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core[®] to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

MCC 5321 Activating the Claremont Core[®]: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core[®], focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills

they will use in the Applying the Claremont Core®: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core®)

MCC 5323 Executive Leadership Skills (3 credits) In this advanced course, students build on the aspects of mindfulness and dialogue that undergird their work in fast-paced, diverse settings. Concepts of collaboration and change leadership are also enhanced. These domains move beyond knowledge into practices that will develop over time and become intrinsic parts of leadership and facilitation. This course has an action orientation that enables learners to apply their own work in these skills and facilitate mindful dialogue and collaboration in areas of greater diversity, increased conflict, and in higher-stakes settings.

The Advanced Core® course supports leaders' self-empowerment and marketability with rigorous skill-building by way of learning and applying self-empowerment practices and methods. Participants will expand their experience and knowledge with the attainment of competencies that support a purposeful and inclusive approach to real-life environments and relationships. These are elements that employers list as crucial for success: collaboration, dialogue, mindfulness, and change. Related skills that are addressed in this course include: advanced communication, negotiation/facilitation, conflict management, creativity and innovation, cognitive flexibility, and empathy.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

MDI 5300 Advanced DEI Practices (3 credits) In this course students will gain a deeper understanding of the legacy and current impact of structural racism and other "isms" in the U.S. They will acquire concrete tools for equitable data use, organizational operations, program and policy decisions, and inclusionary communication with various audiences (at the interpersonal and institutional levels). Importantly, students will be supported to apply course materials to their own contexts and receive some train-the-trainer guidance so that they can support others in their organizations to become more equitable in their commitment and practice.

Healthcare Administration

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work.

Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

MCC 5321 Activating the Claremont Core®: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core®: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core®)

MHA 5302 Challenges in Health Services Delivery (3 credits) This course is designed to provide an extensive and critical overview of issues, responses, and challenges in health services delivery, population health, and health policy in the United States. The course will examine efforts made to respond to, organize, deliver, and finance high quality, cost-effective healthcare to improve the HIPAA compliant environment and delivery system.

MHA 5303 Quality Management in Healthcare Organizations (3 credits) This course provides frameworks and approaches to foster critical thinking by enhancing students' ability to raise vital questions addressing problems and to formulate clear and precise answers. The student will explore the tools used to improve quality outcomes by applying multiple perspectives, tools, analytics, and solutions when examining complex quality issues.

MHA 5304 Healthcare Policy and Constituents (3 credits) This course will provide a framework for understanding and analyzing a range of health policy issues. Topics and issues in health policy including international health policy, health economics, individual rights in health care, and health policy research will be explored.

MHA 5305 Organizational Behavior and Human Performance (3 credits) In this course, the student will apply pertinent laws, disciplinary processes, and performance appraisals in order to avoid the numerous obstacles and pitfalls that can occur in human resources-related issues within a healthcare organization.

MHA 5306 Finance and Managerial Accounting in Healthcare (3 credits) This course introduces students to the basic principles and applications of healthcare finance that managers use daily including the healthcare reimbursement system and a comprehensive outlook on the insurance payer mix that impacts healthcare financing.

MHA 5307 Healthcare Informatics and Innovation (3 credits) This course will demonstrate the innovative and best practice technology within healthcare applications to support human health by individuals, professionals, care delivery organizations, and communities.

MHA 5308 Managerial Epidemiology (3 credits) This course will lead students to acquire a broader understanding to apply concepts and methods related to population health to best manage and promote health, disease prevention, and planning of health services. Epidemiological principles, followed by examples, concepts and case studies in this course will allow students to use effective healthcare management and policy formulation.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

Human Resources Management

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MCC 5321 Activating the Claremont Core®: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

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MHR 5302 The Strategic Role of HR in the Organization (3 credits) Human Resources Management enables organizations to compete more effectively in today's global economy. This course provides an overview of HR's role in being a strategic business partner in aligning people, strategies, and organizational outcomes. In this course, students investigate many of the technical business functions of an HR professional including staffing, compensation and benefits, employee and labor relations, job design. As an end result, students will be better prepared to take a "seat at the table" as a senior HR advisor.

MHR 5303 Critical Issues in HR Ethics and Law (3 credits) Critical Issues in HR Law and Ethics will help students define and apply important legal and ethical guidelines for human resources. The human resources profession often calls upon practitioners to make difficult choices between two right answers, not between right and wrong. Through the study of ethical theory and employment law with application to real world situations, students will learn to translate abstract concepts into pragmatic action.

MHR 5304 Workplace Diversity and Inclusion (3 credits) Analyzing current business needs and preparing for the future in a globally connected and diverse world requires leaders to assess the current state of globalism and how it impacts their organizations. Students will analyze the current global realities for human resources, develop skills for managing across cultures in globally connected organizations, analyze current opportunities and challenges related to diversity and inclusion at work in organizations and make recommendations for the future of the workplace.

MHR 5305 Leading Organizational Development and Change (3 credits) The ability to identify, design, and influence change initiatives is critical for success as an HR leader, and the dynamic nature of today's global workplace requires leaders who are able to bring out the best in their organizations. This course encourages insight and builds skills that HR professionals can use to influence organizational behavior and create opportunities for change, both large and small, in their places of work.

MHR 5306 Total Rewards for a Diverse Workforce (3 credits) It is essential to reward behaviors that will deliver the organization's strategic objectives. Strategic Rewards for a Diverse Workforce is a comprehensive overview of compensation and reward systems.

MHR 5307 Acquiring, Planning, and Retaining Human Capital (3 credits) An important aspect of business operations is to ensure that the organization has the right people, with the right skills, at the right time, to accomplish organizational goals and objectives. Talent acquisition and workforce planning are the activities at the forefront of this reality. This course provides a comprehensive understanding of talent acquisition, workforce planning and its strategic role within an organization.

MHR 5308 Training and Developing an Effective Workforce (3 credits) One of the more fulfilling aspects of human resources is the opportunity to watch individuals grow professionally. This course will prepare students to serve as an internal consultant who designs metrics and measurements and formulates training and development for individuals. Students will be prepared to design and lead development programs that provide strategic return on investment for an organization.

MHR 5309 Human Resources Analytics and Insights (3 credits) Human Resource analytics is a data-driven approach to manage the workforce today and tomorrow. HR professionals can incorporate data analysis to make decisions about their organizations based on deep analysis of data rather than the traditional methods of personal relationships, decision making based on an individual's experience, and reacting to talent needs. In this course, students will gain a deeper understanding of HR analytics, explore the tools and techniques used for workforce strategic planning, and gain insight as to how HR will function in the future.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the

program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

Organizational Leadership: Civic Engagement

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

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research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core[®]: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core[®])

MFI 5300 Finance & Accounting for Managers (3 credits) An overview of the financial accounting and reporting process for managers is the focus of this course. It is designed to facilitate understanding of the financial reporting process and forecasting for strategic thinking and informed decisions. Students will use various data analysis tools to make judgements about a firm's financial condition in an ever-changing business landscape. Key topics include the time value of money, cost and value, the fundamental relationship between risk and return, choosing investment projects that support firm strategy, alternative financing decisions, and sustainable business practices.

MPM 5300 Project Management (3 credits) This course covers the broad range of factors that the student needs to know to design, implement, and trouble-shoot high quality programs or projects. It details the phases of program development from design to evaluation and continuous quality improvement. Students will become familiar with several project management tools including GANTT charts, flowcharts, RACIS, and others. The course also provides students with various project documentation tools, both paper-based and electronic for team monitoring and communication. Case studies will augment the student's understanding of real-world application of project management tools.

MAC 5300 Leadership in Action (3 credits) Leadership in action is designed to support the exploration of leadership through self-reflection and assessment, including creating a personal mission statement and developing a leadership philosophy. Students will review a variety of leadership assessments, theories, and strategies on power dynamics, decision making, ethically addressing toxic leadership, conflict resolution, communication, and cultural awareness. Students will explore practical and experiential leadership styles and consider consequences of choices in the role of leading others. In addition, students will review and apply research strategies to develop knowledge and skills preparing for the capstone project. The course topics center around developing key leadership and action research skills to understand influencers in the social change process.

MPA 5301 Public Leadership and Governance (3 credits) This course analyzes various aspects of public leadership, including political leadership, administrative leadership, and civic leadership, and builds competence and confidence for distinctive, accountable public leadership where students live and work. In this course, students will gain theory and practice knowledge that will help them crystallize their own leadership approach; and compile tools and guidance to navigate the challenges that arise with often competing interests in civic and public institutions at local, regional, state and federal levels of government.

MPA 5303 Policy Development and Analysis (3 credits) Examining key theories, practices, and challenges in creating and implementing policy changes, students in this course will assess the strengths and limitations of the current policy landscape, conventional perspectives on political processes, governance, policy, and program management. Students will appreciate how the policy process is never-ending, and they will attain tools and guidance that help them replace status quo practices in public and private institutions with policies suited for current realities.

MPA 5307 Building Networks and Coalition Building (3 credits) Public Administration practitioners are consistently confronted with challenging social issues (e.g., homelessness, housing, poverty, healthcare, public safety, and mental health to name a few). Creating policy solutions in this environment requires a shift in mindset to prioritize relationships and recognize the webs of connection which allow the practitioner to recognize how people relate to the issues and organize to find solutions. In this course students will examine the history and current value of networks and the value of coalition building. They will be asked to select a case study to present where the policy outcome was driven by coalition support. Students will learn how to build and grow their professional networks to fulfill the power and potential of their policy making.

MPA 5310 Civic Engagement and Complex Social Issues (3 credits) In this course, students will learn that across local and global issues, individuals must be mobilized to create the power to promote change within a community. Various approaches to community engagement and mobilization will be discussed, and students will appreciate the conditions that contribute to or thwart community engagement and how to respond to these conditions. Students will be exposed to examples of community engagement in action and will take away techniques they can employ in their own communities.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

Organizational Leadership: Ethics

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be

facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

MCC 5321 Activating the Claremont Core®: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

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MFI 5300 Finance and Accounting for Managers (3 credits) An overview of the financial accounting and reporting process for managers is the focus of this course. It is designed to facilitate understanding of the financial reporting process and forecasting for strategic thinking and informed decisions. Students will use various data analysis tools to make judgements about a firm's financial condition in an ever-changing business landscape. Key topics include the time value of money, cost and value, the fundamental relationship between risk and return, choosing investment projects that support firm strategy, alternative financing decisions, and sustainable business practices.

MPM 5300 Project Management (3 credits) This course covers the broad range of factors that the student needs to know to design, implement, and trouble-shoot high quality programs or projects. It details the phases of program development from design to evaluation and continuous quality improvement. Students will become familiar with several project management tools including GANTT charts, flowcharts, RACIS, and others. The course also provides students with various project documentation tools, both paper-based and electronic for team monitoring and communication. Case studies will augment the student's understanding of real-world application of project management tools.

MAC 5300 Leadership in Action (3 credits) Leadership in action is designed to support the exploration of leadership through self-reflection and assessment, including creating a personal mission statement and developing a leadership philosophy. Students will review a variety of leadership assessments, theories, and strategies on power dynamics, decision making, ethically addressing toxic leadership, conflict resolution, communication, and cultural awareness. Students will explore practical and experiential leadership styles and consider consequences of choices in the role of leading others. In addition, students will review and apply research strategies to develop knowledge and skills preparing for the capstone project. The course topics center around developing key leadership and action research skills to understand influencers in the social change process.

MLE 5322 Ethical Decision Making (3 credits) In this course, students review texts from classical and contemporary ethicists while examining multiple approaches to ethical reflection. The readings provide a framework to develop ethical reasoning skills to critically respond to thought-experiments and contemporary case-studies.

MLE 5323 Leadership Literacy (3 credits) In this course, students survey contemporary research and literature in the field of leadership studies. Topics include: trait, behavioral, contingency, relational, transformational, cultural, and emerging theories and models of leadership. The course also examines organizational leadership in the context of structures, human relations, political systems, and symbolic meanings in order to create positive personal and organizational change.

MLE 5324 Global Ethics and Leadership (3 credits) In this course, students focus on the role of ethical leadership in a diverse and interconnected world. Course materials present ethical perspectives of different cultural and national contexts while drawing on various philosophical and wisdom traditions. Additional consideration in the course addresses the role of ethics in various global contexts including: change, leadership, conflict, resources, and labor in order to develop the student's global awareness and become more effective and ethical leaders.

MLE 5325 Leadership: The Toxic and the Trustworthy (3 credits) This course examines toxic, ineffective, and unethical forms of leadership and the ways power may be abused in organizations. Contrarily, students are also exposed to ways power can be leveraged in organizations as a resource for positive change toward more sustainable models of business and society. Students will also be introduced to leading-edge approaches to social

entrepreneurship, social business, and organizing for social change in the for-profit and the not-for-profit sectors.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

Organizational Leadership: Healthcare

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

MCC 5321 Activating the Claremont Core®: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of

research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core®: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core®)

MFI 5300 Finance & Accounting for Managers (3 credits) An overview of the financial accounting and reporting process for managers is the focus of this course. It is designed to facilitate understanding of the financial reporting process and forecasting for strategic thinking and informed decisions. Students will use various data analysis tools to make judgements about a firm's financial condition in an ever-changing business landscape. Key topics include the time value of money, cost and value, the fundamental relationship between risk and return, choosing investment projects that support firm strategy, alternative financing decisions, and sustainable business practices.

MPM 5300 Project Management (3 credits) This course covers the broad range of factors that the student needs to know to design, implement, and trouble-shoot high quality programs or projects. It details the phases of program development from design to evaluation and continuous quality improvement. Students will become familiar with several project management tools including GANTT charts, flowcharts, RACIS, and others. The course also provides students with various project documentation tools, both paper-based and electronic for team monitoring and communication. Case studies will augment the student's understanding of real-world application of project management tools.

MAC 5300 Leadership in Action (3 credits) Leadership in action is designed to support the exploration of leadership through self-reflection and assessment, including creating a personal mission statement and developing a leadership philosophy. Students will review a variety of leadership assessments, theories, and strategies on power dynamics, decision making, ethically addressing toxic leadership, conflict resolution, communication, and cultural awareness. Students will explore practical and experiential leadership styles and consider consequences of choices in the role of leading others. In addition, students will review and apply research strategies to develop knowledge and skills preparing for the capstone project. The course topics center around developing key leadership and action research skills to understand influencers in the social change process.

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Organizational Leadership: Higher Education

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student's understanding of real-world application of project management tools.

MAC 5300 Leadership in Action (3 credits) Leadership in action is designed to support the exploration of leadership through self-reflection and assessment, including creating a personal mission statement and developing a leadership philosophy. Students will review a variety of leadership assessments, theories, and strategies on power dynamics, decision making, ethically addressing toxic leadership, conflict resolution, communication, and cultural awareness. Students will explore practical and experiential leadership styles and consider consequences of choices in the role of leading others. In addition, students will review and apply research strategies to develop knowledge and skills preparing for the capstone project. The course topics center around developing key leadership and action research skills to understand influencers in the social change process.

MLU 5312 Supporting Diverse Populations (3 credits) Educational leaders are able to affect change with strategies that support diverse student populations to meet the economic, social, developmental, and academic needs of students today and in the future. This course will introduce learners to frameworks and theories that guide the work of student affairs, review the importance of research, assessment, and evaluation in student affairs, learn the historical and foundational concepts of the student affairs profession, summarize the leadership environments for student affairs and the various organizational structures of student services, and evaluate how to transform student service organizations to better meet the needs of a diverse student population. By blending practical and theoretical perspectives with the goal of enhancing vision, this course will prepare students to create inclusive environments that promote collaboration and enhance the learning experience for all.

MLU 5313 Cultivating Educational Change (3 credits) Visionary educational leaders are inspired by what an institution can become. Through the use of strategic planning, they guide members of the educational community through times of uncertainty, transition, and success. This class provides students with an overview of the theories of educational leadership which can translate into effective curriculum development, faculty onboarding, faculty development, classroom management, program assessment, and strategic planning. By the end of the course, students will be able to apply strategies for effective assessment to promote an inclusive educational climate and effective change management.

MLU 5314 Law and Ethics in Higher Education (3 credits) In this course students will develop strategies to engage in and navigate through legal and ethical issues by exploring topics in the diverse and changing landscape of higher education. Course content includes the ability to identify legal versus ethical issues, articulate contemporary understandings of diversity, exclusion/ inclusion, bias, and multiple influences that exist in the higher education system. Students will identify major themes related to governance, research, employment, faculty, and students in a way that leverages informed and effective higher education leadership.

MLU 5315 Higher Education Process and Practice (3 credits) This course will explore the structure and practices of an educational organization. Students will discuss and analyze topics from many areas of academia including human resources, students and faculty, budgetary, governance, and academic affairs. The content includes discussing the ability to identify internal influencers, external influencers, and organizational structure to articulate contemporary understandings of the process and practices that exist in the higher education system.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

Organizational Leadership: Human Resources

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

MCC 5321 Activating the Claremont Core®: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core®: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core®)

MFI 5300 Finance & Accounting for Managers (3 credits) An overview of the financial accounting and reporting process for managers is the focus of this course. It is designed to facilitate understanding of the financial reporting process and forecasting for strategic thinking and informed decisions. Students will use various data analysis tools to make judgements about a firm's financial condition in an ever-changing business landscape. Key topics include the time value of money, cost and value, the fundamental relationship between risk and return, choosing investment projects that support firm strategy, alternative financing decisions, and sustainable business practices.

MPM 5300 Project Management (3 credits) This course covers the broad range of factors that the student needs to know to design, implement, and trouble-shoot high quality programs or projects. It details the phases of program development from design to evaluation and continuous quality improvement. Students will become familiar with several project management tools including GANTT charts, flowcharts, RACIS, and others. The course also provides students with various project documentation tools, both paper-based and electronic for team monitoring and communication. Case studies will augment the student's understanding of real-world application of project management tools.

MHR 5302 The Strategic Role of HR in the Organization (3 credits) Human Resources Management enables organizations to compete more effectively in today's global economy. This course provides an overview of HR's role in being a strategic business partner in aligning people, strategies, and organizational outcomes. In this course, students investigate many of the technical business functions of an HR professional including staffing, compensation and benefits, employee and labor relations, job design. As an end result, students will be better prepared to take a "seat at the table" as a senior HR advisor.

MHR 5303 Critical Issues in HR Ethics and Law (3 credits) Critical Issues in HR Law and Ethics will help students define and apply important legal and ethical guidelines for human resources. The human resources profession often calls upon practitioners to make difficult choices between two right answers, not between right and wrong. Through the study of ethical theory and employment law with application to real world situations, students will learn to translate abstract concepts into pragmatic action.

MHR 5304 Workplace Diversity and Inclusion (3 credits) Analyzing current business needs and preparing for the future in a globally connected and diverse world requires leaders to assess the current state of globalism and how it impacts their organizations. Students will analyze the current global realities for human resources, develop skills for managing across cultures in globally connected organizations, analyze current opportunities and challenges related to diversity and inclusion at work in organizations and make recommendations for the future of the workplace.

MHR 5307 Acquiring, Planning, and Retaining Human Capital (3 credits) An important aspect of business operations is to ensure that the organization has the right people, with the right skills, at the right time, to accomplish organizational goals and objectives. Talent acquisition and workforce planning are the activities at the forefront of this reality. This course provides a comprehensive understanding of talent acquisition, workforce planning and its strategic role within an organization.

MHR 5308 Training and Developing an Effective Workforce (3 credits) One of the more fulfilling aspects of human resources is the opportunity to watch individuals grow professionally. This course will prepare students to serve as an internal consultant who designs metrics and measurements and formulates training and development for individuals. Students will be prepared to design and lead development programs that provide strategic return on investment for an organization.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

Organizational Leadership: Management

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work.

Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

MCC 5321 Activating the Claremont Core®: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core®: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core®)

MFI 5300 Finance and Accounting for Managers (3 credits) An overview of the financial accounting and reporting process for managers is the focus of this course. It is designed to facilitate understanding of the financial reporting process and forecasting for strategic thinking and informed decisions. Students will use various data analysis tools to make judgements about a firm's financial condition in an ever-changing business landscape. Key topics include the time value of money, cost and value, the fundamental relationship

between risk and return, choosing investment projects that support firm strategy, alternative financing decisions, and sustainable business practices.

MPM 5300 Project Management (3 credits) This course covers the broad range of factors that the student needs to know to design, implement, and trouble-shoot high quality programs or projects. It details the phases of program development from design to evaluation and continuous quality improvement. Students will become familiar with several project management tools including GANTT charts, flowcharts, RACIS, and others. The course also provides students with various project documentation tools, both paper-based and electronic for team monitoring and communication. Case studies will augment the student's understanding of real-world application of project management tools.

MAC 5300 Leadership in Action (3 credits) Leadership in action is designed to support the exploration of leadership through self-reflection and assessment, including creating a personal mission statement and developing a leadership philosophy. Students will review a variety of leadership assessments, theories, and strategies on power dynamics, decision making, ethically addressing toxic leadership, conflict resolution, communication, and cultural awareness. Students will explore practical and experiential leadership styles and consider consequences of choices in the role of leading others. In addition, students will review and apply research strategies to develop knowledge and skills preparing for the capstone project. The course topics center around developing key leadership and action research skills to understand influencers in the social change process.

MLM 5301 Management Elective I (3 credits) These courses may be fulfilled by completion of approved courses in the Organizational Leadership series.

MLM 5302 Management Elective II (3 credits) These courses may be fulfilled by completion of approved courses in the Organizational Leadership series.

MLM 5303 Management Elective III (3 credits) These courses may be fulfilled by completion of approved courses in the Organizational Leadership series.

MLM 5304 Digital Marketing and Consumer Analytics (3 credits) The strategic and analytic frameworks involved in successfully and ethically marketing products and services globally in consumer and enterprise markets are the focus of this course. Students will learn about the changing global landscape of business as well as the technological shifts and disruptions that are altering the way business is conducted in numerous marketplaces. Use of data analytics to derive consumer insights and apply critical thinking to turn those insights into sound marketing strategies and tactics will also be addressed. Students will apply concepts related to artificial intelligence and strategic thinking to optimize success in business decisions.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the

program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

Organizational Leadership: Professional Studies

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

MCC 5321 Activating the Claremont Core®: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own

research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core®: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core®)

MFI 5300 Finance & Accounting for Managers (3 credits) An overview of the financial accounting and reporting process for managers is the focus of this course. It is designed to facilitate understanding of the financial reporting process and forecasting for strategic thinking and informed decisions. Students will use various data analysis tools to make judgements about a firm's financial condition in an ever-changing business landscape. Key topics include the time value of money, cost and value, the fundamental relationship between risk and return, choosing investment projects that support firm strategy, alternative financing decisions, and sustainable business practices.

MPM 5300 Project Management (3 credits) This course covers the broad range of factors that the student needs to know to design, implement, and trouble-shoot high quality programs or projects. It details the phases of program development from design to evaluation and continuous quality improvement. Students will become familiar with several project management tools including GANTT charts, flowcharts, RACIS, and others. The course also provides students with various project documentation tools, both paper-based and electronic for team monitoring and communication. Case studies will augment the student's understanding of real-world application of project management tools.

MLP 5301 Professional Studies Elective I (3 credits) Approved transfer credits or MOL courses.

MLP 5302 Professional Studies Elective II (3 credits) Approved transfer credits or MOL courses.

MLP 5303 Professional Studies Elective III (3 credits) Approved transfer credits or MOL courses.

MLP 5304 Professional Studies Elective IV (3 credits) Approved transfer credits or MOL courses.

MLP 5305 Professional Studies Elective V (3 credits) Approved transfer credits or MOL courses.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the

research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

Organizational Leadership: Sustainability

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

MCC 5321 Activating the Claremont Core®: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills

they will use in the Applying the Claremont Core®: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core®)

MFI 5300 Finance & Accounting for Managers (3 credits) An overview of the financial accounting and reporting process for managers is the focus of this course. It is designed to facilitate understanding of the financial reporting process and forecasting for strategic thinking and informed decisions. Students will use various data analysis tools to make judgements about a firm's financial condition in an ever-changing business landscape. Key topics include the time value of money, cost and value, the fundamental relationship between risk and return, choosing investment projects that support firm strategy, alternative financing decisions, and sustainable business practices.

MAC 5300 Leadership in Action (3 credits) Leadership in action is designed to support the exploration of leadership through self-reflection and assessment, including creating a personal mission statement and developing a leadership philosophy. Students will review a variety of leadership assessments, theories, and strategies on power dynamics, decision making, ethically addressing toxic leadership, conflict resolution, communication, and cultural awareness. Students will explore practical and experiential leadership styles and consider consequences of choices in the role of leading others. In addition, students will review and apply research strategies to develop knowledge and skills preparing for the capstone project. The course topics center around developing key leadership and action research skills to understand influencers in the social change process.

MSL 5302 Environmental Science (3 credits) In this course students will gain a basic understanding of the interdisciplinary study of environmental science. Environmental science encompasses many aspects of sustainability including the “triple bottom line” of economic, environmental, and social policies. The scientific method, ecosystems, how human activities impact natural systems, biogeochemical cycles, how organisms interact within a community, and operating principles of sustainable development will be discussed. The content will then build upon this foundation by examining how human populations impact natural systems and how this relates to sustainable development including hazard identification and **risk assessment.**

MSL 5304 Earth Resources (3 credits) In this course students will develop an understanding of critical Earth resource systems including biological, mineral, water, and atmospheric, and the interdependence of the various resource systems (water, energy, minerals, and land). The impacts of resource use, critical factors for those resources, evolution of resource use by humans, the competition between agricultural needs and natural ecosystems, and waste streams on the environment are discussed. Students will evaluate the inputs required from each system to support other systems through interdependence, evaluate environmental resource values and impacts across systems, and the instabilities that can result from interdependencies of multiple, constrained resource systems. The course concludes by discussing future trends and limits for various Earth resource systems to enable students to develop basic proposals to address these challenges.

MSL 5306 Environmental Policy and Law (3 credits) This course explores the policies, laws, and politics of environmental protection and use of natural resources. Students will review the history of the U.S. natural resource policies and the shift from local and state governments to federal leadership on matters of environmental health and quality protection. The U.S. Environmental Protection Agency (EPA) along with key federal statutes are addressed such as the Administrative Procedure Act, Clean Air Act, the Clean Water Act, the Resource Conservation and Recovery Act, the National Environmental Policy Act (NEPA), and the Safe Drinking Water Act including the effects of the policies for sustainability. The roles of the three branches of the federal government are explored from a historical context in regard to natural resources acquisition, disposal, conservation, and preservation.

MSL 5307 Sustainable Resource Management (3 credits) In this course, students will explore the balance between meeting needs (and desires) of current generations without depleting resources for future generations. Students will explore the limits of depletion for stock-limited resources and of availability for flow-limited resources. This content will be coupled with efforts to assign plausible net values to the use of various resources based on the levels of needs addressed and how to address and communicate these values as a leader. Additionally, students will develop value metrics to optimize the use of a selected resource system.

MSL 5308 Impact Assessment (3 credits) The basic concepts of Environmental Impact Statement (EIS) and the Environmental Impact Assessment (EIA) can be used as a tool/set of tools to predict potential impacts and aid in decision making for such areas of water, soil, noise, air, climate, atmospheric quality, biological resources, cultural resources, and others. In this course, students will learn the historical background leading up to the passage and implementation of the National Environmental Policy Act (NEPA), setting of national priorities for the environment, the creation of the Council on Environmental Quality (CEQ) and the U.S. Environmental Protection Agency (EPA). Topics include key components of environmental assessment process, methods and techniques for conducting analyses relating to environmental risk, social and economic impact, technology needs, impacts from the proposed federal actions, suggested alternatives, and the no-action alternative.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

Public Administration

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

MCC 5321 Activating the Claremont Core®: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core®: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core®)

MPA 5301 Public Leadership and Governance (3 credits) This course analyzes various aspects of public leadership, including political leadership, administrative leadership, and civic leadership, and builds competence and confidence for distinctive, accountable public leadership where students live and work. In this course, students will gain theory and practice knowledge that will help them crystallize their own leadership approach; and compile tools and guidance to navigate the challenges that arise with often competing interests in civic and public institutions at local, regional, state and federal levels of government.

MPA 5302 Program Management and Scenario Building (3 credits) This course covers the broad range of factors students need to know to design, implement, and troubleshoot high quality programs or projects based on the analysis and understanding of current and historic trends and events. Students will begin to recognize patterns in the data which will allow for informed recommendations regarding pathways to realize the goals of projects, while avoiding pitfalls revealed by the data. Students will be able to detail the phases of program development from design to evaluation, and continuous quality improvement using project management tools, including Gantt charts, flowcharts, RACI, among others.

MPA 5303 Policy Development and Analysis (3 credits) Examining key theories, practices, and challenges in creating and implementing policy changes, students in this course will assess the strengths and limitations of the current policy landscape, conventional perspectives on political processes, governance, policy, and program management. Students will appreciate how the policy process is never-ending, and they will attain tools and guidance that help them replace status quo practices in public and private institutions with policies suited for current realities.

MPA 5304 Introduction to Public Finance (3 credits) “Public finance” as it is used in this course is the raising of revenues and spending of revenues by governments to achieve socially beneficial outcomes. This course will provide an overview of how the different levels of government in the U.S. raise and spend money and why they are given these responsibilities in the first place. The course content puts greater focus on state and local government and land-based financing tools.

MPA 5305 Urban Sustainability (3 credits) In this course students will gain an understanding of the principles of urban sustainability, global frameworks for sustainability, and how to apply them to specific cities and surrounding metro regions to understand why cities exist and how they grow. Through analyzing real world case studies that profile the challenges and sustainable solutions of specific cities, students will acquire the knowledge and skills to diagnose urban challenges, design interventions to make cities sustainable, and mobilize resources to implement them.

MPA 5310 Civic Engagement and Complex Social Issues (3 credits) In this course, students will learn that across local and global issues, individuals must be mobilized to create the power to promote change within a community. Various approaches to community engagement and mobilization will be discussed, and students will appreciate

the conditions that contribute to or thwart community engagement and how to respond to these conditions. Students will be exposed to examples of community engagement in action and will take away techniques they can employ in their own communities.

MPA 5314 Land and Water Use and Management (3 credits) Ethical land management promotes rights and responsibilities for access to land and water, as a means of addressing challenges such as hunger and poverty, supporting sustainable development, and preserving the environment. Students will gain relevant knowledge and tools they can apply to their own local context.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

A degree in Public Administration also requires one of the following concentrations for completion:

Concentration in Sustainable Communities through Public Service

MPA 5306 Change Management in Complex Organizations (3 credits) This course introduces students to the study of organizational theory and change management. Students will be able to and the understanding of the functioning of complex organizations and agencies. Students will be able to understand how organizations function as whole credits and the role of individual leaders within the system. With the understanding of these complex systems, students will be able to talk about creating change to enhance diversity, equity, and inclusion. Students will gain guidance on how to prepare, equip and support individuals within the organization and the organization as a whole to successfully adapt to change in order to drive success and positive social outcomes.

MPA 5307 Building Networks and Coalition Building (3 credits) Public Administration practitioners are consistently confronted with challenging social issues (e.g., homelessness, housing, poverty, healthcare, public safety, and mental health to name a few). Creating policy solutions in this environment requires a shift in mindset to prioritize relationships and recognize the webs of connection which allow the practitioner to recognize how people relate to the issues and organize to find solutions. In this course students will examine the history and current value of networks and the value of coalition building. They will be asked to select a case study to present where the policy outcome was driven by coalition support. Students will learn how to build and grow their professional networks to fulfill the power and potential of their policy making.

Concentration in Strategic Innovation for Collective Impact

MPA 5308 Innovative Funding Strategies for Social Change (3 credits) Building on the key principles of Public Finance, students in Innovative Funding Strategies for Social Change will examine how to engage in values-based public funding budgeting. This advanced class will use real case studies and subject matter experts to examine how to move the standard sources of funding for the public good. Students will look at grant funding, private foundation funding, and public/private partnerships to create layered funding sources for critical capital projects for social good. Utilizing their networks, students will be asked to identify a capital project and build a proposal for funding. Students will then develop a prospect list of funders. This list will be developed through a combination of their network and project-based research. Students will be able to use the work developed in this course for immediate professional implementation.

MPA 5309 Masterplans and Policy Evolution (3 credits) In this course students will learn how to produce guiding documents for public agencies and non-profit organizations which state what the organization or other entity is and its value to the community, what the organization does, and why it does it. These planning documents provide the foundation for decision making and are an implicit contract between the public agency and the community it serves. This course will enable students to be effective strategists to meet organizational mandates and to provide frameworks for policy implementation. Students in this course will be asked to create and/or evaluate institutional strategic and master planning documents with the goal of being able to return to their organizations and leading planning efforts for the public good.

Concentration in Advanced Management and Leadership in Complex Systems

MPA 5311 Scenario Planning for Public Administration (3 credits) This course equips students with a planning process that will enable them to create responsive plans that can anticipate and adapt to unexpected changes. A variety of case studies from a variety of cities around the world will supplement the learning experience.

MPA5322 Regional Planning (3 credits) In this course, students will learn how cities manage space, its different uses, and at different scales – local, regional, and mega regions, with sustainable human habitation and care for planet Earth. Tools such as GPS, remote sensing, and geofencing that support geographic mapping of the earth will be utilized in this course.

Concentration in Advanced Practices in Public Finance

MPA 5308 Innovative Funding Strategies for Social Change (3 credits) Building on the key principles of Public Finance, students in Innovative Funding Strategies for Social Change will examine how to engage in values-based public funding budgeting. This advanced class will use real case studies and subject matter experts to examine how to move the standard sources of funding for the public good. Students will look at grant funding, private foundation funding, and public/private partnerships to create layered funding sources for critical capital projects for social good. Utilizing their networks, students will be asked to identify a capital project and build a proposal for funding.

Students will then develop a prospect list of funders. This list will be developed through a combination of their network and project-based research. Students will be able to use the work developed in this course for immediate professional implementation.

MPA 5313 Legal Frameworks for Public Administration (3 credits) Students will learn about historic and contemporary codified systems of rules that govern and regulate decision-making, agreements, policies, and laws for informing legal mandates and actions.

Social Impact

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

MSC 5300 Strategic Communication: Building Diversity, Equity, and Inclusion (3 credits) In a world that is reimagining what is possible, Strategic Communication: Building Diversity, Equity, and Inclusion will present students a historic perspective of the legacy and manifestation of structural racism, and other societal and cultural marginalization including the unintended consequences of systemic exclusion. Students will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides. With these tools, students hone their abilities to build advocacy for dismantling oppressive structures and rebuilding personal, professional, and civic spaces that maximize diversity and facilitate equity and inclusion for all.

MCC 5321 Activating the Claremont Core®: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across

social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core[®]: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core[®])

MFI 5300 Finance & Accounting for Managers (3 credits) An overview of the financial accounting and reporting process for managers is the focus of this course. It is designed to facilitate understanding of the financial reporting process and forecasting for strategic thinking and informed decisions. Students will use various data analysis tools to make judgements about a firm's financial condition in an ever-changing business landscape. Key topics include the time value of money, cost and value, the fundamental relationship between risk and return, choosing investment projects that support firm strategy, alternative financing decisions, and sustainable business practices.

MPM 5300 Project Management (3 credits) This course covers the broad range of factors that the student needs to know to design, implement, and trouble-shoot high quality programs or projects. It details the phases of program development from design to evaluation and continuous quality improvement. Students will become familiar with several project management tools including GANTT charts, flowcharts, RACIS, and others. The course also provides students with various project documentation tools, both paper-based and electronic for team monitoring and communication. Case studies will augment the student's understanding of real-world application of project management tools.

MSI 5321 Nonprofit and Social Sector Leadership (3 credits) Social change begins with the development and transformation of individuals. This class offers an in-depth understanding of the role of leadership in the nonprofit and social sector, including models, strategies, and practices that the student can adopt and apply in their day-to-day practice of leading social impact work. The course addresses a shift in the paradigm of change leadership that recognizes that leaders are more effective when they stand within, not beyond, the system they are working to impact. Using this as a basis, the course explores theories and models of leadership and their application to one's own leadership style and ways of working with teams, organizations, and communities.

MSI 5312 Foundations of Social Impact (3 credits) Understanding the history and context of social impact innovation provides context for future action. In this course, you will examine the history and heritage of social change in a global context and will analyze social issues to find points of leverage to participate in change-making and determine where you might choose to engage. You will also research, analyze, and synthesize philosophies of social change, leadership styles and competencies, and articulate your own. By the end of the course, you will better understand where you fit into the landscape of social change and consider the ways in which you will engage.

MSI 5323 Grant Writing, Development, and Sustainable Fundraising (3 credits)

Philanthropy is more than just giving money; it is purposive and often seeks to stimulate social, economic, and political change. Understanding the complexities and ways in which change is enacted through philanthropy is essential in navigating the world of grant writing and advancement. This course is designed to introduce you to philanthropy broadly and the various aspects of fundraising including, fund development, proposal writing, relationships and strategies that support fundraising, and donor relations and partnership building for sustainable fundraising. You will leave this course with the skills to complete a case for support, a fundraising strategic plan, and a grant proposal.

MSI 5324 Social Impact Measurement (3 credits) Impact measurement is an approach to social engagement that asks participants to evaluate results and improve on future performance. In this course, you will define and facilitate shared vision and values for intended impact, demonstrate understanding of diverse approaches to defining and measuring success in social impact, construct models for change, and articulate assumptions underlying organizational actions. This course also provides practice with needs assessment; generation of organizational models; understanding of design thinking; and strategies for collaborative and emergent change.

MSI 5325 Business Models and Marketing for Social Change (3 credits) Generating sustainable social impact requires the ability to identify and secure financial, social, and human resources. In this course you will explore business models for social change and contemporary financing frameworks. You will learn various marketing strategies to lead and manage marketing campaigns and communication for nonprofit and social sector organizations. By the end of the course, you will gain an advanced knowledge of resource management and allocation and will be able to design sustainable resource models and marketing strategies for successful social impact.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

Sustainability Leadership

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits) In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin

the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core[®] domains to build their research repertoire and leadership acumen.

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MCC 5321 Activating the Claremont Core[®]: Research Methods (3 credits) This course builds on the foundational aspects of the Claremont Core[®], focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core[®]: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core[®])

MAC 5300 Leadership in Action (3 credits) Leadership in action is designed to support the exploration of leadership through self-reflection and assessment, including creating a personal mission statement and developing a leadership philosophy. Students will review a variety of leadership assessments, theories, and strategies on power dynamics, decision making, ethically addressing toxic leadership, conflict resolution, communication, and cultural awareness. Students will explore practical and experiential leadership styles and consider consequences of choices in the role of leading others. In addition, students will review and apply research strategies to develop knowledge and skills preparing for the

capstone project. The course topics center around developing key leadership and action research skills to understand influencers in the social change process.

MSL 5302 Environmental Science (3 credits) In this course students will gain a basic understanding of the interdisciplinary study of environmental science. Environmental science encompasses many aspects of sustainability including the “triple bottom line” of economic, environmental, and social policies. The scientific method, ecosystems, how human activities impact natural systems, biogeochemical cycles, how organisms interact within a community, and operating principles of sustainable development will be discussed. The content will then build upon this foundation by examining how human populations impact natural systems and how this relates to sustainable development including hazard identification and risk assessment.

MSL 5304 Earth Resources (3 credits) In this course students will develop an understanding of critical Earth resource systems including biological, mineral, water, and atmospheric, and the interdependence of the various resource systems (water, energy, minerals, and land). The impacts of resource use, critical factors for those resources, evolution of resource use by humans, the competition between agricultural needs and natural ecosystems, and waste streams on the environment are discussed. Students will evaluate the inputs required from each system to support other systems through interdependence, evaluate environmental resource values and impacts across systems, and the instabilities that can result from interdependencies of multiple, constrained resource systems. The course concludes by discussing future trends and limits for various Earth resource systems to enable students to develop basic proposals to address these challenges.

MSL 5305 Economics and Sustainability (3 credits) Sustainable business applies the foundational microeconomic principles of efficiency and equity to a variety of issues including in business, human management, and environmental. Students will learn to use equilibrium and intertemporal analysis, as well as non-market valuation in the pursuit of an understanding of market successes/failures, optimal resource extraction paths, renewable resources adoption, and environmental/sustainability policy. How to conceptualize and effectively communicate market failures as they relate to business, the environment, and social welfare will also be discussed. Additional topics are how to develop foundational economic modeling skills used to evaluate causes and potential solutions to challenges such as supply and demand, externalities, economic surplus, marginal analysis, and the Coase Theorem.

MSL 5306 Environmental Policy and Law (3 credits) This course explores the policies, laws, and politics of environmental protection and use of natural resources. Students will review the history of the U.S. natural resource policies and the shift from local and state governments to federal leadership on matters of environmental health and quality protection. The U.S. Environmental Protection Agency (EPA) along with key federal statutes are addressed such as the Administrative Procedure Act, Clean Air Act, the Clean Water Act, the Resource Conservation and Recovery Act, the National Environmental Policy Act (NEPA), and the Safe Drinking Water Act including the effects of the policies for

sustainability. The roles of the three branches of the federal government are explored from a historical context in regard to natural resources acquisition, disposal, conservation, and preservation.

MSL 5307 Sustainable Resource Management (3 credits) In this course, students will explore the balance between meeting needs (and desires) of current generations without depleting resources for future generations. Students will explore the limits of depletion for stock-limited resources and of availability for flow-limited resources. This content will be coupled with efforts to assign plausible net values to the use of various resources based on the levels of needs addressed and how to address and communicate these values as a leader. Additionally, students will develop value metrics to optimize the use of a selected resource system.

MSL 5308 Impact Assessment (3 credits) The basic concepts of Environmental Impact Statement (EIS) and the Environmental Impact Assessment (EIA) can be used as a tool/set of tools to predict potential impacts and aid in decision making for such areas of water, soil, noise, air, climate, atmospheric quality, biological resources, cultural resources, and others. In this course, students will learn the historical background leading up to the passage and implementation of the National Environmental Policy Act (NEPA), setting of national priorities for the environment, the creation of the Council on Environmental Quality (CEQ) and the U.S. Environmental Protection Agency (EPA). Topics include key components of environmental assessment process, methods and techniques for conducting analyses relating to environmental risk, social and economic impact, technology needs, impacts from the proposed federal actions, suggested alternatives, and the no-action alternative.

MCC 5332 Applying the Claremont Core®: CLU Capstone (3 credits) As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

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Ruthven Phillip, JD, Accountant and Tax Attorney, Phillip Law Offices of D.C.

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Sustainability Leadership

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Kathleen E. Allen, President of Allen and Associates and co-convener of the Leadership

and Sustainability member interest group for the International Leadership Association

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Rick Johnson, DM and Professional Registered Scientist (RSci)

Zoi Voliotis, Former consultant at Sustainability Consult, Brussels, Belgium.

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