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

**Accreditation**

Claremont Lincoln University is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001.

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

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

Stephanie Varnon-Hughes  
Accreditation Liaison Officer  
SVarnon-Hughes@ClaremontLincoln.edu
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HISTORY OF THE UNIVERSITY

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

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

Today, Claremont Lincoln is expanding on its original vision to assemble diverse leaders, scholars, and practitioners from across the social sectors to collaborate on our most persistent problems. CLU programs are constructed around a core philosophy that emphasizes efficiency and efficacy through collaboration. Our proprietary Claremont Core® methodology enriches the learning experience with an ethical and socially conscious approach to career success. At CLU, students receive a Socially Conscious Education™. Academic programs are developed to equip students with the human interaction skills to address societal problems through mindfulness, dialogue, and collaboration to achieve sustainable change and a more sophisticated 21st Century management philosophy. Claremont Lincoln’s mission is to be a place where students learn how to treat others as they would like to be treated – the Golden Rule.

PURPOSE OF THE UNIVERSITY

Mission Statement

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

Adopted by the Board of Directors on October 14, 2016

Vision

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

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

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

Respect – Value and be mindful of other’s views and traditions.

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

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

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

Loyalty – Support and allegiance to CLU.

Social Impact – Make the world a better place.

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

Institutional Learning Outcomes

By the end of a program, a learner will be able to:

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

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

**Master of Arts in 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

## SUMMER 2019

<table>
<thead>
<tr>
<th>Priority Entry (MAY19)</th>
<th>Early Entry (JUN19)</th>
<th>Regular Entry (JUL19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 6 Classes Start</td>
<td>June 10 Classes Start</td>
<td>July 8 Classes Start</td>
</tr>
<tr>
<td>May 6 Last Day to Add</td>
<td>June 10 Last Day to Add</td>
<td>July 8 Last Day to Add</td>
</tr>
<tr>
<td>May 13 Last Day to Drop</td>
<td>June 17 Last Day to Drop</td>
<td>July 16 Last Day to Drop</td>
</tr>
<tr>
<td>June 7 Last Day to Withdraw</td>
<td>July 14 Last Day to Withdraw</td>
<td>August 18 Last Day to Withdraw</td>
</tr>
<tr>
<td>June 30 End of Term</td>
<td>August 4 End of Term</td>
<td>September 15 End of Term</td>
</tr>
<tr>
<td>July 5 Final Grades Post</td>
<td>August 9 Final Grades Post</td>
<td>September 20 Final Grades Post</td>
</tr>
<tr>
<td>July 19 Incomplete Deadline</td>
<td>August 23 Incomplete Deadline</td>
<td>Sept 27-28 The Gathering</td>
</tr>
</tbody>
</table>

## FALL 2019

<table>
<thead>
<tr>
<th>Priority Entry (AUG19)</th>
<th>Early Entry (SEP19)</th>
<th>Regular Entry (OCT19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 5 Classes Start</td>
<td>September 9 Classes Start</td>
<td>October 7 Classes Start</td>
</tr>
<tr>
<td>August 5 Last Day to Add</td>
<td>September 9 Last Day to Add</td>
<td>October 7 Last Day to Add</td>
</tr>
<tr>
<td>August 12 Last Day to Drop</td>
<td>September 16 Last Day to Drop</td>
<td>October 14 Last Day to Drop</td>
</tr>
<tr>
<td>September 6 Last Day to Withdraw</td>
<td>October 6 Last Day to Withdraw</td>
<td>November 17 Last Day to Withdraw</td>
</tr>
<tr>
<td>Sept 27-28 The Gathering</td>
<td>November 3 End of Term</td>
<td>December 15 End of Term</td>
</tr>
<tr>
<td>September 29 End of Term</td>
<td>November 8 Final Grades Post</td>
<td>December 20 Final Grades Post</td>
</tr>
<tr>
<td>October 4 Final Grades Post</td>
<td>November 22 Incomplete Deadline</td>
<td>January 3 Incomplete Deadline</td>
</tr>
<tr>
<td>October 18 Incomplete Deadline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## WINTER 2019-2020

<table>
<thead>
<tr>
<th>Priority Entry (NOV19)</th>
<th>Early Entry (DEC19)</th>
<th>Regular Entry (JAN20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 4 Classes Start</td>
<td>December 9 Classes Start</td>
<td>January 6 Classes Start</td>
</tr>
<tr>
<td>November 4 Last Day to Add</td>
<td>December 9 Last Day to Add</td>
<td>January 6 Last Day to Add</td>
</tr>
<tr>
<td>November 11 Last Day to Drop</td>
<td>December 16 Last Day to Drop</td>
<td>January 13 Last Day to Drop</td>
</tr>
<tr>
<td>December 6 Last Day to Withdraw</td>
<td>January 5 Last Day to Withdraw</td>
<td>February 16 Last Day to Withdraw</td>
</tr>
<tr>
<td>December 29 End of Term</td>
<td>February 2 End of Term</td>
<td>March 15 End of Term</td>
</tr>
<tr>
<td>January 3 Final Grades Post</td>
<td>February 7 Final Grades Post</td>
<td>March 20 Final Grades Post</td>
</tr>
<tr>
<td>January 17 Incomplete Deadline</td>
<td>February 21 Incomplete Deadline</td>
<td>Mar 27-28 The Gathering</td>
</tr>
</tbody>
</table>

## SPRING 2020

<table>
<thead>
<tr>
<th>Priority Entry (FEB20)</th>
<th>Early Entry (MAR20)</th>
<th>Regular Entry (APR20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3 Classes Start</td>
<td>March 9 Classes Start</td>
<td>April 6 Classes Start</td>
</tr>
<tr>
<td>February 3 Last Day to Add</td>
<td>March 9 Last Day to Add</td>
<td>April 6 Last Day to Add</td>
</tr>
<tr>
<td>February 10 Last Day to Drop</td>
<td>March 16 Last Day to Drop</td>
<td>April 13 Last Day to Drop</td>
</tr>
<tr>
<td>March 6 Last Day to Withdraw</td>
<td>April 5 Last Day to Withdraw</td>
<td>May 17 Last Day to Withdraw</td>
</tr>
<tr>
<td>Mar 27-28 The Gathering</td>
<td>May 3 End of Term</td>
<td>June 14 End of Term</td>
</tr>
<tr>
<td>March 29 Commencement</td>
<td>May 8 Final Grades Post</td>
<td>June 19 Final Grades Post</td>
</tr>
<tr>
<td>March 29 End of Term</td>
<td>May 22 Incomplete Deadline</td>
<td>July 3 Incomplete Work Due</td>
</tr>
<tr>
<td>April 3 Final Grades Post</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 17 Incomplete Deadline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Administrative Holidays (CLU Offices Closed)

- July 4 Independence Day
- August 30 Labor Day (Friday)
- September 2 Labor Day (Monday)
- November 11 Veteran’s Day
- November 28 Thanksgiving (Thur)
- November 29 Thanksgiving (Fri)
- December 25 Christmas Day
- January 1 New Year’s Day
- January 21 MLK Day
- February 17 President’s Day

CLU reserves the right to amend the academic calendar as needed, including adding and/or cancelling start dates. If a student enrolls in an unpublished start date, the student will be provided with an academic calendar at the time of enrollment.
ADMINISTRATIVE CAMPUS

The Administrative Campus of Claremont Lincoln University is located 35 miles east of Los Angeles, in Claremont, California. The city of Claremont is situated at the eastern edge of Los Angeles County near the geographic region known as the Inland Empire (comprised of Riverside and San Bernardino Counties), a growing region characterized by an increasingly ethnically, economically, and religiously diverse population. Known as “the City of Trees and Ph.D.s,” the city is home to the Claremont Colleges, an educational consortium that consists of two graduate and five undergraduate schools.

This unique educational consortium attracts scholars, practitioners, and artists from around the world; about 5,200 students and 500 faculty members inhabit this town of 35,000 people.

EDUCATIONAL COMMUNITY

The Claremont Lincoln University student and faculty population is diverse and includes a variety of professional experience, education, research focus, and cultural backgrounds. The university offers several opportunities to engage and collaborate with one another through the course of study.

Gathering Weekends

Twice a year CLU convenes a face-to-face event, featuring speakers, panels, discussion forums, and co-curricular activities, which bring together students, faculty, staff, and community leaders to engage in networking, socializing, collaborative learning and professional development. Students from all programs have the opportunity to meet one another, faculty, and staff to create meaningful connections that can continue into local, national, and international contexts.

Commencement

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

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

Eligibility Criteria

To be considered for admission to the Master of Arts (M.A.) programs, prospective students must demonstrate the following requirements.

1) Completion of a bachelor’s degree or master’s degree from an accredited institution.
   a) Graduates of foreign universities must submit an official course-by-course international transcript evaluation from one of the approved credential evaluation service agencies. Requests for an international transcript evaluation waiver are considered on an individual basis.

2) A minimum undergraduate grade point average in a completed bachelor’s degree program of 2.50 is preferred.
   a) Applicants with below a 2.50 will still be considered for acceptance, but may be required to provide additional documentation.

3) International students, defined as students who live outside of the United States and who are graduates of foreign universities, must provide proof of English language proficiency utilizing one of the following methods.
   a) Provide official scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) that meet the following criteria:

<table>
<thead>
<tr>
<th>TEST</th>
<th>REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL (paper based)</td>
<td>550</td>
</tr>
<tr>
<td>TOEFL (computer based)</td>
<td>213</td>
</tr>
<tr>
<td>TOEFL (internet based)</td>
<td>89</td>
</tr>
<tr>
<td>IELTS</td>
<td>5 (overall average)</td>
</tr>
</tbody>
</table>
b) Provide evidence of completion of two semesters (or equivalent) of college level English (excluding ESL courses) with a grade of B (3.0) or higher at an accredited college or university whose language of instruction is English.

c) Provide English language proficiency by completing the Accuplacer ESL English assessment exam with minimum scores that meet the following criteria:

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Skills</td>
<td>102</td>
</tr>
<tr>
<td>Sentence Meaning</td>
<td>100</td>
</tr>
<tr>
<td>Language Usage</td>
<td>95</td>
</tr>
<tr>
<td>Writing Sample</td>
<td>5</td>
</tr>
</tbody>
</table>

d) Provide evidence that English was the classroom language of instruction for the majority of schoolwork for students from English speaking countries.

**Application Process and Materials**

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

**Complete Applications include:**

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

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

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

Hard copies of supporting documentation can be mailed to:

Claremont Lincoln University  
Office of Admission  
250 West First Ave., Suite 330  
Claremont, CA 91711
Admitted Students

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

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

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

Readmission

Students who previously attended Claremont Lincoln University but withdrew or were administratively withdrawn before program completion may apply for readmission by contacting the Office of Admission. Students applying for readmission must apply for enrollment into a currently offered degree program which may necessitate completing additional courses. Courses completed more than eight (8) years ago will not count toward degree program requirements. Students with an account balance or who have been sent to collections must satisfy their financial obligations prior to apply for readmission.

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

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

All applications for readmission should be submitted through the Office of Admission and are reviewed by the Dean of Student Affairs. Students who are not in good academic standing or who are requesting to return after dismissal must provide their appeal for review by the Readmission Committee which includes designated representatives from Student Affairs as well as the Dean and/or Faculty Chair of the program to which the student is applying for readmission. In the case of a student who is not in good standing and is applying for readmission into a new program, the Dean and/or Faculty Chair from the previous program
and the new program will both be included on the Readmission Committee. Readmission is not guaranteed and is subject to approval by CLU.
STUDENT FINANCIAL SERVICES

Tuition, Payments, and Refunds

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

Payment Policy for Tuition and Fees
Claremont Lincoln University encourages its students to engage in responsible borrowing. As such, we offer two methods for students to make cash payments toward their tuition. Students may either (1) remit full tuition for the term in one payment due on or before the 28th day of the month during which the current term begins or (2) make two payments in installments as follows:

Payment 1: Due on or before the 28th day of the month during which the current term begins
Payment 2: Due on or before the last day of the current term

Students may make payments in increments that work best for them provided they adhere to the above schedule (e.g. a student may make one payment per week in the first month of the term provided the total amount remitted by the 28th day of the month is equal to or greater than 50% of tuition). If a student requires a personalized payment plan that deviates from CLU’s standard installment plan, the student must contact the Office of Business and Finance at finance@claremontlincoln.edu to discuss their options and sign a personalized payment plan agreement. All payment plans will require that students pay their term tuition balance in full by the end of the term.

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

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

Delinquent Accounts
Students whose accounts are not paid in full are not eligible to register for the next term or to receive official transcripts, grades, enrollment verifications, or diplomas. Students who are currently enrolled in a term and not in compliance with their official payment plan or who have pending financial aid documents may be prohibited from accessing their courses until their financial obligations are satisfied. Once notified of course lockout students have fourteen (14) calendar days to satisfy their obligations to the Office of Student Finance and regain access to their courses. Students who have not complied with their payment terms or financial aid requirements within fourteen days will be administratively withdrawn from their courses. Students who are administratively withdrawn will be responsible for prorated tuition charges as per the Refund Policy.

In the event that Claremont Lincoln University deems it necessary to employ a collections agent or attorney to enforce payment, the student will be responsible for all reasonable collection costs and attorney fees.

Refund Policy
Degree-seeking students who fail to complete the period of enrollment for a course may receive a refund. Students may receive a full refund, partial refund, or no refund of tuition depending on the date the student drops or withdraws or their last day of interaction in the course.
100% refund of tuition for students who drop through the eighth calendar day of the term. Students who submit an official written request to withdraw from a course through the end of the 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 28 of a 70 day term =
28/70 days completed = 40% of term completed
Tuition due is 40% with remaining 60% refunded

Withdrawal requests will not be accepted after the 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.

*Example:*

Student’s LDI is day 28 of a 70 day term =
28/70 days completed = 40% of term completed
Tuition due is 40% with remaining 60% refunded

Withdrawal requests will not be accepted after the 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
250 West First Street, Suite 330
Claremont, CA 91711
Phone: (909) 667-4428
Fax: (909) 399-3443
Email: financialaid@claremontlincoln.edu

Eligibility for Federal Financial Aid Assistance

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

How to Apply for Federal Financial Aid

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

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

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

Step 4: Students will receive an award letter, a credit balance delivery option form, and an informational packet regarding graduate financial aid. Completed forms may be sent to the Office of Financial Aid at financialaid@claremontlincoln.edu or via fax to (909) 399-3443.
Step 5: Borrowers must complete a Master Promissory Note (MPN) and entrance counseling if they are a first-time borrower. Visit www.studentloans.gov to complete entrance counseling and the MPN.

Types of Aid

Scholarships
Claremont Lincoln may have scholarship opportunities available to assist students in pursuit of their master's degree. 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 2018-2019 academic year. Repayment begins six months after the borrower graduates, leaves school or drops to less than half-time enrollment. Since the entire Direct Unsubsidized loan is unsubsidized, interest accrual begins once the loan is disbursed.

Claremont Lincoln University has not partnered with any lending institutions and does not offer private student loans. Students may seek additional 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 34 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.

<table>
<thead>
<tr>
<th>2019-2020 Cost of Attendance (3 Term/9 Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
</tr>
<tr>
<td>Room &amp; Board</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Miscellaneous</td>
</tr>
<tr>
<td>Loan Fees</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
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:

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

Based on these federal guidelines, any student who receives federal financial aid and does not complete at least 60% of the term (6 weeks) would be responsible for repaying a portion of the aid they received. A
student who remained enrolled beyond the 60% point is considered to have earned 100% of their financial aid.

The Return to Title IV Funds policy is separate from the university’s refund policy. A student who withdraws from the university prior 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:

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Annual Amount of Unsubsidized Loan</th>
<th>Maximum Subsidized</th>
<th>Additional Unsubsidized</th>
<th>Combined Subsidized &amp; Unsubsidized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate (Includes UG)</td>
<td>$20,500*</td>
<td>$65,500**</td>
<td>$73,000</td>
<td>$138,500</td>
</tr>
</tbody>
</table>

*Students may not borrow in excess of the cost of attendance calculation
**As of the 2013-2014 award year, graduate students are no longer eligible to borrow Subsidized Direct Loans

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

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

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

<table>
<thead>
<tr>
<th>Possession of Illegal Drugs</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Three or More Offenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession of Illegal Drugs</td>
<td>1 year from date of conviction</td>
<td>2 years from date of conviction</td>
<td>Indefinite period</td>
</tr>
<tr>
<td>Sale of Illegal Drugs</td>
<td>2 years from date of conviction</td>
<td>Indefinite period</td>
<td>Indefinite period</td>
</tr>
</tbody>
</table>

If a student is convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.
Rehabilitation
A student whose eligibility has been suspended may resume eligibility before the end of the ineligibility period if:

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

*A qualified drug rehabilitation program must include at least two unannounced drug tests and satisfy at least one of the following requirements:
   - Be qualified to receive funds directly or indirectly from a federal, state, or local government program;
   - Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company;
   - Be administered or recognized by a federal, state, or local government agency or court; or
   - Be administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor.

Financial Aid Satisfactory Academic Progress (SAP) Policy

To be eligible for federal financial aid, 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 160% of the published length of the education program. The maximum timeframe is calculated by multiplying the minimum units required for the academic program by 160% to determine the maximum number of units. Students complete a Master’s Degree at CLU that requires 30 units has a maximum timeframe of 48 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 warming which will include the necessary steps required to make SAP.

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

The SAP Committee will review all SAP appeals and will email the student with a decision. Students with an approved SAP plan will be able to continue on a probationary status and must sign a contract acknowledging and accepting the terms of their probation. Students who meet the terms of their SAP contract will be able to continue without a new appeal.

**Term 3:** Students who do not meet the terms of their SAP contract may submit a final appeal to the SAP Committee. Students with an approved SAP plan will be able to continue on a probationary status and must sign a contract acknowledging and accepting the terms of their probation. Students who fail to show improvement after a second term on probation will lose eligibility for federal financial aid. Students may submit an appeal to their program Dean to continue on probation on a cash pay basis. Ability to continue is not guaranteed and will be determined on a case-by-case basis. Additional provisions for continued enrollment may apply. Students whose appeal is denied will be dismissed from the University.

The Financial Aid SAP Probation Period & Contract

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

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

Veteran’s Benefits and Military Tuition Assistance

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

Information on applying for veteran’s benefits and enrollment procedures may be obtained from the Department of Veterans Affairs [http://vabenefits.vba.va.gov/vonapp](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/](https://www.claremontlincoln.edu/students/)

**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

The Office of Student Services provides support to students from admission through matriculation and graduation, including:

- **New Student Orientation** Orientation is a required component for all new students. During orientation students learn more about navigating in the learning platform, university policies, course expectations, and support resources.
- **Academic Advisement** Students receive counsel on degree planning, course registration, compliance with university policies, student expectations, enrollment requirements, overcoming barriers to success, and resource utilization.
- **Disability Services** Requests for disability accommodations are processed through the Office of Student Services. The office works directly with students to ensure appropriate documentation is submitted and liaises with appropriate faculty to ensure accommodations are put into place.

**Disability Services**

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

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

Potential or current students with a disability seeking an accommodation may also contact the Office of Student Services, which will provide answers to common questions about disability services or the accommodations process and is responsive to all situations.

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

**Registration and Participation**

**Advisement**

Academic Advising is provided by the Office of Student Services to guide students through the registration process, aid in understanding degree audits, track satisfactory academic progress, and make
recommendations regarding degree planning. Faculty in the Master of Arts programs are available as informal mentors and advisors.

**Registration Procedure**
Students receive information regarding their upcoming term registration from the Office of Student Services 4-6 weeks 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 than two weeks 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.

**Drops and Withdrawals**

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

Students may withdraw from a course following the end of the drop period through the end of the withdrawal period (generally, once sixty percent of the course is completed) as noted on the academic calendar. Requests for withdrawal must be made in writing by submitting a Course Withdrawal Request form to the Office of Student Services on or before the deadline for withdrawal. A withdrawal will show as a “W” on the student’s transcript but will not impact their GPA. A student’s date of determination, or withdrawal date, will be recorded as the date their official withdrawal request is received. Tuition charges for student who withdraw will be assessed according to their last date of interaction (LDI) in the course and will be based on the percentage of the course that was attended as outlined in the Refund Policy. Withdrawal requests are not accepted after the withdrawal deadline.
Administrative Course Drop
Students who do not sign in to their course and engage in meaningful interaction by submitting an assignment on or before the eighth day of the term, but also do not submit a request to drop their course, may be administratively dropped from the course for non-participation.

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

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

Administrative Course Withdrawal
Students who fail to interact in class by submitting an assignment and who are non-responsive to outreach by their instructor or the Office of Student Services for two consecutive weeks may be administratively withdrawn from the course. Administrative course withdrawals may occur between the end of the drop period and the last day to withdraw from a course.

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

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

Unofficial Withdrawal
Students who stop attending a course but who do not complete an official request to withdraw or who are not administratively withdrawn from a course will receive a non-passing grade of “UW” (Unofficial Withdrawal) in that course. This action will be noted on the transcript and will factor into the student’s cumulative GPA as a 0. Students who receive a UW are not entitled to a refund of tuition. Students who stop attending after the withdrawal deadline will receive a grade in the class based on the work they have submitted.

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

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

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

Students who do not maintain continuous enrollment must petition the Office of Student Services for a leave of absence prior to the start of any term for which they do not intend to enroll in classes. This includes students who are out for more than 45 days due to part-time enrollment during an early entry start period. Students receiving University scholarships may be subject to strict terms of enrollment and should consult their award letter to avoid scholarship forfeiture.

A request for a leave of absence must be made in writing. This request must include the date, reason for the student’s request, and the student’s signature. Because an approved leave of absence is dependent upon the school’s reasonable expectation that the student will return from the leave the student’s petition must include a date of return.

Normally, a leave of absence is granted for a maximum of one term. The student may petition for an extension of one additional term. If after two terms the student does not return from the leave, the student will be withdrawn from the program and her/his record closed. To re-enter the program, the student must reapply through the Office of Admission.

- Term 1: The student must petition and receive approval from the Office of Student Services for a leave of absence.
- Term 2: The student must petition and receive approval from the Dean for an extension of the leave.
- Term 3: If the student does not return, s/he is withdrawn from the program and record closed. The student must reapply to enroll.

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

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

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 160% to determine the maximum number of units. Students completing a master’s degree at CLU that requires 30 units have a maximum timeframe of 48 units.
Example based on continuous enrollment in 6 units per term or 3 units per term (for illustrative purposes only):

<table>
<thead>
<tr>
<th>Enrollment Type</th>
<th>Units per Term</th>
<th>Time to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Student (2 classes per term)</td>
<td>48</td>
<td>24 months</td>
</tr>
<tr>
<td>Half-Time Student (1 class per term)</td>
<td>48</td>
<td>48 months</td>
</tr>
</tbody>
</table>

**Academic Probation**

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

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

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

The SAP Committee will review all SAP appeals and will email the student with a decision. Students with an approved SAP plan will be able to continue on a probationary status and must sign a contract acknowledging and accepting the terms of their probation. Students who meet the terms of their SAP contract will be able to continue without a new appeal.

**Term 3:** Students who do not meet the terms of their SAP contract may submit a final appeal to the SAP Committee. Students with an approved SAP plan will be able to continue on a probationary status and must sign a contract acknowledging and accepting the terms of their probation. Students who fail to show improvement after a second term on probation will lose eligibility for federal financial aid. Students may submit an appeal to their program Dean to continue on probation on a cash pay basis. Ability to continue is not guaranteed and will be determined on a case-by-case basis. Additional provisions for continued enrollment may apply. Students whose appeal is denied will be dismissed from the University.

**Change of Degree Program**

New students who would like to change their degree program may do so by contacting their Enrollment Manager and completing a Change of Degree Program request form.

Current students who wish to change their degree program may do so during their term break. Students must discuss their planned program change with the Dean for the new program to ensure academic preparedness. After meeting with the Dean students must submit a Change of Degree Program request form to the Office of Student Services. A student’s degree program cannot be changed in the middle of a term. Additional coursework may be required which may extend the program cost and length of time to degree completion. Prior program courses will be evaluated for possible transfer, but course transfer and/or substitution cannot be guaranteed. Students who receive federal financial aid must consult with the Office of Financial Aid to ensure financial aid availability prior to changing their degree program.
**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
- 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 6-12 weeks after degree conferral. Official transcripts noting graduation are available as soon as the student receives notification of degree conferral from the Registrar.

**Technical Support**
Claremont Lincoln University help desk is available to resolve most problems over the phone or through remote support computer access. The help desk is available via email at support@claremontlincoln.edu. Support cases are responded to within one business day. If a problem requires more advanced diagnostics and troubleshooting, requests are escalated to engineers available Monday through Friday, 8:30 AM to 5 PM PST.

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

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

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

All relevant technical contact information is also available on the CLU Website.
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 4.5 hours of classroom or direct faculty instruction and 9 hours of out-of-class student work each week for a 10-week term; or (2) at least an equivalent amount of work as required above through other academic activities as established by Claremont Lincoln University leading to the award of credit hours.

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, 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 for activities is completed.

Grade Policies and Procedures

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

A = 4.0  93-100%
A- = 3.7  90-92%
B+ = 3.3  87-89%
B = 3.0  83-86%
B- = 2.7  80-82%
C+ = 2.3  77-79%
C = 2.0  73-76%
C- = 1.7  70-72%
D+ = 1.3  67-69%
D = 1.0  63-66%
D- = 0.7  60-62%
F = 0.0  0-59%
Other grade field codes that carry no grade points are:

- **W** Withdrawal from a course
- **UW** Unofficial withdrawal (calculates as a 0.0 into student’s GPA)
- **I** Incomplete

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

**Academic Credit and Minimum Grade Requirements**
Courses in the Master of Arts programs can only be taken for academic credit. Students may not register for these courses as an auditor or for Continuing Education Units (CEUs). All courses in the program are required for graduation and must be fulfilled with a passing letter grade or via approved transfer or substitution credit. In the M.A. programs, course grades lower than a C (2.0) will not count toward the degree and will need to be repeated. Students may not earn credit for the same course more than once.

**Repeated Course Policy**
Students may have to repeat a course for the following reasons:

- They received a grade lower than a “C” in a required course
- They received an Unofficial Withdrawal (UW) because they stopped attending a course, but did not officially withdraw
- Their cumulative GPA is below a 3.0 and they need to retake courses for which they received below a B in order to graduate

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

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

**Minimum Grade Point Average for Graduation**
The minimum cumulative grade point average required for graduation from the M.A. programs is 3.0.

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

**Change of Grade**
Once a grade is assigned for a course, no change of grade is possible on the basis of additional work. Faculty may change a grade in a case of a recording error or grade miscalculation, or in exceptional circumstances, on the basis of a reevaluation of work already completed if this change is made within two months of the time the grade was assigned. Students with grade disputes should contact the Dean.
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 are making satisfactory progress in the course.

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. Incomplete requests should be initiated by the student, but are granted at the discretion of the instructor.

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

Faculty may require students turn in work by an earlier deadline, but the faculty will be responsible for enforcing deadlines other than the one described above. If outstanding work is not submitted by the due date, the student’s grade for the course will revert to the grade earned based on work completed at the end of the original term. Faculty are expected to turn in grades for incompletes by submitting a Change of Grade from Incomplete form to the Registrar no later than two days after receiving the student’s work.

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.

Transfer Credit and Electives

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

• Graduate credits must be granted from a regionally accredited institution.
• 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 which fulfilled an awarded degree.
A maximum of 9 units may be transferred in from outside institutions.*
Credits awarded more than ten years before application for admission will not be accepted.
Previous GPA does not transfer.
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, CLU support 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.

Students who have earned a master’s degree at CLU and wish to pursue a second degree may be considered for transfer credit and waivers for courses required in both programs. Students must complete the Capstone Action Project for each program of study they pursue so the CAP is not eligible for transfer credit between programs.

* For transfer policy regarding the M.A. in Organizational Leadership Professional Studies concentration, see the program page.

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

**Statute of Limitations for Degree Completion**

**Statute of Limitations**
Students in the Master of Arts programs have up to 5 years (60 months) to complete the degree.

An approved leave of absence extends the time limit to complete the degree by an amount of time equal to the leave. A change of degree program does not extend the statute of limitations.

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

**Transcript Requests**
Students must submit requests for official transcripts through Parchment. There is a fee of $10 for official transcripts which is payable online at the time of ordering. Graduates will be sent a complimentary copy of their official transcripts upon degree completion.
Student Account Holds

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

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

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

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

- **Withdrawn**  Students who have withdrawn from the University or who have received an Administrative Withdrawal will receive a hold preventing registration until completing requirements for readmission to the University.

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

Non-Degree Enrollment

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

Some credits taken in Non-Degree Enrollment status may be applied to an M.A. program if the student later becomes a matriculated CLU student. The limit of credits that may be applied to a CLU degree is 6 credits. To apply for Non-Degree Enrollment, student should contact the Office of Admission to complete a Non-Matriculating Student Application. Approval for non-degree status does not guarantee future admission to a degree program or enrollment in any specific course.

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

Non-degree seeking students are bound by the same rules and academic standards as matriculated students and do not qualify for Financial Aid from CLU.

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

Inclusive Language

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

- refers to others in terms that are solely masculine (e.g. “mankind” vs. “humankind” or “humanity”)
- equates color with moral judgment (e.g. equating “black” with “bad”, “white” with “good”)
- equates disabilities with negative traits (e.g. “paralyzed with fear,” “falling on deaf ears,” “turning a blind eye”).

Online Expectations

Students taking courses online are responsible for providing their own equipment for accessing course materials. The following technology is required to effectively participate in the online classroom environment at CLU:

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

Library Services

Library services for Claremont Lincoln are available entirely online through the University’s website utilizing a discovery service called WorldCat Discovery (WCD). Claremont Lincoln students have access to a wide array of electronic books, periodicals, and other resources by searching WCD for quick results of all databases or visiting CLU’s A-Z Database and choosing which database they would like to search. Students also have access to Interlibrary Loan which can provide them access to articles outside of the CLU collection. Students are provided with orientation on using the library via research guides and online tutorial videos and have access to reference services to assist with research.

Late Policy

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

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

Capstone and Action Research Policies

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

PHRP and IRB at CLU
Protections for Human Research Participants (PHRP) are a series of protocols to ensure the ethical treatment of human beings who participate in research projects. They are a set of guidelines to make sure CLU 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.

Policy on Student Evaluation of Courses and Faculty

At the end of each course, students complete a Course Evaluation. Using this process, students assess how well the course helped them to achieve the Student Learning Outcomes for the class, and how well the course addressed the broader Institutional Learning Outcomes. Students also evaluate the class content and organization, as well as the instructor's knowledge of course material, accessibility to students, and teaching skills.

Academic Honesty

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

Plagiarism
Plagiarism is literary theft, or offering the words or ideas of another as if they were one's own, with no acknowledgment of the source. Whenever the ideas or words used are taken from a source, this source must be given credit. This applies not only to direct quotations, but also to indirect quotations (in which
the original statement is paraphrased). Sources that must be given credit include published books, journals, magazines, newspapers, etc., as well as other types of media (such as Internet sources, film, video, television, radio, audio recordings, and other electronic resources, as well as lectures and the work of other students). The principle also holds true for less direct borrowings, if the ideas in question are distinctive to the source as opposed to being considered common currency. (This is often a matter of judgment; when in doubt, students are advised to err on the side of giving too many citations, rather than too few.) The prohibition of plagiarism applies to dissertations, theses, projects, term papers, class reports, take-home examinations, and any other work (whether in writing or in another media for communicating ideas) intended to fulfill requirements for a class or degree program.

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

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

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

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

The professor will report the incident to the Dean and the Director of Student Services. A letter regarding the academic dishonesty will be placed in the student’s file and a copy will be sent to the student.

The student may be penalized:

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

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

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

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

ALUMNI RESOURCES

The first graduates of Claremont Lincoln University walked across the stage on May 21, 2013 and were the first to become a part of the Claremont Lincoln University Alumni Association. Today, our alumni community is vibrant and thriving. The mission of CLU is strengthened and sustained because our alumni changemakers are “giving back” by positively impacting their communities every day.

All students who have completed 30 units or more are considered members of the Claremont Lincoln University Alumni Association. We are committed to “giving back” to our alumni by supporting their success and pursuit of social change beyond their degree. All alumni are invited to expand their professional networks and contribute to CLU through CLUConnect.com—a dedicated online space to

- Re-connect with old classmates and faculty;
- Search for relevant career opportunities;
- Post job listings;
- Recruit amazing CLU graduates for open positions;
- Offer or receive mentoring from faculty and alumni;
- Peer review of grant and funding proposals;
- Share career successes and changes; and
- Give back in a meaningful way.

All alumni are invited to contact the Advancement Office at any time for assistance or more information by emailing alumni@claremontlincoln.edu.
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 all Claremont Lincoln students take in common. Students from all M.A. programs will interact with and learn from each other in the courses of Mindfulness, Dialogue, Collaboration, and Change.

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

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 15-month, online degree is designed for working professionals eager to grow their leadership skills and expertise and apply their degrees in a global workplace. 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
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

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<thead>
<tr>
<th>Course</th>
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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
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

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

Detailed course descriptions may be found in the 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) 3 units
TOTAL 30 units

Required Degree Courses
MLE5311 The Purposeful Leader (3 units)
MLE5312 Ethical Decision Making (3 units)
MLE5313 Leadership Literacy (3 units)
MLE5314 Global Ethics and Leadership (3 units)
MLE5315 Leadership: The Toxic and the Trustworthy (3 units)
MLE5306 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
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

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

Required Degree Courses
MLH5301 The Effective Healthcare Leader: Professional Assessment (3 units)
MLH5302 Exceptional Leadership in Healthcare (3 units)
MLH5303 The Landscape of Healthcare Operations (3 units)
MLH5304 Healthcare Leadership for Transformation and Change (3 units)
MLH5305 Ethics in Healthcare (3 units)
MLH5306 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 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
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

Claremont Core (4 courses) 12 units
Required Degree Courses (5 courses) 15 units
Capstone Action Project (1 course) 3 units
TOTAL 30 units
Required Degree Courses
MOL5301 Leadership in Action (3 units)
MLU5302 Supporting Diverse Populations (3 units)
MLU5303 Cultivating Educational Change (3 units)
MLU5304 Law and Ethics in Higher Education (3 units)
MLU5305 Higher Education Process and Practice (3 units)
MLU5306 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
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

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

Required Degree Courses
MLR5301 The Strategic Role of HR in an Organization (3 units)
MLR5302 Critical Issues in HR Ethics and Law (3 units)
MLR5303 Leading Individuals and Teams (3 units)
MLR5304 Training and Development (3 units)
MLR5305 Connectivity, Culture, and the Future of Work (3 units)
MLR5306 Capstone Action Project (3 units, final term registration only)

Detailed course descriptions may be found in the 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) 3 units
TOTAL 30 units

Required Degree Courses
Approved transfer credits or MOL courses (15 units)*
MLP5306 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
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

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

TOTAL  30 units

Required Degree Courses
MOL5301 Leadership in Action (3 units)
MLT5302 Management of Technology & Innovation (3 units)
MLT5303 Technology Strategy & Policy (3 units)
MLT5304 Technology & Ethics (3 units)
MLT5305 Digital Transformation & Project Management (3 units)
MLT5306 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 15-month, online degree is designed for working professionals eager to grow their leadership skills and expertise, and apply their degrees in a global workplace.
The Concentration in 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
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

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

**Required Degree Courses**
- MPJ5301 Power and Privilege in Self and Society (3 units)
- MPJ5302 Approaching Religion (3 units)
- MPJ5303 Negotiating Moral Conflict (3 units)
- MPJ5304 Interfaith Leadership in a Global Context (3 units)
- MPJ5305 Religion in the Public Sphere: Faith, Politics & Rhetoric (3 units)
- MPJ5306 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**
Courses are taught completely online in 10-week terms. The program can be completed in 15 months.

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<tr>
<th>Course Description</th>
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<td><strong>TOTAL</strong></td>
<td><strong>30 units</strong></td>
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**Required Degree Courses**
MSI5301 Human Development for Social Leadership (3 units)
MSI5302 Foundations of Social Impact (3 units)
MSI5304 Action Design for Change (3 units)
MSI5305 Resource Models for Social Impact (3 units)
MSI5307 Storytelling and Marketing for Change (3 units)
MSI5306 Capstone Action Project (3 units, final term registration only)
CATALOG OF ACADEMIC COURSES

Claremont Core®

MCC5301 or 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).

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

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

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

Organizational Leadership

MOL5301 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.

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

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

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

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

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

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

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

Organizational Leadership: Ethics

MLE5311 The Purposeful Leader (3 units) In this course, students participate in self-assessment exercises and engage in readings and dialogue that will help to identify and apply their current leadership skills and strengths. The course materials offer students a foundation for the broad skills necessary to be an effective and ethical leader.

MLE5312 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.

MLE5313 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.

MLE5314 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.

MLE5315 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.

MLE5306 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: Healthcare

MLH5301 The Effective Healthcare Leader: Professional Assessment (3 units) The Effective Healthcare Leader course was designed to help students assess, develop, and better understand their unique and critical role as leaders in healthcare organizations. Students are introduced to self-assessment exercises and engage in readings and dialogue to help identify strengths, weaknesses, and individual styles of leadership and communication. Personal values and missions are explored and analyzed as students evaluate and assess positive organizational behavior and learn to identify the negative influences of toxic behavior. Strategies to overcome conflict, adversity, and cross-cultural conflict are developed in highly collaborative learning cohorts where students learn from one another's diversity
and perspectives. Practical organizational assessment in healthcare leadership strategies are researched and applied through activities and exercises focused on each students’ individual contexts. By emphasizing practical skills to identify negative behaviors, determine toxicity in organizational settings, analyze the causes, and devise strategies to overcome them, students receive the grounding and broad skills necessary to be more effective healthcare leaders.

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

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

**MLH5304 Healthcare Leadership for Transformation and Change** (3 units) Leading in complex healthcare organizations requires a variety of skills to achieve effective and efficient healthcare delivery. An understanding of change management, multi-organizational management issues, effective governance structure, and the impact of healthcare reform on health systems is essential. But it also requires the ability to understand and apply the foundational concepts that address healthcare leadership in a global era. In this course, students are introduced to the contemporary research and literature surrounding leadership, as they will critically analyze and discuss theories to develop their leadership abilities as healthcare professionals. Throughout this course, students will examine the notion of leadership as an adaptive art, as a frame for professional proficiency, and as a platform for personal and organizational transformation. Having evaluated the foundational models and theories of leadership through research, reflection, and self-assessment, students will be able to apply their learning to effectively lead within a complex healthcare organization.

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

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

**Organizational Leadership: Higher Education**

**MLU5302 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.

**MLU5303 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.

**MLU5304 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.

**MLU5305 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.

**MLU5306 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: Human Resources**

**MLR5301 The Strategic Role of HR in an Organization** (3 units) Human Resources provides a strategic resource for business development, providing insights on talent management and more. In this course you will investigate many of the technical business functions of an HR administrator, including staffing, compensation and benefits, employee and labor relations, job design. As an end result, you will be better prepared to take a "seat at the table" as a senior HR advisor.

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

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

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

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

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

Organizational Leadership: Professional Studies

MLP5306 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

MLT5302 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.

MLT5303 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.

MLT5304 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.

MLT5305 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.

MLT5306 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**

**MPJ5301 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.

**MPJ5302 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.

**MPJ5303 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.

**MPJ5304 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.

**MPJ5305 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.
MPJ5306 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

MSI5301 Human Development for Social Leadership (3 units) Social change begins with the development and transformation of individuals. This class offers an in-depth understanding of the role of leadership in the social sector, including models, strategies and practices that the student can adopt and apply in their day-to-day practice of leading social impact work. The course addresses a shift in the paradigm of change leadership that recognizes that leaders are more effective when they stand within, not beyond, the system they are working to impact. Using this as a basis, the class explores theories and models of human development and their application to one’s own leadership style and ways of working with teams, organizations and communities.

MSI5302 Foundations of Social Impact (3 units) Understanding the history and context of social impact innovation provides context for future action. In this course, you will examine the history and heritage of social change in global context and analyze social issues to find points of leverage to participate effectively in change-making and determine where you might choose to engage. You will also research, analyze, and synthesize philosophies of social change, leadership styles and competencies, and articulate your own. By the end of the course, you will better understand where you fit into the historical and current landscape of social change and consider the ways in which you will engage.

MSI5304 Action Design for Change (3 units) Action learning is an approach to social engagement that asks participants to evaluate results and improve on future performance. In this course, you will define and facilitate shared vision and values for intended impact, demonstrate understanding of diverse approaches to defining and measuring success in social impact, construct models for change, and articulate assumptions underlying intended actions. This course also provides practice with needs assessment; generation of organizational models; familiarity with design thinking and service design; and strategies for collaborative, emergent, and adaptive change.

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

MSI5307 Storytelling and Marketing for Change (3 units) Narrative representation is increasingly seen as an effective means of effective leadership, organizational effectiveness and situational understanding. In this course, you will gain advanced knowledge of contemporary narrative theory and the possible roles
of storytelling for interpretation and presentation of data, sense-making within an organization, and advancement of an organization with external constituencies. By the end of the course, you will understand and be able to frame data and complex perspectives in narrative form and employ a variety of methods – including contemporary technologies – for effective storytelling. 50

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

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

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

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

Restricted Student Information
This category contains the educational records of the student, that is, those records not included in the two categories above that contain information directly related to the student and are maintained by the Registrar. Included, for example, are the transcript, courses elected each semester, grades and other evaluations, academic and disciplinary actions, financial arrangements, and letters of recommendation received in the student’s record after January 1, 1975 (unless the student has waived the right of access to those letters). With the exceptions noted in “Exceptions to Restrictions on Release of Information,” restricted information may be released only at the student’s specific written request, which must name the records to be released, the reasons for release, and the persons to whom the release is authorized.

Exceptions to Restrictions on Release of Information
The law authorizes the release of restricted information without the student’s written consent as follows: to school officers and faculty with legitimate educational interest; to individuals and offices as needed in connection with a student’s financial aid; to parents of dependent students; to accrediting organizations; to individuals as needed in an emergency situation to protect health and safety; and to selected research workers with stated precautions as to confidentiality. Information may be released to officers of institutions to which the student is applying for admission if the student is notified that it is being sent and is given an opportunity to review it. The student must also be notified before information is furnished in compliance with a judicial order or subpoena. Except as specified above, release to federal, state, or local officials is limited to information relating to audit or evaluation of federally--supported education programs. Where the student has signed the appropriate consent form, the evaluation written by the student’s Field Education Teaching Pastor (or Supervising Mentor) may be released to church or denominational judiciary officials upon request of those officials.

Directory Information
The law also provides that information known to be generally available from a variety of sources may be included in the University’s directory information: name, university email address, and student
Student Waiver of Access to Confidential Records
A student requesting recommendations in respect to admission to an educational institution or an application for employment or the receipt of an honor may waive his or her right of access to these recommendations. Any student requesting a letter of recommendation may be asked to indicate to the writer whether s/he has waived right of access. The decision whether to write a letter of recommendation is an individual and voluntary one. Faculty and students, however, should be familiar with the provision in the law, which states that “waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such institution.”

Students Right to Inspect Their Records
Within the limits of the law, students may inspect information contained in their restricted records. By law, students may not inspect those materials in their confidential records.

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

Procedures for Student’s Inspection of Their Records
The procedure by which students and former students may review their restricted records is as follows:

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

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

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

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

Permanent records include the following:

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

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

• Admissions Documents, to be maintained separately in alphabetical order:
  o Files of those who applied but did not attend (either because they were denied admission or because they rejected our offer of admission): three years.
  o Incomplete admission files: three years.
  o Files of those who were admitted and then either withdrew the first semester or did not attend at all: five years.

• Registration Records and Certification Documents, to be maintained separately in alphabetical order:
  o Files of those who were admitted and attended classes for at least one semester (including those who complete programs and graduate and those who withdrew or are terminated at any point after one semester): five years from date of departure.

Copyright Policy

It is the policy of Claremont Lincoln University to uphold and comply with the U.S. Copyright Act. Copyright is a special protection, granted by law, for original works of authorship that exist in a fixed, tangible form, whether published or unpublished, including books, textbooks, journals, articles, songs, videos, games, software, and other creative content. The Copyright Act gives copyright owners specific exclusive rights (namely the rights to make copies, distribute the work, display or perform the work publicly and to create derivative works). Unauthorized copying or unauthorized distribution of copyrighted material is a violation of the U.S. Copyright Act. Claremont Lincoln University requires all faculty, students and staff to honor copyright and not copy or share protected materials in any way that would violate the law. Consistent with this law, Claremont Lincoln University policy prohibits the unauthorized copying or unauthorized distribution of copyrighted works, and prohibits the unauthorized distribution of copyrighted works through peer-to-peer file sharing. This unauthorized use may also violate civil or criminal law. The University’s Acceptable Use Policy (AUP) extends this policy to Claremont Lincoln University’s computing resources and states that all users of the University’s network must not use the University’s network to engage in any illegal downloading, emailing, or peer-to-peer file sharing of copyrighted works. Claremont Lincoln University is required by law to take steps to prevent illegal copying or distribution, and to respond appropriately to all complaints regarding copyright infringement.

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

Students, faculty and staff must have permission from the copyright holder, or a determination that “fair use” applies, before files are copied, made available, or shared on networks.
For the full text of the copyright law, and related laws, read U.S. Copyright Law.
For a wealth of information about copyright, see the U.S Copyright Office.
For a clear explanation of copyright law, take the Crash Course in Copyright, developed by the University of Texas.

Peer-to-Peer File Sharing
The Higher Education Opportunity Act requires all U.S. colleges and universities to comply with its new regulations, which deal with issues surrounding the distribution of copyrighted materials, particularly through peer-to-peer file sharing. These new regulations require the University to take four actions: an annual disclosure regarding unauthorized distribution, a plan to combat unauthorized distribution, a disclosure of alternatives to illegal downloading, and a review of the effectiveness of the plan to combat unauthorized distribution. What follows below is the action the University has taken to implement each of these requirements.

Annual Disclosure: The University is required to issue an annual disclosure to all students, informing students that the unauthorized distribution of copyrighted materials may subject students to civil and criminal penalties. The University is also required to disclose the steps it will take to detect and punish copyright infringement.

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

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

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

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

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

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

New Student Orientation Letter on safe and legal computing will be included in the information packets for new students at the start of each academic term.
Technology-Based Deterrents: The University is required to disclose legal alternatives to unauthorized downloading and illegal file sharing. Educause maintains a comprehensive list of Legal Sources of Online Downloading. Claremont Lincoln University encourages its community to make use of these resources.

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

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

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

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

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

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

Specifically, the University will:

For a first offense:

- Forward the DMCA Notification to the person who is responsible for the computer mentioned in the notice.
- Request that the user contact the Director of Information Technology within 5 days of receiving this notification.
- Ask if the user has downloaded or shared this copyrighted material without permission.

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

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

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

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

For a second or repeating offense:

• Forward the DMCA Notification to the person who is responsible for the computer mentioned in the notice.
• Request that the user contact the Director of Information Technology within 5 days of receiving this notification.
• Ask if the user has downloaded or shared this copyrighted material without permission.

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

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

Technology Acceptable Use Policy

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

The University encourages innovative use of technology in the pursuit of educational excellence, as well as effective and efficient use of technology throughout all academic and administrative departments. But all users must bear in mind that these electronic resources (including software, hardware, network equipment and capability) and all data stored in the University’s facilities are the property of the institution, and that the use of these resources is a revocable privilege, and not a right of employment or matriculation. All use of these resources must be responsible and lawful, and in compliance with institutional policies.
One of the main characteristics of the University’s computing systems is that they are shared resources. There are many computing activities that can occur on a network which interfere with, or undermine the work of others. Some of these activities may be illegal and malicious, while others may be merely accidental or uninformed. The following policy defines user responsibilities, acceptable use, unacceptable use and its consequences. It is applicable to all users of these systems: students, faculty, staff, and administrators of the University and its affiliated centers.

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

- Respect the rights of other users of the University’s networks,
- Respect the integrity of these computer systems, and observe relevant laws,
- Become familiar with, and abide by, all applicable institutional policies, and
- Practice responsible computing (such as backing up data, protecting against the intrusion of computer viruses, safeguarding passwords and network security, and taking reasonable steps to minimize the influx of spam).

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

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

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

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

• Unacceptable Computer Use that Undermines System Integrity
  o Modifying, damaging, removing, or stealing computing resources, equipment, software, cables, networks, or furniture that is owned by the University. (Calif. Penal Code § 502.)
  o Any attempt to intercept, monitor, tamper with, read, copy, alter, or delete a file
  o or program belonging to another person or office, without authorization of the owner.
  o Any connectivity to a network that poses safety or electrical hazards.
  o Knowingly performing any activity that interferes with the normal operations of any computers, components or networks.
  o Using services or computer systems or the Internet in such a way as to cause network congestion.
  o Deliberately wasting computing resources.
  o Developing, installing, transmitting, delivering or running any program that is intended to cause damage to a computer system, or place a heavy load on a computer or network (including computer viruses, Trojan horses, worms, and other malware).
  o Installing unauthorized software or equipment on University-owned computers.

• Unacceptable Access
  o Using a computer account that is assigned to someone else.
  o Disclosing one’s assigned password to another person, without authorization.
  o Obtaining a password for an account without authorization.
  o Using the Claremont Lincoln University’s networks to gain unauthorized access to any campus system, program, database, or file.
  o Any attempt to circumvent security and data protection schemes, or to discover security loopholes, or decrypt secure data
  o Masking the identity of an account, a computer, or a transaction.
  o Unauthorized breaching, probing, testing, or monitoring computer or network security.
  o Use of campus computing resources by any user younger than 18 years of age.

• Use that Disrupts or Disrespects Others
  o Any use that does not respect the rights and needs of others.
  o Violating the privacy of other users
  o Disseminating confidential personnel or student information without authorization, or distributing proprietary financial information.
  o Any activity that creates a hostile study or working environment, including sexual harassment.

• Violations of Copyrights, Contractual Agreements, and Licenses
  o Distributing or making copies of software, unless permitted by copyright law or software license agreements.
  o Distributing or making copies of documents, works of art or other intellectual property, unless permitted by copyright law.
  o Using peer-to-peer file sharing protocols or programs to download or distribute unauthorized copies of copyrighted materials.
  o Having more simultaneous users (e.g., in a department) than permitted by software license agreements.
  o Using copyrighted material without proper attribution.
  o Violating terms of software license agreements, or copyright laws.
Additional Use Policies: Users must also comply with additional applicable computer and network use policies.

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

Consequences of Unacceptable Use
Consequences of unacceptable use may include any or all of the following: informal email or conversation when infractions appear to be accidental in nature, verbal warnings, suspension or revocation of access privileges to technological resources (including passwords and email accounts), the suspension or revocation of Library privileges, formal disciplinary action as authorized by institutional policies (up to, and including, suspension or termination from employment, or, in the case of students, dismissal), and, in cases when law has been allegedly violated, referral for criminal or civil prosecution.

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

Equal Employment Opportunity and Affirmative Action Policy

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

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

Policy on Harassment, Including Sexual Harassment

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

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

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

Whistleblower Policy

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

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

**Filing a Report or Reporting a Violation**

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

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

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

**No Retaliation**

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

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

**Good Faith Report**

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

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

Claremont Lincoln University is a drug-free organization. The University believes that illegal drug use by any student or employee, whether or not on the campus, is inappropriate and incompatible with the mission and values of its community members. Pursuant to federal law, each student and employee is hereby notified that the unlawful manufacture, distribution, dispersing, possession or use of a controlled substance is prohibited on Claremont Lincoln University premises. Violation of this prohibition may result in the referral of the violator to an appropriate treatment center for drug counseling, rehabilitation, or other assistance, or reporting of the violation to law enforcement authorities for such action as they deem appropriate. Federal law requires Claremont Lincoln University to provide each student and employee a copy of this statement and that each student and employee agrees to (a) abide by the terms of the statement, and (b) notify the University of any criminal drug statute conviction no later than five days after such conviction.
Health Risks Associated with Alcohol-Drug Abuse: Certain health risks are known to be associated with the use of alcohol or controlled substances: (a) There is potential for abuse and (b) abuse of alcohol or controlled substances may lead to physical and/or psychological dependency. For more information concerning the health risks associated with particular drugs or groups of drugs, please refer to Drugs of Abuse, published by the U.S. Department of justice Drug Enforcement Administration.

**Voter Registration**

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

The national form also contains voter registration rules and regulations for each state and territory. For more information about registering to vote, contact your state election office at: https://www.eac.gov/voter_resources/contact_your_state.aspx

**Student Code of Conduct**

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. 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.

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.

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.

**Student Complaint & Grievance Policy**

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

A student with a complaint or grievance - a concern that a policy or procedure has been incorrectly or unfairly applied in his/her particular case, or a formal charge against a person's behavior -- has recourse through complaint and grievance procedures. All conversations and proceedings are strictly confidential. The University will not tolerate retaliatory or punitive action against a student who files a complaint or grievance.

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

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

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

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

1. The student should attempt to resolve the grievance informally by discussing the issue with their instructor. If a suitable solution cannot be reached through ordinary means, the student should file a written complaint or appeal detailing the issue to the instructor responsible for the issue.

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

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

4. A written appeal of the decision may be submitted (within 10 working days) to the President who will determine whether the procedures of the dispute policy were properly followed. Within 30 calendar days of the receipt of the appeal, the President will issue a decision to the student and Dean. This decision is final and no further appeal is possible.

If an issue cannot be resolved internally, students may contact their state of residence to submit their complaint or grievance. Students residing in California should submit complaints to:

Bureau for Private Postsecondary Education  
2535 Capitol Oaks Drive, Suite 400  
Sacramento, CA 95833  
(916) 431-6924  
(916) 263-1897 FAX

Students residing outside of California may find contact information for their state agency [here](#).
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