CLAREMONT LINCOLN
UNIVERSITY

2018-2019 Catalog

CLAREMONT LINCOLN UNIVERSITY ACADEMIC CATALOG: 2018-2019
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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), 985 Atlantic Avenue, Suite 100, 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:
Stephanie Varnon-Hughes
Accreditation Liaison Officer
SVarnon-Hughes@ClaremontLincoln.edu

250 W. First Street, Suite 330 Claremont, CA 91711
(909) 667-4400 | www.ClaremontLincoln.edu

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HISTORY OF THE UNIVERSITY

Claremont Lincoln University traces its inception to March 2008 when the Board of Trustees at Claremont School of Theology voted to embark on an ambitious plan to incubate a new interreligious graduate school. The innovative institution would invite leaders, scholars, and practitioners of the world's great religious traditions to engage in dialogic education to decrease suspicion and foster collaboration in order to more effectively work toward positive social change. After over two years of planning, Claremont Lincoln University launched on May 16, 2011 with classes beginning the following fall.

In June 2013—only two years after its founding—Claremont Lincoln received Candidacy status from its regional accrediting body, the WASC Senior College and University Commission (WSCUC), which set it on a pathway to independence from its parent institution. In early 2014, Claremont Lincoln requested from WSCUC and was granted an independent accreditation process to continue its path toward initial accreditation. As part of this process, Claremont Lincoln assumed governance of its own educational programs and began charting a new path forward as a free-standing institution. In March of 2016, Claremont Lincoln University received initial accreditation from WSCUC.

Today, Claremont Lincoln is expanding on its original vision to assemble diverse leaders, scholars, and practitioners from across the social sectors to collaborate on our most persistent problems through three unique Master of Arts degree programs and various certificate offerings. The original interreligious focus is thriving at the University, through the newly designed M.A. in Interfaith Action and certificates in Interfaith Action and Navigating Interfaith. Another new degree, the M.A. in Social Impact, is designed to attract emerging leaders from the social sector who want to conceive, design, and implement more effective initiatives for social change. The pre-existing M.A. in Ethical Leadership, designed by faculty from the original consortium serves today as a concentration in our new M.A. in Organizational Leadership program. The M.A. in Organizational Leadership is home to four concentrations (Human Resources, Civic Engagement, Ethics, and Healthcare). Students from each of these degree programs take a sequence of core classes, named the Claremont Core®, together in order to learn about and from those working in other professional and social sectors. As a result, Claremont Lincoln graduates and certificate completers will be more knowledgeable about and able to work more effectively with leaders across the social sectors – non-profit, corporate, religious, civil – toward shared understandings for positive social change.

Claremont Lincoln's mission is to educate learners in new ways of understanding. It is a new kind of university that brings people of diverse cultural, religious, and ideological backgrounds together so that all can flourish in this interconnected age. This is the transformative vision for Claremont Lincoln University, which we offer as a spark of optimism for the times in which we live: to be a postmodern, post-secular educational institution that seeks common threads amidst human diversity to better understand and more effectively address our perennial social problems. This is what we mean by "Engage in Positive Social Change."

PURPOSE OF THE UNIVERSITY

Mission Statement

The mission of Claremont Lincoln University is to be a place where students learn how to treat others as they would like to be treated. Students learn the skills necessary to understand differences among religions, governments, other organizations, and individuals; how to respect those differences; and how to cooperate and collaborate with those of different viewpoints to resolve problems between them peacefully without violence. Our students will integrate self-knowledge with critical perspectives and contemporary skills to create sustainable social change – how to implement the Golden Rule. Claremont Lincoln University embeds the Golden Rule in the Claremont Core® which teaches the skills of mindfulness, dialogue, collaboration, and change.

Adopted by the Board of Directors on October 14, 2016

Vision

The vision of Claremont Lincoln University is a world that lives by the Golden Rule; a world in which disputes between those that have conflicting views are addressed peacefully without violence.

Core Values

> **Compassion –** Follow the Golden Rule: Do unto others as you would have them do unto you.

> **Integrity –** Be consistent and transparent in our values, actions, and outcomes.

> **Respect –** Value and be mindful of other's views and traditions.

> **Diligence –** Have a commitment to continually improve and the strength to make a difference.

> **Individual Responsibility –** Hold ourselves accountable; deliver on our promises.

> **Innovation –** Strive to define new ways to make education better.

> **Loyalty –** Support and allegiance to CLU.

> **Social Impact –** Make the world a better place.

> **Service –** Provide a quality educational experience to all who encounter CLU.

Institutional Learning Outcomes

By the end of a program, a learner will be able to:
1. Demonstrate personal, professional, and social agility in serving multiple perspectives through dialogue, collaboration, and decision-making.
2. Achieve constructive results in complex and dynamic situations.
3. Negotiate agreements for mutual gain and drive conflict resolution.
4. Apply key critical thinking skills, evaluate real-world problems, and implement successful solutions.
5. Practice the ethics of the Golden Rule as compassionate and transformative leaders.

OVERVIEW OF ACADEMIC 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 Interfaith Action
The M.A. in Interfaith Action is intended for leaders in faith-based organizations, religious communities, and other public arenas in which religious multiplicity can simultaneously be a source of conflict and a rich resource for positive change. The degree will equip such leaders for deeper understanding and more effective engagement for individual transformation, effective organizational leadership and positive social change.

Master of Arts in Organizational Leadership.
The M.A. in Organizational Leadership prepares individuals to lead diverse organizations toward positive social change. Students in this degree program choose from concentrations in Ethics, Healthcare, Human Resources, or Civic Engagement. Leaders in these fields face the challenge to navigate diversity, think critically, manage complexity and meet strategic goals within a high ethical context.

Master of Arts in Social Impact
The M.A. in Social Impact teaches the capacities needed for mindful leaders—particularly, though not exclusively in the social and civic sectors—to envision, implement, and adapt efforts that generate positive and sustainable impact within and/or beyond their organizations and communities.

ACADEMIC CALENDAR

July Term 2018:

Independence Day (Offices Closed)	July 4
Classes Begin	July 9
Last Day to Add a Class	July 9
1/2 Tuition due for July Term	July 16
Last Day to Drop a Class	July 16
Last Day to Withdraw from a Class and Receive a W Grade	August 19
Last Day to Receive Any Refund of Tuition	August 19
Labor Day (Offices Closed)	September 3
Final Tuition Payments due for July Term	September 16
Classes End	September 16
Registration Opens for October	September 17
U.S. Constitution Day	September 17
Final Grades Posted	September 21
All work from July Term Incompletes Due	October 5

October Term 2018:

Gathering Weekend	September 29 – September 30
Classes Begin	October 8
Last Day to Add a Class	October 8
1/2 Tuition due for October Term	October 15
Last Day to Drop a Class	October 15
Veteran's Day Observed (Offices Closed)	November 11
Last Day to Withdraw from a Class and Receive a W Grade	November 18
Last Day to Receive Any Refund of Tuition	November 18
Thanksgiving (Offices Closed)	November 22
Final Tuition Payments due for October Term	December 16
Classes End	December 16
Registration Opens for January	December 17
Christmas Day (Offices Closed)	December 25
Final Grades Posted	December 22
All work from October Term Incompletes Due	January 4

January Term 2019:

New Year's Day (Offices Closed)	January 1
Classes Begin	January 7
Last Day to Add a Class	January 7
1/2 Tuition due for January Term	January 14
Last Day to Drop a Class	January 14
President's Day (Offices Closed)	February 18
Martin Luther King Day (Offices Closed)	January 21
Last Day to Withdraw from a Class and Receive a W Grade	February 18
Last Day to Receive Any Refund of Tuition	February 18

Final Tuition Payments due for January Term	March 17
Classes End	March 17
Registration Opens for April	March 18
Final Grades Posted	March 22
All work from January Term Incompletes Due	April 5

April Term 2019:

Gathering Weekend	March 29 – March 31
Commencement	March 31
Classes Begin	April 8
Last Day to Add a Class	April 8
1/2 Tuition due for April Term	April 15
Last Day to Drop a Class	April 15
Last Day to Withdraw from a Class and Receive a W Grade	May 19
Last Day to Receive Any Refund of Tuition	May 19
Final Tuition Payments due for April Term	June 16
Classes End	June 16
Registration Opens for July	June 17
Final Grades Posted	June 21
All work from July Term Incompletes Due	July 5

ADMINISTRATIVE CAMPUS

The Administrative Campus of Claremont Lincoln University is located 35 miles east of Los Angeles, in Claremont, California. The city of Claremont is situated at the eastern edge of Los Angeles County near the geographic region known as the Inland Empire (comprised of Riverside and San Bernardino Counties), a growing region characterized by an increasingly ethnically, economically, and religiously diverse population. Known as "the City of Trees and Ph.Ds.," the city is home to the Claremont Colleges, an educational consortium that consists of two graduate and five undergraduate schools. This unique educational consortium attracts scholars, practitioners, and artists from around the world; about 5,200 students and 500 faculty members inhabit this town of 35,000 people.

EDUCATIONAL COMMUNITY & OPPORTUNITIES

It is difficult to imagine a more diverse, more exploratory place than Southern California. Here, hundreds of cultures, religions, and languages exist side by side. Southern California is a microcosm of today's diverse world that is already spreading across North America. The Claremont Lincoln educational community brings together partners from these diverse backgrounds and traditions for dialogue, collaboration, and the shared mission to teach, learn, and serve. The Claremont Lincoln community provides an opportunity for practical leadership that reflects the world in which we live.

Gathering Weekends
Twice a year CLU convenes a face-to-face event that brings together students, faculty, key constituencies, and friends of the university for an intentional time of networking, socializing, teaching, and learning. The Gathering Weekend typically includes orientation for incoming students, faculty and administration introductions, The Exchange academic and social workshops, and a social networking mixer. Students from all programs will have the opportunity to interact with each other, their instructors and support staff to create a connectedness and personal bond to the university community.

The Exchange
As part of the Gathering Weekend, the University convenes The Exchange, which are face-to-face events that bring together students and faculty for an intentional time of teaching, learning, and sharing. Each event includes opportunities for intellectual and personal development, and community-wide events that feature speakers, panels, discussion forums, and co-curricular activities. An important part of The Exchange is the interaction students have with their instructors, to dialogue and collaborate in idea sharing, and to discuss co-curricular activities and action research projects.

Commencement

Once a year, prior to the start of the April term, the Spring Gathering Weekend will include an annual celebration of all graduates who have completed their degrees throughout the preceding academic year.

OFFICE OF STUDENT SERVICES

The Office of Student Services provides support to matriculated students in the following areas:

New Student Orientation: Students learn more about the structure of their academic program, university policies, and what to expect in an online learning platform. Students will receive instruction in how to navigate in the Learning Management System (Canvas) as well as how to utilize various resources provided to students.

Academic Advisement: Students receive counsel on degree planning, course registration, compliance with university policies, and making the most of resources.

Registrar Services: Students request transcripts, course withdrawal and transfer, assistance in registration, and resolving holds.

Disability Services: Students receive guidance in the process of requesting accommodations and liaising with appropriate faculty to put reasonable accommodations into place.

ALUMNI RESOURCES

The first alumni of Claremont Lincoln walked across the stage on May 21, 2013. They were the first of many others who will become part of the Claremont Lincoln Alumni Association. All of those who have completed 30 units or more are considered members of the Claremont Lincoln Alumni Association. Graduates may be invited to serve as part of the Alumni Association to advise the administration, plan activities, and support scholarships for current students.

The Alumni Relations Office coordinates the resources of the University in order to meet the ongoing educational and professional needs of alumni. All alumni are invited to contact the office at any time for assistance or more information.

LIBRARY SERVICES

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 orientation on using the library via research guides and online tutorial videos and have access to reference services to assist with research.

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 (Instructure Canvas).

- Phone: (844) 912-1727
- Email: support@instructure.com
- https://cases.canvaslms.com/apex/liveagentchat

Claremont Lincoln University email support is available through Microsoft directly through the Office 365 portal.

Claremont Lincoln University help desk is available to resolve most problems over the phone or through remote support computer access. The help desk is available via email at 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 AM to 5 PM PST.

All relevant technical contact information is also available on the CLU Website.

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. Subsequently, a member of the Office of Student Services confers directly with the student requesting access for thorough accommodation. 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 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.

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.

ADMISSION

Commitment to Inclusion
Claremont Lincoln University admits qualified students of any race, color, national or ethnic origin, sex, age, disability, religious tradition, sexual orientation, and gender identity to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. Admission is dependent upon the strength of the applicant's academic record, personal qualifications, professional goals, experience, and a demonstrated commitment to learning in a diverse community. Additionally, Claremont Lincoln welcomes applications from non-immigrant aliens and students outside the U.S. Consistent with its obligations under the law, Claremont Lincoln University prohibits unlawful discrimination on the basis of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity or expression, or any other characteristic protected by applicable law in the administration of the University's programs and activities. Claremont Lincoln University also prohibits unlawful harassment of any kind.

Eligibility Criteria
To be considered for admission to the Master of Arts (M.A.) programs, 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 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 <u>one</u> 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 that English was the classroom language of instruction for the majority of schoolwork for students from English speaking countries.

Application Process and Materials
Individuals may apply for admission to a specific degree program by submitting the online application and providing the necessary supporting documentation.

Complete Applications include:

- Application: Available online at www.claremontlincoln.edu
- Official Transcript(s): Official, sealed or electronic, transcripts from the bachelor 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.
- Proof of English Proficiency: As indicated in the Eligibility Criteria for international students

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 Admission
> 250 West First Ave., Suite 330
> Claremont, CA 91711

Admitted Students

Deferral of Admission: 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 Admissions Counselor and Financial Aid Representative (if applicable). Students may be required to submit additional documentation and course availability must be considered.

Admission After Dismissal or Withdrawal: Former Claremont Lincoln University degree candidates may request reinstatement if no more than eight years have elapsed since withdrawal or dismissal. If dismissal occurred, an application for readmission may be considered in exceptional cases only when accompanied by evidence of a significant change relative to the former issue. Students who withdraw and notified the University of their intentions to withdraw may reapply by following current application process instructions and requirements. Students who have been dismissed because of unsatisfactory academic progress will not be considered for readmission for at least one academic year.

Changing Degree Programs: A student who elects to transfer between degree programs within Claremont Lincoln University needs to complete a Change of Degree Program form, available from the Office of Student Services. An application to change degrees will be evaluated and approved by the Dean for the intended program of study. Please be aware that additional coursework may be required.

Financing Graduate Study

The investment associated with pursuing graduate education is often significant. Claremont Lincoln University has made the strategic decision to set tuition that ensures learning opportunities are accessible to the end of helping students avoid unnecessary debt. Students interested in outside funding opportunities such as employer-based tuition assistance and outside scholarships are encouraged to contact the Offices of Admission or the Office of Student Services for guidance.

Claremont Lincoln University may have scholarship opportunities available to assist students in pursuit of their master's degree. Applicants are encouraged to consult the website for up-to-date scholarship information and requirements.

Claremont Lincoln University has also been approved to participate in educational

assistance programs offered by the U.S. Department of Veterans Affairs and the U.S. Department of Defense (DOD). Please see the Veterans Information Bulletin for all policies pertaining to students utilizing these benefit programs.

Some students require access to low interest student loan programs. CLU participates in the Federal Direct Unsubsidized Student Loan Program to eligible students. Refer to the section titled Financial Aid for more information.

TUITION AND FEES 2018-2019

Tuition
Master of Arts (M.A.) $500 per unit

Payment Policy for Tuition and Fees
Fifty percent of the term's total tuition charge is payable by the eighth day of the term unless an alternative payment arrangement is approved by the Office of Financial Aid. The student's balance is due by the last day of the term. Documentation of federal financial aid in the form of a signed award letter 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. Students with an approved payment plan must submit a completed and signed Tuition Payment Plan form. Students should consult with the Office of Financial Aid for details and to ensure compliance with the payment policy.

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 from courses or administratively withdrawn from the university. Students may not register for classes if they have a balance due for a prior term's tuition.

Delinquent Accounts
Students whose accounts are not paid in full are not eligible to register for the next term or to receive transcripts, grades, enrollment verifications, or diplomas. In the event that Claremont Lincoln University deems it necessary to employ a collections agent or attorney to enforce payment, the student will be responsible for all reasonable collections costs and attorney's fees.

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.

- 100% refund of tuition 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 sixth week of the term 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.

> *Example:*
> Student's LDI is day 28 of a 70 day term =
> 28/70 days completed = 40% of term completed
> Tuition due is 40% with remaining 60% refunded

Withdrawal requests will not be accepted after the last day of the sixth week of the term regardless of the last date of interaction.

- After the last day of the sixth week of the term 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.

- 100% refund of tuition 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 sixth week of the term 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.

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ACADEMIC POLICIES AND PROCEDURES

Inclusive Language

Effective dialogue and collaboration requires postures of inclusion and respect in routine communication. Therefore, inclusive language is strongly encouraged of all members of the University community and is considered the standard for written work, class discussion, and common discourse. For example, students and faculty are encouraged to avoid language that:

- refers to others in terms that are not solely masculine (e.g. "mankind" vs. "humankind" or "humanity")
- equates color with moral judgment (e.g. equating "black" with "bad", "white" with "good")
- equates disabilities with negative traits (e.g. "paralyzed with fear," "falling on deaf ears," "turning a blind eye").

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 Dean.

Plagiarism

Plagiarism is literary theft, or offering the words or ideas of another as if they were one's own, 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, 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 currency. (This is often a matter of judgment; 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 dissertations, theses, projects, term papers, class reports, take-home examinations, 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.

> **Consequences***:* If it is determined that cheating or academic dishonesty has taken place, the instructor will report the student's name to the Dean.
> A letter regarding the academic dishonesty will be issued by the Dean. It will be placed in the student's official file in the Office of Student Services and a copy will be sent to the student. The Dean is responsible for administering all penalties.

Appeal Process*:* Any appeal must be made in writing to the Academic Leadership Team (ALT) within two weeks of notification. The decision of ALT is final. If the instructor involved is currently serving on ALT, the Dean will appoint another faculty person to replace the instructor involved for the discussion and vote on the appeal. The Dean may be present during ALT's deliberations as an ex-officio member.

Appeals for Exceptions to Academic Policies

Students are expected to be aware of and abide by the faculty's standing rules and policies. The Academic Catalog provides the necessary information. If a student can demonstrate a compelling reason for special consideration, s/he may appeal to the Deans or Academic Leadership Team. Students' failure to inform themselves of policies, procedures, deadlines, and requirements for their degree programs is not considered a compelling reason for special consideration.

Policy on 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 Outcomes for the class, and how well the course addressed the broader Institutional Learning Outcomes. Students also evaluate the class content and organization, as well as the instructor's knowledge of course material, accessibility to students, and teaching skills.

REGISTRATION AND ADVISING

Advisement

Academic Advising is provided by the Office of Student Services to guide students through the registration process, understand degree audits, track satisfactory academic progress, and provide Registrar services. Faculty in the Master of Arts programs are available as informal mentors and advisors for Capstone Action Projects.

Registration Periods

Continuing students are registered for classes beginning 3 weeks prior to the upcoming term. New students register during orientation or in coordination with the Office of Student Services.

Registration Procedure

- Discuss course selections with their academic advisor and clear any holds well in advance of the registration period.
- Secure other approvals that may be required from Academic Affairs, Student Services, or Financial Services.

Student Account Holds

A hold may be placed on a student account in certain circumstances which restricts course registration, issuance of transcripts & grade cards, or both.

Billing Non-Payment – students who show a balance on the last day of the term will have a hold preventing course registration and issuance of transcripts & grade cards.

Academic Standing – students on Academic Probation or who fail to make Satisfactory Academic Progress (SAP) will have a hold preventing course registration until receiving approval to register for the subsequent term.

Missing Documents – new students who have not submitted outstanding official transcripts to complete their admission by the end of the first term will have a hold preventing course registration and issuance of transcripts & grade cards.

Withdrawn – students who have withdrawn from the University or who have received an Administrative Withdrawal will receive a hold preventing registration until completing requirements to re-enroll in the University.

Capstone Progress – students who have failed to make sufficient progress towards the Capstone Action Project will receive a hold preventing course registration until receiving approval by the Dean of Capstone Students.

Course Numbering System

Each course in the curriculum is indicated by its alphanumeric code. The first three letters indicate a course is part of the Claremont Core® (MCC) or designate the course to a specific program (MIA, MLC, MLE, MLH, MLR, MSI). The course number is four digits. 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. The Course Type follows the Course Number and identifies the delivery mode of the course, for example 'A' equals Online.

Grading Policies

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	Student withdrawal from a course
UW	Unofficial withdrawal (calculates as a 0.0 into student's GPA)
I	Incomplete Grade requested by student

Transfer Credit & Waiver of Required Courses
Students may submit official graduate level transcripts from an accredited institution for consideration of potential transfer credit. Students must have earned the equivalent of a B or better in any course for it to be evaluated for possible transfer credit. The awarding of transfer credit and program course waivers based on courses completed at other institutions is done solely at the discretion of CLU. A maximum of 9 units may be transferred in from outside institutions.

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. A maximum of 12 units may be waived in a second M.A. program based on transfer credit between programs. Students must complete the Capstone Action Project for each program of study they pursue so the CAP is not eligible for transfer credit between programs.

Electives
Claremont Lincoln 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 units in consultation with the Registrar or Dean. See the section on Degree Program Requirements for a full listing of program requirements. Enrollment in elective courses in fulfillment of degree program requirements does not alter the residency requirement of completing 100 percent of credits through Claremont Lincoln University.

Residency Requirements
In order to receive a master's degree from Claremont Lincoln University, at least 21 units of a student's program requirements must be completed via coursework taken at CLU. Students are also required to complete the Capstone Action Project associated with their program of student with CLU.

Academic Credit and Minimum Grade Requirements

Courses in the Master of Arts can only be taken for academic credit. Students may not register for these courses as an auditor or for Continuing Education Units. All courses in the program are required for graduation, and must be taken for a letter grade. In the M.A. program, course grades lower than a C (2.0) will not count toward the degree and this course will need to be repeated. Students may not earn credit more than once for the same course, and a course can only be repeated one time.

Capstone Lab

All students are enrolled in the non-credit, required, Capstone Lab within the Learning Management System. Participation in the Lab is instrumental in preparing students for the final term when the Capstone Action Project is implemented and the final project report is produced. Work in the Lab is prompted by end-of-term coursework in each of the Core® classes and will comprise a portion of the final grade for the Capstone class in a student's final term. Students should complete all Capstone Lab assignments by their designated due date. Students who fail to complete a Lab assignment on time will have one term to catch up. Failure to catch up by the end of the subsequent term and achieve a passing grade on the assignment will result in a hold preventing future registration until the student is current on all Capstone Lab assignments and receives approval to continue from the Dean of Capstone Studies.

Late Policy

It is expected that students will complete course assignments on time. If a student knows ahead of time that he/she will be late or will miss an assignment, he/she must contact the instructor in advance to allow sufficient time to discuss an alternative schedule. If an emergency arises that prevents him/her from completing the assignment on time, the student must contact the instructor as soon as possible. The instructor will review late requests and emergency situations on a case by case basis and will make decisions accordingly.

Questions concerning this policy and its interpretation should be directed to the Academic Leadership Team and Office of Student Services.

Online Expectations

The Master of Arts programs at CLU require students to meet certain technology requirements before beginning the program. Every learning environment expects certain aptitudes, whether these include managing deadlines, using research resources, or negotiating transportation. Online learning expects students are comfortable with computer technology. You do not have to be a computer expert to succeed in online learning, but you do need to know the standard conventions associated with modern computer use.

Students taking courses online are responsible for providing their own equipment for accessing course materials. This equipment includes a computer with word processing software (note: students will have free access to Office 365 which includes Microsoft Office programs). Students may check the latest requirements on the Claremont Lincoln University website, in the Learning Management System, and/or on the syllabus for each course.

Independent Study
Because the degrees are based upon a curriculum with a set rotation of required courses, independent studies cannot be arranged with faculty or used to fulfill the credit requirements of the degree.

Full-Time and Part-Time Enrollment
During a term, 6 units constitutes full-time enrollment, and 3 units constitutes half-time enrollment. In extraordinary cases, students may enroll in 3 classes in one term with permission from the Dean.

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

Some credits taken in Non-Degree Enrollment status may be applied to an M.A. program if the student later becomes a matriculated CLU student. The limit of credits that may be applied to a CLU degree is 6 credits. To apply for Non-Degree Enrollment, the non-degree application form must be completed online, along with supporting materials. 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 do not qualify for Financial Aid from CLU.

Matriculated students have preference for course enrollment and non-degree students are able to register on a space-available basis.

Repeated Course Policy
Students are allowed to repeat a course once. Students may have to repeat a class for several reasons:
- They received a grade lower than a "C" in a required master's-level class.
- They had an Incomplete for the class and did not submit their work by the deadline and the Incomplete reverted to a grade of "F," or the student stopped going to class but did not officially withdraw from the class and received a "UW" (Unofficial Withdrawal) on their transcript.

Although the original grade will remain on the permanent record, only the most recent grade will be considered in computing the cumulative grade point average (GPA). The additional hours of credit for repeated courses will not be counted toward a degree or the total number of credits completed.

Minimum Grade Point Average for Graduation

The minimum cumulative grade point average required for graduation from the M.A. programs is 3.0.

Grade Reporting Policy

All grades must be submitted to the Registrar four days after the last day of a term and will post to the Student Portal the Friday following the term end. If the instructor grants an Incomplete, the grade submitted will be recorded as an "I". If not, the grade will be based on work that was completed for the course.

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 a 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 contact the Dean.

Adding a Course

Students may add a course up until the first day of the term.

Dropping and Withdrawal 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 do not sign-in to their course and engage in meaningful interaction by the eighth day of the term may be administratively dropped from the course. Students who drop or are administratively dropped by the eighth day of the term will receive a full refund of tuition charges for the term.

Students may withdraw from a course following the end of the drop period until the last day of week six of the term. Requests for withdrawal must be made in writing by submitting a Course Withdrawal Request to the Office of Student Services on or before the deadline for withdrawal. 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. Withdrawal requests are not accepted after the last day of the sixth week of the term.

Students who stop attending a course but do not complete an official written request to withdraw will receive a non-passing grade of "UW" (Unofficial Withdrawal) in that course. This action will be noted on the transcript and will factor into the student's cumulative GPA as a 0. Students who receive a UW are not entitled to a refund of tuition. Students who stop attending after the end of the sixth week of the term will receive a grade in the course based on the work they have submitted.

Students with a pattern of administrative course drops, course withdrawals, or Unofficial Withdrawals may be subject to dismissal.

Administrative Course Drop

Students who do not sign in to 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.

Incompletes

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 are making satisfactory progress in the course.

The granting of an Incomplete is for emergency situations and is not automatic. An incomplete is requested by the student, but is granted at the discretion of the professor. Incompletes are not granted merely for the convenience of the student who is concerned about his or her workload. To request an incomplete, the student will complete an Incomplete Request form, then seek the permission and the signature of the instructor of the course, and return the form to the Office of Student Services by the last day of the term. An Incomplete may entail a grade reduction. Students should check this with the instructor at or before the time the Incomplete is requested.

All work for an incomplete must be submitted for a grade by the Friday prior to the start of the next term. All incomplete work must be submitted via email to the instructor as well as to the Office of Student Services who will record the date of its submission.

Faculty may require students turn in work by an earlier deadline, but the faculty will be responsible for enforcing deadlines other than the one described above. 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 from Incomplete form to the Registrar no later than two days after receiving the student's work.

Waivers for Special Circumstances

When a grade of "Incomplete" has reverted to a grade of "F" because the student failed to submit the incomplete work by the deadline, the student may petition the Academic Leadership Team (ALT) to have the "F" revert back to an "Incomplete". ALT will only consider petitions that are related to medical conditions or death in the family. In the case of an extenuating medical condition, all petition forms must be accompanied

by the following documentation:

- A letter of explanation from the student to ALT as to why the student did not complete the work by the deadline, why the student did not submit a petition to extend the deadline, and why the student believes the problem that caused the initial Incomplete and subsequent deadlines to be missed will not recur.
- A letter from a physician or other certified medical professional attesting to the student's treatment under the medical professional's care during and/or after the period in which the student failed to meet the Incomplete deadline.
- Support for the petition from the instructor in the course.
- Support for the petition from the Office of Student Services.

If a student believes the University has erred in some way, the petition must be accompanied by a letter of explanation that describes and documents in what way(s) the University erred and the time frame involved, in relationship to the date when the Incomplete work was due.

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 strict terms of enrollment and should consult their award letter to avoid scholarship forfeiture.

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. Because an approved leave of absence is dependent upon the school's reasonable expectation that the student will return from the leave 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 reapply through the Office of Admission.

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 Dean for an extension of the leave.

Term3: If the student does not return, s/he is withdrawn from the program and record closed. The student must reapply to enroll.

Students who do not follow the process outlined above and fail to enroll in subsequent terms will be administratively withdrawn from the university.

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 Financial Aid when applying for and returning from a Leave of Absence.

Transcript Requests
Requests for official transcripts should be submitted through Parchment. Students and alumni may order paper and digital transcripts to be sent to recipients of their choosing. Students with questions about transcript order may contact the Office of the Registrar.

Credit/Unit Policy
Claremont Lincoln University's Credit Hour Policy is consistent with the U.S. Department of Education's credit hour policy.

A credit hour is an amount of work that reasonably approximates (1) not less than a minimum of 1.25 hours of classroom or direct faculty instruction and a minimum of 2.5 hours out-of-class student work each week for a 10-week term; or (2) at least an equivalent amount of work as required above through other academic activities as established by Claremont Lincoln University leading to the award of credit hours. For example, in a 3 credit course students will expect a minimum of 3.75 hours of classroom or direct faculty instruction and a minimum of 7.5 hours out-of-class student work each week for a 10-week term.

Degree programs and courses undergo comprehensive annual assessments by an interactive assembly of Degree Deans, CLU Teaching Faculty, and external field practitioners and experts. Courses are developed to be consistent with master level student learning and time to degree completion. Credit hours for each course are evaluated to ensure that the hours are appropriate by:

- Clearly defining / refining Course Learning Outcomes which are achieved by course activities and the activities are appropriate in length, scale, and the time required to completion.
- Assuring that Course Learning Outcomes are aligned with Program Learning Outcomes and are met by course activities.
- Evaluating student achievement through a defined grading system.
- Monitoring student class participation through the CLU Student Information System.

Academic Probation
Students must maintain Satisfactory Academic Progress (SAP) by meeting the following criteria:

- Students must maintain a cumulative grade point average of 3.0
- Students must complete a minimum number of units each semester to ensure completion of the degree within the maximum time frame. Students are required to successfully complete a minimum of 67% of all attempted units.
- Students must complete their degree within a specified amount of time. The maximum timeframe is calculated by multiplying the minimum units required for the academic program by 150% to determine the maximum number of units. Students completing a master's degree at CLU that requires

30 units have a maximum timeframe of 45 units.

Failure to maintain all of the requirements for SAP will result in the following:

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

Term 2: 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 Form. Students must include any supporting documentation as well as a letter addressing (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 provision 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 email the student 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 meet the terms of their SAP contract will be able to continue without a new appeal.

Term 3: Students who do not meet the terms of their SAP contract may submit a final appeal to the SAP Committee. 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 fail to show improvement after a second term on probation will lose eligibility for federal financial aid. Students may submit an appeal to their program Dean 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.

Participation Policy
Student participation will be assessed primarily through student interactions within the learning management system, usually in the form of discussion forums. Students who miss more than two weeks of activity during the term will miss the significant learning opportunities and will very likely result in a failing grade (see syllabus for expectations and accompanying grading rubric). Students who fail to participate prior to the eighth day of the term may be administratively dropped from their course.

Review of Student Status
At the request of the Dean, the Academic Leadership Team is charged to consider whether (1) a student's enrollment may be discontinued; (2) a student may be given an institutionally-initiated Leave of Absence; or (3) a student's enrollment may be continued under specified conditions.

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.

Statute of Limitations for Degree Completion
Students in the Master of Arts programs have up to 5 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.

Extension of Statute of Limitations for Degree Completion
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. Students who experience extenuating circumstances and need additional time following an extension may petition the Academic Leadership Team for an additional one-year extension. Statute of limitation extensions are determined on a case-by-case basis and are not guaranteed.

Graduation Applications
All students are required to submit a completed and signed graduation application to the Office of Student Services prior to completion of their final term. A graduation application must be submitted before a student's degree can be posted.

Commencement
Students are eligible to receive diplomas and walk in the graduation ceremony when they have completed all required coursework with a minimum 3.0 GPA, resolved all Incompletes for required courses, submitted the graduation application, paid any outstanding charges, and been approved to walk in the ceremony.

A student will be awarded a diploma with the graduation date for the term in which degree requirements, including submission of any supporting documents, have been met. Although course work may have been completed in a prior term, the degree will be awarded only for the term for which all academic and administrative requirements have been satisfied.

Commencement is held in the Spring. Students should consult the website for more information on the graduation ceremony, regalia rental fees, and diploma replacement costs.

FINANCIAL AID

At Claremont Lincoln University, we make it a priority to keep tuition at a level which we hope will allow students to complete their education without borrowing funds. While we are proud to offer scholarship opportunities and encourage the use of employer reimbursed tuition programs, we realize that some students require access to low interest student loan programs.

CLU offers the Federal Direct Loan to eligible students in our Master Degree programs and unlike the complex process of applying for financial aid at the undergraduate level, your application can be completed in a few easy steps. We also have seasoned Financial Aid team members who are available to discuss your own personal situation or walk you through the process so that you can quickly move towards starting your journey towards the completion of a Master's Degree at Claremont Lincoln University.

Contact the Financial Aid Office
Office Hours: Monday – Friday 8:30 a.m. – 5:00 p.m. PST

250 West First Street, Suite 330
Claremont, CA 91711

Phone: (909) 667-4428
Fax: (909) 399-3443
Email: financialaid@claremontlincoln.edu

Eligibility for Federal Financial Aid Assistance
- Student must be a U.S. Citizen, permanent resident, or other eligible non-citizen.
- Student must be enrolled in a graduate program at least ½ time. 3 units per term is considered ½ time enrollment at Claremont Lincoln University.
- Student must have a valid Social Security number.
- Student must not owe a refund from any federal grant program or loan or be in default on any federal loan
- Students required to register with the Selective Service must have registered
- Student must make satisfactory academic progress towards degree completion

How to Apply for Federal Financial Aid

Step 1: Students will be contacted by the Office of Financial Aid to complete a Student Financial Planning form

Step 2: Complete a FAFSA online at https://www.fafsa.ed.gov (CLU's school code is 042536)

Step 3: Students will be contacted by the Office of Financial Aid to set up a financial aid counseling appointment to review options.

Step 4: Students will receive an award letter, a credit balance delivery option form, and an informational packet regarding graduate financial aid. Completed forms may be sent to the Office of Financial Aid at financialaid@claremontlincoln.edu or via fax to (909) 399-3443.

Step 5: Borrowers must complete a Master Promissory Note (MPN) and entrance counseling if the student is a first time borrower. Please visit www.studentloans.gov to complete entrance counseling and the MPN.

Types of Aid

Scholarships: Claremont Lincoln may have scholarship opportunities available to assist students in pursuit of their master's degree..

Visit https://www.claremontlincoln.edu/admission/financial-aid/scholarships/ for more information.

Loans: CLU participates in the Federal Direct Unsubsidized Loan Program. This loan is a low interest loan made available to eligible students in CLU Master Degree programs, to assist them with costs related to their education. The annual maximum Direct Unsubsidized loan is $20,500, however may be less depending upon your course load and enrollment period. The current interest rate for this loan is fixed at 6.6% for the 2018-2019 academic year. Repayment begins six months after the borrower graduates, leaves school or drops to less than half-time enrollment. Since the entire Direct Unsubsidized loan is unsubsidized, interest accrual begins once the loan is disbursed.

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

Student Budget

The 2018-2019 Cost of Attendance (COA) is used to calculate financial aid eligibility. Claremont Lincoln University 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 & supplies, transportation and living expenses.

<u>2018-2019 Cost of Attendance</u>

Tuition	$12,000
Books & Supplies	$650
Housing	$8,867
Transportation	$3,011
Other Educational Costs	$4,976
TOTAL	**$29,504**

Disbursement of Federal Financial Aid Funds

Federal financial aid funds will be disbursed after the eighth day of the term. Financial aid funds will be applied toward all eligible charges on a student's financial aid account. If a credit balance remains it will be released to the student in the form of a refund. If subsequent charges are applied to a student's account after a refund 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 credit to the student's account totals more than the amount billed, the excess funds will be refunded to the student.

The University processes refunds to students based on a published refund processing schedule and in a manner that complies with the Department of Education requirements for refunding federal financial aid funds.

Return of Title IV Funds

Return to Title IV Funds is a federally mandated policy that applies only to students who received federal financial aid and who fully withdraw, drop, or are dismissed prior to completing 60% of a term. The policy applies to all students who discontinue enrollment in all classes, on or after the first day of the 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. For Claremont Lincoln University, this would include any Federal Direct Unsubsidized loan funding.

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:

% earned = # of days completed up to the withdrawal date ÷ 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 (6 weeks) would be responsible for repaying a portion of the aid they received. A student who remained 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 this 60% completion point may be required to return unearned federal aid and still owe the university for tuition and fees.

Federal Direct Loan Lifetime Limit

All student types are subject to aggregate lifetime borrowing limits. Please see the chart below:

Academic Career	Annual Amount of Unsubsidized Loan	Maximum Subsidized	Additional Unsubsidized	Combined Subsidized & Unsubsidized
Graduate (Includes UG)	$20,500*	$65,500**	$73,000	$138,500

*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.studentloans.gov. 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 or transcripts. Students should confirm completion of exit counseling with the Office of Financial Aid.

Financial Aid Disclosures
- Claremont Lincoln University 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.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

To be eligible for federal financial aid, graduate 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 catalogue.

Financial Aid Programs Subject to Financial Aid SAP Policy
Federal Direct Unsubsidized Loan Program

Definition of Satisfactory Academic Progress (SAP)
At CLU, Satisfactory Academic Progress is defined by the following 3 criteria:

1) Meeting a minimum cumulative grade point average requirement (GPA).

2) Earning a minimum number of units for credit per semester (Pace of Progression).

3) Completing the degree objective within a maximum number of terms enrolled and a maximum number of units 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 and approved, written SAP appeal.

1. Grade Point Average Requirement:

Students must maintain a minimum cumulative grade point average of 3.0.

The following grades are counted in your cumulative grade point average:
- A, B, C, D, F (+/-)
- UW (unofficial withdrawal)

2. Pace of Progression Requirement:

You must complete a minimum number of units 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 units you have successfully completed by the cumulative number of units you have attempted.

You are required to successfully complete a minimum of 67% of all attempted units to remain eligible for Federal financial aid.

3. Maximum Time-Frame Allowance

You must complete your 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 timeframe is calculated by multiplying the minimum units required for the academic program by 150% to determine the maximum number of units. Students complete a Master's Degree at CLU that requires 30 units has a maximum timeframe of 45 units.

Monitoring of Satisfactory Academic Progress

The Financial Aid Office 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 term.

Any student who does not meet Satisfactory Academic Progress requirements will be notified by the Financial Aid office via e-mail. If you have been notified that you are SAP ineligible for financial aid, please contact our Office of Student Services for assistance.

Failure to Maintain Satisfactory Academic Progress

There is no Financial Aid SAP warning period for graduate students who are evaluated annually. If you do not meet GPA or pace of progression standards, or if you exceed the maximum unit allowance, you will be ineligible for financial aid unless you have an approved, written SAP appeal.

If you are academically disqualified from the university, you will be ineligible for further financial aid unless you are readmitted to the university and have an approved, written SAP appeal.

If you are on financial SAP probation and do not meet the terms of your SAP contract you will be ineligible for financial aid without a second written and approved SAP appeal.

Regaining Financial Aid Eligibility
Regaining Financial Aid Eligibility with a Grade Change
If you have lost financial aid eligibility due to an insufficient GPA or pace of progression, your eligibility can be reinstated with a grade change, if the grade change allows you to complete sufficient units and/or improve your GPA to meet the requirements. Notify the Office of Student Services in writing once the grade has been changed and requirements have been met.

Regaining Financial Aid Eligibility with a SAP appeal for GPA, Pace of Progression & Maximum Time-Frame
If you are not meeting Satisfactory Academic Progress, you may appeal to have your financial aid eligibility reinstated on a probationary basis. The following conditions can be considered in your appeal: extended illness, one-time extenuating circumstances that have since been resolved, etc.

Satisfactory Academic Progress (SAP) Appeals
Term 1: The student will be issued a warming which will include the necessary steps required to make SAP.

Term 2: 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 Form. Students must include any supporting documentation as well as a letter addressing (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 provision 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 email the student 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 meet the terms of their SAP contract will be able to continue without a new appeal.

Term 3: Students who do not meet the terms of their SAP contract may submit a final appeal to the SAP Committee. 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 fail to show improvement after a second term on probation will lose eligibility for federal financial aid. Students may submit an appeal to their program Dean 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.

The Financial Aid SAP Probation Period & Contract

If your appeal regarding insufficient pace of progression and/or GPA is approved, you will be placed on a term-by-term SAP Contract. During this time, you will remain eligible for financial aid on a probationary basis, strictly per the terms of the contract. The Office of Financial Aid will review your academic progress each term to ensure you have met the specific terms of your contract.

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

VETERAN'S BENEFITS AND MILITARY TUITION ASSISTANCE

Veteran's Benefits

Claremont Lincoln University is approved by the California State Approving Agency for Veteran's Education (CSAAVE) for the education of veterans, active duty personnel, reservists, and eligible dependents under current law. Information about veteran's benefits is available at www.gibill.va.gov.

Information on applying for veteran's benefits and enrollment procedures may be obtained from the Department of Veterans Affairs http://vabenefits.vba.va.gov/vonapp/ All policies and procedures pertaining to Veteran's Benefits may be found in our Veteran Affairs Information bulletin at https://www.claremontlincoln.edu/students/

Military Tuition Assistance

Claremont Lincoln University 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 & 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
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
(916) 431-6924
(916) 263-1897 FAX

Students residing outside of California may find contact information for their state agency here.

DEGREE PROGRAM REQUIREMENTS

The M.A. degree offers breadth and depth of preparation in a variety of areas within a flexible structure that encourages student initiative and responsibility, supports vocational and intellectual exploration and development, and provides specific milestones for monitoring student progress through the degree. The program may be used to prepare for advanced graduate training in religious and/or theological studies, for various forms of leadership, and for general education and enrichment.

Claremont Lincoln University continually assesses our academic offerings for effectiveness and relevancy.

Detailed course descriptions may be found in the course catalog section of the student catalog.

CLAREMONT CORE®
The Claremont Core® is a proprietary sequence of classes that all Claremont Lincoln students take in common. Students from all M.A. programs will interact with and learn from each other in the courses of Mindfulness, Dialogue, Collaboration, and Change.

>   **Courses**
>   MCC 5301 Mindfulness (3 units)
>   MCC 5302 Dialogue (3 units)
>   MCC 5303 Collaboration (3 units)
>   MCC 5304 Change (3 units)

M.A. IN INTERFAITH ACTION

In an era characterized by religious pluralism and ideological polarization, the M.A. in Interfaith Action is intended for leaders in faith-based organizations, religious communities, and other public arenas in which religious multiplicity can simultaneously be a source of conflict and a rich resource for positive change. The degree will equip such leaders for deeper understanding and more effective engagement for individual transformation, effective organizational leadership and positive social change.

Program Learning Outcomes
After completing the Master of Arts in Interfaith Action you will be able to:
- Explore and interpret religion in relation to structures of power and privilege and in the context of cultural, political, and economic histories.
- Demonstrate an integrated knowledge of research and construct an evolving literacy of major religious traditions and cultural identities.
- Appraise the function of religio-cultural identities and apply strategies to resolve moral-based conflicts in a way that is non-defensive, confident, and respectful.
- Research, collaborate, design, and implement high-impact strategies in a

leadership action plan for social change

- Analyze and interrogate normative and popular categories of religion while developing a post-secular awareness to interpret the evolving role of religious and secular traditions in the public sphere.
- Demonstrate the interpersonal and engagement skills necessary for effective leaders in a global community or organization.

Program Overview: 30 units

Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (CAP)	3 units
TOTAL	**30 units**

Required Degree Courses & Capstone Action Project

MIA5301 Power and Privilege in Self and Society (3 units)

MIA5302 Approaching Religion (3 units)

MIA5303 Negotiating Moral Conflict (3 units)

MIA5304 Interfaith Leadership in a Global Context (3 units)

MIA5305 Religion in the Public Sphere: Faith, Politics & Rhetoric (3 units)

MIA5306 Capstone Action Project (3 units, final term registration only)

Detailed course descriptions may be found in the course catalog section of the student catalog.

M.A. IN ORGANIZATIONAL LEADERSHIP

Claremont Lincoln University offers an online MA in Organizational Leadership for those who lead diverse organizations toward positive social change. Students in this degree program choose from concentrations in Ethics, Healthcare, Human Resources, or Civic Engagement. Leaders in these fields face the challenge to navigate diversity, think critically, manage complexity and meet strategic goals within a high ethical context. Key classes in the curriculum include courses in our Claremont Core: Mindfulness, Dialogue, Collaboration, and Change. Students in all four disciplines also receive foundational training in organizational leadership theories and professional assessment. In addition, all students must complete a Capstone Action Project. Our Master's degree is a scholar-practitioner degree and gives learners the opportunity to apply their leadership skills in a dynamic context.

This 15-month, online degree is designed for working professionals eager to grow their leadership skills and expertise, and apply their degrees in a global workplace.

- ➤ *The Concentration in Ethics* teaches working professionals how to guide organizations toward purposeful and responsible decisions in a

diverse, globalized world.

- ➤ *The Concentration in Healthcare* is designed for leaders who want to foster success in the team-based, complex, fast changing and diverse settings within healthcare.

- ➤ *The Concentration in Human Resources* is designed to enhance the management leadership skills of those with human resource responsibilities in the organization.

- ➤ *The Concentration in Civic Engagement* 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 Outcomes:
After completing the Master of Arts in Organizational Leadership you 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.

Program Overview: 30 units
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (CAP)	3 units
TOTAL	**30 units**

THE CONCENTRATION IN CIVIC ENGAGEMENT

The Concentration in Civic Engagement 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 Outcomes

After completing the Master of Arts in Organizational Leadership with a Concentration in Civic Engagement you 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: 30 units

Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (CAP)	3 units
TOTAL	**30 units**

Required Degree Courses & Capstone Action Project

MLC5301 Civic Leader Assessment (3 units)
MLC5302 Leading in the Public Sector (3 units)
MLC5303 Trends in Governance (3 units)
MLC5304 Creating Public Policy (3 units)
MLC5305 Community Engagement (3 units)
MLC5306 Capstone Action Project (3 units, final term registration only)

Detailed course descriptions may be found in the course catalog section of the student catalog.

THE CONCENTRATION IN ETHICS

The Concentration in Ethics teaches working professionals how to guide organizations toward purposeful and responsible decisions in a diverse, globalized world.

Program Learning Outcomes

After completing the Master of Arts in Organizational Leadership with a Concentration in Ethics you 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: 30 units
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (CAP)	3 units
TOTAL	**30 units**

Required Degree Courses & Capstone Action Project
MLE5301 Professional Assessment (3 units)
MLE5302 Ethical Frameworks: From Theory to Practice (3 units.)
MLE5303 Leadership Literacy: From Theory to Practice (3 units.)
MLE5304 Ethics and Globalization (3 units)
MLE5305 Shadow Sides: Power, Money and Meaning (3 units)
MLE5306 Capstone Action Project (3 units, final term registration only)

Detailed course descriptions may be found in the course catalog section of the student catalog.

THE CONCENTRATION IN HEALTHCARE

The Concentration in Healthcare is designed for leaders who want to foster success in the team-based, complex, fast changing and diverse settings within healthcare.

Program Learning Outcomes
After completing the Master of Arts in Organizational Leadership with a Concentration in Healthcare you 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 US.
- 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: 30 units
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (CAP)	3 units
TOTAL	**30 units**

Required Degree Courses & Capstone Action Project

MLH5301: The Effective Healthcare Leader: Professional Assessment (3 units, required)

MLH5302: Exceptional Leadership in Healthcare (3 units, required)

MLH5303: The Landscape of Healthcare Operations (3 units, required)

MLH5304: Healthcare Leadership for Transformation and Change (3 units, required)

MLH5305: Ethics in Healthcare (3 units, required)

MLH5306: Capstone Action Project (3 units, required. Final term registration only)

Detailed course descriptions may be found in the course catalog section of the student catalog.

THE CONCENTRATION IN HUMAN RESOURCES

The Concentration in Human Resources is designed to enhance the management leadership skills of those with human resource responsibilities in the organization.

Program Learning Outcomes

After completing the Master of Arts in Organizational Leadership with a Concentration in Human Resources you 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: 30 units

Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (CAP)	3 units
TOTAL	**30 units**

Required Degree Courses & Capstone Action Project

MLR5301: The Strategic Role of HR in an Organization (3 units)

MLR5302: Critical Issues in HR Ethics and Law (3 units)

MLR5303: Leading Individuals and Teams (3 units)

MLR5304: Training and Development (3 units)

MLR5305: Connectivity, Culture, and the Future of Work (3 units)

MLR5306: Capstone Action Project (3 units, final term registration only)

Detailed course descriptions may be found in the course catalog section of the student catalog.

M.A. IN SOCIAL IMPACT

The M.A. in Social Impact teaches the capacities needed for mindful leaders—particularly, though not exclusively in the social and civic sectors—to envision, implement, and adapt efforts that generate positive and sustainable impact within and/or beyond their organizations and communities. It is intended for those emerging leaders with entrepreneurial spirits seeking the skills and perspectives to be *intrapreneurs* in their organizations and change-agents in their communities, or catalysts for new social endeavors.

Program Learning Outcomes

After completing the Master of Arts in Social Impact you 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: 30 units

Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (CAP)	3 units
TOTAL	**30 units**

Required Degree Courses & Capstone Action Project

MSI5301: Human Development for Social Leadership (3 units)
MSI5302: Foundations of Social Impact (3 units)
MSI5304: Action Design for Change (3 units)
MSI5305: Resource Models for Social Impact (3 units)
MSI5307: Storytelling and Marketing for Change (3 units)
MSI5306: Capstone Action Project (3 units, final term registration only)

CATALOG OF ACADEMIC COURSES

CLAREMONT CORE®

MCC5301: Mindfulness (3 units) This course offers students critical understanding of mindfulness practices and ways to develop the capacities of mindful attention necessary for effective change leadership. To that end, the course focuses first and foremost on practice: you will be regularly engaging in practices of self-awareness, mindful reflection, open-presence awareness, concentration, and compassion (for self and others).

MCC5302: Dialogue (3 units) Effective dialogue in the 21st century is mindful communication that constructs shared understanding among diverse constituencies. Students will be able to articulate contemporary theories and practices of dialogue. Students will develop the ability to manage contrasting perspectives among diverse constituencies and reframe conflict for shared understanding. By the end of the course, students will be able to demonstrate personal commitment to fostering productive dialogue in interpersonal, professional and public contexts. They also will identify potential dialogue partners for progress toward the Capstone Action Project. *Pre-requisite: MCC5301*

MCC5303: Collaboration (3 units) Collaboration is co-creative dialogue among key stakeholders to develop strategies for positive change. Students will be able to develop strategies to engage diverse stakeholders effectively and to create conditions for stakeholders to synthesize diverse perspectives. This includes the ability to articulate contemporary understandings of cultural diversity and social privilege that exist in any collaborative effort. By the end of the course, students will be able to manage interpersonal and organizational conflict and lead in a way that leverages intelligence and self-organization. They also will identify and secure commitment from collaborators for their Capstone Action Project. *Pre-requisite: MCC5302*

MCC5304: Change (3 units, required. Prerequisite: Collaboration) This course engages students in change making, which is effective collaboration that generates positive and sustainable impact in society. Students will be able to integrate capacities from the Claremont Core (Mindfulness, Dialogue and Collaboration) to effectively implement a project that positively affects a social situation. Students will also learn to evaluate the effectiveness of a project and integrate evaluation into program improvement. Students will demonstrate these abilities by designing an action plan for their Capstone Action Project. *Pre-requisite: MCC5303*

INTERFAITH ACTION

MIA5301: Power and Privilege in Self and Society (3 units) Personal, organizational and social transformation occurs along cultural landscapes where core ideals are contested, provoking acts of power and privilege. To be effective in arenas of religious diversity and social change, leaders must have advanced understandings of their own contexts of power and privilege and how to lead effectively given these dynamics. In this course, you will engage contemporary theories of power and privilege in a postcolonial age, be able to identify multiple dimensions of these phenomena in interpersonal and social contexts, and

demonstrate capacities for self-awareness and effective negotiation of power differentials in communal and/or organizational contexts.

MIA5302: Approaching Religion (3 units) Establishing an in-depth understanding of religion is essential to defining points of similarity and pluralism in society. This course will assist students in establishing a critical and contextualized understandings of religion, demonstrate an integrated knowledge of research for understanding religion and models for religious engagement, and develop your ability to challenge philosophical assumptions about religion.

MIA5303: Negotiating Moral Conflict (3 units) As new conflicts of an intractable nature develop, you will need a set of inter-disciplinary skills to identify and dismantle *moral-based conflicts*. In this course, you will acquire subject-specific knowledge of theories and concepts related to social constructionism, cultural competence, conflict resolution, and their application to global, regional and local contexts. Several contemporary developments will be addressed as case studies during the term. These cases will help to sharpen your conflict resolution skills to assess conflict scenarios, develop robust mediation strategies, and design a collaborative peace plan.

MIA5304: Interfaith Leadership in a Global Context (3 units) The *Interfaith Leader* is a transformative action-oriented figure who is able to identify a social problem and craft a vision that incorporates key opinion-formers to respond to an issue. Transformative leadership is a skill that requires a nuanced understanding of social phenomena, self-awareness, and an interdisciplinary skill-set to implement culturally competence measures to lead diverse teams. You should come to this course prepared to engage in interfaith leadership in theoretical and practical ways that includes taking on specific leadership challenges while receiving the intellectual orientation, knowledge, tools, and resources to help maximize your response to local and international issues. This course explores the impact of transformative leadership through the work of celebrated interfaith leaders and their response to practicing the Golden Rule, promoting social justice, grassroots organizing, and interfaith cooperation within multiple contexts.

MIA5305: Religion in the Public Sphere: Faith, Politics & Rhetoric (3 units) In religiously plural societies, the ability to engage and communicate fairly across sacred-secular lines is a core skill that social change agents need in the twenty-first century. This course explores the complexities of secularism and religion and its intersection with political systems, social values, and sub-movements in the public sphere. In this course, you will develop a post-secular awareness to interpret the evolving role of sacred and secular traditions while identifying new measures to foster collaborative relations between actors in the public sphere.

MIA5306: Capstone Action Project (3 units) As the final and culminating course in a student's degree program, and an item in each student's portfolio, the Capstone Action Project (CAP) provides learners the opportunity to demonstrate the integration of the program and institutional learning outcomes through a hands-on project in their professional capacity. The planning for this course begins at the program's outset, continues through the evolution of learning, and culminates with the student being fully prepared to

implement their project during the CAP course. The specific content in the Interfaith Action program provides students depth in a particular area of leadership and practice for leading more effectively toward positive change. Facilitated by what has been mastered in the Claremont Core, and in their contexts of personal and professional engagement, learners integrate their knowledge, skills, and abilities to demonstrate how they learned to be more effective leaders for compassionate, effective change. *Must be taken during student's final term.*

ORGANIZATIONAL LEADERSHIP: CIVIC ENGAGEMENT

MLC5301: Civic Leader Assessment (3 units) This course analyzes various aspects of public leadership, including political leadership, administrative leadership, and civic leadership, and helps you build your own distinctive, public, leadership skills. In this course, students will participate in self-assessment exercises and engage in readings and dialogue that will help them identify their current leadership skills and how they can apply their strengths and weaknesses as well as practical skills to identify negative behaviors, determine toxicity in civic, community, and organizational settings, analyze the causes, and devise strategies to overcome them. This first course in the leadership program offers students the grounding and broad skills necessary to be a more effective and civic leader.

MLC5302: Leading in the Public Sector (3 units) This course serves as a field course on community engagement and civic involvement. Students will learn the organizing language, content, and theory around communities and how they operate in society. This organization and content is necessary for elected officials, public administrators and managers (principles), non-profit leaders, community activists, and volunteers.

MLC5303: Trends in Governance (3 units) This course focuses on themes and trends that interplay in governance, including social issues, social inequality, and social justice issues. This course is key for civic leaders and authentic engagement because these issues are the very problems civic leadership seeks to solve. The value of this course is that it provides students the opportunity to understand the breadth and depth of challenges and opportunities in communities—and how to address one with specificity and depth in their own Capstone Action Projects.

MLC5304: Creating Public Policy (3 units) This course provides key theories, practices, and challenges in formulating and implementing policy changes. The course examines the current implementation landscape, conventional perspectives on political processes, governance and management, and policy and program management, and introduces strategic action fields while exploring fields, organizations, and case studies. Students in this course will examine the challenges of implementing public policy, setting up campaigns, lobbying, building coalitions, with emphasis on building consensus, facilitating collaboration, and creating policy measures that sustain communities. Students will learn how to elicit, harness, and focus the intellectual capital and goodwill of community members, institutions, and stakeholders to create positive social change at the local, national, or international levels.

MLC5305: Community Engagement (3 units) In this course, students will understand that, across local and global issues, individuals must be mobilized to create the power to promote change within a community. Students will learn 1) how to bring together diverse interests from within a neighborhood/community, 2) how to bring together the political, economic, and social power structure from both inside and outside the community, and 3) how to bring all of these groups together to collaborate for positive change. By the end of the course, students will gain the necessary skills to be effective agents of change and to improve the quality of life for people within their own communities and within any community from around the world.

MLC5306: Capstone Action Project (3 units) As the final and culminating course in a student's degree program, and an item in each student's portfolio, the Capstone Action Project (CAP) provides learners the opportunity to demonstrate the integration of the program and institutional learning outcomes through a hands-on project in their professional capacity. The planning for this course begins at the program's outset, continues through the evolution of learning, and culminates with the student being fully prepared to implement their project during the CAP course. The specific content in the Civic Engagement concentration provides students depth in a particular area of leadership and practice for leading more effectively toward positive change. Facilitated by what has been mastered in the Claremont Core, and in their contexts of personal and professional engagement, learners integrate their knowledge, skills and abilities to demonstrate how they learned to be more effective leaders for compassionate, effective change. *Must be taken during student's final term.*

ORGANIZATIONAL LEADERSHIP: ETHICS

MLE5301: Professional Assessment (3 units) Effective leaders know themselves and their organizations. They know who they are, what they believe, and what they can offer to those around them. In this course, you will participate in self-assessment exercises and engage in readings and dialogue that will help you identify your current leadership skills and how you can apply your strengths and weaknesses as well as practical skills to identify negative behaviors, determine toxicity in organizational settings, analyze the causes, and devise strategies to overcome them. This course offers you the grounding and broad skills necessary to be a more effective and ethical leader.

MLE5302: Ethical Frameworks: From Theory to Practice (3 units) Our understanding of ethics – the basic systems for determining right and wrong – are often rooted in complex combinations of our personal, cultural, national, familial, and/or religious experiences and traditions. In this course, you will become familiar with major perspectives on ethical reasoning, including questions of character and integrity. You will read selections from classical and contemporary ethicists, examine multiple sources of and approaches to ethical reflection, and put your new knowledge to work in concrete, contemporary case studies. In the end, you will recognize that ethical deliberation is neither reserved for saints nor specialists and is a part of daily life and work.

MLE5303: Leadership Literacy: From Theory to Practice (3 units) Leadership is an ever-evolving field of study and practice that has taken on added complexity in the

diversified workplace of the 21st century. In this course, you will survey contemporary research and literature in the field that introduces foundational concepts that address leadership development in a global era. You will examine the notion of leadership as an adaptive art, as a frame for professional proficiency, and as a platform for personal and organizational transformation. In the end, you will come to appreciate leadership as the effective and ethical management of positive change.

MLE5304: Ethics and Globalization (3 units) We no longer make workplace decisions in a vacuum. In a truly globalized era, the actions of our organizations have ripple effects that cross borders and reach around the world. In this class, you will focus on the role of ethical leadership in a diverse, interconnected economy. Building on previous courses, this course connects your personal values to the ethical perspectives of different regional, cultural, and national contexts. It draws on various philosophical and wisdom traditions to develop a balanced and responsible organizational ethics. And looking forward to subsequent courses, it considers the role of ethics in global change, global leadership skills, and issues of conflict, commodities, resources and labor.

MLE5305: Shadow Sides: Power, Money and Meaning (3 units) Money was invented as a tool for exchange of goods and services, and it's become both a compelling and corrupting force among humans. But while money can buy many things, it cannot buy everything – and in some cases it costs more than its worth. In this course, you will explore how capital and other forms of power works in the world and how it can be or should be managed to achieve strategic, sociopolitical or ethical ends. You will develop a vision for how capital can be leveraged in organizations as a resource for positive change toward more sustainable models of business and society. You 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.

MLE5306: Capstone Action Project (3 units) As the final and culminating course in a student's degree program, and an item in each student's portfolio, the Capstone Action Project (CAP) provides learners the opportunity to demonstrate the integration of the program and institutional learning outcomes through a hands-on project in their professional capacity. The planning for this course begins at the program's outset, continues through the evolution of learning, and culminates with the student being fully prepared to implement their project during the CAP course. The specific content in the Ethics concentration provides students depth in a particular area of leadership and practice for leading more effectively toward positive change. Facilitated by what has been mastered in the Claremont Core, and in their contexts of personal and professional engagement, learners integrate their knowledge, skills, and abilities to demonstrate how they learned to be more effective leaders for compassionate, effective change. *Must be taken during student's final term.*

ORGANIZATIONAL LEADERSHIP: HEALTHCARE

MLH5301: The Effective Healthcare Leader: Professional Assessment (3 units) The Effective Healthcare Leader course was designed to help students assess, develop, and better understand their unique and critical role as leaders in healthcare organizations.

Students are introduced to self-assessment exercises and engage in readings and dialogue to help identify strengths, weaknesses, and individual styles of leadership and communication. Personal values and missions are explored and analyzed as students evaluate and assess positive organizational behavior and learn to identify the negative influences of toxic behavior. Strategies to overcome conflict, adversity, and cross-cultural conflict are developed in highly collaborative learning cohorts where students learn from one another's diversity and perspectives. Practical organizational assessment in healthcare leadership strategies are researched and applied through activities and exercises focused on each students' individual contexts. By emphasizing practical skills to identify negative behaviors, determine toxicity in organizational settings, analyze the causes, and devise strategies to overcome them, students receive the grounding and broad skills necessary to be more effective healthcare leaders.

MLH5302: Exceptional Leadership in Healthcare (3 units) The Exceptional Leadership in Healthcare course teaches students about organizational structures and systems, how to lead change and innovation in healthcare through 16 critical competencies, and the foundational models and theories of leadership. Students will learn to apply multiple perspectives when examining complex healthcare issues while also generating possible solutions through well-cultivated self-awareness, a compelling vision, a real way with people, and masterful execution. This course will utilize a variety of teaching strategies, which may include assigned readings, videos, personal reflections and journaling, lectures, group discussions, and case studies to teach students how to become exceptional leaders within the healthcare system.

MLH5303: The Landscape of Healthcare Operations (3 units) This course will examine healthcare finance reimbursement systems. The student will be introduced to reimbursement as a healthcare administrator, and this course provides them with a comprehensive outlook on who the payers are in healthcare, the payment systems in healthcare, basic coding instruction, revenue cycle management, electronic medical record, what fraud and abuse is and how it can have a negative impact on your facility, some key tools that can have a negative impact on your facility if they are not managed daily such as transfer cases and high cost outliers, and tomorrow's trends. The student will also be introduced to the interpreting of financial statements, ratio analysis, and other payment models and payer types such as managed care, commercial insurance, Medicaid and Medicare, pay-for-performance, value based purchasing, and accountable care organizations. Overall, this course will provide the student with the full picture of the mechanics of insurance and reimbursement and the impact they have on the financial aspect of healthcare organizations.

MLH5304: Healthcare Leadership for Transformation and Change (3 units) Leading in complex healthcare organizations requires a variety of skills to achieve effective and efficient healthcare delivery. An understanding of change management, multi-organizational management issues, effective governance structure, and the impact of healthcare reform on health systems is essential. But it also requires the ability to understand and apply the foundational concepts that address healthcare leadership in a global era. In this course, students are introduced to the contemporary research and literature surrounding leadership, as they will critically analyze and discuss theories to

develop their leadership abilities as healthcare professionals. Throughout this course, students will examine the notion of leadership as an adaptive art, as a frame for professional proficiency, and as a platform for personal and organizational transformation. Having evaluated the foundational models and theories of leadership through research, reflection, and self-assessment, students will be able to apply their learning to effectively lead within a complex healthcare organization.

MLH5305: Ethics in Healthcare (3 units) Ethics in Healthcare: From Theory to Practice is an examination of the challenges to and opportunities for healthcare leaders to understand the systems around them that will dictate their ability to ethically influence change within those systems. This course has been designed to lay the foundation for thinking critically about ethics through an examination of key questions in ethical theory and ethical practice in healthcare. Students will examine the moral and ethical challenges of leadership, the moral obligations of leaders and followers, and how healthcare leaders can navigate the temptations of power. By reading carefully selected texts from classical and contemporary thinkers, students are exposed to multiple sources of and approaches to ethical reflection that will enhance their own ethical reasoning skills as they critically respond to thought-experiments, contemporary case-studies, and contemporary practices in various spheres of life and work. In addition, this course analyzes how healthcare leaders can convey values through actions, language, and act as exemplary models of character and integrity. The high level of abstraction that is required to discuss ethical theory can prove challenging, especially to those who are new (or relatively new) to the academic study of ethics. However, this course aims to expand students' moral point of view by considering personal ethics, leadership, and the common good, and ethics in different cultural communities—both locally and globally—through various readings and weekly forums to enable them to see more concretely how ethical theory and practice are important components of healthcare leadership.

MLH5306: Capstone Action Project (3 units) As the final and culminating course in a student's degree program, and an item in each student's portfolio, the Capstone Action Project (CAP) provides learners the opportunity to demonstrate the integration of the program and institutional learning outcomes through a hands-on project in their professional capacity. The planning for this course begins at the program's outset, continues through the evolution of learning, and culminates with the student being fully prepared to implement their project during the CAP course. The specific content in the Healthcare concentration provides students depth in a particular area of leadership and practice for leading more effectively toward positive change. Facilitated by what has been mastered in the Claremont Core, and in their contexts of personal and professional engagement, learners integrate their knowledge, skills and abilities to demonstrate how they learned to be more effective leaders for compassionate, effective change. *Must be taken during student's final term.*

ORGANIZATIONAL LEADERSHIP: HUMAN RESOURCES

MLR5301: The Strategic Role of HR in an Organization (3 units) Human Resources provides a strategic resource for business development, providing insights on talent management and more. In this course you will investigate many of the technical business

functions of an HR administrator, including staffing, compensation and benefits, employee and labor relations, job design. As an end result, you will be better prepared to take a "seat at the table" as a senior HR advisor.

MLR5302: Critical Issues in HR Ethics and Law (3 units) HR Leaders also serve as ethics advocates for their organizations. In this course, you will analyze a variety of models for ethics, applying them to the specific concerns of human resource management and the legal concerns of employment law. With this knowledge, you will be better prepared to serve as a senior advisor regarding legal and ethical business issues.

MLR5303: Leading Individuals and Teams (3 units) HR leadership requires specific knowledge and skill for facilitating individual and team achievement. This course will formulate resources for performance management, workforce planning and talent management, and a variety of leadership models. After completing the first three courses, you will find yourself better prepared as a voice for bringing out the best in your organization.

MLR5304: Training and Development (3 units) One of the more fulfilling aspects of HR is the opportunity to watch individuals grow professionally. This course will prepare you to serve as an internal consultant who designs metrics and measurements as well as formulate training and development for individuals. You will be prepared to design and lead development programs that provide strategic ROI for your organization.

MLR5305: Connectivity, Culture, and the Future of Work (3 units) Analyzing current business needs and preparing for the future in a globally-connected and diverse world requires leaders to analyze the current state of globalism and how it impacts their organizations. Students will analyze the current state of globalism, develop skills for managing across cultures in globally connected organizations, analyze current opportunities and challenges related to diverse cultures at work in organizations, analyze trends in mobile workers and technology, and make recommendations for the future of their workplace. This course will broaden your HR perspectives as well as discern future needs for your organization.

MLR5306: Capstone Action Project (3 units) As the final and culminating course in a student's degree program, and an item in each student's portfolio, the Capstone Action Project (CAP) provides learners the opportunity to demonstrate the integration of the program and institutional learning outcomes through a hands-on project in their professional capacity. The planning for this course begins at the program's outset, continues through the evolution of learning, and culminates with the student being fully prepared to implement their project during the CAP course. The specific content in the Human Resource concentration provides students depth in a particular area of leadership and practice for leading more effectively toward positive change. Facilitated by what has been mastered in the Claremont Core, and in their contexts of personal and professional engagement, learners integrate their knowledge, skills and abilities to demonstrate how they learned to be more effective leaders for compassionate, effective change. *Must be taken during student's final term.*

MSI5301: Human Development for Social Leadership (3 units) Social change begins with the development and transformation of individuals. This class offers an in-depth understanding of the role of leadership in the 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 class explores theories and models of human development and their application to one's own leadership style and ways of working with teams, organizations and communities.

MSI5302: Foundations of Social Impact (3 units) 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 global context and analyze social issues to find points of leverage to participate effectively 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 historical and current landscape of social change and consider the ways in which you will engage.

MSI5304: Action Design for Change (3 units) Action learning 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 intended actions. This course also provides practice with needs assessment; generation of organizational models; familiarity with design thinking and service design; and strategies for collaborative, emergent, and adaptive change.

MSI5305: Resource Models for Social Impact (3 units) Generating sustainable social impact requires the ability to identify and secure financial, social and human resources. In this course you will explore contemporary financing frameworks, relevant regulatory environments in which social impact enterprises often operate, and good governance for organizational effectiveness. This course is designed for students with particular interest in social enterprise/hybrid organizations, though students working in any organization focused on the social good will benefit. By the end of the class, you will gain an advanced knowledge of resource management and allocation and be able to design sustainable resource models for successful social engagement.

MSI5307: Storytelling and Marketing for Change (3 units) Narrative representation is increasingly seen as an effective means of effective leadership, organizational effectiveness and situational understanding. In this course, you will gain advanced knowledge of contemporary narrative theory and the possible roles of storytelling for interpretation and presentation of data, sense-making within an organization, and advancement of an organization with external constituencies. By the end of the course, you will understand

and be able to frame data and complex perspectives in narrative form and employ a variety of methods – including contemporary technologies – for effective storytelling. 50

MSI5306: Capstone Action Project (3 units) As the final and culminating course in a student's degree program, and an item in each student's portfolio, the Capstone Action Project (CAP) provides learners the opportunity to demonstrate the integration of the program and institutional learning outcomes through a hands-on project in their professional capacity. The planning for this course begins at the program's outset, continues through the evolution of learning, and culminates with the student being fully prepared to implement their project during the CAP course. The specific content in the Social Impact program provides students depth in a particular area of leadership and practice for leading more effectively toward positive change. Facilitated by what has been mastered in the Claremont Core, and in their contexts of personal and professional engagement, learners integrate their knowledge, skills and abilities to demonstrate how they learned to be more effective leaders for compassionate, effective change. *Must be taken during student's final term.*

POLICY STATEMENTS

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. Where the student has signed the appropriate consent form, the evaluation written by the student's Field Education Teaching Pastor (or Supervising Mentor) may be released to church or denominational judicatory officials upon request of those officials.

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.

Students' 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 Students' 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 Students' Inspection of Their 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 Dean.
The Dean reviews the file in order to place in sealed envelopes marked either "Confidential information to be opened only by the Dean" or "Restricted information to be opened only by the Dean" 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 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 Dean. If the question is not satisfactorily settled, the Dean 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 (in fireproof cabinets) and on microfiche or appropriate electronic format.

Permanent records include the following:

- Claremont Lincoln University transcripts
- Class lists
- Grade reports
- Change of Grade forms
- Enrollment reports
- Course schedules and addenda
- Degree statistics (lists of approved graduates and their degrees, dates of conferral, type, etc.)
- Catalogs / Academic bulletins

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): three years.
  - Incomplete admission files: three years.
  - Files of those who were admitted and then either withdrew the first semester or did not attend at all: five years.
- Registration Records and Certification Documents, to be maintained separately in alphabetical order:
  - Files of those who were admitted and attended classes for at least one semester (including those who complete programs and graduate and those who withdrew or are terminated at any point after one semester): five years from date of departure.

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. The University's Acceptable Use Policy (AUP) extends this policy to Claremont Lincoln University's computing resources and states that all users of the University's network must not use the University's network to engage in any illegal downloading, emailing, or peer-to-peer file sharing of copyrighted works. Claremont Lincoln University is required by law to take steps to prevent illegal copying or distribution, and to respond appropriately to all complaints regarding copyright infringement.

There are certain allowable exceptions for U.S. academic institutions that permit a limited amount of copying without permission, if specific criteria are met. The five exceptions to the exclusive rights of copyright holders are the principle of fair use, the face-to-face teaching exception, the distance learning exception articulated in the TEACH Act, the first-sale doctrine, and the library and archives exception. For more information on these exceptions, see Fair Use of Copyrighted Materials, developed by the University of Texas.

Students, faculty and staff must have permission from the copyright holder, or a determination that "fair use" applies, before files are copied, made available, or shared on networks.

- For the full text of the copyright law, and related laws, read U.S. Copyright Law.
- For a wealth of information about copyright, see the U.S Copyright Office.
- For a clear explanation of copyright law, take the Crash Course in Copyright, developed by the University of Texas.

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. These new regulations require the University to take four actions: an annual disclosure regarding unauthorized distribution, a plan to combat unauthorized

distribution, a disclosure of alternatives to illegal downloading, and a review of the effectiveness of the plan to combat unauthorized distribution. What follows below is the action the University has taken to implement each of these requirements.

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 is also required to disclose the steps it will take to detect and punish copyright infringement.

Annually, during the Fall Semester, the Vice President for Creative Learning & Innovation will distribute a communication to all students regarding the University's policies on copyright and peer-to-peer file sharing, the steps the University will take to enforce its policies, and the legal penalties for copyright infringement. This communication will also remind all students of our Acceptable Use Policy and the procedures the University will follow in responding to DMCA notices.

Plan to "Effectively Combat" the Unauthorized Distribution of Copyrighted Material by Users of the Claremont Lincoln University Network: The University must certify to the Secretary of Education that it has implemented a plan to effectively combat the distribution of copyrighted materials through its network. Claremont Lincoln University's plan must include the following components:

Community Education and Information: Consistent with the value we place on our educational principles, we view education as the most significant measure we can take to combat illegal file sharing at the University. We use several mechanisms to inform and educate our community regarding copyright and related issues.

The University Digital Millennium Copyright Act (DMCA) and Notification Procedures describe the procedures and disciplinary action that the University will use for handling cases of alleged copyright infringement, illegal downloads, and illegal peer-to-peer file sharing. The University will respond firmly and appropriately to all instances of alleged copyright infringement on its network.

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

New Student Orientation on Copyright and Peer-to-Peer File Sharing is a required tutorial for all new students. Included in this tutorial are the techniques students may use for Disabling Peer-to-Peer File Sharing (developed by Indiana University).

New Student Orientation Letter on safe and legal computing will be included in the information packets for new students at the start of each academic term.

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.

The University will review the effectiveness of its *Plan to Combat the Unauthorized Distribution of Copyrighted Material by Users of the Network* annually. This review will be managed by Claremont Lincoln University. Instances of alleged copyright infringement will be tabulated annually and longitudinally, and this data will be compared with that of peer institutions.

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 Director of Information Technology 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 Director of Information Technology 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 Academic Leadership Team of actions taken.
- Inform that 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 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 web sites 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:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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 insure 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, 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.

Equal Employment Opportunity and Affirmative Action Policy
Claremont Lincoln University is an Equal Employment Opportunity employer and is committed to the principal of Affirmative Action and non-discrimination. It is the University's policy to provide Equal Employment Opportunity to all employees and applicants in actions of recruitment, selection, training, promotion, transfers, compensation, benefits and all other terms and conditions of employment without regard to race, color, religion, sex, gender, sexual orientation, marital status, national origin, ancestry, age, physical or mental disability, veteran status, or any other basis prohibited under law. The President of the University and all administrative, management and supervisory personnel are committed to this policy and its enforcement. Reasonable accommodations will be made for qualified individuals with disabilities, including those with known physical or mental limitations, unless undue hardship to the University would result.

The University makes employment decisions based on individual merit, qualifications and competence in all its human resources actions. It seeks to hire or promote the best candidates for the job and to expand its workforce to include greater numbers of women, members of minority groups, disabled persons and military veterans. The University believes that the applicable laws ensuring equal employment opportunities reinforce this policy of diverse employment.

Policy on Harassment, including Sexual Harassment
The University is committed to providing an educational environment free of unlawful harassment, discrimination, sexual intimidation, hostility, and coercion. Harassing behavior toward others may be offensive, demeaning, or disruptive to relationships and constitute a hostile environment. University policy prohibits unwelcome harassment based on race, color, religion, sex, gender, sexual orientation, marital status, national origin, ancestry, age, physical or mental disability, or any other basis protected by federal, state or local law or regulation. A specific kind of violation of individual rights is sexual harassment, which can occur in situations where one person has power over another, but can also occur between equals. Sexual harassment violates the individual's right to a safe environment.

The anti-harassment policy of the University applies to all persons involved in the operation of the University including faculty, staff, work supervisors, and students. Prohibited harassment includes, but is not limited to, the following behaviors:
- Any unwelcome sexual advances, requests for sexual favors, or other
- unwelcome written, verbal or physical conduct of a sexual nature
- Submission to such conduct is made, explicitly or implicitly, a term or condition of an individual's grade, advancement, or employment
- Submission to, or rejection of, such conduct by an individual is used as the
- basis for academic decisions or employment affecting such individuals
- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or other work, or creating an intimidating, hostile, or offensive environment
- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments are used
- Visual conduct such as derogatory or sexually-oriented posters, photography, cartoons, drawing or gestures are used
- Threats and demands to submit to sexual requests as a condition of a grade,
- continued employment, or to avoid some other loss, and offers of grades, employment, or other benefits in return for sexual favors;
- Retaliation for having reported or threatened to report harassment.

A student who believes s/he has been harassed or subjected to any form of unlawful discrimination should promptly report the facts of the incident or incidents and the names of the individuals involved to the office of one of the following: a Dean, Director of Student Services, or Director of Human Resources.

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 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:

1. An immediate supervisor.
2. 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.
3. 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.

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. 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 dependency. 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.

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.   You must follow the state-specific instructions listed for your state. After completing the form, you must sign your name where indicated and send it to your 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 your state election office at: https://www.eac.gov/voter_resources/contact_your_state.aspx

Student Code of Conduct
Violation of standards of academic responsibility, integrity and truthfulness are subject to separate disciplinary policies.

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 among teachers and students, 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. The University has a right to defend itself against any intrusions on the rights and privileges of the community of scholars and persons at the University.

- Individuals are liable for failure to comply with lawful directions issued by official representatives of the University acting in their official capacities.
- Theft or damage to the University premises or property, or theft of or damage to property of any person on University premises is prohibited. Permission from appropriate University authorities must be obtained for removal, relocation and use of University equipment, supplies, books, papers and research materials. Also, unauthorized use or examination of confidential

records is prohibited.

- Forcible interference with the institution's educational process or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services is prohibited. Any sort of abuse, physical, or otherwise, is also prohibited.
- No person may bring or possess firearms or other weapons on the campus.

Any member of the community engaging in any manner of conduct prohibited under Paragraphs 1 to 4 above shall be liable to actions by the University.

Student Complaint & Grievance Policy

Claremont Lincoln University 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, Claremont Lincoln University 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 - -a concern that a policy or procedure has been incorrectly or unfairly applied in his/her particular case, or a formal charge against a person's behavior -- has recourse through complaint and grievance procedures. 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.

Students initiating a complaint or grievance against a member of the staff, administration, study body or other non-academic personnel or representative should take the following steps:

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

2. If a satisfactory resolution cannot be reached between the student and university representative, or if extenuating circumstances prevent direct communication between the student and university representative, the student should initiate a formal complaint/grievance in writing within 30 calendar days of the incident and submit it to the Dean of Student Affairs. The Dean of Student Affairs will act as the liaison between the student and the University representative and will facilitate the complaint/grievance resolution process.

3. A written appeal may be submitted to the President's Office within 10 days of the decision provided by the Dean of Student Affairs. Within 30 days of the appeal, the President's Office will issue a final decision on the matter. This decision may not be appealed.

For academic matters, students should follow the chain of command from instructor to department chair to academic dean.

1. The student should attempt to resolve the grievance informally by discussing

the issue with their instructor. If a suitable solution cannot be reached through ordinary means, the student should file a written complaint or appeal detailing the issue to the instructor responsible for the issue.

2. If the grievance is not informally resolved or the student has not received a satisfactory response from the instructor within 10 working days of the date of the complaint or appeal, the student should file a formal complaint or appeal to their Dean. The Dean has 30 calendar days from the date of the formal complaint to resolve the issue.

3. If unresolved, the Dean will inform the Academic Leadership Team (ALT) who will assign a Grievance Sub-committee that includes ALT members (with the exception of the President and affected Dean) to rule on the grievance. The Grievance Sub-committee will present a ruling on the grievance within 30 calendar days of receipt of the complaint by the Dean. The Grievance Subcommittee will inform the student and instructor of ALT's decision.

4. A written appeal of the decision may be submitted (within 10 working days) to the President who will determine whether the procedures of the dispute policy were properly followed. Within 30 calendar days of the receipt of the appeal, the President will issue a decision to the student and Dean. 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

Students residing outside of California may find contact information for their state agency here.

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