



CLAREMONT LINCOLN  
UNIVERSITY

Socially Conscious Education™

2019 – 2020  
Student Catalog  
*Fall Addendum*

*Effective October 7, 2019*

CLAREMONT LINCOLN UNIVERSITY STUDENT CATALOG: 2019 – 2020 FALL ADDENDUM  
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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:

Dr. David Carter  
Accreditation Liaison Officer  
[dcarter@claremontlincoln.edu](mailto:dcarter@claremontlincoln.edu)



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

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## 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 Healthcare Administration**

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

### **Master of Arts in Human Resources Management**

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

### **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, Higher Education, Human Resources, Civic Engagement, Technology Management, or Professional Studies. 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 Peace and Social Justice**

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

### **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

2019 - 2020 Academic Calendar (effective May 2019 - September 2019)					
SUMMER 2019					
Priority Entry (MAY19)		Early Entry (JUN19)		Regular Entry (JUL19)	
May 6	Classes Start	June 10	Classes Start	July 8	Classes Start
May 6	Last Day to Add	June 10	Last Day to Add	July 8	Last Day to Add
May 13	Last Day to Drop	June 17	Last Day to Drop	July 16	Last Day to Drop
June 7	Last Day to Withdraw	July 14	Last Day to Withdraw	August 18	Last Day to Withdraw
June 30	End of Term	August 4	End of Term	Sept 15	End of Term
July 5	Final Grades	August 9	Final Grades	Sept20	Final Grades
FALL 2019					
Priority Entry (AUG19)		Early Entry (SEP19)			
August 5	Classes Start	Sept 9	Classes Start		
August 5	Last Day to Add	Sept 9	Last Day to Add		
August 12	Last Day to Drop	Sept 16	Last Day to Drop		
Sept 6	Last Day to Withdraw	October 6	Last Day to Withdraw		
Sept 29	End of Term	November 3	End of Term		
October 4	Final Grades Post	November 8	Final Grades Post		

2019 - 2020 Academic Calendar (effective October 2019)					
TRACK A*					
OCT19 (A)		DEC19 (A)		FEB20 (A)	
October 7	Classes Start	December 9	Classes Start	February 10	Classes Start
October 7	Last Day to Add	December 9	Last Day to Add	February 10	Last Day to Add
October 14	Last Day to Drop	December 16	Last Day to Drop	February 17	Last Day to Drop
November 8	Last Day to Withdraw	January 10	Last Day to Withdraw	March 13	Last Day to Withdraw
December 1	End of Term	February 2	End of Term	April 5	End of Term
APR20 (A)		JUN20 (A)			
April 13	Classes Start	June 15	Classes Start		
April 13	Last Day to Add	June 15	Last Day to Add		
April 20	Last Day to Drop	June 22	Last Day to Drop		
May 15	Last Day to Withdraw	July 17	Last Day to Withdraw		
June 7	End of Term	August 9	End of Term		
TRACK B*					
NOV19 (B)		JAN20 (B)		MAR20 (B)	
November 4	Classes Start	January 6	Classes Start	March 9	Classes Start
November 4	Last Day to Add	January 6	Last Day to Add	March 9	Last Day to Add
November 11	Last Day to Drop	January 13	Last Day to Drop	March 16	Last Day to Drop
December 6	Last Day to Withdraw	February 7	Last Day to Withdraw	April 10	Last Day to Withdraw
December 29	End of Term	March 1	End of Term	May 3	End of Term
MAY20 (B)					
May 11	Classes Start				
May 11	Last Day to Add				
May 18	Last Day to Drop				
June 12	Last Day to Withdraw				
July 5	End of Term				

\*All students who enroll through the OCT19 start term will attend on Track A. Track attendance will be determined by Claremont Lincoln University based on student and enrollment needs. CLU reserves the right to add, remove, or change term dates.

## EDUCATIONAL COMMUNITY



## **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 withdrawal period noted on the academic calendar will be issued a refund based on their last date of interaction (LDI) in the course. Tuition charged will be equal to the percentage of the course attended and the remainder will be refunded.

*Example:*

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

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

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

## **Non-Degree Student Payment and Refund Policy**

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

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

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

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 withdrawal period noted on the academic calendar will be issued a refund based on their last date of interaction (LDI) in the course. Tuition charged will be equal to the percentage of the course attended and the remainder will be refunded.

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

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

## 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's 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

### *How to Apply for Federal Financial Aid*

Step 1: Students will be contacted by the Office of Student Financial Services to determine how they plan to fund their education.

Step 2: Students who intend to use federal financial aid will need to 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 Student Financial Services 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 Student Financial Services at [financialaid@claremontlincoln.edu](mailto:financialaid@claremontlincoln.edu) or via fax to (909) 399-3443.

Step 5: Borrowers must complete a Master Promissory Note (MPN) and entrance counseling if they are a first-time borrower. Visit [www.studentloans.gov](http://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. Students who wish to apply for a scholarship should consult with the Office of Admission before their term starts. Scholarships are not guaranteed and are contingent on the availability of funding.

Students who receive a scholarship must maintain continuous full-time enrollment and maintain Satisfactory Academic Progress (SAP). Students who withdraw from classes or the program, enroll at a part-time status, earn less than a passing grade in any class, or who fail to maintain good academic standing will immediately forfeit their scholarship

#### **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's 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 6.08% for the 2019-2020 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 funding through various private loans on their own and are subject to the terms and conditions set forth by their lender.

### **Non-Standard Terms**

Claremont Lincoln University offers graduate programs in credit hour non-standard term format.\* We follow a borrower's based academic year for non-standard terms, which encompasses 32 weeks of instructional time. This is greater than the minimum requirement set forth by FSA. This definition applies to all programs. Payment periods are determined by terms.

*\*Standard terms are defined as quarter, semester, or accelerated terms*

## *Student Budget*

The 2019-2020 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.

### 2019-2020 Cost of Attendance (4 Term/8 Months)

Tuition	\$14,400
Books & Supplies	\$489
Room & Board	\$6,843
Transportation	\$2,237
Miscellaneous	\$4,080
Loan Fees	\$199
<b>TOTAL</b>	<b>\$28,248</b>

## *Disbursement of Federal Financial Aid Funds*

Students must meet all requirements for full admission and complete all components of the financial aid process before financial aid funds can be disbursed. Federal financial aid funds will be disbursed after the eighth day of the term. Students with a staggered schedule will receive two disbursements, one in each term of enrollment after the eighth day of the term. Financial aid funds will be applied toward all eligible charges on a student's account. If a credit balance remains it will be released to the student in the form of a 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 of credit to the student's account totals more than the billed amount, the excess funds will be refunded.

The University processes refunds 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.

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

**Return of Title IV Funds**

Return to Title IV Funds is a federally mandated policy that applies 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. Claremont Lincoln University will return any Title IV funds no later than 45 days from the date of determination.

- Claremont Lincoln University will return Title IV funds in the following order:
- Unsubsidized Direct Loans (other than Direct PLUS loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of Title IV funds is required
- FSEOG for which a return of Title IV funds is required
- TEACH Grants for which a return of Title IV funds is required
- Iraq & Afghanistan Service Grant for which a return of Title IV funds is required

The portion of financial aid to be returned is determined by the percentage of financial aid not earned by the student. The percentage of unearned aid is calculated using the following formula:

**% 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 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 to the 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](http://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**

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

- Meeting a minimum cumulative grade point average requirement (GPA)
- Earning a minimum number of units for credit per semester (Pace of Progression)
- 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 completing a master's degree at CLU that requires 30 units have a maximum timeframe of 45 units.

### **Monitoring of Satisfactory Academic Progress**

The Office of Student Financial Services monitors grade point average, pace of progression, and the maximum timeframe allowance for all financial aid applicants. This evaluation occurs at the end of every term and the assessment is conducted based on student course completion in six-unit increments. As an example, students who attend full-time (6 units per term) will be monitored every term. Students who attend half-time (3 units per term) will be monitored every other term. Other changes to enrollment status may increase or decrease the frequency of monitoring based on the number of units completed in any given timeframe.

Withdrawals, incompletes, transfer credit, non-passing grades, and unofficial withdrawals may all affect Satisfactory Academic Progress standings as these things impact grade point average, pace of progression, and/or the maximum timeframe allowance for degree completion. Specific questions regarding a student's SAP standing should be directed to the Office of Student Services.

### **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

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 warning 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 fail to show improvement after a term on probation will lose eligibility for federal financial aid. Students may submit an appeal to continue on probation on a cash pay basis. Ability to continue is not guaranteed and will be determined on a case-by-case basis. Additional provisions for continued enrollment may apply. Students whose appeal is denied will be dismissed from the University.

### **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 Student Financial Services 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.gjbill.va.gov](http://www.gjbill.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/>

### **Compliance with VA 3679(e)**

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

### **VA Basic Allowance for Housing**

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

### **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.

## **STUDENT SERVICES**

### **Registration Procedure**

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

- Ensure their student account is free of any academic or financial holds that might prevent registration
- Discuss any registration changes they may need to make with the Office of Student Services
- Secure any approvals that may be required from the Office of Student Services, the Office of Academic Affairs, and/or the Office of Student Financial Services
- Consult with the Office of Student Financial Services regarding any questions or concerns or to return any required financial documentation

### **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.

### **Adding a Course**

Students may request to add a course through the first day of the term. Students should contact the Office of Student Services to make any registration changes.

### **Participation Policy**

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

## Academic Probation

### Satisfactory Academic Progress (SAP) Guidelines

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.

*Example based on continuous enrollment in 6 units per term or 3 units per term (for illustrative purposes only):*

Full-Time Student (2 classes per term)  
45 units / 2 classes per term = 22.5 months

Half-Time Student (1 class per term)  
45 units / 1 class per term = 45 months

### Academic Probation

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

**Term 1:** The student will be issued a warning 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 fail to show improvement after a term on probation will lose eligibility for federal financial aid. Students may submit an appeal to continue on probation on a cash pay basis. Ability to continue is not guaranteed and will be determined on a case-by-case basis. Additional provisions for continued enrollment may apply. Students whose appeal is denied will be dismissed from the University.

## *Graduation and Commencement*

### **Graduation Application**

To be eligible for graduation, students must do the following:

- Successfully complete all coursework required for the program of study
- Complete the Capstone Action Project and required capstone paper
- Have a cumulative GPA of 3.0 or higher
- Finish all program requirements within the maximum timeframe for degree completion
- Pay any student account balance
- Complete exit counseling with the Office of Student Financial Services
- Submit an Application for Graduation to the Office of Student Services

Degree conferral will not be processed until all of the outlined requirements have been completed.

### **Commencement**

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

Students are awarded a diploma with a graduation date for the term during which degree requirements, including submission of any supporting documents, are met. In instances where coursework is completed, but academic and/or administrative requirements are outstanding, the student's graduation date will reflect the term during which these requirements have been satisfied. Diplomas are mailed to students approximately 2-3 weeks after degree conferral. Official transcripts noting graduation are available as soon as the student receives notification of degree conferral from the Registrar. Graduating students will receive one complimentary mailed copy of their transcripts after degree conferral.

## **REGISTRAR**

### *Course Standards*

#### **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 (MLC, MLE, MSI, etc.). 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.

#### **Credit Hour Policy**

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

A 3 unit course includes work that reasonably approximates (1) not less than 6 hours of classroom or direct faculty instruction and 10 hours of out-of-class student work each week for a 8-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.

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

### **Grade Reporting Policy**

All grades must be submitted to the Registrar three days after the last day of a term and will post to the Student Portal the Friday following the 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.

## *Incomplete Policies & Procedures*

### **Incomplete Requests**

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

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

### **Incomplete Procedure**

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

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

All work for an incomplete must be submitted to the course instructor via email. The deadline for submitting incomplete work is 30 calendar days from the last day of the term in which the original enrollment occurred. 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 five days after receiving the student's work.

### **Incomplete Deadline Extensions**

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

Approval of an incomplete extension is made at the discretion of the instructor. Under no circumstances may a deadline later than the last date of the subsequent term be imposed. Upon approval incomplete extensions must be reported with the revised deadline to the Registrar by the instructor. Students who are not in good academic standing are not eligible for an incomplete extension.

## **ACADEMIC AFFAIRS**

### *Independent Study*

The degrees are based upon a curriculum with a set rotation of required courses, therefore, independent studies cannot be arranged with faculty. However, an independent study may be initiated at the University's discretion.

### *Capstone and Action Research Policies*

#### **Capstone Lab**

All students are enrolled in the non-credit, required, Capstone Lab within the Learning Management System. The lab provides required resources and guidance for planning the Capstone Action Project. Therefore, successful completion of capstone lab modules is a prerequisite for the final capstone class.

To complete the prerequisites, students will complete asynchronous work in collaboration with a Capstone Mentor. The completed work will become part of the final capstone paper, which will be finished during the student's final term at CLU.

#### **PHRP and IRB at CLU**

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

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

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

#### **Capstone Extension**

Capstone extensions are available for students who need additional time to complete their final capstone paper. In order to be eligible for a capstone extension, students must have successfully completed all other work in the capstone course. Students will receive one additional term to submit their final capstone paper if an extension is granted. To initiate a capstone extension request, the student should submit the Request for Capstone Extension form to the instructor prior to the end of the term.

## DEGREE PROGRAM REQUIREMENTS

The Claremont Lincoln University M.A. Degrees offer depth and breadth of preparation in a variety of areas within a flexible online structure that encourages student initiative and responsibility, supports practitioner and intellectual exploration and development, and provides the knowledge base and skillset for student progress through the degree. The program may be used to prepare for various forms of leadership, and for general education and enrichment.

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

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

### *The Claremont Core®*

The Claremont Core® is a proprietary sequence of classes that Claremont Lincoln students take in common. Students from certain M.A. programs will interact with and learn from each other in the courses of Mindfulness, Dialogue, Collaboration, and Change. Students not required to take these courses will have the concepts and curriculum integrated throughout each of their program courses.

#### **Courses**

MCC 5311 Mindfulness (3 units)

MCC 5312 Dialogue (3 units)

MCC 5313 Collaboration (3 units)

MCC 5314 Change (3 units)

## MASTER OF ARTS IN HEALTHCARE ADMINISTRATION

The Master of Arts in Healthcare Administration (MHA) is designed for current and future leaders in healthcare with the desire to strengthen their skills to lead in team-based, diverse, and innovative settings. Due to the often complex and dynamic nature of the healthcare administration field, this program seeks to provide the skills necessary to lead positive change in organizations, maintain ethical governance, and increase effectiveness in the day-to-day managing of healthcare departments in a HIPAA compliant environment. Students who complete this degree will have learned to examine the foundational models and theories of leadership, initiate change through innovative solutions, develop individual leadership style, build dialogue and collaboration through successful relational skills, and understand how to solve complex healthcare administrative issues. Students can expect to learn in constructivist, collaborative online courses, engage in peer-to-peer exchanges, actively participate in discussion forums in critical dialogue and debate with instructors to prepare them to create sustainable and positive change within the healthcare field. Skills learned include how to recruit, hire, direct, supervise and evaluate work activities of healthcare personnel, develop and maintain computerized record management systems, develop and implement organizational healthcare policies and procedures, and conduct and administer fiscal operations for healthcare organizations.

#### **Program Learning Outcomes**

- After completing the Master of Arts in Healthcare Administration, you will be able to:
- Analyze and evaluate leadership challenges and solutions within the field of healthcare and develop an understanding of the current healthcare environment in the U.S.
- Identify effective practice in healthcare operations by analyzing the complexity of the finance functions and reimbursement systems and the laws governing regulations.
- Propose strategies for data analysis using epidemiologic principles for quality improvement.

- Synthesize the major theories and principles of leadership and ethics, conduct personal and organizational analysis, and develop behavioral change strategies in healthcare organizations.
- Demonstrate effective collaborative practices and cultural competence in communication and develop professional relationships and constructive interactions.
- Resolve conflicts through mindfulness, dialogue, and collaboration to bring about positive change.
- Research, design, and implement a capstone project to affect a positive impact.

**Program Overview: 30 units**

Required Degree Courses (9 courses)	27 units
Capstone Action Project (CAP)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

**Required Degree Courses & Capstone Action Project**

- MHA5301 Leadership in Action (3 units)
- MHA5302 Challenges in Health Services Delivery (3 units)
- MHA5303 Quality Management in Healthcare Organizations (3 units)
- MHA5304 Healthcare Policy and Constituents (3 units)
- MHA5305 Organizational Behavior and Human Performance (3 units)
- MHA5306 Finance and Managerial Accounting in Healthcare (3 units)
- MHA5307 Health Informatics & Innovation (3 units)
- MHA5308 Managerial Epidemiology (3 units)
- MHA5309 Research Methods (3 units)
- MHA5310 Capstone in Healthcare Administration (3 units, final term registration only)

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

## MASTER OF ARTS IN HUMAN RESOURCES MANAGEMENT

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

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

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

**Program Learning Outcomes**

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

- Lead ethically and responsibly in positions of power in a workplace, community, or organization.

- Understand the foundations of strategic human resource management, workforce planning and employment, and employee and labor relations with a particular focus on mindfulness, dialogue, and collaboration.
- Demonstrate the interpersonal and engagement skills necessary for effective leaders to achieve innovative and collaborative resolution to community and organization issues.
- Resolve conflicts through mindfulness, dialogue, and collaboration to bring about positive change.
- Examine data and analytic insights, quantitative and qualitative relationships, and decision-making strategies within a global and diverse workforce
- Research, design, and implement a capstone project to affect a positive impact.

**Program Overview: 30 units**

Required Degree Courses (9 courses)	27 units
Capstone Action Project (CAP)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

**Required Degree Courses & Capstone Action Project**

- MHR5301 Leadership in Action (3 units)
- MHR5302 The Strategic Role of HR in the Organization (3 units)
- MHR5303 Critical Issues in HR Ethics and Law (3 units)
- MHR5304 Workplace Diversity and Inclusion (3 units)
- MHR5305 Leading Organizational Development and Change (3 units)
- MHR5306 Total Rewards for a Diverse Workforce (3 units)
- MHR5307 Acquiring, Planning, and Retaining Human Capital (3 units)
- MHR5308 Training and Developing an Effective Workforce (3 units)
- MHR5309 Human Resources Analytics and Insights (3 units)
- MHR5310 Human Resources Capstone (3 units, final term registration only)

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

## MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

Claremont Lincoln University offers an online M.A. 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 online degree is designed for working professionals eager to grow their leadership skills and expertise and apply their degrees in a global workplace. Students may select from the following concentrations:

- Civic Engagement
- Ethics
- Healthcare
- Higher Education
- Human Resources
- Professional Studies

- Technology Management

**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**

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (1 course)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

*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**

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (1 course)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

**Required Degree Courses**

- MAC5300 Leadership in Action (3 units)
- MLC5312 Leading in the Public Sector (3 units)
- MLC5313 Trends in Governance (3 units)
- MLC5314 Creating Public Policy (3 units)

MLC5315 Community Engagement (3 units)  
MLC5316 Capstone Action Project (3 units, final term registration only)

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

## *The Concentration in Ethics*

The M.A. in Organizational Leadership with an Ethics concentration teaches working professionals how to guide organizations toward purposeful and responsible decisions in a diverse, globalized world. Students are led through a unique series of online courses that integrate personal mindfulness, professional awareness, and global consciousness for skillful leadership in any organizational context.

By the end of this online organizational leadership master's degree program, students will develop concrete skills in collaboration, conflict resolution, ethical decision-making, and inspiring diverse teams towards common goals. As a graduate of this program, students will have the knowledge and skills to lead more effectively and courageously influence organizations in making ethical decisions that have a positive impact.

### **Program Learning Outcomes**

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

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

### **Program Overview**

Claremont Core® (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (1 course)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

### **Required Degree Courses**

MAC5300 Leadership in Action (3 units)  
MLE5322 Ethical Decision Making (3 units)  
MLE5323 Leadership Literacy (3 units)  
MLE5324 Global Ethics and Leadership (3 units)  
MLE5325 Leadership: The Toxic and the Trustworthy (3 units)  
MLE5316 Capstone Action Project (3 units, final term registration only)

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

## *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**

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (1 course)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

### **Required Degree Courses**

MAC5300 Leadership in Action (3 units)  
MHA5302 Challenges in Health Services Delivery (3 units)  
MHA5303 Quality Management in Healthcare Organizations (3 units)  
MHA5304 Healthcare Policy & Constituents (3 units)  
MHA5306 Finance and Managerial Accounting in Healthcare (3 units)  
MHA5310 Capstone in Healthcare Administration (3 units, final term registration only)

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

## *The Concentration in Higher Education*

The Concentration in Higher Education is designed to enhance expertise in higher education trends related to leadership, diversity, strategic planning, ethics, finance, legislation and governance.

### **Program Learning Outcomes**

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

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

### **Program Overview**

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (1 course)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

### **Required Degree Courses**

MAC5300 Leadership in Action (3 units)  
MLU5312 Supporting Diverse Populations (3 units)  
MLU5313 Cultivating Educational Change (3 units)  
MLU5314 Law and Ethics in Higher Education (3 units)

MLU5315 Higher Education Process and Practice (3 units)  
MLU5316 Capstone Action Project (3 units, final term registration only)

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

## *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**

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (1 course)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

### **Required Degree Courses**

MHR5302 The Strategic Role of HR in an Organization (3 units)  
MHR5303 Critical Issues in HR Ethics and Law (3 units)  
MHR5304 Workplace Diversity and Inclusion (3 units)  
MHR5307 Acquiring, Planning, and Retaining Human Capital (3 units)  
MHR5308 Training and Developing an Effective Workforce (3 units)  
MHR5310 Human Resources Capstone (3 units, final term registration only)

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

## *The Concentration in Professional Studies*

### **Learning Outcomes**

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

- Critical Thinking: Apply analytical and imaginative conclusions to solve an issue or problem.
- Strategic Planning: Demonstrate the ability to apply strategic planning in a field of study.
- Professional Skills: Apply disciplinary competence to lead people to effectively work together for sustainable results.

### **Program Overview**

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units

Capstone Action Project (CAP)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

### Required Degree Courses

Approved transfer credits or MOL courses (15 units)\*

MLP5316 Capstone Action Project (3 units, final term registration only)

\*Students can transfer up to 15 graduate credit hours into the program to create a unique area of interest. Credits must meet degree requirements and be applicable to the degree program plan.

Transfer guidelines and policy:

- Graduate credits must be granted from a regionally accredited institution.
- Graduate credits must be within similar discipline and can be grouped together to create a specialization.
- Remedial and technical/vocational courses will not be accepted.
- The final grade posted for each potential transfer course is a B grade (or higher).
- The course work does not duplicate, overlap, or regress previous work.
- The course was not applied toward an undergraduate degree with the exception of dual credit coursework.
- The program director/dean must approve the acceptance of the transfer course (s).
- The “Transfer Credit Practices” report published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) will be the reference used for the evaluation of such credits.
- In alignment with American Council on Education (ACE) transfer credit guidelines, Claremont Lincoln University supports the application of transfer and military credit for military and veteran students.
- Credit from non-regionally accredited institutions may be considered for credit by petitioning for recognition of that credit.
- Additional exceptions of transfer credit may be considered with the approval of the Vice President of Academic Affairs.

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

## *The Concentration in Technology Management*

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

### Program Learning Outcomes

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

- Analyze and formulate strategic organizational values and plans for effective management of technological innovation development and evolution.
- Apply research and theories to promote innovation, transformation, and ethics in technology management.
- Evaluate theories and practices to cultivate policy and ethical decision-making in leveraging technology

### Program Overview

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (CAP)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

### Required Degree Courses

- MAC5300 Leadership in Action (3 units)
- MLT5312 Management of Technology & Innovation (3 units)
- MLT5313 Technology Strategy & Policy (3 units)
- MLT5314 Technology & Ethics (3 units)
- MLT5315 Digital Transformation & Project Management (3 units)
- MLT5316 Capstone Action Project (3 units, final term registration only)

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

## MASTER OF ARTS IN PEACE AND SOCIAL JUSTICE

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

This 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 Interfaith Action*

#### Program Learning Outcomes

After completing the Master of Arts in Peace and Social Justice with a Concentration in Interfaith Action you will be able to:

- **Power & Privilege** Explore and interpret religion in relation to structures of power and privilege and in the context of cultural, political, and economic histories.
- **Religious Literacy** Demonstrate an integrated knowledge of research and construct an evolving literacy of major religious traditions and cultural identities.
- **Conflict Resolution** 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.

- **Action Research** Research, collaborate, design, and implement high-impact strategies in a leadership action plan for social change.
- **Post-Secular Understanding** 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.
- **Interpersonal Communication** Develop and demonstrate the interpersonal and engagement skills necessary for effective leaders in a global community or organization.

### Program Overview

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (CAP)	<u>3 units</u>
<b>TOTAL</b>	<b>30 units</b>

### Required Degree Courses

- MPJ5311 Power and Privilege in Self and Society (3 units)
- MPJ5312 Approaching Religion (3 units)
- MPJ5313 Negotiating Moral Conflict (3 units)
- MPJ5314 Interfaith Leadership in a Global Context (3 units)
- MPJ5315 Religion in the Public Sphere: Faith, Politics & Rhetoric (3 units)
- MPJ5316 Capstone Action Project (3 units, final term registration only)

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

## 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. 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

Claremont Core (4 courses)	12 units
Required Degree Courses (5 courses)	15 units
Capstone Action Project (1 course)	3 units
<b>TOTAL</b>	<b>30 units</b>

### Required Degree Courses

- MSI5311 Human Development for Social Leadership (3 units)
- MSI5312 Foundations of Social Impact (3 units)
- MSI5314 Action Design for Change (3 units)
- MSI5315 Resource Models for Social Impact (3 units)
- MSI5317 Storytelling and Marketing for Change (3 units)
- MSI5316 Capstone Action Project (3 units, final term registration only)

## CATALOG OF ACADEMIC COURSES

### Claremont Core®

**MCC5311 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).

**MCC5312 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: MCC5311*

**MCC5313 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*

**MCC5314 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: MCC5313*

## *Healthcare Administration*

**MHA5302 Challenges in Health Services Delivery (3 units)** This course is designed to provide an extensive and critical overview of issues, responses, and challenges in health services delivery, population health, and health policy in the United States. The course will examine efforts made to respond to, organize, deliver, and finance high quality, cost-effective healthcare to improve the HIPAA compliant environment and delivery system.

**MHA 5303 Quality Management in Healthcare Organizations (3 units).** This course provides frameworks and approaches to foster critical thinking by enhancing students' ability to raise vital questions addressing problems and to formulate clear and precise answers. The student will explore the tools used to improve quality outcomes by applying multiple perspectives, tools, analytics, and solutions when examining complex quality issues.

**MHA 5304 Healthcare Policy and Constituents (3 units).** This course will provide a framework for understanding and analyzing a range of health policy issues. Topics and issues in health policy including international health policy, health economics, individual rights in health care, and health policy research will be explored.

**MHA 5305 Organizational Behavior and Human Performance (3 units).** In this course, the student will apply pertinent laws, disciplinary processes, and performance appraisals in order to avoid the numerous obstacles and pitfalls that can occur in human resources-related issues within a healthcare organization.

**MHA 5306 Finance and Managerial Accounting in Healthcare (3 units).** This course introduces graduate health administration students to the basic principles and applications of healthcare finance that managers use daily including the healthcare reimbursement system and a comprehensive outlook on the insurance payer mix that impacts healthcare financing.

**MHA 5307 Healthcare Informatics & Innovation (3 units).** This course will demonstrate the innovative and best practice technology within healthcare applications to support human health by individuals, professionals, care delivery organizations, and communities.

**MHA 5308 Managerial Epidemiology (3 units).** This course will lead students to acquire a broader understanding to apply concepts and methods related to population health to best manage and promote health, disease prevention, and planning of health services. Epidemiological principles, followed by examples, concepts and case studies in this course will allow students to use for effective healthcare management and policy formulation.

**MHA 5309 Research Methods (3 units).** This course introduces students to the formal study of healthcare research methods, including literature search, hypothesis generation and testing, sampling theory, research design, data analysis, ethics in research and report writing. Application of these methods will be made to research on health related and health administration topics.

**MHA 5310 Healthcare Administration Capstone (3 units, final term registration only)** The educational experience at Claremont Lincoln University culminates in the Capstone Action Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact.

## *Human Resources Management*

**MHR5302 The Strategic Role of HR in the Organization** (3 units) Human Resources Management enables organizations to compete more effectively in today's global economy. This course provides an overview of HR's role in being a strategic business partner in aligning people, strategies, and organizational outcomes. In this course, students investigate many of the technical business functions of an HR professional including staffing, compensation and benefits, employee and labor relations, job design. As an end result, students will be better prepared to take a "seat at the table" as a senior HR advisor.

**MHR5303 Critical Issues in HR Ethics and Law** (3 units) Critical Issues in HR Law and Ethics will help students define and apply important legal and ethical guidelines for human resources. The human resources profession often calls upon practitioners to make difficult choices between two right answers, not between right and wrong. Through the study of ethical theory and employment law with application to real world situations, students will learn to translate abstract concepts into pragmatic action.

**MHR5304 Workplace Diversity and Inclusion** (3 units) Analyzing current business needs and preparing for the future in a globally-connected and diverse world requires leaders to assess the current state of globalism and how it impacts their organizations. Students will analyze the current global realities for human resources, develop skills for managing across cultures in globally connected organizations, analyze current opportunities and challenges related to diversity and inclusion at work in organizations and make recommendations for the future of the workplace.

**MHR5305 Leading Organizational Development and Change** (3 units) The ability to identify, design, and influence change initiatives is critical for success as an HR leader, and the dynamic nature of today's global workplace requires leaders who are able to bring out the best in their organizations. This course produces insight and builds skills that HR professionals can use to influence organizational behavior and create opportunities for change, both large and small, in their places of work.

**MHR5306 Total Rewards for a Diverse Workforce** (3 units) It is essential to reward behaviors that will deliver the organization's strategic objectives. Strategic Rewards for a Diverse Workforce is a comprehensive overview of compensation and reward systems.

**MHR5307 Acquiring, Planning, and Retaining Human Capital** (3 units) An important aspect of business operations is to ensure that the organization has the right people, with the right skills, at the right time, to accomplish organizational goals and objectives. Talent acquisition and workforce planning are the activities at the forefront of this reality. This course provides a comprehensive understanding of talent acquisition, workforce planning and its strategic role within an organization.

**MHR5308 Training and Developing an Effective Workforce** (3 units) One of the more fulfilling aspects of human resources is the opportunity to watch individuals grow professionally. This course will prepare students to serve as an internal consultant who designs metrics and measurements and formulates training and development for individuals. Students will be prepared to design and lead development programs that provide strategic return on investment for an organization.

**MHR5309 Human Resources Analytics and Insights** (3 units) Human Resources analytics is a data-driven approach to manage the workforce today and tomorrow. HR professionals can incorporate data analysis to make decisions about organizations based on deep analysis of data, enabling decision making based on talent needs.

**MHR5310 Human Resources Capstone** (3 units) The educational experience at Claremont Lincoln University culminates in the Capstone Action Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary

strategies for designing and implementing initiatives that generate positive social impact. *Must be taken during student's final term.*

## *Leadership*

**MAC5300 Leadership in Action (3 units)** Leadership in action is designed to support the exploration of leadership through self-reflection and assessment, including creating a personal mission statement and developing a leadership philosophy. Students will review a variety of leadership assessments, theories, and strategies on power dynamics, decision making, ethically addressing toxic leadership, conflict resolution, communication, and cultural awareness. Students will explore practical and experiential leadership styles and consider consequences of choices in the role of leading others. In addition, students will review and apply research strategies to develop knowledge and skills for action research preparing for the capstone action project. The course topics center around developing key leadership and action research skills to understand influencers in the social change process.

## *Organizational Leadership*

**MOL5311 – MOL5315 Organizational Leadership Elective I-V (3 units)** The Organizational Leadership elective is offered in fulfillment of the Professional Studies concentration. These courses may be fulfilled via approved transfer credit or by completion of courses in the Organizational Leadership series.

## *Organizational Leadership: Civic Engagement*

**MLC5312 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.

**MLC5313 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.

**MLC5314 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.

**MLC5315 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.

**MLC5316 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*

**MLE5322 Ethical Decision Making** (3 units) In this course, students review texts from classical and contemporary ethicists while examining multiple approaches to ethical reflection. The readings provide a framework to develop ethical reasoning skills to critically respond to thought-experiments and contemporary case-studies.

**MLE5323 Leadership Literacy** (3 units) In this course, students survey contemporary research and literature in the field of leadership studies. Topics include: trait, behavioral, contingency, relational, transformational, cultural, and emerging theories and models of leadership. The course also examines organizational leadership in the context of structures, human relations, political systems, and symbolic meanings in order to create positive personal and organizational change.

**MLE5324 Global Ethics and Leadership** (3 units) In this course, students focus on the role of ethical leadership in a diverse and interconnected world. Course materials present ethical perspectives of different cultural and national contexts while drawing on various philosophical and wisdom traditions. Additional consideration in the course addresses the role of ethics in various global contexts including: change, leadership, conflict, resources, and labor in order to develop the student's global awareness and become more effective and ethical leaders.

**MLE5325 Leadership: The Toxic and the Trustworthy** (3 units) This course examines toxic, ineffective, and unethical forms of leadership and the ways power may be abused in organizations. Contrarily, students are also exposed to ways power can be leveraged in organizations as a resource for positive change toward more sustainable models of business and society. Students will also be introduced to leading-edge approaches to social entrepreneurship, social business, and organizing for social change in the for-profit and the not-for-profit sectors.

**MLE5316 Capstone Action Project** (3 units) Putting Ideas into Action — The educational experience at Claremont Lincoln University culminates in the Capstone Action Project. This self-directed project draws on the student's entire educational experience to research, analyze, determine appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact.

## *Organizational Leadership: Higher Education*

**MLU5312 Supporting Diverse Populations** (3 units) Educational leaders are able to affect change with strategies that support diverse student populations to meet the economic, social, developmental, and academic needs of students today and in the future. This course will introduce learners to frameworks and theories that guide the work of student affairs, review the importance of research, assessment, and evaluation in student affairs, learn the historical and foundational concepts of the student affairs profession, summarize the leadership environments for student affairs and the various organizational structures of student services, and evaluate how to transform student service organizations to better meet the needs of a diverse student population. By blending practical and theoretical perspectives with the goal of enhancing vision, this course will prepare students to create inclusive environments that promote collaboration and enhance the learning experience for all.

**MLU5313 Cultivating Educational Change** (3 units) Visionary educational leaders are inspired by what an institution can become. Through the use of strategic planning, they guide members of the educational community through times of uncertainty, transition, and success. This class provides students with an overview of the theories of educational leadership which can translate into effective curriculum development, faculty onboarding, faculty development, classroom management, program assessment, and strategic planning. By the end of the course, students will be able to apply strategies for effective assessment to promote an inclusive educational climate and effective change management.

**MLU5314 Law and Ethics in Higher Education** (3 units) In this course students will develop strategies to engage in and navigate through legal and ethical issues by exploring topics in the diverse and changing landscape of higher education. Course content includes the ability to identify legal versus ethical issues, articulate contemporary understandings of diversity, exclusion/ inclusion, bias, and multiple influences that exist in the higher education system. Students will identify major themes related to governance, research, employment, faculty, and students in a way that leverages informed and effective higher education leadership.

**MLU5315 Higher Education Process and Practice** (3 units) This course will explore the structure and practices of an educational organization. Students will discuss and analyze topics from many areas of academia including human resources, students and faculty, budgetary, governance, and academic affairs. The content includes discussing the ability to identify internal influencers, external influencers, and organizational structure to articulate contemporary understandings of the process and practices that exist in the higher education system.

**MLU5316 Capstone Action Project** (3 units) The culminating course in the degree program is the Capstone Action Project (CAP) which provides learners the opportunity to demonstrate the application of the program learning objectives to a professional context. The Capstone Action Project topic and content is specific to Higher Education integrating professional knowledge and skills learned from the program specific courses along with additional information formulated from the Claremont Core® to exhibit ethical leadership for social change. *Must be taken during student's final term.*

## *Organizational Leadership: Professional Studies*

**MLP5316 Capstone Action Project** (3 units) Putting Ideas into Action — The educational experience at Claremont Lincoln University culminates in the Capstone Action Project. This self-directed project draws on the student's entire educational experience to research, analyze, determine appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact.

## *Organizational Leadership: Technology Management*

**MLT5312 Management of Technology & Innovation** (3 units) In the increasingly technology savvy and diverse global business world, organizations require innovation and technology to become competitive and maintain that advantage. In this course, students will learn how to manage technology and innovation in a way that will allow an organization to reach a state of optimal maturity that is stable, flexible, and readily adaptable to change.

**MLT5313 Technology Strategy & Policy** (3 units) In today's cross-sections of strategy, technology and policy, it is imperative for organizations to have a clear understanding of driving strategy and technological improvements. Students will learn the importance of an ethical technology strategy in determining selection and the integration of technological innovations. They will also learn how to leverage national and international level policies to make organizational decisions on technology selection and how to use strategy as dimensions for improving critical thinking and leveraging policy to accomplish a technological and strategic advantage.

**MLT5314 Technology & Ethics** (3 units) This course creates a platform for students to develop an enriched understanding of the interrelationship between technology and ethics for a global perspective. Students will learn the nuances of integrating technology skills and the professional skills of leadership within the ethical framework of technology including being mindful, dialoguing, collaborating, and understanding change management to leverage technology within an ethical foundation. Topics of the course include: the politics of ethics and technology, global perspectives, ethics in the digital realm, establishing organizational policies, decision making, and developing and implementing technology strategy.

**MLT5315 Digital Transformation & Project Management** (3 units) Project management skills are vital to the process of digital transformation within an organization through leadership skills. This course will explore management styles, team leadership, team transformation, and digital transformation in the context of project management and digital considerations for organizations. Students will learn the dynamics of project management, digital management and digital tools, digital innovation and products, and how to leverage team innovation and technology use for organizational success.

**MLT5316 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 Technology Management 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.*

## *Peace and Social Justice: Interfaith Action*

**MPJ5311 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.

**MPJ5312 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.

**MPJ5313 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.

**MPJ5314 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.

**MPJ5315 Religion in the Public Sphere: Faith Politics and 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.

**MPJ5316 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 Peace and Social Justice 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.*

## *Social Impact*

**MSI5311 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.

**MSI5312 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.

**MSI5314 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.

**MSI5315 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.

**MSI5317 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

**MSI5316 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 Code of Conduct*

Claremont Lincoln University places high value on, and is diligently committed to, the preservation of academic freedom. The basic significance of this commitment lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, and of students to learn and to express their views, free from external pressure or interference. These freedoms can flourish only in an atmosphere of mutual trust, honesty, civility, and respect, and only when members of the community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy. Academic freedom extends to all who share these aims and responsibilities. They cannot be violated by any who would subordinate intellectual freedom to any cause or ideology, or those who violate the norms of conduct established to protect that freedom. Moreover, willful disruption of the academic process simply cannot be tolerated. To fulfill its functions of imparting and gaining knowledge, the University retains the power to maintain order within the community and to remove those who are disruptive to the educational process. The policies listed below and contained within the Student Catalog describe and explain prohibited conduct as well as outline behavioral expectations.

#### **Authority of the University**

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

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

#### **Terms and Definitions**

**Academic Leadership Team (ALT):** Designated members of the University's academic personnel who may be assigned to review Student Code of Conduct violations related to academic honesty and decide upon appropriate sanctions in lieu of the Disciplinary Committee.

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

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

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

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

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

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

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

**Harassment:** The use of words, gestures, imagery, and other communication that creates a hostile and intimidating environment to the degree that other members of the University community would choose not to participate in communications, academic assignments, programs, or other activities. Any behavior that violates the Policy on Harassment and Sexual Harassment in the Student Catalog.

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

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

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

**Sanction:** A disciplinary action that may result from prohibited conduct. Disciplinary actions may include one or more of the following: (1) non-acceptance of work submitted, (2) a grade penalty or failing grade on an assignment, (3) a grade penalty or failing grade in a course, (4) formal written warning, (4) cancellation of previously awarded academic credit or degree, (5) suspension from the University, and/or (6) dismissal from the University. This list of possible sanctions should not be considered comprehensive as the University reserves the right to assign sanctions on a case-by-case basis.

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

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

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

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

**University:** Claremont Lincoln University (CLU)

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

### **Conduct Rules and Regulations**

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

1. Acts of dishonesty including but not limited to:
  - a. Cheating, plagiarism, or other forms of academic dishonesty
  - b. Impersonation
  - c. Furnishing false information to any CLU official, faculty member, or office
  - d. Forgery, alteration, or misuse of any CLU document, record, or instrument of identification
  - e. Fraud – receiving, or attempting to receive payment, services, or academic credit under false pretenses.
2. Unprofessional conduct and/or abusive behavior including but not limited to:
  - a. Harassment as defined by the CLU Harassment and Sexual Harassment Policy outlined in the Student Catalog
  - b. Verbal and written abuse intended to bully, tease, threaten, demean, humiliate, insult, or taunt; threats, intimidation, coercion, profanity which is derogatory and inflammatory and directed at another individual or group.
  - c. Stalking which includes repeated unwanted contact by a person toward another person. Contact includes but is not limited to communication in person, by phone, electronically, or via proxy; following or remaining in the physical presence of the other person; monitoring, threatening, or interfering with the other person's property.
  - d. Hate behavior which is any occurrence that is intended to create emotional suffering, physical harm, or property damage to a person because of their perceived or actual race, ethnic background, national origin, religious belief, gender, gender identification, sexual orientation, or physical or mental disability.
3. Physical abuse, threats of physical abuse, and/or other conduct which threatens or endangers the health and safety of any person.
4. Possession of a firearm at the CLU administrative offices or at any CLU sponsored event is prohibited.

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

## **Student Code of Conduct Violation Procedures**

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

Students, faculty, and/or staff who believe they have been subject to sex/gender discrimination, sexual misconduct, harassment, domestic violence, dating or other related inappropriate behavior or violence should freely and without fear of retaliation report such misconduct or file a complaint under Title IX with the Dean of Student Affairs.

2. Investigation. The Dean of Student Affairs or an appointed University designee may conduct an investigation to determine if the charges have merit and/or request additional support for the charges. This initial investigation is not an exhaustive examination of the facts. It is intended to allow a determination of whether there is some credible evidence, which is true, supports an allegation that would constitute a violation of the Student Code of Conduct.
  - a. If it is determined there is no credible evidence to support a violation of the Code of Conduct, such determination shall be final and there shall be no subsequent proceedings.
  - b. If it is determined there is credible evidence to support a violation of the Code of Conduct, the Dean of Student Affairs will arrange for a Student Conduct Committee hearing or refer academic violations to the Academic Leadership Team for a hearing.
3. Notification to Respondent. The Respondent will be notified of pending Student Code of Conduct violation charges in writing. Should the respondent issue an admission of responsibility and accept any sanctions that may be imposed, a hearing will not be necessary. In instances where the charges or sanctions are in dispute, a hearing will be scheduled. The Dean of Student Affairs will determine whether the hearing will be scheduled with the Academic Leadership Team or the Student Conduct Committee based on the alleged violation of the Student Code of Conduct. A time for the hearing shall be set with the Respondent. Hearings will occur within fifteen (15) calendar days after the student has been notified. Maximum time limits for scheduling of the hearing may be extended at the discretion of the Dean of Student Affairs.
4. Hearing. Hearings regarding Student Code of Conduct violations will be conducted via phone or Zoom. Only the Respondent and members of the Academic Leadership Team or the Student Conduct Committee will be in attendance at the hearing. Any written or physical evidence, including written statements from witnesses, should be provided to the Dean of Student Affairs at least 48 hours prior to the hearing. A witness is defined as someone who observed the actual incident and they may be contacted to discuss their statement in advance of the hearing.
  - a. The hearing will be presided over by a designated University official who will act as the chairperson. The details of the charges and any additional evidence will be presented. The Respondent will have an opportunity to present their case to the Academic Leadership Team or the Student Conduct Committee. The chairperson will preside over a period of questions and answers directed toward the Respondent. The Respondent has a right to decline to answer any question. If the Respondent fails to appear for the hearing, the hearing will be conducted in their absence and the Respondent forfeits their right to present testimony on their own behalf.
  - b. Once the hearing concludes, the Academic Leadership Team or the Student Conduct Committee will review the evidence and make a determination by consensus as to

whether the violation was more likely than not to have occurred. If it is determined that a violation occurred, ALT or the SCC will review the student's full record as well as the Student Code of Conduct violations and determine appropriate sanctions. This determination is final.

5. Notice of Determination. Within five (5) business days of the hearing, the chairperson will notify the student in writing of the determination of the Academic Leadership Team or the Student Conduct Committee. The student will also be notified of any sanctions being imposed. The student is expected to comply with any and all sanctions. Failure to do so may result in further sanctions up to and including dismissal. If the sanctions imposed on the student include suspension or dismissal, the student will be issued a refund of tuition in compliance with the Refund Policy outlined in the Student Catalog. Students who are suspended for Code of Conduct violations may apply for re-admission after the suspension period has elapsed or the conditions of re-admission have been met. Students who are dismissed are not eligible for re-admission.

### **Interpretation and Revision**

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

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

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