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:

Lynn Priddy, PhD
Accreditation Liaison Officer
Interim Vice President of Academic Affairs
lpriddy@claremontlincoln.edu

150 W. First Street, Claremont, CA 91711
(909) 667-4400 | www.ClairemontLincoln.edu

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

Claremont Lincoln University was formed by the vision and passion of philanthropists Joan R. and David C. Lincoln who joined together with renowned interfaith and higher education leader Reverend Dr. Jerry Campbell to found a new kind of graduate university. Accredited by the WASC Senior College and University Commission (WSCUC), the University specializes in offering socially conscious online master’s degrees.

David C. Lincoln (1925-2018) was an engineer, entrepreneur, philanthropist, venture capitalist, education advocate, and non-profit leader. His companies and other interests have been tremendously successful due to his business acumen and management practices, but also his ethical commitment to advancing the common good. David often said, “Good ethics is good business.” David and his wife, Joan (1927 - 2016), were particular advocates for education and healthcare.

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

After two years of planning, Claremont Lincoln University launched on May 16, 2011 in Claremont, California, with Reverend Dr. Jerry D. Campbell as its first president. Classes began the following fall. The WASC Senior College and University Commission accredited CLU in 2016, approving its three initial master’s degree programs. Since then, the University continues to add master’s degrees and multiple professional certificates to its educational offerings. In 2019, CLU moved into its permanent home in Claremont, California, a state of the art building with architecture and interior design that reflects the spirit of innovation and collaboration, bringing the founding vision alive in the physical space.

The mission of Claremont Lincoln University is to be a place where students focus on collaboration, inclusion, and ethical leadership. It is the power and potential of the Golden Rule that provides the foundation for CLU curricula to educate and encourage positive change leaders. Students learn the skills necessary to understand differences among individuals, organizations, governments, and religions, how to respect those differences, and how to cooperate and collaborate with those of different viewpoints to resolve problems among them peacefully. The commitment to preparing students to accomplish positive social change in their diverse contexts undergirds CLU’s choice of core values, program offerings, and pedagogical and financial commitments.

Today, Claremont Lincoln is a graduate university that provides innovative educational offerings with a global view while revolutionizing the online educational experience for students. Everything about CLU was designed from the very beginning to create an online experience unlike other universities. The university is “online by design,” to provide robust graduate education in the most radically accessible model. From inception, the leaders sought to build programs that would be best delivered using digital tools, and with the student experience and community at the forefront of all curricula design and planning. The 100% online delivery, combined with a signature high-touch engagement model, sets CLU apart providing deep, transformative teaching and learning.
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.

THE CLAREMONT CORE®

To support the mission and vision of the University, the Claremont Core® was developed. There is no doubt that today’s leadership challenges require the ability to navigate multi-faceted social, moral, religious, economic, and geographic divides with deep structural and historical roots. Across all master’s programs, Claremont Lincoln University students gain a deep knowledge of the guiding principles for understanding, cooperation, and collaboration among all people. The degree awarded to each student is a validation of their preparation to lead solutions for the complex, dynamic world in which we live. All students engage in the Claremont Core®, a sequence of four domains dedicated to Mindfulness, Dialogue, Collaboration, and Change. The Core® takes students through a process of self-awareness and steadily evolves towards engagement with others and society at large.

All programs are supported by the four domains that make up the Claremont Core®: Mindfulness, Dialogue, Collaboration, and Change. These transferable skills and resources support leadership and facilitation capacities that accentuate students’ professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. CLU’s research methodology and signature assignments are grounded in the Claremont Core®, and support the transferable leadership skills that will differentiate leaders in the 21st century who need to foster progress through exchanging ideas, building relationships and using information effectively. Often universities have been reluctant to teach these “process” skills because they are difficult to teach and to measure. At Claremont Lincoln University the curricula design both teaches and measures these skills which sets our programs—and graduates--apart.
OVERVIEW OF ACADEMIC PROGRAMS

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

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

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

**Master of Arts in Organizational Leadership**
The Master of Arts in Organizational Leadership program prepares individuals to lead diverse organizations toward positive social change. Students in this degree program choose from concentrations in 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 program is for the person who is committed to the development of just, tolerant, and mindful societies in which the basic human rights and aspirations of individuals and groups are valued. Central to the program is the emphasis on Interfaith Action, an emerging thought practice that transcends doctrine and dogma in an effort to maintain relevance, cooperation, and constructive consensus-building in the post-modern context. With its focus on Interfaith Action, the Master of Arts in Peace and Social Justice will help to refine perspectives on social issues, religion and politics. It will also equip students with the collaborative engagement and self-reflection competencies that are essential for effecting meaningful change in society. *(Program enrollment currently suspended)*

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

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

### TRACK A

#### 2020 - 2021

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<thead>
<tr>
<th>AUG20 (A)</th>
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<td>Aug 13 End of Term</td>
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ADMISSION

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:

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<th>TEST</th>
<th>REQUIRED SCORE</th>
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<tbody>
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<td>TOEFL (paper based)</td>
<td>550</td>
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<tr>
<td>TOEFL (computer based)</td>
<td>213</td>
</tr>
<tr>
<td>TOEFL (internet based)</td>
<td>89</td>
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<tr>
<td>IELTS</td>
<td>5 (overall average)</td>
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   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:

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<th>SUBJECT AREA</th>
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<td>Sentence Meaning</td>
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<td>Writing Sample</td>
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</tbody>
</table>
d) Provide evidence of a degree completed in a country with English as an official language and the language of instruction in higher education.

Application Process and Materials

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

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.

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

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

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

Hard copies of supporting documentation can be mailed to:

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

Evaluation for Transfer Credit

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

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

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

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

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 Chief Operating Officer. 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
Students who do not meet the standard admission requirements may be eligible for provisional admission. Students who are granted provisional admission will be limited to part-time registration in their first term. Students must complete their first term with at least a B average and must complete any other terms required as part of their provisional 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 Satisfactory Academic Progress (SAP) contract and may be readmitted on a provisional basis subject to additional requirements.

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

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

Tuition, Payments, and Refunds

Tuition*
Master of Arts (M.A.) $600 per unit

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

Payment Policy for Tuition and Fees
Tuition at Claremont Lincoln University is billed after census date (eighth day of the term). Students do not incur any charges until this time. 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 eighth day of the term or (2) make two payments in installments as follows:

Payment 1: 25% of tuition due by the eighth day of the current term
Payment 2: Tuition balance on or before the last day of the current term

Students may make payments in increments that work best for them provided they adhere to the above schedule (e.g. a student may make biweekly payments throughout the term provided their entire balance is paid by the end of the term). If a student requires a personalized payment plan that deviates from CLU's standard installment plan, the student must contact the 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.

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. Refunds will be processed within 45 days of the date of determination (40 days for residents of Wisconsin).

Example:
Student’s LDI is day 22 of a 56 day term =
22/56 days completed = 40% of term completed
Tuition due is 40% with remaining 60% refunded
Withdrawal requests will not be accepted after the end of the withdrawal deadline for the term regardless of the last date of interaction. After the withdrawal deadline students may no longer withdraw and will be charged full tuition for their course(s).

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

Students 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. Refunds will be processed within 45 days of the date of determination (40 days for residents of Wisconsin).

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FINANCIAL AID

Claremont Lincoln University prioritizes providing affordable tuition to all students. In addition to providing scholarship opportunities when funding is available, and participating in approved employer reimbursement programs, CLU offers the Federal Direct Loan to eligible master’s degree students. Students may contact the Office of Student Financial Services for information related to graduate education funding options.

Office of Student Financial Services
Office Hours: Monday – Friday 8:30 a.m. – 5:00 p.m. Pacific Time

150 West First Street
Claremont, CA 91711
Ph: (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 half-time. Three units per term is considered half-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: Once a student has confirmed their enrollment, the Office of Student Financial Services will present funding options

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

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

Step 4: The student will receive an award letter, credit balance delivery option form, and an informational packet regarding graduate financial aid

Step 5: First time federal financial aid borrowers must complete a Master Promissory Note (MPN) and entrance counseling at www.studentloans.gov

Types of Aid

Scholarships
Claremont Lincoln University 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 may forfeit their scholarship.

Loans
Claremont Lincoln University participates in the Federal Direct Unsubsidized Loan Program. This 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, but may be less depending upon course load and enrollment period. The current interest rate for this loan is fixed at 4.30% for the 2020-2021 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 sources on their own and are subject to the terms and conditions set forth by their lender.

**Academic Terms**

Claremont Lincoln University offers graduate programs year-round with monthly start dates, eight-week terms, and eight-week courses within a semester framework. Courses are typically three semester-based credits, requiring 16 hours of direct instruction and student work per week per course. For financial aid purposes, CLU follows a borrower’s based academic year, which encompasses 32 weeks of instructional time with year-round terms. This definition applies to all programs and is greater than the minimum requirement set forth by FSA. Payment periods are determined by terms. Course syllabi detail student participation and student-faculty engagement expectations.

**Student Budget**

The 2020-2021 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>2020-2021 Cost of Attendance (4 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. 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 to students who receive federal financial aid and who withdraw, drop, or are dismissed prior to completing 60% of a term. Title IV financial aid funds are awarded under the assumption that a student will attend the institution for the entire period in which federal assistance is provided. When a student ceases academic attendance prior to the end of that period, the student may no longer be eligible for the full amount of federal funds that the student was originally scheduled to receive. Return to Title IV (R2T4) will be used to determine how much aid, if any, must be returned to Title IV programs. At 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 is responsible for repaying a portion of the aid they received. A student who remains enrolled beyond the 60% point is considered to have earned 100% of their financial aid.

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

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 Student Financial Services.

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

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

Definition of Satisfactory Academic Progress
At Claremont Lincoln University, Satisfactory Academic Progress is defined by the following 3 criteria:

● Meeting a minimum cumulative grade point average requirement (GPA) in the program of study
● Earning a minimum number of 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 an approved, written appeal.

1. Grade Point Average Requirement:
Students must maintain a minimum cumulative grade point average of 3.0 in their program of study.

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

2. Pace of Progression Requirement:
Students 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 successfully completed by the cumulative number of units attempted.

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

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

Withdrawals, incompletes, transfer credit, non-passing grades, and unofficial withdrawals may all affect Satisfactory Academic Progress standings. Specific questions regarding SAP standing should be directed to the Office of Student Services.
Failure to Maintain Satisfactory Academic Progress
There is no Financial Aid SAP warning period for graduate students who are evaluated annually. Students who do not meet SAP standards will be ineligible for financial aid except in instances where an appeal has been received and approved by the University.

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

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

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

Regaining Financial Aid Eligibility with a SAP appeal
Students not meeting Satisfactory Academic Progress standards, may appeal to have their financial aid eligibility reinstated on a probationary basis.

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

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

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

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

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

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

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

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

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

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

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

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

150 West First Street
Claremont, CA 91711
Ph: (909) 667-4000
Fax: (909) 399-3443
Email: studentservices@claremontlincoln.edu

Advising Services

The Office of Student Services provides high engagement support services to students from matriculation through graduation. Student Services offers advisement through new student orientation as well as in the areas of academic advising, degree planning and auditing, academic progress, registration, changes to enrollment status, course participation, University policies and procedures, student expectations, disability services and accommodations, and resource utilization.

Additional student resources are available through the following free courses: the Student Resource Center, the Writing Resource Network, and the Capstone Lab. Students also have access to CLU’s robust online Library and Library service advisement.

Career Services & Employment Disclaimer

As Claremont Lincoln University is a graduate institution whose student body is largely made up of working professionals, the university does not provide career or employment placement. Additionally, CLU does not guarantee employment during or after matriculation.

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

Commencement

Claremont Lincoln University hosts an annual in-person Commencement ceremony to recognize new graduates. Students may consult the policy on Commencement Eligibility in this catalog or contact the Office of Student Services to determine when they may be eligible to participate in Commencement events. Participation in Commencement does not imply degree completion.

Disability Services
The Office of Student Services oversees the coordination of services for students with disabilities. To benefit from the protection of ADA and Section 504 of the Rehabilitation Act, students must self-disclose a disability to the Office of Student Services and request an accommodation. The University requires the student to provide the Office of Student Services 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.

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

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

**Gathering Weekends**

The Gathering is an annual face-to-face event featuring speakers, panels, discussion forums, and co-curricular activities, which bring together students, alumni, faculty, staff, and community leaders to engage in networking, socializing, collaborative learning and professional development.

**Library Services**

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. Students may also contact the research librarian for additional help.

**New Student Orientation**

New students are required to attend CLU’s new student orientation. Orientation is held via Zoom and a recording of the orientation is provided to students unable to attend or who would like to reference information covered during the session. During orientation students will be introduced to navigating in the Canvas LMS platform, course expectations and tips, utilizing resource courses, and the Student Portal. Orientation also provides students an opportunity to meet the Student Services staff and to meet each other prior to the term start. Students can receive ongoing support and information in the Student Resource Center.

**Registration and Participation**

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

At the end of each course, students complete a Course Evaluation. Using this process, students assess how well the course helped them to achieve the Student Learning 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.

Student Resource Courses

Claremont Lincoln University provides access to the following resources courses which are available to students in the Canvas LMS:

- **Capstone Lab** – The Capstone Lab is a preparatory guide with resources and activities for students to assist with capstone expectations, planning, and completion. Capstone Lab modules are required to be completed as a condition of enrollment in the capstone course. More information about the Capstone Lab, Capstone Mentors, and the capstone course can be found in the University Policies section of this catalog.
- **Student Resource Center (SRC)** – The Student Resource Center is a repository of information students may find helpful during their studies at Claremont Lincoln University including Canvas navigation guides, course expectations, time management resources, graduate writing support, and other important information.
- **Writing Resource Network (WRN)** – The Writing Resource Network provides robust information, tutorials, examples, and other resources to assist students with becoming proficient at graduate level writing. The Writing Resource Network is staffed by faculty who serve as Writing Coaches and can provide one-on-one writing assistance to students.

Technical Support

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

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

Canvas Technical Support

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

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

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

A 3-unit course includes work that reasonably approximates (1) not less than 6 hours of classroom or direct faculty instruction and 10 hours of out-of-class student work each week for a 8-week term; or (2) at least an equivalent amount of work as required above through other academic activities as established by Claremont Lincoln University leading to the award of credit hours.

Grade Scale and Minimum Grade Requirements

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Other grade field codes that carry no grade points are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Withdrawal from a course</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>E</td>
<td>Capstone Extension</td>
</tr>
</tbody>
</table>

Minimum Grade Point Average Requirements
The minimum grade required to pass an individual course is a C (2.0). The minimum cumulative grade point average required for graduation from the M.A. programs is 3.0. Only courses in the program of
study are used to determine GPA. However, all attempted courses and final grades will remain on the student's official transcript.

Registration Procedure

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

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

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 Capstone Mentor, Director of Research and Writing, or Dean of Programs.
RESOURCES FOR GRADUATES

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, CLU’s alumni community is vibrant and thriving. The mission of CLU is strengthened and sustained through our alumni changemakers who 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. CLU is committed to alumni and supports their success and pursuit of social change beyond their degree. All alumni are invited to expand their professional networks and contribute to CLU through CLUConnect.com—a dedicated online space to:

- Reconnect with classmates and faculty;
- Search for relevant career opportunities;
- Post job listings;
- Recruit CLU graduates for open positions;
- Offer or receive mentoring from faculty and alumni;
- Seek 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.
ACADEMIC AFFAIRS

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

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

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

The Claremont Core®

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

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

Master of Arts in Healthcare Administration

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

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

Program Overview: 30 units
Required Degree Courses (9 courses)  27 units
Capstone Project (CAP)    3 units
TOTAL 30 units

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

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

Master of Arts in Human Resources Management

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

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

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

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

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

Program Overview: 30 units

<table>
<thead>
<tr>
<th>Required Degree Courses (9 courses)</th>
<th>27 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Project (CAP)</td>
<td>3 units</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30 units</strong></td>
</tr>
</tbody>
</table>

Required Degree Courses & Capstone Project

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

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

Master of Arts in Organizational Leadership

The M.A. in Organizational Leadership focuses content on practical application of leadership knowledge and skills for those who seek to lead diverse organizations toward positive social change. Students in this degree program choose from concentrations in Civic Engagement, Ethics, Healthcare, Human Resources, Professional Studies, or Technology Management. Leaders in these fields face the challenge to navigate diversity, think critically, manage complexity and meet strategic goals within a high ethical context. Key courses in the curriculum include the proprietary Claremont Core® focusing on the domains of Mindfulness, Dialogue, Collaboration, and Change. Students in all concentrations receive foundational training in organizational leadership theories and professional assessment. In addition, all students must complete a Capstone Project. The M.A. in Organizational Leadership is a scholar-practitioner degree and gives learners the opportunity to apply their leadership skills in a dynamic context.
This online degree is designed for working professionals eager to grow their leadership skills and expertise and apply their degrees in a global workplace. Students may select from the following concentrations:

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

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

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

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

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

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

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

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

Required Degree Courses
MAC5300 Leadership in Action (3 units)
MLC5312 Leading in the Public Sector (3 units)
MLC5313 Trends in Governance (3 units)
MLC5314 Creating Public Policy (3 units)
MLC5315 Community Engagement (3 units)
MLC5316 Capstone 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 Project (1 course) 3 units
TOTAL 30 units

Required Degree Courses
MAC5300 Leadership in Action (3 units)
MLE5322 Ethical Decision Making (3 units)
MLE5323 Leadership Literacy (3 units)
MLE5324 Global Ethics and Leadership (3 units)
MLE5325 Leadership: The Toxic and the Trustworthy (3 units)
MLE5316 Capstone 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 M.A. in Organizational Leadership with a Healthcare concentration is designed for leaders who want to foster success in the team-based, complex, fast changing and diverse settings within healthcare. This degree equips students with the faculties to lead the changing healthcare environment through the development of interpersonal competencies, critical thinking, and ethical reasoning. Students who complete this degree will have learned to examine the foundational models and theories of leadership, and to initiate change in order to apply their learning, develop their own individual leadership style, and understand how to solve complex healthcare administrative issues.

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

- Evaluate and analyze leadership problems and solutions within the field of healthcare and develop an understanding of the current healthcare reform environment in the U.S.
- Identify effective practice in healthcare operations by analyzing the complexity of the finance functions and reimbursement systems and the laws governing regulations.
- Synthesize the major theories and principles of leadership and ethics, conduct personal and organizational analysis, and develop behavioral change strategies in healthcare organizations.

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

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

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

The Concentration in Higher Education
The M.A. in Organizational Leadership with a Higher Education concentration is designed for students looking to elevate their careers in college and university institutions.

Students will master the foundations of leadership, diversity, strategic planning, ethics, finance, legislation and governance within Higher Education faculties and populations.

Students will also be positioned to advocate for positive social change within their institutions as administrators--overseeing student services, academics, and faculty research. Higher Ed administrators manage the areas of academics, admissions, student life, and registrar's office.
Program Learning Outcomes
After completing the Master of Arts in Organizational Leadership with a Concentration in Higher Education students will be able to:

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

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

Required Degree Courses
MAC5300 Leadership in Action (3 units)
MLU5312 Supporting Diverse Populations (3 units)
MLU5313 Cultivating Educational Change (3 units)
MLU5314 Law and Ethics in Higher Education (3 units)
MLU5315 Higher Education Process and Practice (3 units)
MLU5316 Capstone 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 M.A. in Organizational Leadership with a Human Resources concentration is designed to enhance the leadership skills of those with human resource responsibilities in the organization. The purpose of this human resources online master's degree program is to equip students to become strategic partners in both for-profit and non-profit settings through the development of interpersonal competencies, critical thinking, and ethical reasoning as well as through the evaluation and analysis of the complex laws, policies, and organizational practices which govern and influence successful leadership in HR leadership.

Program Learning Outcomes
After completing the Master of Arts in Organizational Leadership with a Concentration in Human Resources you will be able to:

• Analyze the strategic role of Human Resource Management as a business function in an organization.
• Assess and apply strategies for successful management of a global and diverse workforce with shifting demographics and expectations.
• Analyze models for training and develop leaders throughout the organization and apply strategic plans for career development and training inside an organization.

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

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

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

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

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

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

Program Overview
Claremont Core® (4 courses) 12 units
Required Degree Courses (5 courses) 15 units
Capstone Project (CAP) 3 units
TOTAL 30 units

Required Degree Courses
Approved transfer credits or MOL courses (15 units)*
MLP5316 Capstone 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 for Professional Studies:
- CLU evaluates graduate credits for transfer from higher education institutions in good standing and accredited by an agency recognized by the Department of Education, the Council for Higher Education Accreditation, or an appropriately recognized ministry or foreign agency.
- Graduate credits are evaluated by program, must be within a similar discipline, and can be grouped together to create a specialization. CLU graduate programs accept varying levels of evaluated transfer credit.
- Remedial and technical/vocational courses will not be accepted.
- The final grade posted for each potential transfer course is a B grade (or higher).
- The course work does not duplicate, overlap, or regress previous work.
- The course was not applied toward an undergraduate degree with the exception of dual credit coursework.
• The program director/dean must approve the acceptance of the transfer course(s).
• The "Transfer Credit Practices" report published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) will be the reference used for the evaluation of such credits.
• In alignment with American Council on Education (ACE) transfer credit guidelines, Claremont Lincoln University supports the application of transfer and military credit for military and veteran students.
• Credit from international institutions must be evaluated by an appropriate credit-recommendation agency.
• Applicants must disclose all potential transfer credit at the time of admission. After a student has matriculated, they must complete remaining required degree courses with Claremont Lincoln University.
• 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 M.A. in Organizational Leadership with a Technology Management concentration is designed for managers in engineering, IT, cybersecurity, computer programmers, and others with technical backgrounds to enhance skills in leading technical teams, integrating and managing technological advancements, balancing technology and leadership skills, innovation for strategic planning, policy development, and directing digital transformation efforts. The program will empower students to develop the management acumen for leading technical projects and aiming to achieve the competitive advantage by optimizing the use of technology. The content will expose students to artificial intelligence, IOTA, blockchain and digital transformation as well as ethical decision-making, managing innovations, and technology strategies and policies. Students will learn how to lead teams, conduct technology assessments, manage projects, and address the adverse challenges encountered by leaders in the private and public sectors.

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

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

Program Overview
Claremont Core® (4 courses)  12 units
Required Degree Courses (5 courses)  15 units
Capstone Project (CAP)     3 units
TOTAL                30 units

Required Degree Courses
MAC5300 Leadership in Action (3 units)
MLT5312 Management of Technology & Innovation (3 units)
MLT5313 Technology Strategy & Policy (3 units)
MLT5314 Technology & Ethics (3 units)
MLT5315 Digital Transformation & Project Management (3 units)
MLT5316 Capstone 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**
*(Program enrollment currently suspended)*

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 perspectives on social issues, religion and politics. It will also equip students with the collaborative engagement and self-reflection competencies that are essential for effecting meaningful change in society.

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

**The Concentration in Interfaith Action**

**Program Learning Outcomes**

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

- Explore and interpret religion in relation to structures of power and privilege and in the context of cultural, political, and economic histories (power & privilege).
- Demonstrate an integrated knowledge of research and construct an evolving literacy of major religious traditions and cultural identities (religious literacy).
- 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 (conflict resolution).
- Research, collaborate, design, and implement high-impact strategies in a leadership action plan for social change (action research).
- 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 (post-secular understanding).
- Develop and demonstrate the interpersonal and engagement skills necessary for effective leaders in a global community or organization (interpersonal communication).

**Program Overview**

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Units</th>
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<tbody>
<tr>
<td>Claremont Core® (4 courses)</td>
<td>12</td>
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<tr>
<td>Required Degree Courses (5 courses)</td>
<td>15</td>
</tr>
<tr>
<td>Capstone Project (CAP)</td>
<td>3</td>
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<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
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**Required Degree Courses**

- MPJ5311 Power and Privilege in Self and Society (3 units)
- MPJ5312 Approaching Religion (3 units)
- MPJ5313 Negotiating Moral Conflict (3 units)
MPJ5314 Interfaith Leadership in a Global Context (3 units)
MPJ5315 Religion in the Public Sphere: Faith, Politics & Rhetoric (3 units)
MPJ5316 Capstone 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 Master of Arts in Social Impact is a dynamic program that seeks to bring more innovation and more diversity, equity and inclusion to the nonprofit and entrepreneurial ecosystem. This degree program is designed for aspiring founders, emerging social entrepreneurs, nonprofit leaders and mission-driven changemakers. It is for anyone interested in turning their passion for changing the world into concrete plans. With an emphasis on social impact, effective leadership, financial resources, and sustainability this program is preparing a new generation of nonprofit founders and entrepreneurial innovators. In addition to learning about grant writing, board development and program evaluation, students gain skills in how to build a promising business model, develop revenue streams to diversify their funding, and proven marketing strategies. What students can expect to gain is the knowledge and skills to get their social change idea successfully off the ground and running.

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

Program Learning Outcomes

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

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

Program Overview

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

Required Degree Courses

MSI5311 Nonprofit and Social Sector Leadership (3 units)
MSI5312 Foundations of Social Impact (3 units)
MSI5314 Social Impact Measurement (3 units)
Master of Arts in Sustainability Leadership

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

Program Learning Outcomes
After completing the Master of Arts in Sustainability Leadership, students will be able to:

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

Program Overview: 30 units
Required Degree Courses (9 courses) 27 units
Capstone Project (CAP) 3 units
TOTAL 30 units

Required Degree Courses & Capstone Project
MSL5301 Systems Thinking and Sustainability (3 units)
MSL5302 Environmental Science (3 units)
MSL5303 Data Analysis and Decision Making
MSL5304 Earth Resources
MSL5305 Economics and Sustainability
MSL5306 Environmental Policy and Law
MSL5307 Sustainable Resource Management
MSL5308 Impact Assessment
MSL5309 Sustainability Leadership and Ethics
MSL5310 Sustainability Leadership Capstone
CATALOG OF ACADEMIC COURSES

Claremont Core®

MCC5311 Mindfulness (3 units) This course offers students critical understanding of mindfulness practices and ways to develop the capacities of mindful attention necessary for effective change leadership. To that end, the course focuses first and foremost on practice: you will be regularly engaging in practices of self-awareness, mindful reflection, open-presence awareness, concentration, and compassion (for self and others).

MCC5312 Dialogue (3 units) Effective dialogue in the 21st century is mindful communication that constructs shared understanding among diverse constituencies. In this course, students will be able to articulate contemporary theories and practices of dialogue. Students will develop the ability to manage contrasting perspectives among diverse constituencies and reframe conflict for shared understanding. By the end of the course, students will be able to demonstrate personal commitment to fostering productive dialogue in interpersonal, professional and public contexts. They also will identify potential dialogue partners for progress toward the Capstone Action Project. Pre-requisite: MCC5311

MCC5313 Collaboration (3 units) Collaboration is co-creative dialogue among key stakeholders to develop strategies for positive change. In this course, 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: MCC5312

MCC5314 Change (3 units) This course engages students in change making, which is effective collaboration that generates positive and sustainable impact in society. Students will be able to integrate capacities from the Claremont Core® (Mindfulness, Dialogue and Collaboration) to effectively implement a project that positively affects a social situation. Students will also learn to evaluate the effectiveness of a project and integrate evaluation into program improvement. Students will demonstrate these abilities by designing an action plan for their Capstone Action Project. Pre-requisite: MCC5313

Healthcare Administration

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

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

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

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

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

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

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

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

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

**Human Resources Management**

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

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

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

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

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

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

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

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

MHR5310 Human Resources Capstone (3 units) The educational experience at Claremont Lincoln University culminates in the Capstone Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact. Must be taken during student’s final term.

Leadership

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

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

Organizational Leadership: Civic Engagement

MLC5312 Leading in the Public Sector (3 units) This course serves as a field course on community engagement and civic involvement. Students will learn the organizing language, content, and theory around communities and how they operate in society. This organization and content is necessary for elected officials, public administrators and managers (principles), non-profit leaders, community activists, and volunteers.

MLC5313 Trends in Governance (3 units) This course focuses on themes and trends that interplay in governance, including social issues, social inequality, and social justice issues. This course is key for civic leaders and authentic engagement because these issues are the very problems civic leadership seeks to solve. The value of this course is that it provides students the opportunity to understand the breadth and depth of challenges and opportunities in communities—and how to address one with specificity and depth in their own Capstone Action Projects.

MLC5314 Creating Public Policy (3 units) This course provides key theories, practices, and challenges in formulating and implementing policy changes. The course examines the current implementation landscape, conventional perspectives on political processes, governance and management, and policy and program management, and introduces strategic action fields while exploring fields, organizations, and case studies. Students in this course will examine the challenges of implementing public policy, setting up campaigns, lobbying, building coalitions, with emphasis on building consensus, facilitating collaboration, and creating policy measures that sustain communities. Students will learn how to elicit, harness, and focus the intellectual capital and goodwill of community members, institutions, and stakeholders to create positive social change at the local, national, or international levels.

MLC5315 Community Engagement (3 units) In this course, students will understand that, across local and global issues, individuals must be mobilized to create the power to promote change within a community. Students will learn 1) how to bring together diverse interests from within a neighborhood/community, 2) how to bring together the political, economic, and social power structure from both inside and outside the community, and 3) how to bring all of these groups together to collaborate for positive change. By the end of the course, students will gain the necessary skills to be effective agents of change and to improve the quality of life for people within their own communities and within any community from around the world.

MLC5316 Capstone Project (3 units) The educational experience at Claremont Lincoln University culminates in the Capstone Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact. Must be taken during student’s final term.

Organizational Leadership: Ethics

MLE5322 Ethical Decision Making (3 units) In this course, students review texts from classical and contemporary ethicists while examining multiple approaches to ethical reflection. The readings provide a framework to develop ethical reasoning skills to critically respond to thought-experiments and contemporary case-studies.
MLE5323 Leadership Literacy (3 units) In this course, students survey contemporary research and literature in the field of leadership studies. Topics include: trait, behavioral, contingency, relational, transformational, cultural, and emerging theories and models of leadership. The course also examines organizational leadership in the context of structures, human relations, political systems, and symbolic meanings in order to create positive personal and organizational change.

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

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

MLE5316 Capstone Project (3 units) The educational experience at Claremont Lincoln University culminates in the Capstone Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact. Must be taken during student’s final term.

Organizational Leadership: Higher Education

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

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

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

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

**MLU5316 Capstone Project** (3 units) The educational experience at Claremont Lincoln University culminates in the Capstone Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact. Must be taken during student’s final term.

**Organizational Leadership: Professional Studies**

**MLP5316 Capstone Project** (3 units) The educational experience at Claremont Lincoln University culminates in the Capstone Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact. Must be taken during student’s final term.

**Organizational Leadership: Technology Management**

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

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

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

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

**MLT5316 Capstone Project** (3 units) The educational experience at Claremont Lincoln University culminates in the Capstone Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact. *Must be taken during student’s final term.*

**Peace and Social Justice: Interfaith Action**
*(Program enrollment currently suspended)*

**MPJ5311 Power and Privilege in Self and Society** (3 units) Personal, organizational, and social transformation occurs along cultural landscapes where core ideals are contested, provoking acts of power and privilege. To be effective in arenas of religious diversity and social change, leaders must have advanced understandings of their own contexts of power and privilege and how to lead effectively given these dynamics. In this course, students will engage contemporary theories of power and privilege in a postcolonial age, be able to identify multiple dimensions of these phenomena in interpersonal and social contexts and demonstrate capacities for self-awareness and effective negotiation of power differentials in communal and/or organizational contexts.

**MPJ5312 Approaching Religion** (3 units) Establishing an in-depth understanding of religion is essential to defining points of similarity and pluralism in society. This course will assist students in establishing a critical and contextualized understandings of religion, demonstrate an integrated knowledge of research for understanding religion and models for religious engagement, and develop student ability to challenge philosophical assumptions about religion.

**MPJ5313 Negotiating Moral Conflict** (3 units) As new conflicts of an intractable nature develop, students will need a set of interdisciplinary skills to identify and dismantle moral-based conflicts. In this course, students 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 conflict resolution skills to assess conflict scenarios, develop robust mediation strategies, and design a collaborative peace plan.

**MPJ5314 Interfaith Leadership in a Global Context** (3 units) The Interfaith Leader is a transformative action-oriented figure who is able to identify a social problem and craft a vision that incorporates key opinion-formers to respond to an issue. Transformative leadership is a skill that requires a nuanced understanding of social phenomena, self-awareness, and an interdisciplinary skillset to implement culturally competence measures to lead diverse teams. Students should come to this course prepared to engage in interfaith leadership in theoretical and practical ways that include taking on specific leadership challenges while receiving the intellectual orientation, knowledge, tools, and resources to help maximize your response to local and international issues. This course explores the impact of transformative leadership through the work of celebrated interfaith leaders and their response to practicing the Golden Rule, promoting social justice, grassroots organizing, and interfaith cooperation within multiple contexts.

**MPJ5315 Religion in the Public Sphere: Faith Politics and Rhetoric** (3 units) In religiously plural societies, the ability to engage and communicate fairly across sacred-secular lines is a core skill that social change agents need in the twenty-first century. This course explores the complexities of secularism and religion and its intersection with political systems, social values, and sub-movements in the public sphere. In this course, students will develop a post-secular awareness to interpret the evolving role of
sacred and secular traditions while identifying new measures to foster collaborative relations between actors in the public sphere.

MPJ5316 Capstone Project (3 units) The educational experience at Claremont Lincoln University culminates in the Capstone Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact. *Must be taken during student’s final term.*

**Social Impact**

MSI5311 Nonprofit and Social Sector 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 nonprofit and social sector, including models, strategies and practices that the student can adopt and apply in their day-to-day practice of leading social impact work. The course addresses a shift in the paradigm of change leadership that recognizes that leaders are more effective when they stand within, not beyond, the system they are working to impact. Using this as a basis, the course explores theories and models of leadership and their application to one’s own leadership style and ways of working with teams, organizations and communities.

MSI5312 Foundations of Social Impact (3 units) Understanding the history and context of social impact innovation provides context for future action. In this course, you will examine the history and heritage of social change in a global context and will analyze social issues to find points of leverage to participate in change-making and determine where you might choose to engage. You will also research, analyze, and synthesize philosophies of social change, leadership styles and competencies, and articulate your own. By the end of the course, you will better understand where you fit into the landscape of social change and consider the ways in which you will engage.

MSI5314 Action Design for Change (3 units) Impact measurement is an approach to social engagement that asks participants to evaluate results and improve on future performance. In this course, you will define and facilitate shared vision and values for intended impact, demonstrate understanding of diverse approaches to defining and measuring success in social impact, construct models for change, and articulate assumptions underlying organizational actions. This course also provides practice with needs assessment; generation of organizational models; understanding of design thinking; and strategies for collaborative and emergent change.

MSI5315 Business Models and Marketing for Social Change (3 units) Generating sustainable social impact requires the ability to identify and secure financial, social, and human resources. In this course you will explore business models for social change and contemporary financing frameworks. You will learn various marketing strategies to lead and manage marketing campaigns and communication for nonprofit and social sector organizations. By the end of the course, you will gain an advanced knowledge of resource management and allocation and will be able to design sustainable resource models and marketing strategies for successful social impact.

MSI5317 Grant Writing, Development, and Sustainable Fundraising (3 units) Philanthropy is more than just giving money; it is purposive and often seeks to stimulate social, economic, and political change. Understanding the complexities and ways in which change is enacted through philanthropy is essential in navigating the world of grant writing and advancement. This course is designed to introduce you to philanthropy broadly and the various aspects of fundraising including, fund development, proposal writing, relationships and strategies that support fundraising, and donor relations and partnership building for sustainable fundraising. You will leave this course with the skills to complete a case for support, a fundraising strategic plan, and a grant proposal.
MSI5316 Capstone Project  (3 units) The educational experience at Claremont Lincoln University culminates in the Capstone Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact. Must be taken during student’s final term.

**Sustainability Leadership**

MSL5301 Systems Thinking and Sustainability  (3 units) Sustainability relies on the interdependence of systems. As an introductory course to sustainability principles and practices, this course introduces systems theory and how it is a foundation for sustainability for students to understand the elements of systems, learning organizations, and how leadership traits can influence diverse environments and decisions. Students will learn about sustainable development goals (SDG), sustainable issues facing organizational leaders, strategies to address and overcome challenges and critique policies related to sustainability through ethical leadership. Students will learn to foster action, awareness, and adaptability regarding the ways systems impact global change, sustainability, and social issues. Students will also gain an understanding of the ways systems can be used to create ethical and positive change through an awareness about the relevance of environment, business, and relational systems to sustainability.

MSL5302 Environmental Science  (3 units) In this course students will gain a basic understanding of the interdisciplinary study of environmental science. Environmental science encompasses many aspects of sustainability including the “triple bottom line” of economic, environmental, and social policies. The scientific method, ecosystems, how human activities impact natural systems, biogeochemical cycles, how organisms interact within a community, and operating principles of sustainable development will be discussed. The content will then build upon this foundation by examining how human populations impact natural systems and how this relates to sustainable development including hazard identification and risk assessment.

MSL5303 Data Analysis and Decision Making (3 units) Data is used to make predictions in a variety of fields including sustainability and there is inherent uncertainty present in making probabilistic forecasts. Students will discover the challenges that arise with data collection, analysis, and distribution, including errors in predictive methods, assumptions of beliefs, biases, and how to address these issues. Characteristics and traits shared by good predictors, various types of data, which measure should be used, communicating uncertainty, and efficient market hypothesis are also discussed to enable students to understand data, how to analyze to make successful decisions, and how to communicate findings effectively.

MSL5304 Earth Resources  (3 units) In this course students will develop an understanding of critical Earth resource systems including biological, mineral, water, and atmospheric, and the interdependence of the various resource systems (water, energy, minerals, and land). The impacts of resource use, critical factors for those resources, evolution of resource use by humans, the competition between agricultural needs and natural ecosystems, and waste streams on the environment are discussed. Students will evaluate the inputs required from each system to support other systems through interdependence, evaluate environmental resource values and impacts across systems, and the instabilities that can result from interdependencies of multiple, constrained resource systems. The course concludes by discussing future trends and limits for various Earth resource systems to enable students to develop basic proposals to address these challenges.

MSL5305 Economics and Sustainability  (3 units) Sustainable business applies the foundational microeconomic principles of efficiency and equity to a variety of issues including in business, human management, and environmental. Students will learn to use equilibrium and intertemporal analysis, as
well as non-market valuation in the pursuit of an understanding of market successes/failures, optimal resource extraction paths, renewable resources adoption, and environmental/sustainability policy. How to conceptualize and effectively communicate market failures as they relate to business, the environment, and social welfare will also be discussed. Additional topics are how to develop foundational economic modeling skills used to evaluate causes and potential solutions to challenges such as supply and demand, externalities, economic surplus, marginal analysis, and the Coase Theorem.

**MSL5306 Environmental Policy and Law** (3 units) This course explores the policies, laws, and politics of environmental protection and use of natural resources. Students will review the history of the U.S. natural resource policies and the shift from local and state governments to federal leadership on matters of environmental health and quality protection. The U.S. Environmental Protection Agency (EPA) along with key federal statutes are addressed such as the Administrative Procedure Act, Clean Air Act, The Clean Water Act, the Resource Conservation and Recovery Act, the National Environmental Policy Act (NEPA) and the Safe Drinking Water Act including the effects of the policies for sustainability. The roles of the three branches of the federal government are explored from a historical context in regard to natural resources acquisition, disposal, conservation, and preservation.

**MSL5307 Sustainable Resource Management** (3 units) In this course, students will explore the balance between meeting needs (and desires) of current generations without depleting resources for future generations. Students will explore the limits of depletion for stock-limited resources and of availability for flow-limited resources. This content will be coupled with efforts to assign plausible net values to the use of various resources based on the levels of needs addressed and how to address and communicate these values as a leader. Additionally, students will develop value metrics to optimize the use of a selected resource system.

**MSL5308 Impact Assessment** (3 units) The basic concepts of Environmental Impact Statement (EIS) and the Environmental Impact Assessment (EIA) can be used as a tool/ set of tools to predict potential impacts and aid in decision making for such areas of water, soil, noise, air, climate, atmospheric quality, biological resources, cultural resources, and others. In this course, students will learn the historical background leading up to the passage and implementation of the National Environmental Policy Act (NEPA), setting of national priorities for the environment, the creation of the Council on Environmental Quality (CEQ) and the U.S. Environmental Protection Agency (EPA). Topics include key components of environmental assessment process, methods and techniques for conducting analyses relating to environmental risk, social and economic impact, technology needs, impacts from the proposed federal actions, suggested alternatives, and the no-action alternative.

**MSL 5309 Sustainability Leadership and Ethics** (3 units) In this course students will gain an understanding of the methods and orientation of Critical Leadership Studies (CLS) and implications for the natural environment including the origins and key concepts of environmental ethics and corporate responsibility. Topics include the controller and therapist leadership, Messiah and eco-leadership discourses, shared biosphere under stress leading to a universal, normative conception of leadership, ethics of sustainability, sustainable development, biodiversity, the precautionary principle, preservationist, ecological restoration and effective communication for ethical leaders. Students will develop own philosophy of sustainable leadership addressing the ethical dimensions of concern for nature, future generations of humans, and other living beings.

**MSL 5310 Sustainability Leadership Capstone** (3 units) The educational experience at Claremont Lincoln University culminates in the Capstone Project. This project draws on the entire educational experience including research, analysis, and determining appropriate methods and contemporary strategies for designing and implementing initiatives that generate positive social impact. *Must be taken during student’s final term.*
UNIVERSITY POLICIES AND PROCEDURES

Exceptions to University Policies

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

Academic 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.

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

The student may be penalized:

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

**Appeal Process**
Students wishing to appeal an academic honesty violation should contact the Dean of Student Services for assistance with facilitation. Appeals must be made in writing within two weeks of notification and will be reviewed by the Academic Leadership Team (ALT). The decision of ALT is final and will be communicated to the student in writing. If the instructor involved is currently serving on ALT, the Dean of Programs will appoint another faculty person to replace the instructor involved for the discussion and vote on the appeal.

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

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

*Example of maximum timeframe (for illustrative purposes only):*

\[
30\text{-unit program} \times 150\% = \text{Maximum timeframe of 45 attempted units}
\]

Failure to maintain Satisfactory Academic Progress standards may result in academic warning, academic probation, academic suspension, loss of Title IV federal financial aid eligibility, and/or dismissal from the
University. Please see the Student Financial Services section of this catalog for additional details regarding SAP.

Add/Drop Period

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

Capstone 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 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 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.

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 of Programs or Faculty Chair for the new program to ensure academic preparedness. Students who receive faculty approval and wish to proceed with a program change must submit a Change of Degree Program request form to the Office of Student Services. A student’s degree program cannot be changed in the middle of a term. Additional coursework may be required which may extend the program cost and length of time to degree completion. Prior program courses will be evaluated for possible transfer, but course transfer and/or substitution cannot be guaranteed. Only courses that are part of the student’s new program of study will be calculated into their grade point average. Students who receive federal financial aid must consult with the Office of Student Financial services to ensure financial aid availability prior to changing their degree program.
**Change of Grade**

Once a grade is assigned for a course, no change of grade is possible on the basis of additional work. Faculty may change a grade in 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 follow the steps outlined in the Student Complaint and Grievance Policy (see below).

**Code of Conduct Policy and Procedures**

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

**Authority of the University**

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

**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 the student has reason to know those responses may be submitted to CLU by someone else, (2) the use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, (3) representing the work of others as 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 communication, 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 Services and/or the Office of Student Services to determine whether a student has violated the Student Code of Conduct and to decide what sanctions should be applied in cases where a violation has taken place.

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

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

**Conduct Rules and Regulations**
Any student found to have committed, attempted to commit, or acted with complicity in any of the following is subject to disciplinary sanctions. While it is not possible to define every act which may give rise to a finding of misconduct, wherever possible the University has attempted to provide examples here 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. 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. Unprofessional conduct including but not limited to:
   a. Verbal or written communication with any member of the CLU community that is combative, hostile, or otherwise lacks a professional tone.
   b. Excessive or inappropriate communication to any member of the CLU community. This includes repeated text messages, emails, or phone calls as well as other forms of
disruptive communication. Students should not contact faculty or staff using a personal phone number unless directed to do so.

c. Repeated failure to follow directives regarding communication, academic support, or resource usage.

d. Inappropriate use of CLU resources including academic and course support resources not limited to syllabi, course discussion boards, resource courses, and staff and faculty resources.

4. Physical abuse, threats of physical abuse, and/or other conduct which threatens or endangers the health and safety of any person.

5. Possession of a firearm at the CLU administrative offices or at any CLU sponsored event is prohibited.

6. A violation of the University’s Copyright Policy and Acceptable Use Policy which can be found in the Student Catalog constitutes a violation of the Student Code of Conduct.

7. A violation of the University’s Drug-Free Campus Policy which can be found in the Student Catalog constitutes a violation of the Student Code of Conduct.

8. Failure to comply with directions of University officials including but not limited to faculty, staff and administrators, law enforcement officers, or contract service vendors acting in performance of their duties. This includes willfully resisting, delaying, or obstructing University officials in the discharge or attempts to discharge the duty of their office.

9. Theft, abuse, or misuse of CLU property and systems including but not limited to:

   a. Attempted or actual theft of and/or damage to CLU property or property of a member of the University community

   b. Unauthorized entry into University resources to use, read, or change the contents, or for any other purpose

   c. Unauthorized transfer of University resources

   d. Use of another individual’s username and/or password

   e. Use of University systems to interfere with the work of another member of the University community

   f. Use of University systems to send obscene, threatening, or harassing messages

   g. Interfering with the normal operation of University systems and resources

   h. Unauthorized use of University systems and resources to obtain or disclose the personal details of another member of the University community

   i. Tampering with communications

10. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other University activities.

11. Abuse of the Student Code of Conduct system, including but not limited to:

   a. Failure to obey a notice from University administration acting in accordance with the terms of the Student Code of Conduct system to appear for a meeting or hearing

   b. Falsification, distortion or misrepresentation of information before the Student Conduct Committee, 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

12. Violations of any other published University policies, rules, or regulations, including those implemented during the academic year.

Student Code of Conduct Violation Procedures

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

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

2. Investigation. The Dean of Student Services or an appointed University designee may conduct an investigation to determine if the charges have merit and/or request additional support for the charges. This initial investigation is not an exhaustive examination of the facts. It is intended to allow a determination of whether there is some credible evidence, which 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 Services will arrange for a Student Conduct Committee hearing

3. Notification to Respondent. The Respondent will be notified of pending Student Code of Conduct violation charges in writing. Should the respondent issue an admission of responsibility and accept any sanctions that may be imposed, a hearing will not be necessary. In instances where the charges or sanctions are in dispute, a hearing will be scheduled. A time for the hearing shall be set with the Respondent. Hearings will occur within fifteen (15) calendar days after the student has been notified. Maximum time limits for scheduling of the hearing may be extended at the discretion of the Dean of Student Services.

4. Hearing. Hearings regarding Student Code of Conduct violations will be conducted via phone or Zoom. Only the Respondent and members of the Student Conduct Committee will be in attendance at the hearing. Any written or physical evidence, including written statements from witnesses, should be provided to the Dean of Student Services at least 48 hours prior to the
hearing. A witness is defined as someone who observed the actual incident and they may be contacted to discuss their statement in advance of the hearing.

a. The hearing will be presided over by the Dean of Student Services or a designee who will act as the chairperson. The details of the charges and any additional evidence will be presented. The Respondent will have an opportunity to present their case to the Student Conduct Committee. The chairperson will preside over a period of questions and answers directed toward the Respondent. The Respondent has a right to decline to answer any question. If the Respondent fails to appear for the hearing, the hearing will be conducted in their absence and the Respondent forfeits their right to present testimony on their own behalf.

b. Once the hearing concludes, the Student Conduct Committee will review the evidence and make a determination by consensus as to whether the violation was more likely than not to have occurred. If it is determined that a violation occurred, SCC will review the student’s full record as well as the Student Code of Conduct violations and determine appropriate sanctions. This determination is final.

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

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

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

Commencement Eligibility
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. Participation in commencement does not imply degree conferral.

Commitment to Diversity and Inclusion
Claremont Lincoln University embraces diversity in its student body, faculty, and staff and views this as a critical component of the tenets of the Claremont Core®. CLU recruits students, faculty, and staff
responsive to the mission of the University whose diversity contributes to an optimal learning environment.

CLU does not discriminate on the basis of race, color, national origin, sex, gender, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the informed armed services, including protected veterans, or any other characteristic protected by law, in the administration of its educational programs, recruitment, activities, policies, or employment. Additionally, the University prohibits harassment based on the above protected characteristics of a student, applicant, alum, faculty, employee, or any other person participating in any educational program. The University complies with federal and state equal opportunity laws and regulations and finds harassment and discrimination to be inconsistent with the University’s mission, values, and educational goals.

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.

Non-Academic Complaint & Grievance Procedure

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 Services. The Dean of Student Services 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.

Academic Complaint & Grievance Procedure

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.

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

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

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

• Violations of Copyrights, Contractual Agreements, and Licenses
  • Distributing or making copies of software, unless permitted by copyright law or software license agreements.
  • Distributing or making copies of documents, works of art or other intellectual
property, unless permitted by copyright law.
- Using peer-to-peer file sharing protocols or programs to download or distribute
  unauthorized copies of copyrighted materials.
- Having more simultaneous users (e.g., in a department) than permitted by
  software license agreements.
- Using copyrighted material without proper attribution.
- Violating terms of software license agreements, or copyright laws.

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

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

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

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

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

A 3-unit course includes work that reasonably approximates (1) not less than 6 hours of classroom or direct faculty instruction and 10 hours of out-of-class student work each week for a 8-week term; or (2) at least an equivalent amount of work as required above through other academic activities as established by Claremont Lincoln University leading to the award of credit hours.

Degree programs and courses undergo comprehensive annual assessments by an interactive assembly of Deans, CLU Teaching Faculty, and external field practitioners. Courses are developed to be consistent with master's level student learning, time to degree completion, and policy on required credit hours. The CLU Institutional Program Review Process includes annual evaluation of curriculum, learning outcomes, and credit hour policy. Curriculum for each course, once approved, 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.

Degree Completion and Conferral

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

- Completion all coursework required for the program of study
- Completion the Capstone Action Project and required capstone paper
- A cumulative GPA of 3.0 or higher in their program of study
- Completion of all program requirements within the maximum timeframe for degree completion
- Payment of any student account balance
- Exit counseling with the Office of Student Financial Services

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

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

Disability Services

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

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

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

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

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

Drops and Withdrawals

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

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

Administrative Course Drop
Students who do not sign into their course and engage in meaningful interaction by submitting an assignment on or before the eighth day of the term, but also do not submit a request to drop their course, may be administratively dropped from the course for non-participation.
Students may also be administratively dropped from a course through the eighth day of the term for failure to adhere to the University’s Payment Policy. Please refer to the Payment Policy in the catalog for payment requirements.

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

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

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

**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.

**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.

**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.

**Grade Reporting Policy**

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

**Grade Rounding Policy**

Final grades are determined by percentages that include decimals. When the decimal is .5 or greater and impacts the final 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.

**Incomplete Grade Requests**

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

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

**Incomplete Procedure**

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

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

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

**Incomplete Request Deadline Extension**

In special circumstances students who are in good academic standing may request an extension of the incomplete deadline. Extenuating circumstances include medical emergencies, death in the family, or completion of 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.

**Independent Study**

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

**Late Work Policy**

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

**Leave of Absence**

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

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

Normally, a leave of absence is granted for a maximum of one term. The student may petition for an extension of one additional term. If after two terms the student does not return from the leave, the student
will be withdrawn from the program and her/his record closed. To re-enter the program, the student must apply for readmission through the Office of 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 Office of Student Services for an extension of the leave.
- Term 3: If the student does not return, they are withdrawn from the program. The student must apply for readmission to resume studies at CLU.

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

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

**Minimum Grade Point Average for Graduation**

The minimum cumulative grade point average required for graduation from the M.A. programs is 3.0. Only courses in the program of study are used to determine GPA. However, all attempted courses and final grades will remain on the student’s official transcript.

**Netiquette**

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

- A working computer. While tablets and smartphones may be useful tools for students, they do not fulfill the computer requirement and should not be used to complete discussion posts or writing assignments.
- Broadband or high-speed wireless internet access.
- A webcam or other video recording device as recorded presentations may be a required component of some courses.
- Computer speakers or headphones.
- Access to Microsoft Office 365 is provided to students by CLU. Students should use Office applications or the equivalent when submitting assignments.

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

- Use of inclusive, non-gendered language.
- Refrain from use of discriminatory, culturally insensitive, ableist language.
- Use of professional conduct and language in communication with peers, faculty, and staff including in the discussion boards, email messages, Zoom meetings, Canvas messaging, and other communication platforms.
● Respectful dialogue in all situations. While differences of opinion may occur, combative, insulting, offensive, derogatory, or threatening language is prohibited.
● Avoid using all caps as this may imply shouting.
● Passwords and user credentials must be kept confidential and may not be shared.
● Student work submitted in the discussion boards or other venues is considered private and should not be shared outside of the classroom environment.

Non-Degree Enrollment

Non-degree seeking students may take courses at CLU without 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 Dean of Programs.

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. A maximum of six units may be taken as a non-matriculating student. To apply for Non-Degree Enrollment, students 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.

Participation Policy

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

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. Refunds will be processed within 45 days of the date of determination (40 days for residents of Wisconsin).
Example:
Student’s LDI is day 22 of a 56 day term =
22/56 days completed = 40% of term completed
Tuition due is 40% with remaining 60% refunded
Withdrawal requests will not be accepted after the end of the withdrawal deadline for the term regardless of the last date of interaction.
After the withdrawal deadline students may no longer withdraw and will be charged full tuition for their course(s).
Non-Degree Student Payment and Refund Policy
The total tuition charge for the term is payable before the first day of class each term. Non-degree seeking students who have not paid the balance in full will be dropped from their course(s) on the day the term starts.
Students have several payment options. Payments may be made by check or online with a credit card (Visa, MasterCard, American Express). Non-degree students are not eligible for Financial Aid.
Non-degree seeking students who fail to complete the period of enrollment for a course may receive a refund. Students may receive a full refund, partial refund, or no refund of tuition depending on the date the student drops or withdraws or their last day of interaction in the course.
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. Refunds will be processed within 45 days of the date of determination (40 days for residents of Wisconsin).
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Withdrawal requests will not be accepted after the end of the withdrawal deadline for the term regardless of the last date of interaction
After the withdrawal deadline students may no longer withdraw and will be charged full tuition for their course(s).
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.

**Sexual Misconduct (Title IX)**

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

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

The University encourages any student or employee who thinks they have been subjected to sex discrimination or sexual harassment, including sexual violence, by another student, member of the faculty or staff, campus visitor or contractor, to immediately report the incident to the Title IX Coordinator whose information is listed below.

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

**Statute of Limitations for Degree Completion and Extensions**

Students in the Master of Arts programs have up to five years (60 months) to complete the degree. An approved leave of absence extends the time limit to complete the degree by an amount of time equal to the leave. A change of degree program does not extend the statute of limitations.

A student who requires additional time to complete their degree requirements may apply for a one-year extension of their original statute of limitations by petitioning the Dean of Students. 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.
Student Records and the Family Educational Rights & Privacy Act (FERPA)

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

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

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

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

Directory Information
The law also provides that information known to be generally available from a variety of sources may be included in the University’s directory information: name, university email address, and student photograph. Through publication of directory information, the University will make public without student consent only the information listed above. A student who prefers that some or all of such Directory Information not be made public must notify the Office of Student Services in writing.
**Student Waiver of Access to Confidential Records**
A student requesting recommendations in respect to admission to an educational institution or an application for employment or the receipt of an honor may waive his or her right of access to these recommendations. Any student requesting a letter of recommendation may be asked to indicate to the writer whether s/he has waived right of access. The decision whether to write a letter of recommendation is an individual and voluntary one. Faculty and students, however, should be familiar with the provision in the law, which states that “waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such institution.”

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

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

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

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

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

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

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

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

- Claremont Lincoln University transcripts
- Official transcripts (non-CLU) for admitted students
- Grade reports
- Change of Grade forms
- Enrollment records
Limited Retention Records are those records, which the University is obligated, either directly by law or indirectly by the need for supporting documentation, to maintain on a limited basis. The length of time each type of document is to be retained is indicated.

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

### Transfer Credit

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

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

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

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

**Voter Registration**

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

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

**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.
FACULTY

Program Faculty

Lynn Priddy, Ph.D., Interim Vice President for Academic Affairs
Ph.D. Capella University, Summa Cum Laude (Research and Evaluation in Higher Education)
M.A. University of Minnesota, Twin Cities, Summa Cum Laude (English and Pedagogy)
B.A. State University of New York, Geneseo, Summa Cum Laude (English and Education)

Joanna Bauer, M.A., Interim Dean of Programs
M.A., California State University, Northridge (Communication)
B.S., California State Polytechnic University (Communication)

Ashley Gimbal, Ph.D., Director of Research and Writing
Ph.D., Arizona State University (Walter Cronkite School of Journalism and Mass Communication)
M.A., San Francisco State University (Broadcast and Electronic Communication Arts)
B.A., California State University at Chico (Journalism and Communication)

Audrey Jordan, Ph.D., Jerry D. Campbell Professor of Civic Engagement
Ph.D., Virginia Commonwealth University (Social Policy and Social Work)
M.S.W., Virginia Commonwealth University (Social Work)
M.S., University of Virginia (Social Psychology)
B.S., Carroll College (Psychology)

Stephanie Varnon-Hughes, Ph.D., Director of the Claremont Core®
Ph.D., Claremont Lincoln University (Inter-Religious Education)
S.T.M., Union Theological Seminary (Church History)
M.A., Union Theological Seminary (Church History)
B.A., Webster University (English and Education)

Faculty Chairs

Nita Evans, Ph.D., Faculty Chair, Social Impact
Ph.D., Stony Brook University (Sociology)
Executive Certificate, George Washington University (Sports Philanthropy)
Certificate, National African-American Women’s Leadership Institute (Leadership)
Certified Holistic Life Coach, Spencer Institute
M.A., Queen City Bible College (Christian Counseling)
M.A., Stony Brook University (Sociology)
B.A., SUNY College at Old Westbury (Sociology)

Heather Staples, Ph.D., Faculty Chair, Human Resources
Ph.D., University of the Incarnate Word (Education & Organizational Leadership)
Education Specialist in Human Services, University of Central Missouri (Technology and Occupational Education Psychology)
M.B.A., St. Mary’s University of San Antonio (Human Resources Concentration)
B.A., Chaminade University of Honolulu (Psychology)

Carolyn N. Stevenson, Ed.D., Faculty Chair, Organizational Leadership and Sustainability Leadership
Ed.D., Roosevelt University (Higher Education and Organizational Change)  
M.B.A., Purdue University Global (formerly Kaplan University, Business Administration)  
M.A., Governor's State University (Communication)  
B.A., Northern Illinois University (English)  

Lisa Wright, Ph.D., Faculty Chair, Healthcare  
Post-Graduate Certificate, Purdue University Global (Applied Behavior Analysis)  
Ph.D., University of Missouri (Early Childhood Special Education)  
M.Ed., University of Missouri (Early Childhood Special Education)  
B.H.S., University of Missouri (Physical Therapy)

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Terrance Duncan, DBA, MBA (concentration in Healthcare Management), Divisional Director of Safety and Worker’s Compensation  
Troy Martin, DC (Doctor of Chiropractic), MS (Sports Health Sciences), Clinical Services Director at Palmetto Physical Medicine  
Tom Peteet, MD, MPH (Public Health), Primary Care Physician, Commonwealth Care Alliance  
Angela Story, DNP (Doctorate of Nursing) Nursing Administration, University of Missouri Healthcare Compliance, Risk/Patient Safety Department of Veterans Affairs  
Alan Whiteman, Ph.D., MBA, LIFE FACMPE, Director of Healthcare Administration (retired)

Sustainability Leadership

David Adams, Subaru Automotive Executive and “Voice of the Customer” advocate.  
Kathleen E. Allen, President of Allen and Associates and co-convener of the Leadership and Sustainability member interest group for the International Leadership Association.  
Thomas W. Conrad Jr., CSP., Director, EHS for Quidel Corporation  
Rick Johnson, D.M. and Professional Registered Scientist (RSci).  
Zoi Voliotis, Former consultant at Sustainability Consult out of Brussels.
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Finance Support Coordinator

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Vice Chair Board of Trustees, Trident University

Lynn Priddy (recused to serve as Interim VPAA for Claremont Lincoln University)
Executive Advisor and Provost Emeritus, National American University

Robert Williams
Entrepreneur