

COLLEGE UNBOUND

*What is a
lab faculty?*

STUDENT HANDBOOK

(FALL 2025 - SUMMER 2026)

COHORT?

*What's
a project?*



*THE
BIG
10?*



*Where can I go for
help? (Scan Here)*



LIP, Learning in...?

WWL?

**This CU Student Handbook is
your guide to graduation and
a resource on the policies and
programs around your CU
student experience.**

Intentionally blank for printing

President's Welcome Letter

Welcome to College Unbound

Poem Number Two on Bell's Theorem, or The New Physicality of Long Distance Love

By June Jordan

There is no chance that we will fall apart
There is no chance
There are no parts.

We are excited to welcome you to College Unbound and hope you'll take time to get to know us, the collaborative work we've done, and our shared vision for how when we learn together we can transform not just college but our larger world.

The poem above is one of my favorites. A simple three lines by June Jordan about relationships, this poem's title references Bell's Theorem – a posit on the nature of entanglement and the variables that link and affect us all. As we continue to work towards a college both for this moment and also for our shared future, those entanglements are critical to how we can imagine CU's future. They can also help us all think together about how to guide CU – as a place-based college without a single campus – in the years ahead.

We've been busy already in 2025! The College had its largest graduating class and Fall 2025 welcomes College Unbound students from Greenville, SC South and Seattle, WA. There is still lots to do – and for us to learn to do better – as we work towards more fully embodying the values of our Strategic Plan and the needs of our students, our alumni, and one another. We will keep learning from one another.

Mostly, I am excited to be in partnership with you all – students, faculty, staff, and extended CU community – as we continue to build together.

Elsewhere in an essay about higher education, June Jordan asks "What is the university until we arrive?" I think College Unbound provides both more questions and answers. Because while the university has historically been a site of exclusion and privilege, the university is and can also be a site of possibility, of growth, of transformation. It is and can be a site of connection and "long distance love" and lifelong learning that we will continue to explore together.

There is no chance that we will fall apart
There is no chance
There are no parts.

**In love and struggle,
Adam
President and Co-Founder, College Unbound**





3

PRESIDENTS WELCOME LETTER

Letter from Dr. Adam Bush

6

STUDENTS AT CU

Learn about how Students connect to each other at CU and find out how to connect with your peers through SWEL (Student Wellness & Engaged Living), the CU Newsletter, the Student Life Facebook & our Monthly Townhall

15

CU STUDENT LOGISTICS

Find out when classes are happening, the CU Staff Directory, the CU Degree Program, Mission, and Principles

23

LIFELONG LEARNING

College Unbound has 6 principles that are accompanied by interactive activities for you to be prepared to succeed starting from Day One at College Unbound. Found out more about the curriculum here and how to move through it successfully. Looking to learn about Big 10s, Your CU Project, and the classes you will engage in. Jump in here!

63

STUDENT RESOURCES

Here you can find information about FERPA, Fall 2021 Student Support Services, the Office of the Registrar, Learn about CU Committees, Degree Mapping information, Resources for Student Veterans, and Professional Mentor Agreements

88

STUDENT POLICIES

Academic Calendar Policies, Grading, Standards of Satisfactory Academic Progress (SAP), for Financial Aid, Tuition, Title IV, Student Code of Conduct, Student Conduct Review Process, Support Services for Students with Disabilities, & Title IX Notice



6

STUDENT PROJECT DATA

Summary of Student Success Spring 2023 Data + Affinity Groups for Fall & Spring of 2023 / 2024

10

S.W.E.L. + WELLNESS WEDNESDAYS

Student Wellness & Engaged Living is our peer to peer platform for students to share resources and connect with each other.

12

STUDENT SUCCESS COACHES

Find out how to get connected to a CU peer for navigating life as a CU Student Parent or connect with a peer wellness coach

13

STUDENT LIFE FACEBOOK PAGE

Have an event you'd like to share with your peers or connect with other CU students outside of class - join our CU Student Life Facebook Page!

14

Town Hall

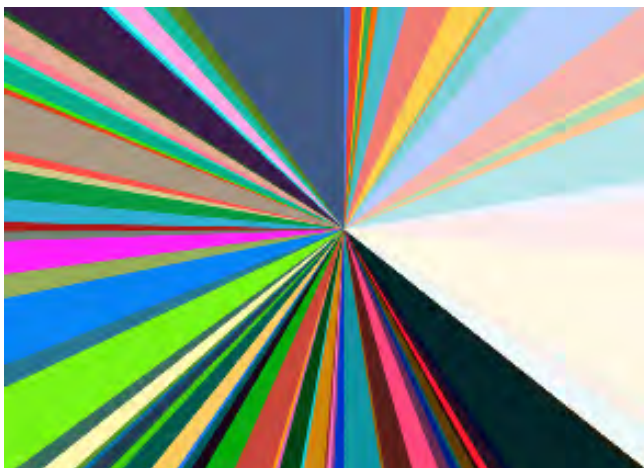
On the first Monday of the Month at 5pm, a CU student or alumni facilitates our monthly Town Hall - a space for students to share what's happening in their cohort or community.

COLLEGE UNBOUND

SUMMARY OF STUDENT PROJECT DATA FROM SPRING 2023 STUDENT SUCCESS SURVEY

This data was collected in relationship to the CU Strategic Plan that discusses dimensions of CU Growth in relationship to Purpose, Partnerships, & Place. Witness the remarkable work our students are doing for their communities.

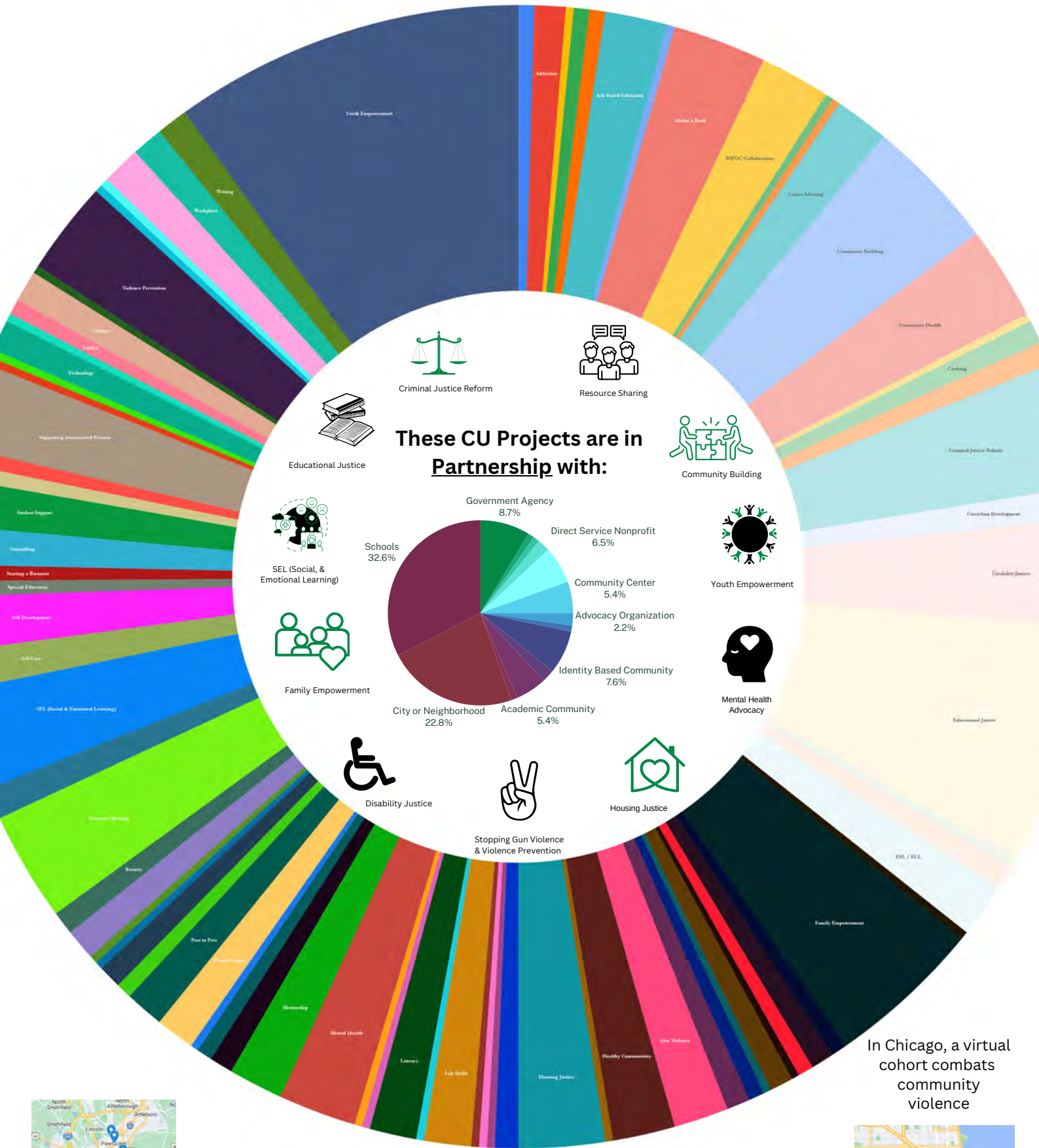
From the data, with 72% of our students identifying as Student-Parents and 51% as Justice-Impacted, CU plans to spend the Fall 2023 and Spring 2024 year in building partnerships with organizations to support our students.



Learn about threats to Civic Wellness for our CU Community and the injustices our students are working to address.

CU Projects with Overlapping Purposes:

List of Student Projects that connect to particular themes from Spring 2023 Data (175 Students Filled Out Survey)

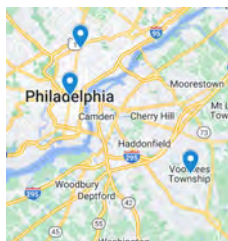
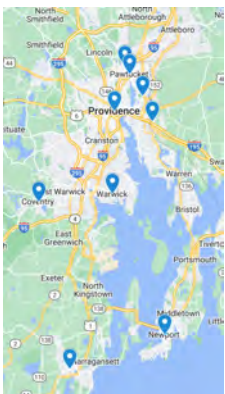


In Chicago, a virtual cohort combats community violence

Impacting These Places:

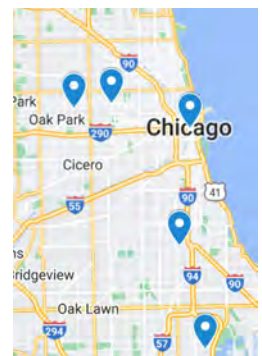
In Rhode Island

From Coventry to the Department of Corrections, cohorts in PVD are shaping the landscape of the State.



In Philadelphia

From Public housing to community gardens cohorts are cultivating change in their communities

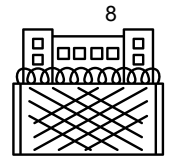




72% Identified as being
a Student-Parent

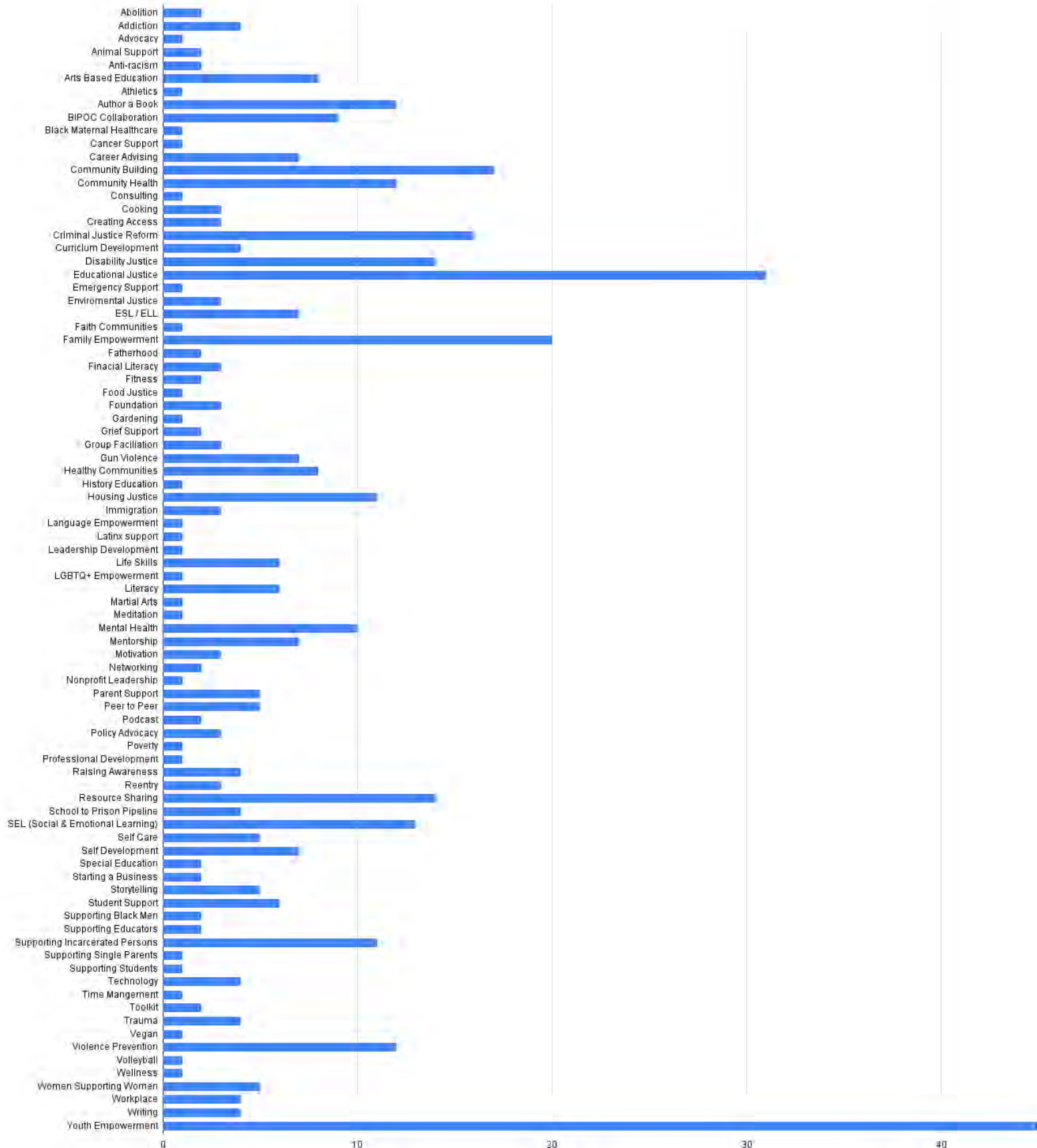
COLLEGE UNBOUND

List of Student Projects that connect to
particular themes from Spring 2023 Data (n=175)



51% Identified as being
Justice-Impacted*

Student Project Themes



To learn more about CU's
2022-2027 Strategic Plan,
Scan Below:

9



STUDENT WELLNESS

Resources to support your wellness journey at CU and beyond

WHAT IS SWEL?

SWEL (Student Wellness and Engaged Living) looks at wellness the CU way. **SWEL is about the "we" in wellness.** Instead of focusing on self care, SWEL aims to build structures that empower students' advocacy for self & others as we navigate a society built off white supremacy, capitalism, & patriarchy. SWEL is about seeing student wellness as a spectrum, leaning towards an expansive view of justice that invites both individual and community wholeness.



AT CU, SWEL isn't a feeling. SWEL is a collective action aimed at deepening our participation in the community as leaders and changemakers.

THE 9 TYPES OF WELLNESS



SWEL aims to approach wellness holistically by breaking up wellness into 9 different categories, as illustrated on the wellness wheel to the left. We provide resources that support all nine of these types of wellness, from writing support (learning wellness) to community change-making (civic wellness). This expansive view of wellness is rooted in our belief that SWEL can also be a project of collective resistance, creating more space for rest, repair, and radical joy in our community and in the world.



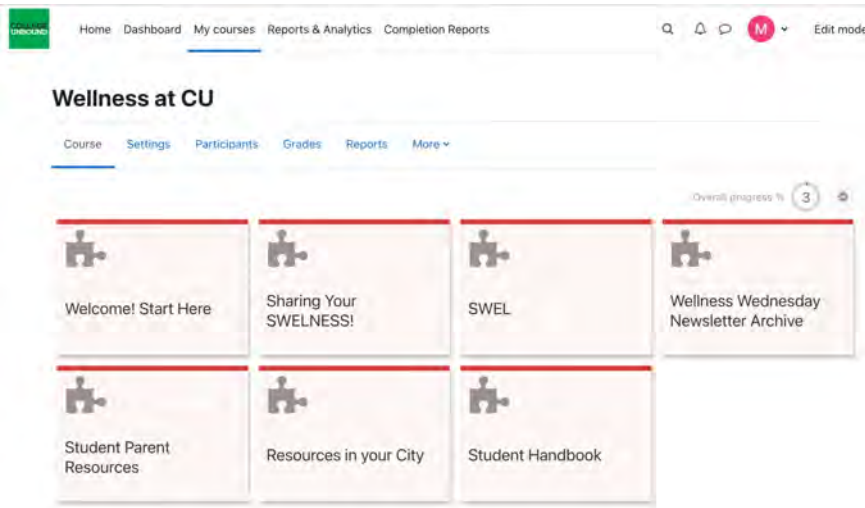
SWEL GUIDE

Tips and ideas to support your wellness journey at CU and beyond

BUILDING A ROUTINE

The most effective way to build more wellness in your life is to smart small right now! A realistic plan that fits into your life will have a far greater positive impact than drastic changes that aren't sustainable. Over time, you can work towards bigger goals by taking little steps all along the way. Looking for inspiration? Try picking one or two ideas from this list!

- Spend 5 minutes writing in a gratitude journal before bed
- Create a calendar with due dates for your assignments and schedule dedicated time to work on them
- Attend office hours to get to know the professor for the class you're feeling the least confident about
- Research upcoming volunteer opportunities in your community related to an issue that matters to you
- Volunteer to help out in a community garden
- Participate in a local community or cultural event
- Schedule time to have a check in with a close friend or family member you feel supported by
- Create a schedule with a classmate to drink more water
- Work with your family to build a monthly budget and set an attainable goal for yourselves
- Attend an event or class designed for professionals in your field
- Choose two days each week to spend 5 minutes meditating before you begin your morning



GET MORE SUPPORT

Looking for more? CU's Wellness Wednesday Newsletter delivers new ideas and resources to your inbox every month! All previous editions of the newsletter can be found on the Wellness Moodle page.

ENGAGING SWEL

SWEL is a collective project and so it needs your insights, questions, and ideas to exist! To join the wellness conversation, you can [submit an idea here](#) to the **SWEL Resource Share**. You can also make announcements and chat with other students on the **Wellness at CU Moodle page**. This page is a one stop shop for SWEL, with wellness resources compiled from CU community members, offering ideas, events , and support for each of the nine types of wellness. It also offers resources for student parents, access to the student handbook, and copies of all issues of the Wellness Wednesday Newsletter. We can't wait to see you there!

2025-2026 SWEL work-study students

**Rachele
Viaud-
Dobson**

Physical
Wellness -
certified
personal trainer
hosts regular
workouts for CU

**Ruth
Perez**

Physical Wellness -
was on We CU
Stories Unbound:
Honoring our Latina
Community &
Bringing Awareness
to Health and
Wellness

**Demetrius
Weaver**

Emotional
Wellness -
hosts
podcast, The
Mental
Exchange

**Alex
Gonzalez**

Civic wellness &
parent support
- passionate
about working
with learning
group
development

**Marilyn
Melendez**

Student
support
wellness
area to be
determined

CU Wellness Email:
cuwellness@collegeunbound.edu



Group by College Unbound

Student Life at College Unbound



**Join our CU
Facebook Page by
scanning, searching,
or clicking here.**



SCAN ME

COLLEGE UNBOUND



COLLEGE UNBOUND

Town Hall Meeting for CU Students



A 30 Minute
Open Forum

All
CommUnity
Members
Welcome

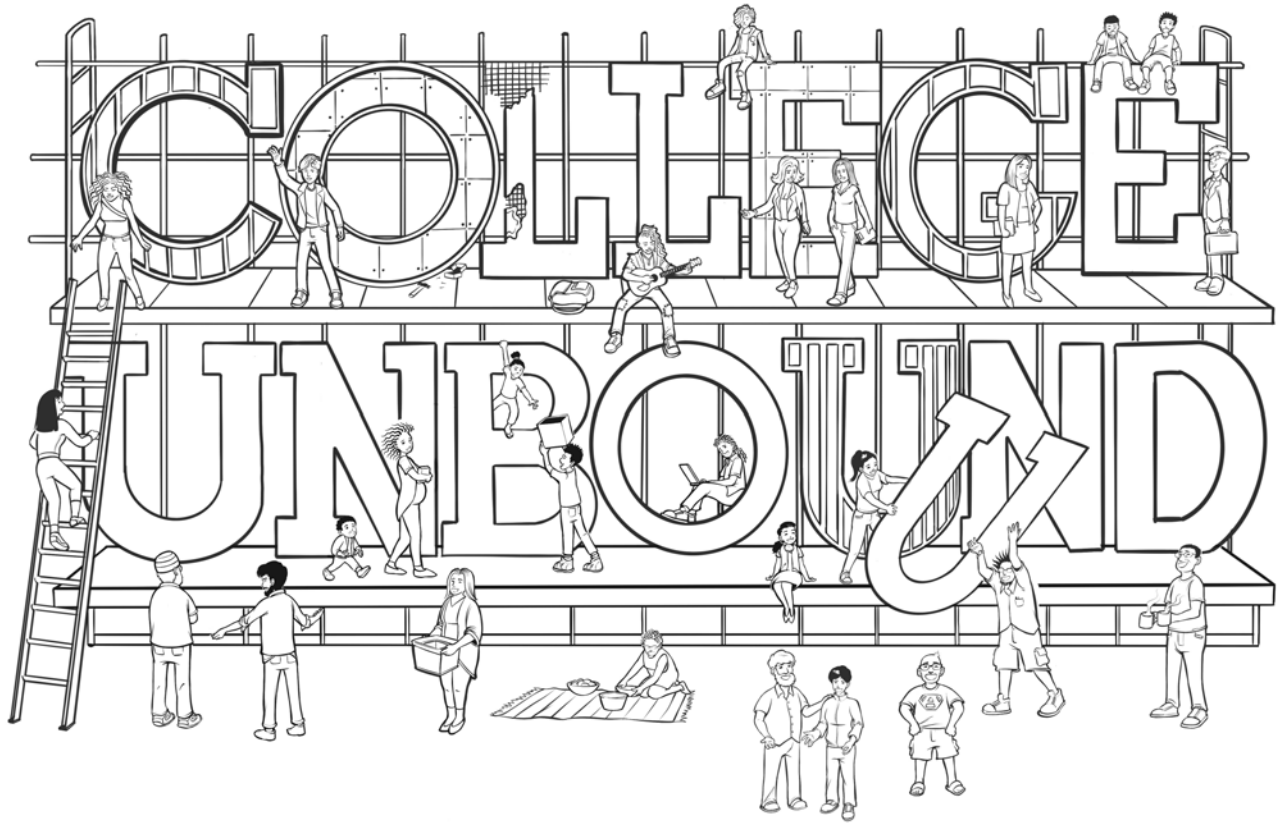
Be on the Lookout for
emails from
Communications for
the Zoom link!

1st Mondays of Fall 2025:

October 7th
November 3rd
December 1st

1st Mondays of Spring 2026

February 2nd
March 2nd
April 6th
May 4th



Illustrated by CU Alumni:
Anthony Vieira

College Unbound Student Logistics



27

**COLLEGE UNBOUND:
ACADEMIC CALENDAR**

30

STAFF DIRECTORY

33

**A BACHELORS DEGREE IN
ORGANIZATIONAL LEADERSHIP &
CHANGE**

34

COLLEGE UNBOUND: MISSION

35

COLLEGE UNBOUND: PRINCIPLES

COLLEGE UNBOUND

ACADEMIC CALENDAR 2025-2026

DATES/DAY	
FALL SEMESTER 2025	
August 18, Monday	Fall Semester Sessions 1 and 3 Begin
August 24, Sunday	Last day to register for Fall Session 1 and 3 Classes
August 25, Monday	LIP and Big 10 Portfolio Submissions Due for Fall Capstone
September 1, Monday	Labor Day- <i>Asynchronous Classes</i>
September 7, Sunday	Last day to drop session 1 and 3 classes without a W
September 8, Monday	Classes dropped on or after this day receive a W
October 7, Tuesday	Exhibitions in class for Tuesday WWL Classes
October 8, Wednesday	Exhibitions in class for Wednesday WWL Classes
October 11, Saturday	Last day of classes for Fall Session 1
October 16, Thursday	Fall Session 1 Grades are Due
Fall Break- OCTOBER 12 THROUGH OCTOBER 18	
October 20, Monday	Fall Session 2 Begins
October 26, Sunday	Last day to register for a Fall Session 2 class
November 2, Sunday	Spring 2026 Registration Opens
November 9, Sunday	Last day to drop a session 2 class without a W
November 10, Monday	Classes dropped on or after this day receive a W
November 11, Tuesday	Veteran's Day - <i>Asynchronous Classes</i>
Nov 25-27, Tuesday - Thursday	<i>Asynchronous Classes</i>
December 9, Tuesday	Exhibitions and Graduation Speeches in Class for Tuesday WWL Classes
December 10, Wednesday	Exhibitions and Graduation Speeches in Class for Wednesday WWL Classes
December 13, Saturday	Last day of classes Fall Semester
December 18, Thursday	Fall Sessions 2 and 3 Grades due
WINTER BREAK- DECEMBER 14, 2025 TO JANUARY 10, 2026	
SPRING SEMESTER 2026	
January 12, Monday	Spring Semester Sessions 1 and 3 Classes Begin
January 18, Sunday	Last day to register for spring session 1 and 3 classes

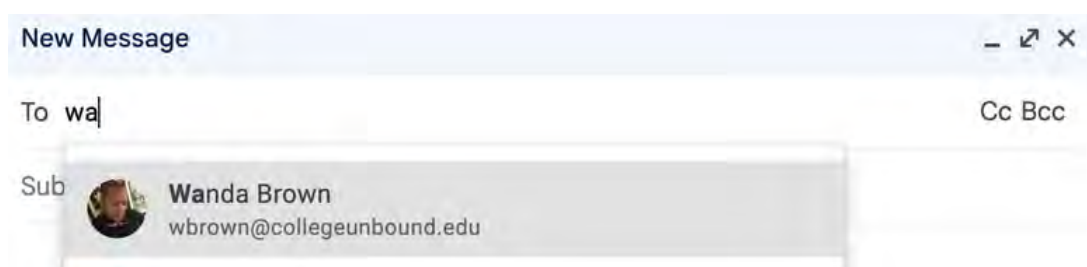
January 19, Monday	Martin Luther King, Jr. Day, <i>Asynchronous classes</i>
January 20, Tuesday	LIP and Big 10 Portfolio Submissions Due for Spring Capstone
February 1, Sunday	Last day to drop a Spring Session 1 or 3 class without a W
February 2, Monday	Classes dropped on or after this day receive a W
February 16, Monday	President's Day - <i>Asynchronous Classes</i>
March 3, Tuesday	Exhibitions in class for Tuesday WWL Classes
March 4, Wednesday	Exhibitions in class for Wednesday WWL Classes
March 7, Saturday	Last day of classes for spring session 1
March 12, Thursday	Grades Due in Campus Cafe by 5PM
SPRING BREAK- MARCH 8 THROUGH MARCH 14	
March 16, Monday	Spring Semester session 2 begins
March 22, Sunday	Last day to register for spring session 2 classes
March 23, Monday	LIP and Big 10 Portfolio Submissions Due for Summer Capstone
April 5, Sunday	Last day to drop a spring session 2 class without a W
April 6, Monday	Classes dropped on or after this day receive a W
April 6, Monday	Summer 2026 and Fall 2026 Registration Open
May 5, Tuesday	Exhibitions and Graduation Speeches in class for Tuesday WWL classes
May 6, Wednesday	Exhibitions and Graduation Speeches in class for Wednesday WWL classes
May 9, Saturday	Last day of classes for spring semester
May 14, Thursday	Grades are due in Campus Cafe by 5PM
SUMMER SESSION 2026	
May 18, Monday	Summer session begins
May 24, Sunday	Last day to register for summer classes
May 25, Monday	Memorial Day - <i>Asynchronous Classes</i>
June 7, Sunday	Last day to drop a class without a W
June 8, Monday	Classes dropped on or after this date receive a W
June 19, Friday	Juneteenth - <i>Asynchronous Classes</i>
July 3, Friday	July 4 - <i>Asynchronous Classes</i>
July 7-9	Graduation Speeches for Summer Capstone Students
July 11, Saturday	Last day of classes for summer session
July 16, Thursday	Grades due in Campus Cafe by 5PM
TBD- Date to be announced by the start of the spring semester	Commencement

CU Staff Directory

Click [here](#).

->

To email anyone at CU, in your CU Gmail account, simply type in the person's name in the "to" area when sending an email, and their email will appear. See below.





Degree Program

Bachelor of Arts

Organizational Leadership and Change

The Organizational Leadership and Change bachelor's degree program provides prospective leaders with both a theoretical and practical understanding of leadership skills and change management processes within organizations and communities of all types and sizes. Through theoretical and practical exploration, students are given opportunities to hone management and leadership skills as well as gain a broader understanding of the manager's role in creating and leading successful change initiatives. Students experience leading edge concepts as well as the challenges associated with applying what they learn to the practice of leadership and change. Students will prepare for rapidly changing organizational contingencies in an evolving cultural context, and develop expertise in a chosen area of inquiry. In addition, students will develop a stakeholder perspective and, with their research and practice, contribute to positive social change.

Graduates from the College Unbound Organizational Leadership and Change program are able to:

- Apply the Big 10 Skills of Leadership and Change to their everyday lives.
- Develop a research project from idea to implementation and reflect critically on what was learned through the process.
- Master communication skills through the regular practice of exhibitions.
- Appraise the relevance of seminal, current, and emerging leadership and change theories
- Integrate best practices and critically examine the undercurrents of an issue or problem.
- Build robust networks around ideas.
- Design appropriate strategies and interventions that will lead the organization to appropriate outcomes and implement a project through participatory action research methods.
- Utilize asset based approaches to implement solutions to perplexing problems.



THE CU MISSION:
TO REINVENT THE HIGHER
EDUCATION EXPERIENCE
FOR UNDERSERVED ADULT
LEARNERS, USING A
STUDENT-DRIVEN MODEL
OF RIGOROUS AND
ENGAGED SCHOLARSHIP.

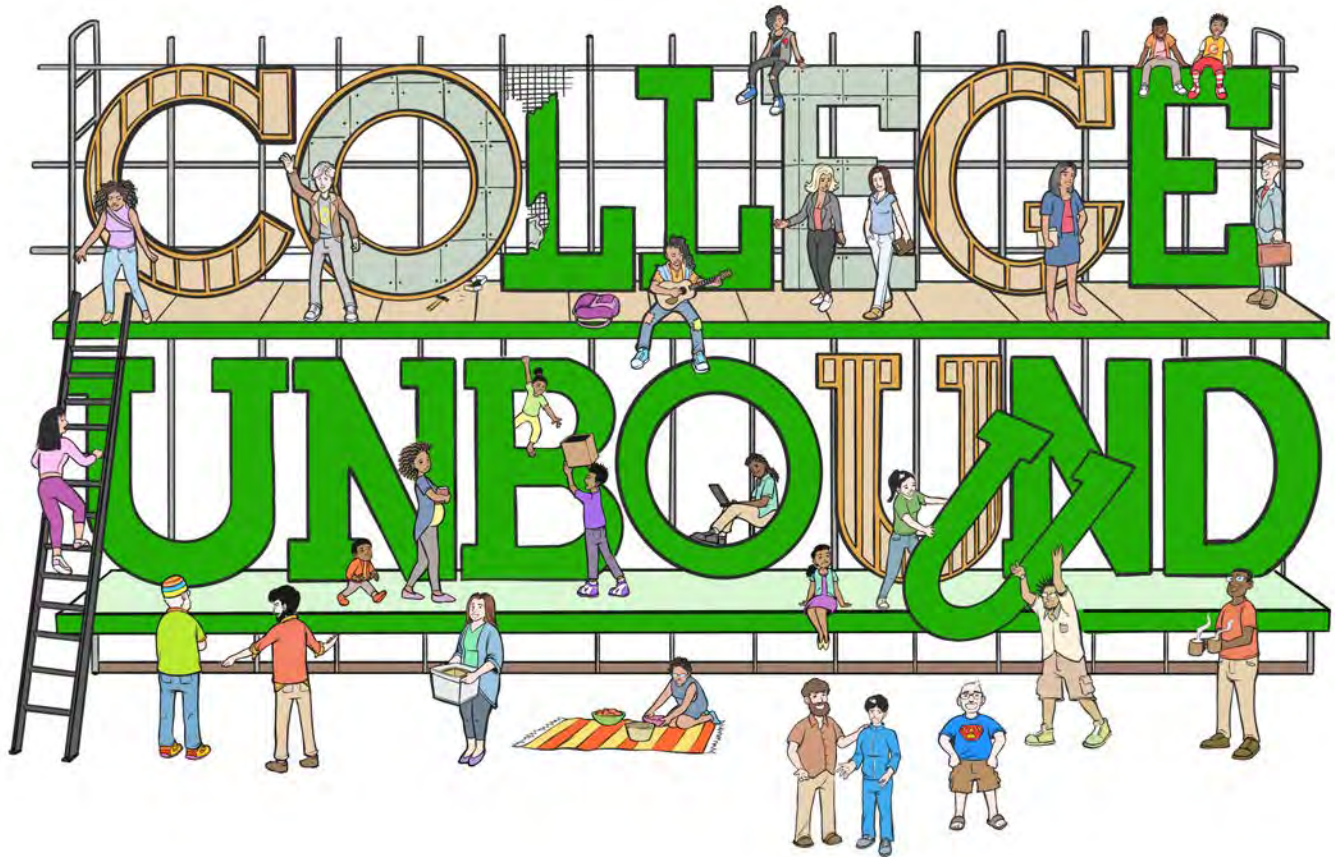


Guiding Principles

1. Learners come to CU with prior experiences, knowledge, and abilities which must be recognized, honored, used, and credited. The multiple roles of these adult learners (workers, community members, partners, parents) are considered assets, not barriers. Our students are supported as scholar practitioners.
2. Curriculum begins with the student and builds from there. It must be personalized around the unique skills, knowledge, and needs of individuals—acknowledging that students have different goals and are at different places in their lives.
3. Learning in the world is multi-faceted, interdisciplinary, and collaborative; it is not linear nor is it broken into compartmentalized subject-matter packages nor individualized silos.
4. When assessment is shared between professors, academic advisors, workplace mentors, field experts, and peers, the learning is rigorous, relevant, and ongoing. When students open their work to public analysis, the learning increases.
5. Competence is not demonstrated through a single event; rather, a range of evidence in different contexts over time must be presented before judging competence.
6. Technology must be used to do more than deliver content; it must be used by students to discover, create, use, share, assess, discuss, manipulate and reshape content, and to connect with others.

Throughout this handbook you will see how these Guiding Principles are embedded and enacted throughout the curriculum at College Unbound.





Art made by CU Alumni:
Anthony Vieira
@antvieiraart

The CU Curriculum: Lifelong Learning The Principles in Action

LIFELONG LEARNING



26 INTRO TO LIFELONG LEARNING FROM
PROVOST & VP DR. SYLVIA SPEARS

27 PRINCIPLE #1:
YOU ARE A SCHOLAR-PRACTITIONER

33 PRINCIPLE #2
THE CURRICULUM BEGINS WITH
THE STUDENT

39 PRINCIPLE #3
LEARNING IN & WITH THE WORLD

46 PRINCIPLE #4
COMMUNITY OF ASSESSMENTS

55 PRINCIPLE #5
COMPETENCE AS ONGOING
PROCESS

61 PRINCIPLE #6
TECHNOLOGY FOR CREATING
AND CONNECTING

LIFELONG LEARNING

(PRINCIPLES IN ACTION)

“Lifelong Learning is ignited by curiosity; sustained by exploration of oneself, others, and the world; and advanced by humility, openness, flexibility, and acceptance of uncertainty.”

College Unbound is committed to supporting the growth and development of CU students as well as our staff, faculty, alums, and community members. Although many of you have set the important goal of acquiring your bachelor’s degree, we believe that learning is an ongoing process and not just an end goal. **“Lifelong Learning is reflected in a recursive cycle of learning, unlearning, relearning, and new learning.”**

During your time at CU, we hope you will not only achieve your dream of obtaining your degree but that you will also see yourself as a lifelong learner, someone who embraces learning in whatever forms it comes and whenever it comes. **“Lifelong Learning is unbound, not constrained by the specifics of a place or a space.”**

We are committed to learning and growing with you because we truly believe what you know matters, what you say matters, what you have experienced matters, and most importantly, who you are matters. At CU, everyone is a teacher and everyone is a learner all of the time. **“Lifelong Learning is represented by ongoing emergence and evolution. It is the foundation for growth and change.”**

At CU, we believe...

- Learning is an ongoing process and not an end goal.
- An ecosystem of support and challenge is necessary for growth and transformation.
- Being in relationship with others and the world has transformative power.
- An individual's inner work guides and strengthens their outerwork in creating the changes they want to see in the world.
- Individuals and communities are creators and holders of deep knowledge.

At CU, we commit to...

- Collective knowledge building and sharing.
- Being active learners who model lifelong learning.
- Supporting learning opportunities for all members of the CU Community
- Building equity into all of our practices and
- Bringing forth a more just world. centering those who are most marginalized.

To transform the world, we must first transform ourselves. And to transform ourselves, we must be committed to being lifelong learners. I hope you will all join me in growing and learning together at CU.

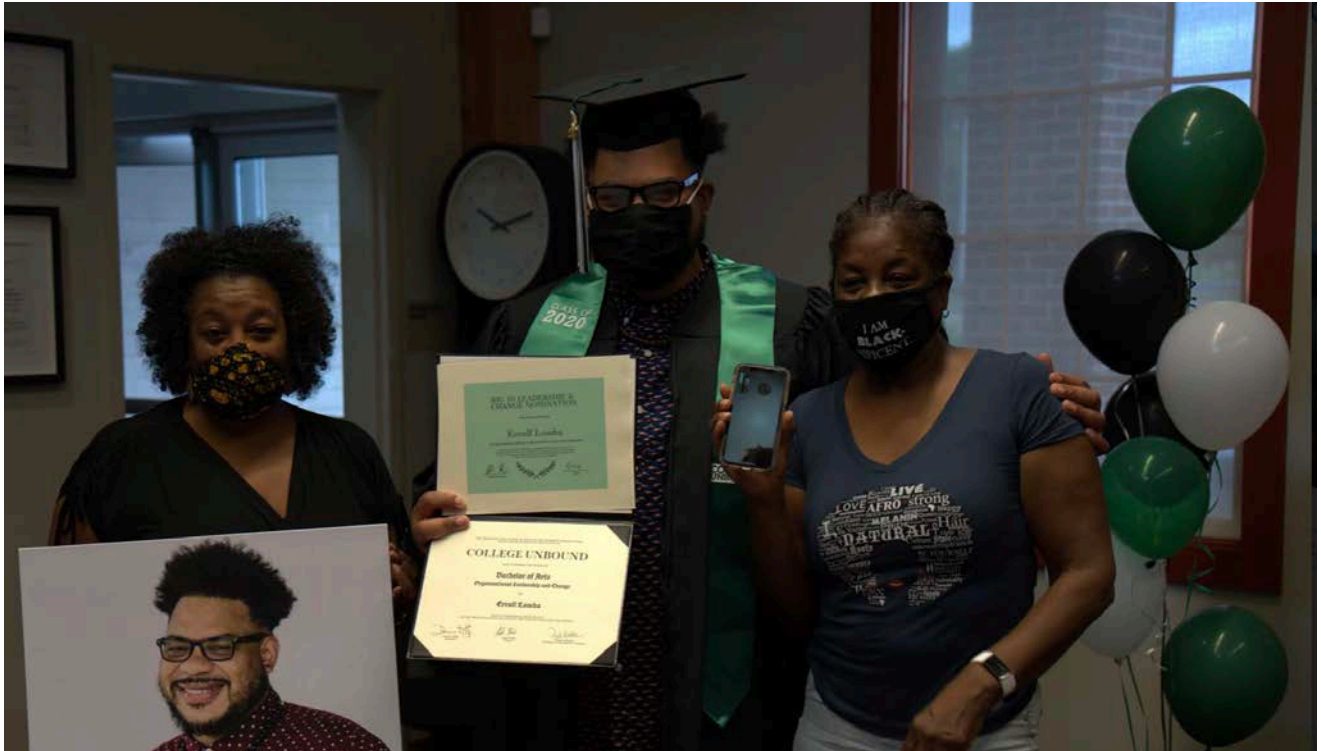
Sincerely,
Sylvia

Sylvia C. Spears, Ph.D. (Pronouns- she/her/hers)
Provost & Vice President for Lifelong Learning
Distinguished Professor of Educational Equity & Social Justice

You are already a
Scholar-Practitioner!

Guides for
the Journey:
Meet Your
Support Team

Interactive:
Mapping Assets
& Aspirations



Students and the learning experiences from their families and communities are recognized for both credit and celebrated at CU from start to finish. Credit from one's experience outside of the classroom is part of our CU Guiding Principles: **Principle One.**

COLLEGE UNBOUND

Principle 1: You are already a Scholar-Practitioner.

During the College Unbound Welcome Day, every new CU student goes around the room to share their gift. You may remember this moment. You may remember the gift you shared or the gifts you welcomed from others. These gifts were your skills, experiences, knowledge, and passions. These gifts were also able to be shared with others. Gifts are the assets that you bring into any space be it a home, a workplace, or even a College. At College Unbound we see your gifts. Importantly, we see each of those as areas of your life worthy of learning from and building credit around. As a CU student, you will take a class called Learning from Experience which will teach you how to do this. But just know from day one - by going through our admission process, through doing your 1:1 interview, submitting your application essay, and connecting with others during the CU Welcome day you are already a Scholar-Practitioner.

Each student at College Unbound is a Scholar-Practitioner.

This may be the first time you've heard those words and that is okay. You might also be questioning why you are a Scholar-Practitioner. So here are some hints about why you already are one and how you will grow as a Scholar-Practitioner throughout your time at College Unbound.

First, what is a practitioner?

A practitioner is someone who engages in real-world challenges and problems. You will find that over the course of your first semester you will develop a project that engages a real-world challenge or a problem. Throughout life, in your workplace and world, you are encountering real-world problems and challenges, moments you that already been learning from. A fun fact: you have been a practitioner for many years now.

But what is a scholar?

Scholars are experts in a particular field of study. You may be thinking, "wait isn't a scholar someone with a Ph.D.?" Yes and no. Scholars can be people who are experts at the learning you've harnessed from your experiences. Scholars can be moms who understand deeply and reflectively about what it means to be a mom and care for a child through their stages of development. A scholar can also be a community organizer who has been working in the field for years and doesn't have a degree but knows how to harness the power of people's voices. As someone who acts and reflects deeply on those actions, you too are a scholar from the various assets that you have and can teach others about.

COLLEGE UNBOUND

You are a Scholar-Practitioner. Being a Scholar-Practitioner is about living between the roles of a practitioner, someone who is engaged in the challenges of the world, and a scholar, a reflective actor in these efforts.

As a student at College Unbound, you will learn the tools to do this work in a way that is authentic to your own voice. A process that may seem intimidating at first but one you will learn along the way. The General Education requirements will help you do this work, but it is also work that you will do together with others.

This process of becoming a Scholar-Practitioner is also one that you will be on a journey with others. Each student at College Unbound has a Cohort, a community of peers that they convene with weekly to work both interdependently and independently to build a project. At times your work may change because of something you learned from a peer or an instructor at College Unbound. The process of becoming a Scholar-Practitioner is the work of listening. Learning to listen to what is happening both within you and from the wisdom of others.

Each student at College Unbound also has a Lab Faculty. Lab Faculty facilitate the class called Workplace World Lab (WWL) which will be explained more in Principle #3. Lab Faculty have a dual role as both the instructor for your course and also the guide that will work with you on your way toward your degree and building your project. Lab Faculty are here to assist you in your journey toward becoming a better scholar of the world through and outside of the Lab class.



Being a Scholar-Practitioner at College Unbound is also about recognizing that everything that you need is here. The poet Wendell Berry writes these starting words: “what we need is here.” Sometimes if you are looking for answers or are unsure of where to go, reach out to your peers, or your Lab Faculty, or Student Services.

COLLEGE UNBOUND

Guides for the Journey: AKA Student Support.

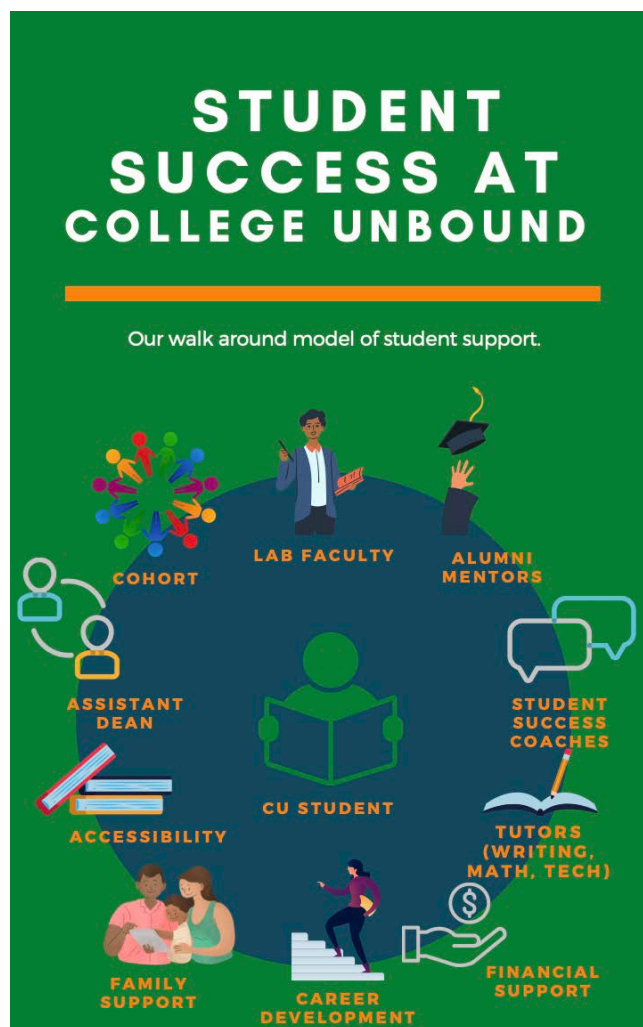
Email: Support@collegeunbound.edu

The work of being and becoming a better scholar-practitioner isn't one that you do alone at College Unbound. Support for this journey is embedded into the curriculum at CU from both who is in the Lab, to who is around you, to supports that are just one email or call away.

Every student at College Unbound has a **Lab Faculty**. Lab Faculty guide you through the curriculum and are assigned to you from Day One.

Students have **alumni mentors**, these are alumni from College Unbound that are a part of the Workplace World Lab class and work with your Lab Faculty to support you. Importantly they've been where you are.

We also have a student services team: a **Student Success Coach** that connects you to community resources, an **Accessibility staff** member to advocate for your ADA (Americans with Disability Act) needs, a **Career Support** person to help you level up in your career, **Tutors** to help you with your work, and an **Assistant Dean** who is available throughout the week and will work with you when you aren't feeling centered. Most importantly, each of you will have a **Cohort**, a peer group that is in this journey with you along your path to developing a project and completing your BA. Through your cohort, you will harness and share your gifts, working to help each other become who you choose to be.



COLLEGE UNBOUND

Interactive Activity: Mapping Aspirations & Assets

Prompt One.

What are your aspirations? In the lines below list out some of the hopes and dreams that you have for yourself or others:

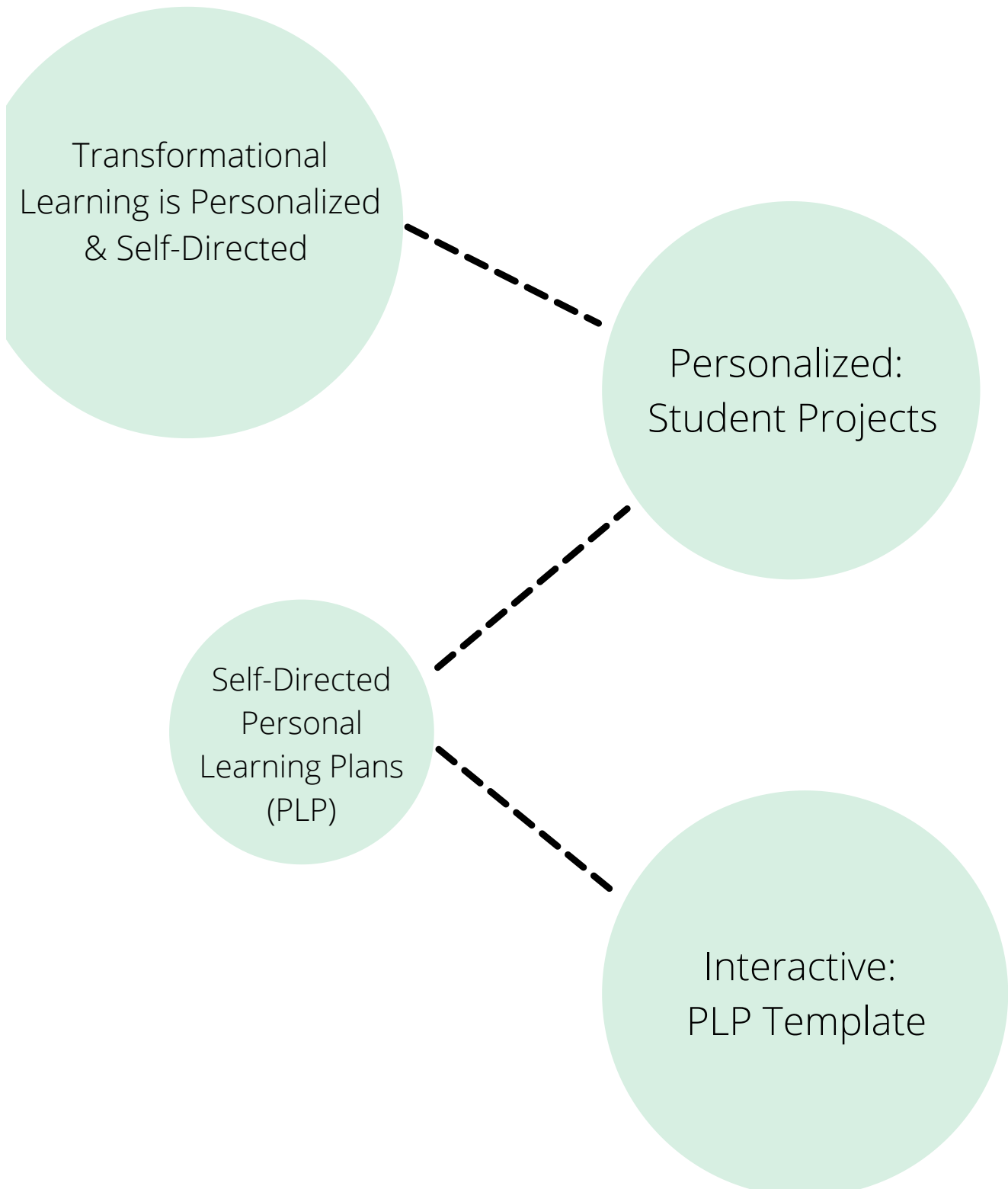
Prompt Two.

To continue the conversation from the CU Welcome Day, begin to list out what your gifts are. These can be helpful to return to later when you are thinking about how to move your project forward or areas to look at for gaining credit during the Learning from Experience class:

Skills	Experiences
Knowledge	Passions:

Principle #2

The Curriculum begins with the Student



Transformational Learning is Personalized and Self-Directed

Learning is a process powered by the learner and supported and stimulated by collaboration with others. Sparking and feeding the desire to learn ensures that the process repeats itself—the learner wants to learn more. Without the desire to learn, attempts to “teach at” a student are counterproductive.

Additionally, adult learners come to College Unbound already engaged in the rich curriculum of their lives. They are involved in partnering, parenting, and living and working in a diverse, complex, and ever-changing society. At College Unbound, those experiences are considered assets. Students come with diverse ideas, skills, talents, and experiences. Curriculum must begin with the student and build from there. Coursework is not separate from the student’s life—something they get to in the evenings after a full day at work when the kids have gone to bed. Instead, the learning is woven throughout the student’s day and takes advantage of the opportunities that provides.

Because their lives are integrated in their coursework, and their coursework is integrated throughout their lives, it is possible for students to continuously develop Leadership and Change habits and reflect on their growth. At CU that means taking advantage of opportunities for inter-cultural engagement, thinking critically, posing and solving problems, communicating ideas, collaborating, holding themselves accountable, practicing creativity, developing the skills of resilience, becoming reflective individuals, and advocating for themselves and others. Students pay attention to *how* they know as well as *what* they know, and *why* it matters.

Learning at College Unbound is self-directed. The Personal Learning Plan, crafted by the students with input from members of their Personal Learning Networks, provides the blueprint for the learning.

To a large extent, the students decide:

- 1) What they want to accomplish.
- 2) What areas of knowledge and skills they need to gain in order to accomplish it.
- 3) How they will gain that knowledge and develop those skills—the necessary resources, experiences, and activities.
- 4) How they (and others) will know they have gained the appropriate knowledge and skills.

CU instructional and advising faculty contribute to a rich storehouse of experts, resources, learning experiences from which the students can draw. They also provide the means to assess, validate, and credential the learning. Students are not limited to using only those resources. They are encouraged and required to use the world around them.



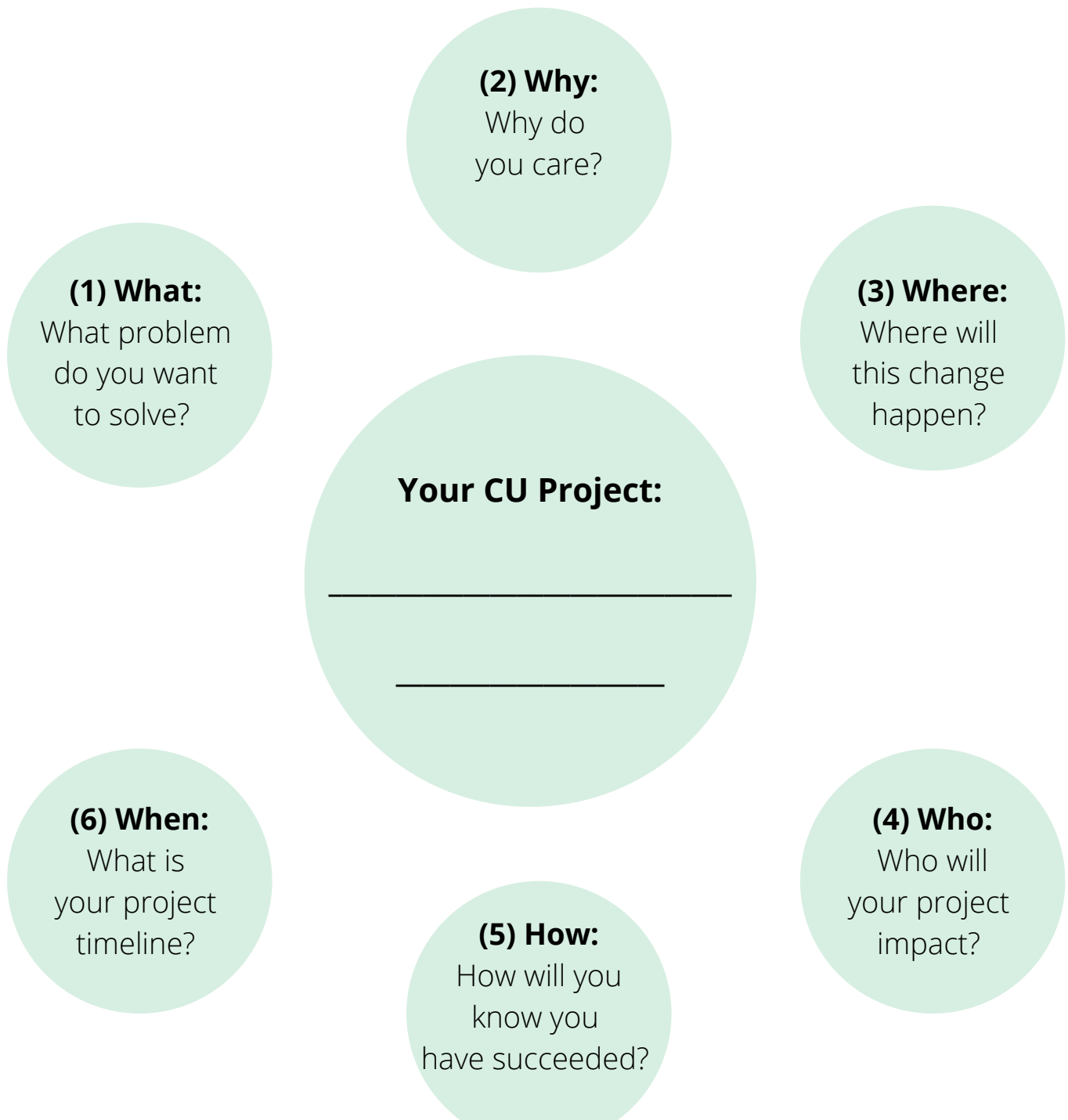
Your Project:

sits at the center of your CU degree
because all of your learning at
College Unbound is in the service of
advancing your project.

CU Student Project

Over the course of your first semester at CU you will begin to develop a project. During that first semester you will begin to answer the following questions (and others) as they relate to your idea. Feel free to use these questions as prompts to begin to think about the kind of project you will develop while being at CU.

What comes to mind when you first begin to think about a problem you want to solve or a change you want to see in the world?



Personal Learning Plan

Your Personal Learning Plan is how you take charge of your learning. It has two parts:

1. Weekly plan: Complete a weekly plan in the space below before your weekly one-on-one meeting with your Lab Faculty. This will allow you to drive the agenda of your meetings so that they focus on your goals, questions, concerns, and ideas.

Your weekly plan should do the following two things every week. You can do this in the form of bulleted lists, recordings of yourself talking. You can use the format set out below or create your own.

Looking backwards: How did last week go? What worked, what didn't? What was surprising, what was confusing?

Looking forwards: What is on your agenda for this week? What are your goals, potential challenges. concerns, feelings, thoughts about the week to come?

2. Plan for degree completion: Use the Plan for Degree completion on the next page to sketch out your semester-by-semester plan. Review and update this plan in consultation with your Lab Faculty at least once a semester so that you achieve your learning goals and complete your degree at a pace that works for you.

COLLEGE UNBOUND

INTERACTIVE: Fill out a Personal Learning Plan (PLP)

Name:

Week #: Orientation

1) To do: What do you need to get done for College Unbound this week in order to be prepared to start and succeed in the Fall?

2) Big 10: Review the list of 10 words at the bottom of this document, these words are the Big 10 - our Leadership & Change Competencies. After reviewing the list, choose one Big 10 that you want to work on or need for a challenge ahead this week. Name the Big 10 and write a sentence or two about how you are going to work on it:

Big 10: _____

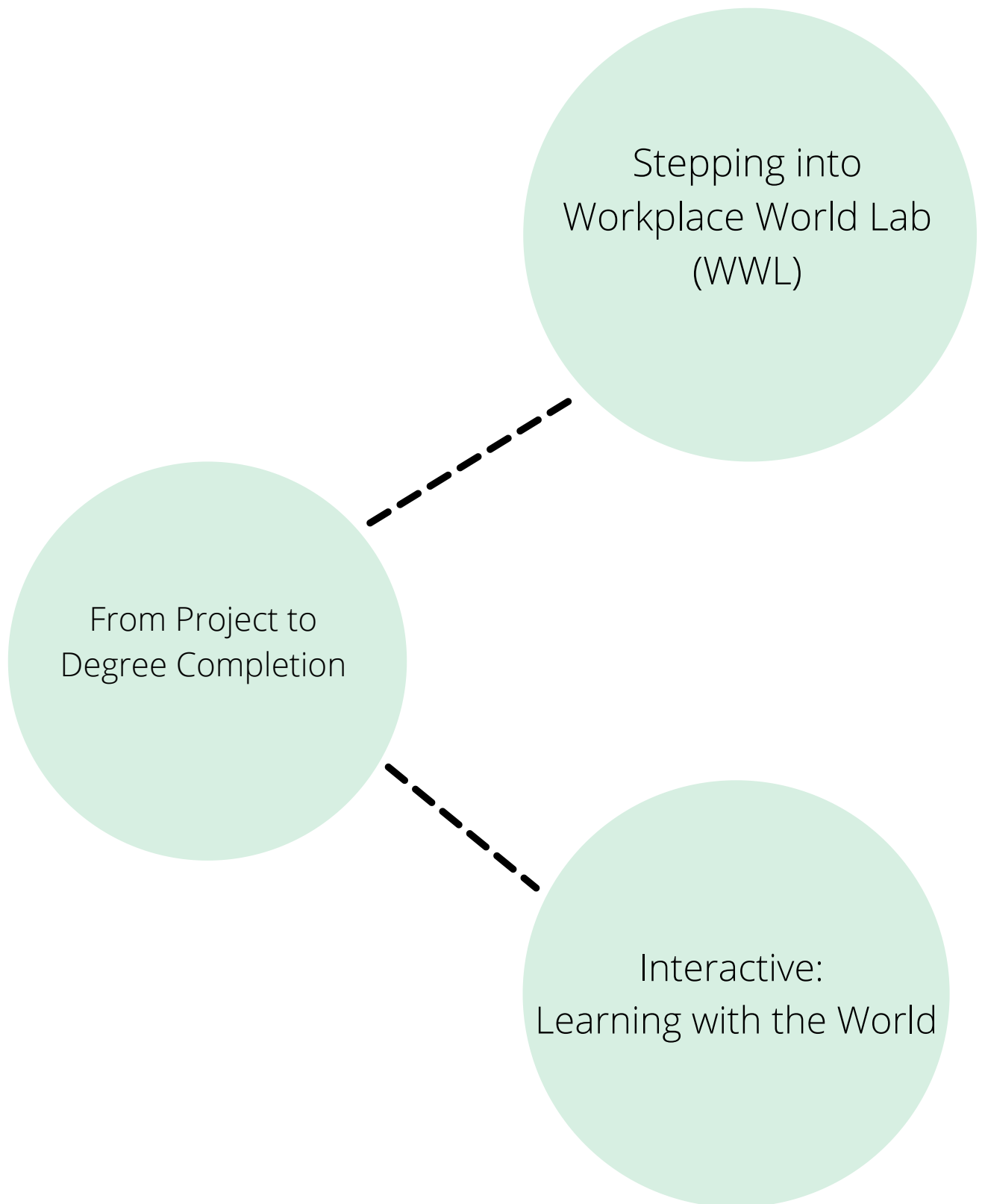
How:

3) Project: After reviewing the 6 questions (what, why, where, who, how, and when) that were mentioned earlier in this handbook, answer one of the following prompts in a few sentences.

A) What you think of this process of having a project? What do you foresee will be exciting or challenging about this process?

B) Share your response to one of the six questions. Even if you don't know "what problem you want to solve," maybe you know *who* you want your idea to impact, or *what* you care about, or *where* the change you want to see will take place?

*Intercultural Engagement | Problem Solving | Communication
Critical Thinking | Accountability | Collaboration | Creativity
Reflection | Resilience | Advocacy for Self and Others*



COLLEGE UNBOUND

Principle #3

Stepping into a class called: Workplace World Lab (WWL)

Throughout your journey at College Unbound to your BA Degree, you will take a class each semester called Workplace World Lab (WWL).

This is a different class than you may be used to. For starters, the focus of the class is about “CU,” no, not College Unbound, but about the **Cohort and U** - you as an individual and also you within a community of peers working engage problems through the lens of your project.

Welcome to Workplace World Lab. The place where ideas become projects and learning is a collective process.

Just like ideas take time to go from idea to implementation, so too will it take time for you to build trust and discover what it means to become a cohort. Being a cohort and becoming a cohort is a collective practice, fraught with learning and unlearning. At times you will struggle with the challenges that come up both in life and in your classes, lean on your cohort. When you are feeling good about how things are going, reach out to others. At the heart of our Labs is the work of connections. Connecting yourself, with others, what you care about, and the wider workplace and world. The work of becoming a cohort is the ongoing process of learning together and leaning back out into the world.

A helpful tip is to see the Workplace World Lab class as a “Lab” - a laboratory to experiment, a space to feel safe enough to fail and try again, a class to make connections, and a place to dare your work into the world.

Just as WWL is a different kind of class, so too does this class have a different kind of faculty. Lab Faculty are the instructors of facilitating the WWL. Part of engaging the WWL is also engaging this work where you are at. Through 1:1 meetings with your Lab Faculty, you will be supported in your journey and challenged to live up to your goals set out through your PLPs, reflect on class discussions, and deepen your understanding of your work. Lab Faculty are here to challenge and support you throughout your journey at College Unbound.

CU in class,

- Your Lab Faculty



Your Project sits at the center of your degree. The following pages map out how you complete the circle above from start to degree completion.

COLLEGE UNBOUND

Interactive #3 Learning with the World

Go back a page or two and look at the degree completion rubric. When you get to one of the pages, look four columns over to the right. You will notice a column titled: “Learning in Public (LIP) will satisfy this requirement if they show that you . . .”

What does that mean? At College Unbound we have a process for gaining credits outside of the classroom called LIP (Learning in Public) See this webpage for a complete picture of the LIP process: <https://collegeunbound.digication.com/LIP/learning-in-public>

Learning in Public (LIP) is the process of identifying, reflecting on, and crediting learning that takes place outside a college course. LIP creates a path for you to earn college credit for your workplace and life experience. Many forms of learning traditionally go unseen by colleges. At CU, LIP allows students and faculty to acknowledge, honor, and potentially credit not only classroom lessons, but your life lessons too!

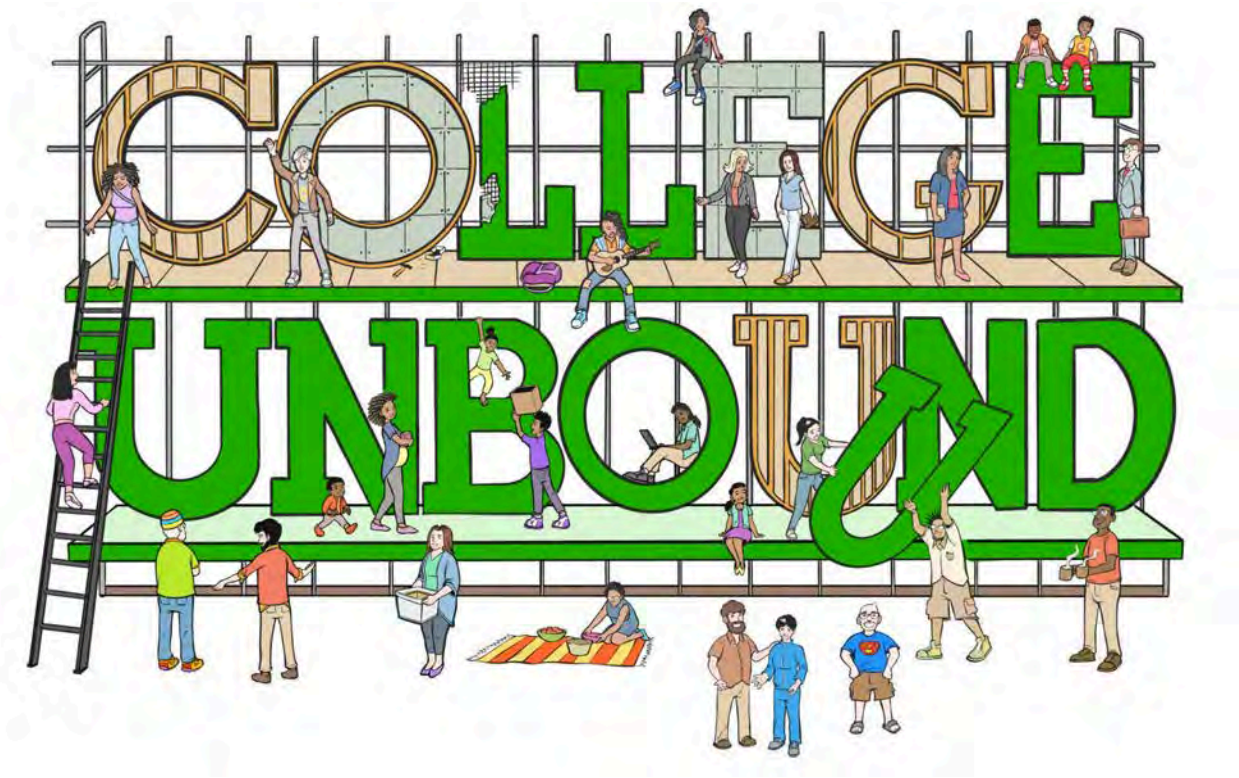
There are three important parts to the LIP process:

1. Identify and address the CU degree requirement and related learning outcome your LIP experience best demonstrates.
2. Provide supporting documentation.
3. Describe your experience and reflect upon your learning.

For this activity we will practice the third part first. The next two pages in this handbook are blank purposefully for you to reflect on this assignment. Keep these pages at they will be helpful when you take the class Learning From Experience to turn these experiences into credit at CU.

First, describe your experience in a paragraph or two. Begin with an introduction in which you set the stage by describing your experience and summarizing your learning. Answer a few of these (3-4): share a specific date, times, and the what, where, who, and how of what you did, where you did it, who you did it with, and how it unfolded.

Second, go one step further by reflecting on this experience. To do this, answer 2 of these questions/ prompts: How did it compare to what you had expected based upon your own or others experiences? Describe one or two specific challenges, surprises, or moments when you were proud of yourself. What was the moment, how did you respond to the moment, and what did you learn from it? What are your take-aways? How did you change or develop as a result of this experience? What is it that you want to remember from this experience? What has been the impact of it for you? For others?

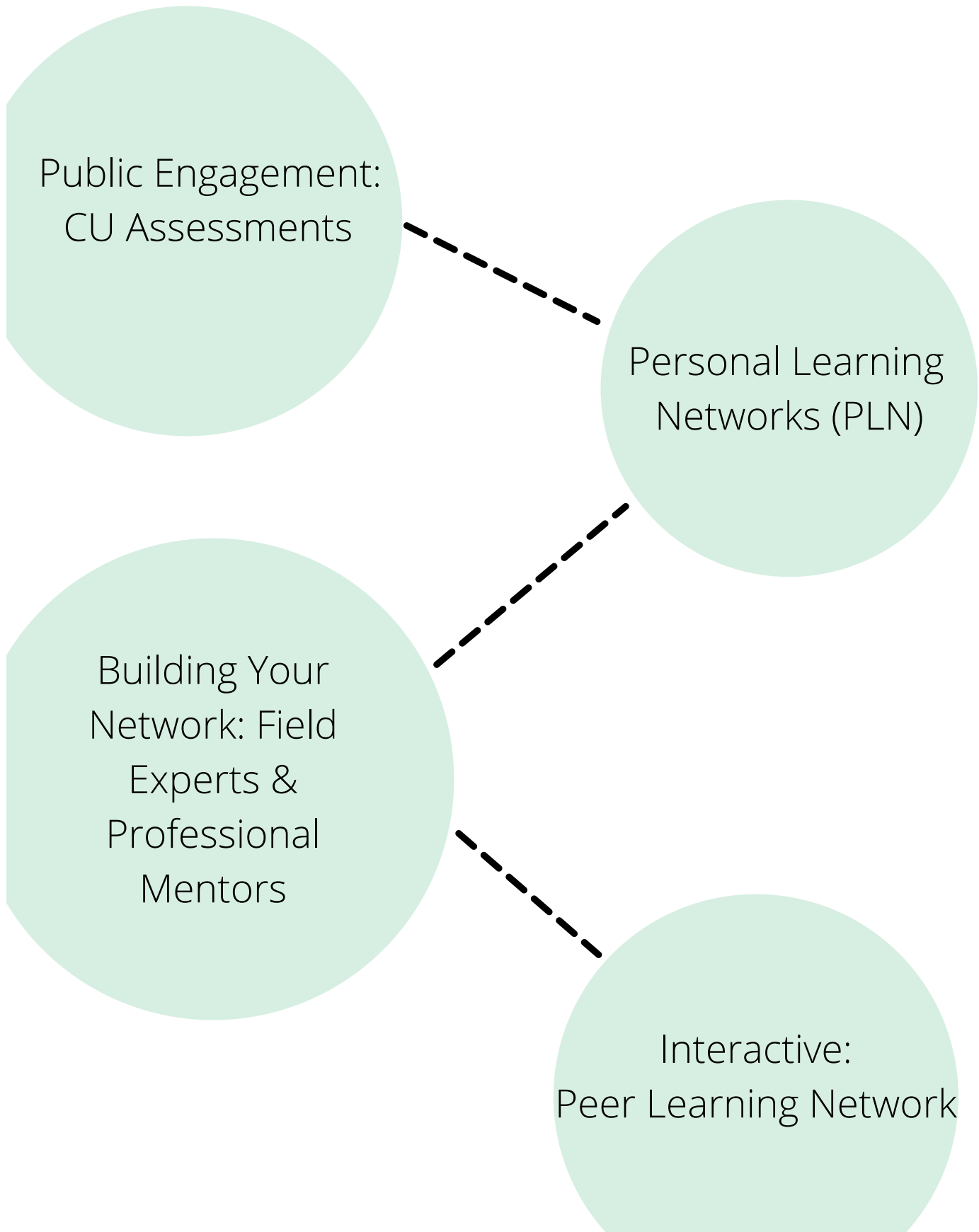


**For more information about your CU
Degree and Journey to BA visit our
CU Academic Catalog 2025-2026**

**[https://4.files.edl.io/
ccdb/08/26/25/181716-5397cb63-
c820-4ca1-a207-25fa1fc6e00f.pdf](https://4.files.edl.io/ccdb/08/26/25/181716-5397cb63-c820-4ca1-a207-25fa1fc6e00f.pdf)**

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Assessment

**COLLEGE
UNBOUND**

What to Assess

The Importance of CU Leadership & Change Habits of Practice and Mind

Students work their individual learning plans by engaging with a variety of online resources and discussions, participating in workplace learning experiences, conducting individualized research, and designing and completing projects which demonstrate the habits of practice and mind necessary for Leadership & Change.

These habits include academic practices, professional practices, and social/emotional practices. These habits of practice and mind are at the heart of our work and are developed through, within, and across the student's learning plan.

These habits are the windows through which one can view student understandings and application of the knowledge and rich theoretical underpinnings of their degree program.

Collaboration	Intercultural Engagement
Critical Thinking	Creativity
Problem Solving	Reflection
Communication	Resilience
Accountability	Advocacy for Self and Others

How to Assess

Shared Assessment

At CU, the student and each member of the student's support team is involved in assessing the student's work. The student and his/her plan (rather than stand-alone lists of content outcomes) are at the heart of all assessment at CU. All members of the student's PLN review the student work and offer input about the learning they see demonstrated. They review the work in process and as it is used in the workplace and/or community. They review the work during learning exhibitions. They review the work through the student's written reflections on his/her progress.

Peers, Subject/Field Experts, Professional Mentors, and Academic Advisors are present at student learning exhibitions and provide the student with verbal and written feedback. They engage with the student on Digication, responding to student reflections related to their learning plans and project progress. Instructors play a key role, clarifying College Unbound learning outcomes for courses and parameters for student performance. Each member of the team contributes to painting an overall picture of student learning and performance.



College Unbound operates according to the following principles of assessment:

- 1) Assessment is used to inform and improve student performance rather than to audit student performance.
- 2) Assessment is worthwhile and interesting. It pays attention to process, and happens for real purposes in authentic situations.
- 3) Assessment at CU is to measure competency rather than mastery. Mastery is about reaching a certain level of understanding regarding a chunk of content area information. Measuring competency requires assessing the students' ability to apply what they have learned, assessing their ability to sort through knowledge, sift out the pieces that are relevant, and apply that knowledge in real situations--in various contexts over time.

CU Assessments

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Exhibitions

Students prepare and present public exhibitions of their learning at the end of each term. These exhibitions are performance assessments, providing opportunities for students to demonstrate achievement of the goals outlined in their learning plans. Peers, professional mentors, field experts, academic advisors, and general community members attend and provide feedback.



Learning Projects & Deliverables

Students work with their support team to design learning projects and deliverables that contribute in real ways to their workplace and/or community, and demonstrate competence in their learning goals. These deliverables and the process through which they were created are assessed against the outcomes listed in the student learning plan and against the CU Leadership & Change rubrics.



Self-Assessment

Self-assessment is essential to effective lifelong learning. It causes one to be responsible for his/her actions and to improve performance. It requires reflection and evaluation. Reflection on personal and professional growth is a focus at College Unbound. It occurs in required weekly reflections, discussions with academic advisors and professional mentors, discussions within cohorts on Monday nights, in learning exhibitions, and formally in written self-evaluation at midterm and the end of each semester. They assess themselves against the goals and outcomes listed in their learning plan. They use the Leadership & Change rubrics to evaluate their progress at every step of the way—referencing it in weekly reflections, during learning exhibitions, and in the midterm and end semester self evaluation.



Workplace Assessment

The Professional Mentor is positioned to observe the student through project development and implementation. They have a front row seat and have an eye on the student's growth in the personal and professional goals declared in their learning plan. Professional Mentors provide ongoing feedback and a final assessment of the student/employee's growth at the end of the semester.

Personal Learning Network

An essential component of the College Unbound program is the student's Personal Learning Network (PLN). It is this team that ensures encouragement, relevance, depth, validity, accountability, and integration. When it comes to learning, this is the team that keeps it real and makes it possible.

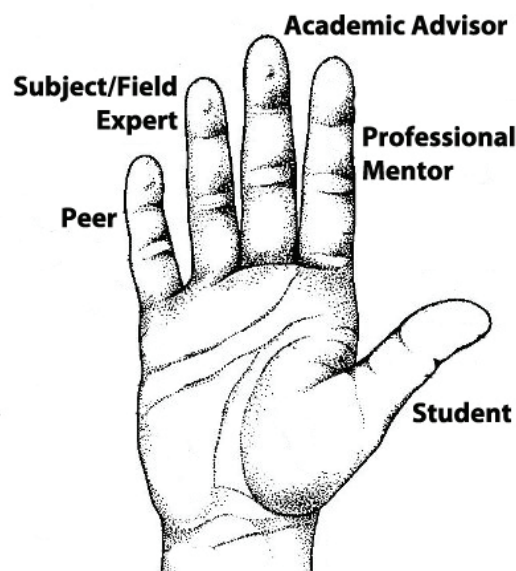
The hand may be a helpful metaphor in thinking about this support team. Just as the hand's function is to grasp, hold, and manipulate, making it essential to daily tasks, so is the student support team essential for the same reasons. This team helps the student to grasp, hold, and manipulate the learning, using it for their own purposes.

The **student** is the thumb. This is the most unique, essential digit that allows the hand to perform its functions. The rest of the team depends on the student to keep them informed and to let them know the kinds of resources and assistance that are needed.

The **professional mentor** is the index finger, the one that points the way toward authentic assignments and beckons others to gather around workplace problems.

The subject or **field expert** is the third or "ring" finger, ensuring a tight grip on essential information. Just as placing a ring on the third finger signifies and publicly validates a relationship, so does the subject expert ensure the accuracy and validity of the learning.

The **lab faculty** is the longest finger, standing tall enough to see the entire team and plan, able to identify needs, and to see when there is a necessary change in direction.



Peer(s) as pinky finger is appropriate as the pinky provides at least 33% of a person's hand strength. Working closely with others in similar circumstances and with similar goals provides an ongoing sounding board against which to test ideas, share frustrations, and celebrate successes.



COLLEGE UNBOUND

Personal Learning Network Template



Personal Learning Network Roles	Name(s)
The student is the thumb. This is the most unique, essential digit that allows the hand to perform its functions. The rest of the team depends on the student to keep them informed and to let them know the kinds of resources and assistance that are needed.	
The professional mentor is the index finger, the one that points the way toward authentic assignments and beckons others to gather around workplace problems.	
The subject or field expert is the third or “ring” finger, ensuring a tight grip on essential information. Just as placing a ring on the third finger signifies and publicly validates a relationship, so does the subject expert ensure the accuracy and validity of the learning.	
The lab faculty is the longest finger, standing tall enough to see the entire team and plan, able to identify needs, and to see when there is a necessary change in direction.	
Peer(s) as pinky finger is appropriate as the pinky provides at least 33% of a person’s hand strength. Working closely with others in similar circumstances and with similar goals provides an ongoing sounding board against which to test ideas, share frustrations, and celebrate successes.	

Part 2 - Conducting an Informational Interview

One of the great things about being a student is that it opens doors. You'll find that if you ask someone for an information interview for a school project, they usually are eager to help out. Interviews are a great way to expand your learning and professional networks.

For this assignment, interview someone who has some expertise related to your project. The purpose of this assignment is to talk to people who can help you think about, develop, or support your project.

By class in Week 8 aim to have conducted at least one interview and be prepared to share what you have learned with your cohort. For each interview you conduct, be sure to note the name of the person, their title, the date of the interview, and a one-paragraph summary of what you learned.

When should you begin working on this? *As soon as possible!* People can be difficult to get in touch with. In addition, you may have to ask a few people before you can find someone who is available and willing to be interviewed.

Who should you try to interview? Seek out both people who are familiar with and have a good overview of the work you want to do for your Project as well as those who have specific expertise on some aspect of your Project. Be bold – start with the big names. All they can do is say “no.”

What should you ask? Work in class today to decide who you want to try to interview and the questions that you want to ask. In your 1-1 with your Lab Faculty, finalize your questions.

A few tips:

- Treat all of your communications as opportunities to build your reputation and network.
- Some people will say “no.” If they do, thank them and then ask if they might recommend someone else.
- Do your homework in advance. Know who they are and what they have done.
- It is often best to start with a few quick factual or background questions to get people talking. Then, move to more open-ended questions such as those that ask them to describe or give their opinion. “Why?” can be a very useful follow-up question.
- When you are finishing up, ask if they can recommend anyone else with whom you might speak.
- Immediately after the interview, sit down and jot down notes describing the interview scene and noting your impressions and thoughts. Also - don't forget to send a thank you email or note.

Who do you want to interview?	Why do you want to interview them?	What questions are you interested in asking them?	How are you going to contact this person?

COLLEGE UNBOUND

Building your Network: A Guide to Field Experts & Professional Mentors

Growing your Personal Learning Network (PLN) is a lot like building a team around your work. Just like all corporations and nonprofit organizations have a governing board that oversees and gives advice to the group they are supporting, so too do we at College Unbound, invite our students to engage in developing a community of support around your project. Building a world-changing team often isn't easy at first, so below are a few tips and tricks to help you begin to think about how to grow your PLN. When considering to add someone to your PLN (Field Expert or Professional Mentor) consider if they are able to do at least one of the following forms of engagement well. Rarely does anyone ever check all the boxes, but 1-2 or will help you move your work forward and far.

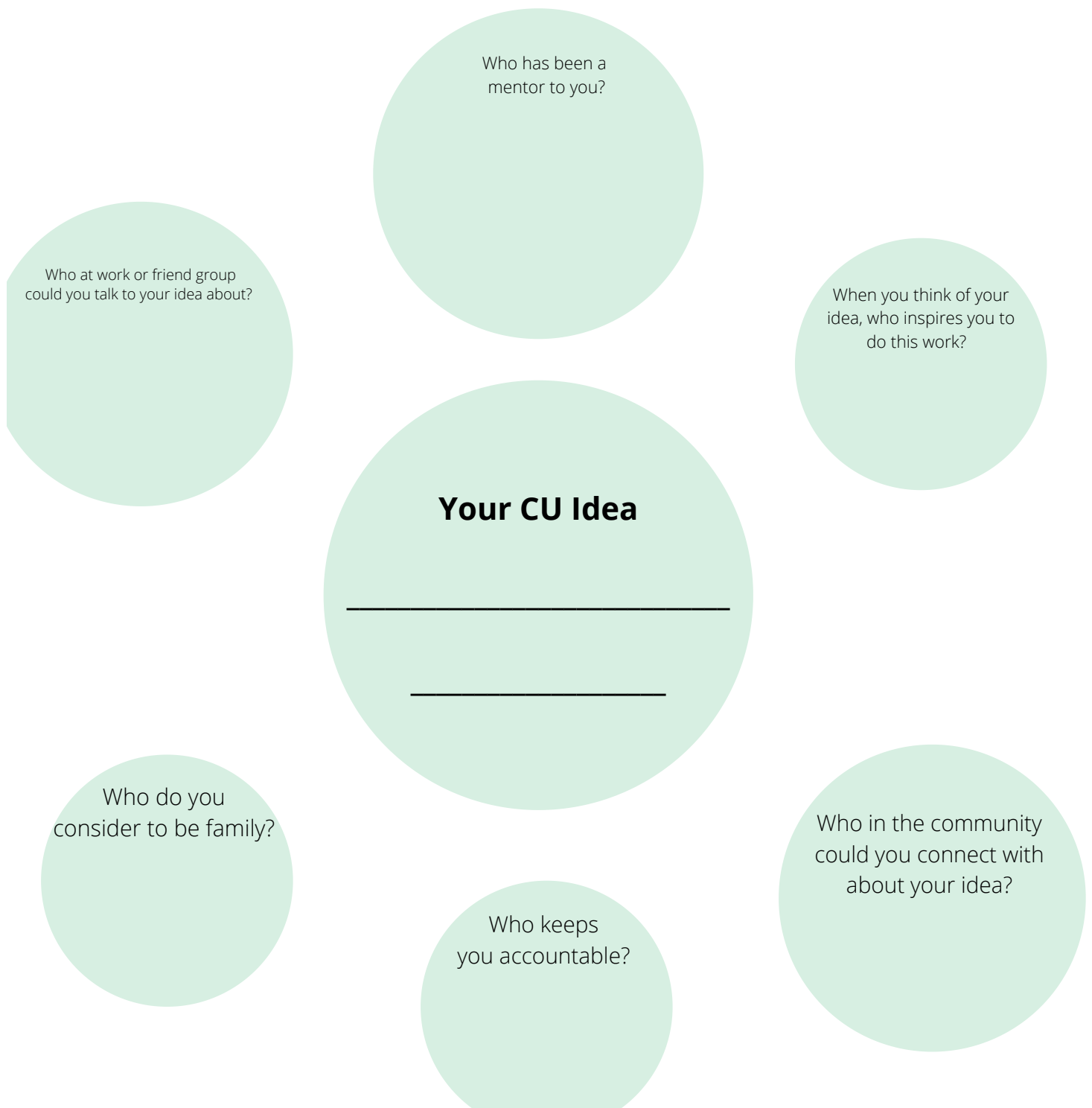
- ☐ Studies topics related to the kind of research you want to do
- ☐ Uses the methods you're most interested in using
- ☐ Gives thoughtful advice and can help you with strategic planning
- ☐ [Communicates] well
- ☐ Gives constructive feedback
- ☐ Is well connected and well respected in the field
- ☐ Has time to listen and listens supportively, especially when you're feeling blue*

Next, is to consider how to find these persons?

- Reach out to your Lab Faculty and TA about what your idea is and what they think about who you could connect with.
- A professional mentor could easily be your boss or your next boss, reach out to someone in your organization or think about where you want to be with your project in the future.
- For field experts, look into conferences, online journals, or recent books about the topic of your project to see who is doing what in the field you are interested in. Also, consider that you may not meet a field expert but they could be the author you study from.
- There are online meet-up groups for mentoring communities. For example, review online networking communities such as <https://nrmnet.net/undergraduate-students/> or LinkedIn
- Still, stuck?! Reach out to Mike Reaves, Director of Career Services, to set up a time with him to grow your career through your PLN!

The point of growing a PLN is to have a team of people who can offer perspective on your work, the more diverse it will be the more dynamic those perspectives could be as well. Use your exhibitions as an opportunity to invite prospective mentors into your work. Once you have mentors and you want to ask them for help or a perspective on your work, consider using Jessica McCrory's three steps for making online connections: ask respectfully, ask appreciatively, and ask efficiently. Ask respectfully to not ask everything from one person, but to be equitable with your requests. Ask appreciatively is about acknowledging the work you may be asking of someone when you reach out to them and be grateful for the time they may or may not give. Asking efficiently is being upfront about what you are looking for.

Over the course of your first semester at CU you will begin to develop a personal learning network around your project. You won't have this figured out today or tomorrow, but by the end of your first semester, you may have begun to develop a network around your work. To begin to think about who could be a part of this network, begin to think about who has been impactful in your life by thinking about your peers to begin to name who this group could be.



Learning as
a Process

The Big 10

Interactive:
The Big 10

COLLEGE UNBOUND

Principle #5 Competence as Ongoing Process

Learning is a Process at College Unbound. As stated for Principle # 5 Competence is not demonstrated through a single event; rather, a range of evidence in different contexts over time must be presented before judging competence.

This is celebrated and a part of the curriculum in several specific ways.

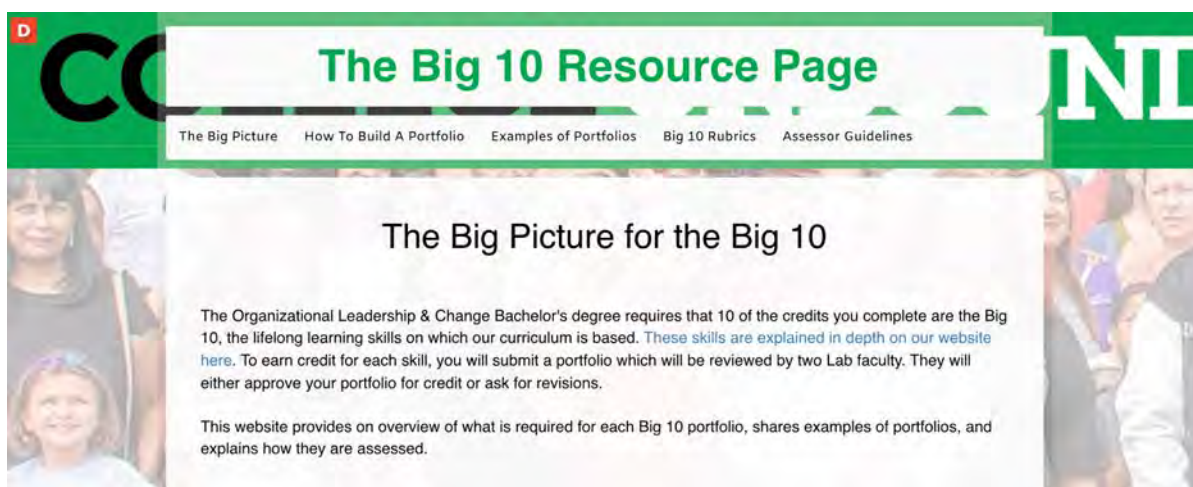
First and foremost. Welcome to the Big 10.

The Big 10 are College Unbound's Leadership and Change Competencies. Throughout your time at CU you will work to develop portfolios around each of the 10 core competencies at CU.

To begin to develop a portfolio review the Digication Guide here:

<https://collegeunbound.digication.com/Big10resources/about-me>

The page should take you here below. It is important that you review this page and the Big 10 Rubrics to familiarize yourself with the language of the Big 10 and how learning is an ongoing process at CU.





The Big 10 Leadership & Change Competencies

The Big 10 Leadership and Change competencies define the skills and capacities necessary for today's leaders and change agents. You develop these across your learning experiences at College Unbound.

To learn more about the Big 10, click here:

https://www.collegeunbound.org/apps/pages/index.jsp?uREC_ID=308712&type=d&pREC_ID=2165597

To learn about the Big 10 portfolio process, click here:

<https://collegeunbound.digication.com/Big10resources/about-me>

Accountability: Demonstrates the ability to meet or exceed agreed upon expectations, taking ownership of all that happens as a result of personal choices and actions, and looking for solutions when there is a problem.

Advocacy for Self and Others: Actively negotiates positive change for self and/or others, clearly seeing both sides of the issue and proposing new processes or parameters that more effectively meet the needs of all stakeholders.

Collaboration: Deliberately partners with others, negotiating, challenging, and being challenged on issues of partnership, in order to produce something together.

Communication (Written, Oral, Visual): Constructs sustained, coherent argument or presentation on issues and processes in more than one medium for general and specific audiences, adapting behaviors and goals to meet the needs of interaction and achieve shared meaning.

COLLEGE UNBOUND

Creativity: Consistently brings into being products, processes, or thoughts that did not previously exist, merging ideas and making connections between seemingly unrelated phenomena to generate solutions.

Critical Thinking: Engages in evidence-based practice, able to identify the issue/dilemma/problem, frame it as a specific question, explore and evaluate information relevant to the question, and draw conclusions, applying conscientious, explicit, and judicious use of current best evidence.

Intercultural Engagement: Continuously improves capacity to identify own cultural patterns, compare and contrast them with others, engage in respectful dialogue, and adapt empathically and flexibly to unfamiliar ways of being.

Problem Solving: Identifies and analyzes problems and uses prior knowledge, logic, and imagination, weighing the relevance and accuracy of information to develop, recommend, and implement alternative solutions.

Reflection: Engages in an intentional process of continuous learning, consciously analyzing personal decision-making and actions as well as the reactions they prompt in themselves and others, drawing on theory and experience, and modifying actions as for the benefit of themselves and the communities they serve.

Resilience: Able to maintain effectiveness, remaining focused, composed, and optimistic when faced with time pressures, adversity, disappointment, or opposition, and recovers quickly from setbacks and failures.



COLLEGE UNBOUND

Interactive #5 Big 10 Activity

At the heart of College Unbound is the work of advocacy. Throughout your time at College Unbound you will learn to be a better advocate for yourself and others. For this activity review the rubric below and begin to get a sense of where you are as an advocate. To do this first read all the criteria down on the left-hand column first to get a sense of how this rubric works and then read through the various stages. If a statement feels correct for you, circle it. Afterward, on the following page write a short reflection about this activity.

College Unbound Lifelong Learning Competencies

Advocacy for Self and Others

Criteria	Expert	Practitioner	Apprentice	Novice
Makes own decisions about short and long term plans.	Develops and follows a personal plan to achieve short term and long term life and learning goals, and uses that plan to advocate/negotiate opportunities for him/herself.	Develops and follows a personal plan to achieve short term and long term life and learning goals.	Establishes personal life and learning goals and works on them in and around a plan that may have been set up by others.	Is unaware of personal life and learning goals. Allows others to determine his/her short and long term plans.
Practices assertive communication.	Asks for what he/she needs, using "I" statements and without blaming others. Proposes solutions, consistently restating message while maintaining respect for others and keeping emotions under control.	Understands that to perform to fullest potential, personal needs and rights must be met.	Values self and personal needs and rights.	Allows others to ignore or violate his/her rights. Expresses thoughts, feelings, needs, and wants in such an apologetic, timid manner that others can easily disregard them.
Fosters group responsibility of welfare of selves and others.	Actively engages in multiple communities and initiatives. Challenges others to work interdependently and accept responsibly for welfare of others.	Actively engages in multiple communities. Fosters group responsibility for welfare of not only themselves but also others.	Has membership but not active engagement in multiple communities. Recognizes the personal needs of alternate groups.	Is primarily concerned with seeing that their personal needs are met. Limits involvement in other communities.
Works for positive change	Actively negotiates positive change for self and/or others, clearly seeing both sides of the issue and proposing new processes or parameters that more effectively meet the needs of all stakeholders.	Often proposes new processes or parameters, attempting to make change when needs of self and/or others aren't met. Sees both sides of the issue and uses compromise to move forward when necessary.	Understands that people, groups and communities have the ability to make change when needs aren't met by current processes and parameters. May focus on one side of the issue.	Accepts current processes and parameters without question.

After reviewing the above rubric write a short reflection about the process of going through these statements. Reflect on where you are at and think about how you want to grow throughout your time at College Unbound as an advocate. Reflect on what tools you may need to make this happen and dare to dream big about who you hope to become for yourself and others. Also, if an instance came up that reminded you of one of these criteria, feel free to share that experience as well:

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the paper.

Where Learning Lives.
Interactive: Learning by doing.
Building an E-Portfolio
on Digicaiton

COLLEGE UNBOUND

Interactive Activity #6

No better way to explain how to create an E-Portfolio than by just jumping into it!

Begin your journey at CU by starting your Digication:

<https://collegeunbound.digication.com/app/>

For this last activity. Login into Digication and start playing with it. **Create your first Digication e-portfolio.** To do this, you first have to login in, then create your own page. Once you've done this. Share about who you are and upload the work that you have done in this handbook onto your digication. If you typed the information, copy and paste it into your own portfolio. If you hand wrote things out, take photos and upload those. Make your page yours and have fun with uploading other important things about you onto your Digication. You will be building out your digication portfolio throughout your CU journey so start practicing and playing with it today.

To get to Digication you can also log in to your account from GMail. Click the nine dots and the Digication link is all the way at the bottom.



If you want some helpful tutorials about how to navigate Digication check out:

<https://support.digication.com/hc/en-us/articles/360016055111-Student-Guide-Creating-a-Digication-ePortfolio-in-an-LMS>

COLLEGE UNBOUND



STUDENT RESOURCES

STUDENT RESOURCES



64

FERPA (FAMILY EDUCATIONAL Rights
AND PRIVACY ACT)

67

Fall 2025 Student Support Services

70

WRITING, TECH, LIBRARY &
TIME MANAGEMENT TIPS

77

OFFICE OF THE REGISTRAR

78

HOW TO JOIN A CU COMMITTEE

79

DEGREE INFO AND MAPPING

81

STUDENT RESOURCES
FOR VETERANS

85

PROFESSIONAL MENTOR
AGREEMENT

College Unbound (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day College Unbound receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask College Unbound to amend a record should write the registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If College Unbound decides not to amend the record as requested, College Unbound will notify the student in writing of the decision and the student's right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before College Unbound discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

College Unbound discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically includes a person employed by the College Unbound in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of College Unbound who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for College Unbound.

College Unbound also discloses education records without consent to officials of partner schools where the student maintains concurrent enrollment or participates in a joint degree program.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by College Unbound to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

What we will disclose:

Unless otherwise requested by the student to the Registrar, College Unbound will disclose the below directory information (§ 99.37. (§ 99.31(a)(11))) to any party without seeking explicit permission from the student:

- First and last name
- Address (for purpose of enrollment and degree verification)
- Major
- Enrollment status
- Dates of attendance
- Degree and date awarded
- Academic honors

Additionally, FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. College Unbound may disclose PII from the education records without obtaining prior written consent of the student:

To other school officials, including teachers, within College Unbound whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the college's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35) In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7)). To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8)). To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9)).To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

COLLEGE UNBOUND

Fall 2025 Student Support Services

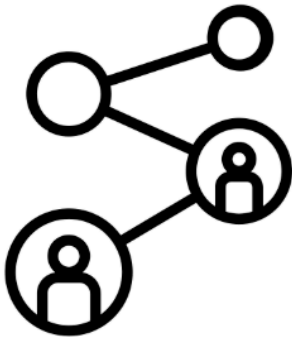
1. **Community Care Team:** College Unbound has a Community Care Team that assists students with the challenges of everyday life. To get in touch with our team, fill out our Student Help form:
<https://sites.google.com/collegeunbound.edu/studentsuccess/student-support>
2. **Accommodations for Students with Disabilities:** College Unbound is committed to creating a learning environment that meets the needs of its diverse student body. Any student who needs, or believes they may need, disability accommodations is welcome to contact CU Accessibility as early as possible: accessibility@collegeunbound.edu
3. **Career Services:** Connect with Naiommy Barrett about moving forward with your career or updating your resume: naiommy.baret@collegeunbound.edu
4. **Babysitter & Babysitting Stipends:** Babysitting stipends are available to current CU students who apply for support through our form: see [here](#).
5. **Tech Supports:** College Unbound has Tech Support! If you need tech support (ie. a new laptop or difficulty with your CU password) reach out to:
techsupport@collegeunbound.edu
6. **Writing Support:** Check out our Academic Support page with links to writing support [here](#) to get help with basic writing skills or working through your Big 10s.
7. **Open Office hours with the Assistant Dean of Student Services:** The phone number for the Assistant Dean is 404-956-9657. Chris is available by phone throughout the week and here to help advocate for your concerns or needs.
8. **Financial Literacy:** Need help working on your FAFSA or credit score? Contact Tom Norton, the Financial Aid Advisor: thomas.norton@collegeunbound.edu
9. **Student Success Committee:** Student Service Representatives are peer representatives that members of the Student Services Committee. The Student Services Committee meets once a month and is made up of students wanting to be an advocate and representative of the student body. Interested in learning more or joining the committee send us an email: charles.dickson@collegeunbound.edu
10. **211 United Way Partnership:** In need of community support services outside of College Unbound, check out <https://www.211unitedway.org/>

When in doubt, reach out to your Lab Faculty and they will point you in the right direction.

Student Success Connect

Connect to our Cares team for support by using one of the forms below. The CU Cares Team meets every Tuesday to review referrals before cohorts and works collaboratively throughout the week. If circumstances require immediate attention, please reach out to Chris Dickson, the Assistant Dean of Student Success at 404-956-9657. [Click here](#) to meet our Cares Team and learn who to contact in your local area for support.

Referral Form (faculty/staff)



This form is for **CU faculty and staff** to **elevate student support concerns** and connect students with a member of CU's Community Cares team.

Student Help Form



Need help? Click here to share what you need assistance with and the right staff member will be connected to you for support.

Accommodations



Click above to **get connected to our Accessibility Organizer** for **accommodations** as it relates to ADA (Americans with Disabilities Act)

Community Cares Process

Community Care is a cross-team process of working with CU students, staff, faculty and community partners to ensure the coordination of care and success of our students. Our Process for Community Care at CU:

1. **Assess ->**
2. **Assign ->**
3. **Act ->**
4. **Accompany ->**
5. **Advocate ->**

To initiate the above process, a student or staff member submits their assessment form on the CU website. This form is forwarded to the email: cares@collegeunbound.edu which is then uploaded to Asana and initiates this process within the Community Cares project.

Assess,

Assess is the collective care work around understanding student needs and developing a plan for support. The student assessment is reviewed by a team, and based on what information is shared the team assigns a next step. During this step, a student is added to the Community Cares project in Asana with their assessment uploaded.

Assign,

Assigning is the work of widening the circle of support around our students. After the Community Care team convenes, the appropriate staff member is assigned to the student in Asana to act. During this step, in Asana, the acting staff member is tagged.

Act,

Acting is always deliberate and planned based on the schedule of the student. The appropriate staff member acts by reaching out to the student to discuss their assessment form. During this step two things occur. 1) The staff member emails the student and their Lab Faculty about them reaching out. 2) In Asana, the staff member lets the staff team know whether or not the student has been reached regarding support and confirms when a date is set to connect.

Accompany,

Accompaniment is the process through which we work with and for our students to ensure that they are continually cared for during this process. Accompaniment may be anything from working with the student to find mental health support or showing up for them during court. During this process, in Asana, the staff member updates the team regarding the student.

Advocate,

Advocacy is our long-term commitment to students and means of closing the loop. The work of advocacy can be as immediate as calling a shelter on behalf of a student or working with them long-term on a policy change that is impacting their community or work. During this step, 1) the staff emails the student and their lab faculty to confirm support was successful and 2) in Asana, the staff member closes the loop by letting the team know what has occurred.

WRITING GUIDE

Tips to support your writing process



70

GETTING STARTED

The goal: Get a clear sense of what you're being asked to create, so you can make decisions accordingly as you write your paper

Return to the assignment and thoroughly read over any and all directions and guidelines

- Are you clear on the topic/ purpose of writing this paper?
- Is there a particular style or structure (i.e. project proposal, informal reflection, persuasive essay) to follow?
- Are there any other parameters (i.e. word count) to keep in mind?
- When is this assignment due?

If you're unsure, reach out to your professor! Having clarity on your assignment ahead of time is key to saving time and stress later on.

THE BRAINSTORM

Now it's time to think about what you as the writer want to say! Use these questions to get clarity in your vision. Feel free to jot these down to help you think.

- Who is the audience for your writing?
- Why should they be interested in this topic?
- What do you hope your audience will take away?
- What do they already know about this topic?
- What might you need to explain?

(Source: Purdue tutor resources)

BUILDING AN OUTLINE

While your essay structure may vary based on the length and purpose of your essay, starting with a strong outline is an effective way to keep your writing clear organized .

A standard five paragraph essay usually contains the following:

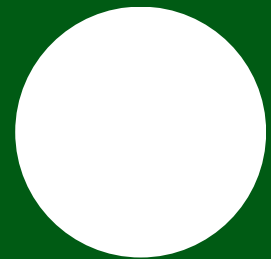
- Introduction
- 1st Body Paragraph
- 2nd Body Paragraph
- 3rd Body Paragraph
- Conclusion

For more in depth guidance on crafting an outline, see the outline guide on the back of this sheet. You can also try out other structuring tools like a [mind map](#).

WRITING + REVISING

You're almost there! Here are a few things to consider as it comes together:

- Have you addressed your prompt?
- What is the takeaway of this essay? Is it clearly stated?
- Does it flow? Try reading it aloud! Don't be afraid to cut and move around sentences or even whole paragraphs
- Have you checked for typos?
- Have you properly cited your sources?
- Is the document formatted in a way that makes it easy to understand?
- Do all links to outside sources work? Note that links from google docs may not be viewable to others unless you've changed your sharing settings to allow anyone with the link to access



GET ONE-ON-ONE SUPPORT

Looking for more? Reach out to CU's Writing Support Team!

OUTLINE GUIDE

GETTING STARTED

Welcome to the outline guide! Based on the parameters of your assignment, your outlines may vary. This general outline is a good starting point, aimed at helping you add clarity and structure to your ideas. Feel free to adjust it as makes sense based on the length, formality, and objectives of your paper!

THE INTRODUCTION - High level, all about getting the reader situated

- **The Hook**-- A single sentence (or two at most) that pulls the reader in. What might someone be interested to know more about related to your essay topic?
- **Background Info**-- Introduce the topic of your essay. Provide any necessary background info someone might need to properly understand the topic you will be writing about.
- **Preview of Main points**--Provide a brief idea of what you will be writing about in your essay by introducing your main points in a sentence or two.
- **Thesis**-- A single sentence that delivers the main point/ argument of the essay. Try finishing this sentence: "So, basically, what I'm saying in this paper is....."
- You may want to return to your intro after you've written the first draft of your essay. It's perfectly ok for your ideas to evolve as you write, but very important that your intro provides an accurate roadmap!

1ST BODY PARAGRAPH - Diving into the first of your main points

- **Topic sentence**-- A single sentence introducing a subtopic/ argument that supports your overarching thesis
- **Concrete detail 1**-- A researched fact, example, or quote that supports the claim made in your topic sentence. *For example, if your thesis is "Dogs are the best pets," your topic sentence might be "Dogs are very loyal," and your concrete detail could be "According to a 2015 study at X University, 90% of dogs regularly show excitement when their owners come home, as opposed to only 25% of cats."*
- **Analysis**-- What should your reader make of this fact? How does it support your claim? Explain here!
- **Concrete detail 2**-- (Optional) Depending on the length of your essay, you may want to offer a second fact that builds upon the claim you've made in the topic sentence of this paragraph
- **Conclusion**-- Restating the main idea of paragraph. Explain how this claim supports your thesis.

2ND BODY PARAGRAPH - Diving into the second of your main points

- You'll know it's time to move to your second body paragraph when you're ready to move onto a new idea. Example Topic Sentence: "Not only are dogs incredibly loyal, but they can also be incredibly helpful."
- This paragraph follows the same structure as the 1st body paragraph: Topic sentence, Concrete detail, Analysis, and Conclusion, all relating back to the topic sentence of this specific paragraph.

3RD BODY PARAGRAPH - Diving into main point 3 OR a counter argument

- This paragraph may follow the same structure as the first two body paragraphs. For persuasive essays op-eds, you may also choose to strengthen your essay by addressing a counter point using the following format:
- **Topic sentence**-- Acknowledge why someone might disagree with you ex: "Cat owners may argue that dogs are too much work to care for." Whatever argument you introduce, you should be able to refute.
- **Concrete Detail**-- A researched fact, example, or quote that supports the claim of the topic sentence.
- **The Counter Counter**-- Instead of further analyzing this claim, make a claim as to why readers should still agree with your overall thesis. Ex: "While dogs may need more frequent care than cats, they are also far more rewarding." This statement acknowledges another perspective, building trust with the reader, while still supporting the claim that dogs are the best pet.
- **Conclusion**-- Restating the main idea of paragraph. Explain how it supports your thesis.

CONCLUSION - Zooming back out with clear takeaways

- **Reintroduce thesis**: Return to the main idea of the essay from your introduction. This should statement should encapsulate all ideas you have written about throughout your essay.
- **Offer the "so what"**-- Why should your reader care? This is your chance to speak to a bigger question that this topic presents or to explain how this topic relates to a larger issue you care about!

How to Log into Moodle

To log into Moodle for the first time, you can [watch this video \(3:29 minutes\)](#) or follow these instructions:

1. Go to <http://moodle.collegeunbound.edu>.
2. Select "Log in" the upper right corner.
3. Ignore where it says "Username" and "Password".
4. Scroll down to where it says "Log in using your account on"
5. Select "Google"
6. A pop-up screen or the next screen may ask you for your email credentials. Select or Enter your CU email & password
7. The next screen will prompt you to verify your credentials.
8. Go into your CU Gmail account.
9. You will receive an email from CU Moodle that will have a confirmation link
 - Check your spam if you don't see it within a few minutes of verifying your credentials.
10. Select the confirmation link.
11. Now, you will be registered with Moodle.
12. If it asks you to update your password, please check your email for CU about the Moodle password.
13. The next time you go to log in, you will still need to choose Google at the bottom of the log in screen, but you will not have to confirm your account.

If you run into any challenges with this, be sure to reach out to us at techsupport@collegeunbound.edu

Additional Resources

- [Frequently Asked Questions about Moodle for Students](#)
- [Video Tour of Moodle & Online Learning](#) (4:40 minutes)
- [Submit an Assignment in Moodle](#) (2:56 minutes)
- [Use the Forum in Moodle](#) (6:43 minutes)
- [Adjust the Notifications Preferences in Moodle](#) (2:58 minutes)
- [Use the Messenger Tool in Moodle](#) (3:37 minutes)
- [Upload a Profile Picture](#) (2:48 minutes)
- [Use the Record Video Feature in Moodle](#) (2:44 minutes)
- [Use the Record Audio Feature in Moodle](#) (2:30 minutes)

CU Library Resources

This website is your guide to making use of a variety of resources that are available to help you conduct a variety of knowledge-seeking and research activities whether it is for school, personal, or professional purposes.

What's in this Site

- [Your Local Library](#): Get details and information about how to connect with and use local libraries that are near you.
- [Databases](#): Check out the amazing range of resources (articles, books, audiobooks, images, and much more) that are available in different online databases that you can freely access.
- [ESOL Resources](#): Great resources we've curated for English Speakers of Other Languages.
- [Google Scholar](#): Learn about how to explore, use, and locate research through Google's research tool: Google Scholar.
- [Research Tools](#): There are many different tools out there that can help with your research. Check out these free tools and some of the support materials on how to use them.

Click [here](#) or scan below to get to our CU Library Resource Page



TIME MANAGEMENT

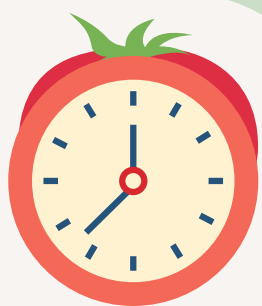
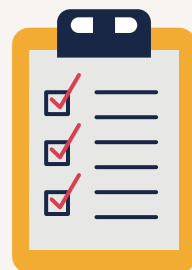
Tips + Tricks

Make a To-Do List

How to: Save time and stay focused by keeping an up to date to do list! When you think of a task you need to complete but don't have time for in the moment, add it to your list.

Bonus: Add to-do lists to your daily routine by setting aside ten minutes before bed or in the morning to brainstorm all the tasks you need to complete the next day

Benefits: The next time you have a spare 10 minutes, referencing your to-do list can help you decide the most productive way to spend your time quickly and more easily. Plus, striking things off your list can be a rewarding way to appreciate all you've accomplished



Try the Pomodoro Technique

How to: Choose a task you'd like to accomplish, set a timer for 25 minutes, and focus on tackling it. When the timer goes off, take a short five minute break to do whatever you'd like. Repeat the Pomodoro cycle of 25 focused minutes working, followed by a 5 minute break, as many times as you'd like. After completing 4 Pomodoro cycles, enjoy a longer break. Did you know that CU hosts group Pomodoro study sessions? Reach out to Chris Dickson to learn more!

Benefits: This technique can make tasks less daunting to complete and improve focus while you work. It can also prevent mental exhaustion and improve motivation during work time.

Set Boundaries

How To: Decide ahead of time when you will (and won't) complete certain tasks and stick to this schedule. Maybe you never answer a work call after 5pm, only respond to emails after noon, or set a strict bed time of 11pm. Take a moment to reflect on the task that fill your time, which tasks are priorities, and which are less urgent to decide what boundaries might be best for you.

Benefits: Parkinson's Law says that work expands to fill as much time as you give it. By setting boundaries, we are forced to work more efficiently, prioritize effectively, and reclaim time for what's most important.



Use a Planner

How to: The Term Planner below offers a space to map out important milestones throughout the school term. As soon as you learn about an important deadline, due date, or task with a significant time commitment for class, write it down here! You can also write down any important life events that may impact the time you have to commit for school.

Benefits: Having key dates written in your calendar can help you plan ahead and keep track of deadlines. Once you have all the important dates written down, return to your planner throughout the term to help inform the daily and weekly plans you make!



Schedule Work Time into your Week

How To: Once you have your to-do list figured out, use the Weekly Planner below to schedule out when exactly you'll work on each task. Estimate how much time you'll need for each task, and then figure out when during your week you can dedicate time to each task. Rather than trying to complete each task all at once, map out smaller windows of time when you can make progress towards your goals.

Benefits: Using a Weekly Calendar helps with staying organized day to day, so you know when it's time to work on each task and can stay on track towards your deadlines.



WEEKLY PLANNER

MONTH : _____

WEEK : _____

MONDAY

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

TUESDAY

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

WEDNESDAY

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

THURSDAY

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

FRIDAY

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

SATURDAY

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

SUNDAY

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

NOTES

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

TERM PLANNER

TERM: _____

SEMESTER: _____

WEEK ONE

WEEK TWO

WEEK THREE

WEEK FOUR

WEEK FIVE

WEEK SIX

WEEK SEVEN

WEEK EIGHT



From The Office of The Registrar

To see the Academic Calendar, Review the Academic Catalog, Browse Current Course Offerings and Syllabi, Register for Classes, and do any of the following below - Check out: <https://sites.google.com/collegeunbound.org/registrar/home?authuser=0>

Learn about

- [Class Syllabi](#)
- [View Grades & Unofficial Transcript](#)
- [Track your degree progress with the degree audit](#)
- [College Unbound student/faculty email & G Suite, including Google Classroom](#)
- [Hosting virtual public exhibitions or other meetings](#)
- [Request an official CU transcript \(Transcript key\)](#)
- [Requesting transcripts from other institutions for transfer credit](#)
- [Student privacy rights under the Federal Family Education Rights and Education Act of 1974 \(FERPA\)](#)
- [FERPA Release](#)
- [Information for Veterans and VA Benefits](#)
- [How to vote](#)
- [Official Enrollment Data](#)

Student Forms

- [Update your address in MyCU](#)
- [Request for Independent Study](#) (sign in using your CU Gmail login)
- [Request to Take a Class Pass/No-Pass](#) (sign in using CU Gmail login)
- [Leave of absence](#) (sign in using CU Gmail login)
- [Withdrawal](#) (sign in using CU Gmail login)
- [Readmission Application](#) (only for use by individuals previously admitted and enrolled as degree-seeking students.)

Contact our Registrar:

Chris Barrett

chris.barrett@collegeunbound.edu

At College Unbound we have multiple ways for students to plug in with other students and staff members to shape the CU experience. One of the best ways to go about doing this is by joining a committee!

Join the Student Success Committee if you are interested in how you can give shape to supporting other students at CU.

Contact: Chris Dickson
charles.dickson@collegeunbound.edu

Join the Development Committee if you want to give shape to how we grow as a College and be a part of grant writing and fundraising efforts.

Contact: Julia Rickert
julia.rickert@collegeunbound.edu

Join the Lifelong Learning Committee to be a part of conversations that shape the curriculum at CU.

Contact: Karen Casper
karen.casper@collegeunbound.edu

Degree and Major Requirements

College Unbound offers a Bachelor of Arts with a major in Organizational Leadership and Change. The program is carefully designed so that the student acquires the necessary lifelong learning competencies that employers and life demand—skills essential to personal development, career development, and participatory citizenship. Students build understanding of the functions of leadership in organizations and communities in the context of rapid technological and societal change. They design, implement, and evaluate extensive workplace and/or community action research projects to enact change. The program prepares them for careers as community leaders, chief executive officers, general / operational / administrative managers, human resource specialists, and social and community services managers and other management positions.

The college takes a liberal studies approach and is committed to preparing students to become lifelong learners. The general education and Big 10 competency requirements ensure that all students build the analytical and critical thinking skills and intellectual perspectives necessary to engage in ongoing action research that supports their goals. College Unbound's liberal arts based curriculum ensures the degree broadens student views of an increasingly global and diverse world.

Residency Requirement

A student must complete a minimum of 30 undergraduate credit hours at College Unbound to earn a bachelor degree. Learning in Public portfolio credit and Big 10 credit may be applied toward the residency requirement. The following forms of credit may *not* be used to fulfill the residency requirement: transfer credit, test credit and proficiency exam credit.

Upper-Level Requirement

The baccalaureate program requires at least 30 credits at the 300+ level.

Electives

The liberal arts nature of the degree encourages students to explore a broad array of subjects. They are required to earn a minimum of 37 elective credits.

Big 10 Competencies

The 10 Leadership and Change Habits of Mind and Practice (The Big 10) define what all College Unbound students should know and be able to do when they graduate. Students engage with The Big 10 in both their General Education distribution requirements and their academic major, making their bachelor's experience intentional and coherent. The Big 10 make learning purposeful from the first term through the capstone. Student experiences in courses, labs, and their ongoing action research project ensure that they engage with the Big 10 in diverse contexts over time, demonstrating their growing proficiency.

Students work toward fulfilling the Big 10 throughout their college career through independent work with faculty, advisors and others. When a student believes they have satisfied the spirit and requirements of the Big 10, they assemble a portfolio that is reviewed by a committee of faculty. If the committee determines the work and experience of the student satisfies a Big 10, the student will be awarded 1 test credit. Students are limited to 1 credit for each Big 10.

COLLEGE UNBOUND

College Unbound Learning Exhibition

Welcome to our learning exhibitions! We are delighted to have you with us and appreciate your participation in student learning. We encourage you to question the students about their learning, contribute to the discussion, and provide feedback.

Following are some reminders about the purpose of exhibitions—what they are, what they aren't, and the kinds of information they provide.

- Exhibitions require a student to attempt to clearly articulate their learning.
- Exhibitions are an opportunity to test ideas with a larger public—with their CU cohort, the general public, their professional mentor, and experts in the field.
- Exhibitions are one piece of a much larger whole. They do not describe ***all*** of a student's learning. Rather they provide a snapshot—a student's decisions about key insights, key learning, key experiences, and their analysis of personal growth.
- Remember that the exhibition is for ***the student*** to share their learning and for the participants to probe and help the student clarify their thinking. **It is more appropriate for participants to ask questions and discuss than to advise and instruct.**

Again, we value your presence and trust that you will enjoy the experience.

Thank you.

College Unbound Staff and Students

Need help framing a probing question? Try one of the following:

- | | |
|--|--|
| • Why do you think this is the case? | • What criteria did you use to...? |
| • What would have to change in order for...? | • When have you done/experienced something like this before? |
| • What do you wish...? | • What might you see happening if...? |
| • What's another way you might...? | • How did you decide/determine/conclude...? |
| • What would it look like if...? | • What is your hunch about? |
| • What do you think would happen if...? | • What was your intention when? |
| • How was...different from...? | • What do you assume to be true about? |
| • What sort of an impact do you think...? | |



Student Resources for Veterans

Thank you for your service to the country. College Unbound is pleased to partner with the U.S. Department of Veterans Affairs to offer qualified veterans, their spouses and dependents an opportunity to use their educational benefits during their CU career.

See our website to view this information directly in your browser:

<https://sites.google.com/collegeunbound.org/registrar/information-for-veterans>

Ultimately, the VA holds responsibility to determine eligibility for individual programs. We encourage you to visit the VA website at benefits.va.gov, call 1-888-GI-BILL1 or speak with your unit's educational officer. At College Unbound, Allen Cowett, our Director of Financial Aid (allen.cowett@collegeunbound.edu) serves as the School Certifying Official (SCO) and is happy to address any questions about the process at CU.

VA Benefits Quick Start

Step 1 Use the GI Bill® Comparison Tool to Determine Eligibility

Step 2 Apply for Educational Benefits at vets.gov

Step 3 Complete the CU Intake Form

Admission

Veterans should [complete the application for admission](#) and indicate on it if they plan to utilize VA benefits.

Tuition

Tuition for veterans is the same as for all other students. The college strives to keep tuition and fees affordable.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>

COLLEGE UNBOUND

VA Educational Benefit Programs

The college participates in the below programs. Students must be attending as degree-seeking students. Non-degree students may qualify for a maximum of two semesters provided the courses taken are for purposes of becoming admissible to a degree-seeking program. Generally, you may not attend another college while receiving VA benefits at CU.

Students utilizing VA benefits must also generally be enrolled full time (at least 12 credits a semester) and all classes must be applicable toward the degree. Big 10 and Learning in Public (LIP) credit are not considered in-progress courses and do not count toward full-time status.

Post-9/11 GI Bill (CH 33)

Montgomery GI Bill – Active Duty (CH 30)

Survivors and Dependents Educational Assistance (CH 35)

Montgomery GI Bill – Selected Reserve (CH 1606)

Reserve Educational Assistance Program (CH 1607)

Veterans Educational Assistance Program (CH 32)

Change of Benefits

If you have previously utilized VA benefits or are using them currently at another institution, you must notify the VA of an intention to change by submitting VA [Form 22-1995](#) (service member) or [Form 22-5495](#) (family member benefits).

Federal Financial Aid

In addition to utilizing your VA education benefits, you will also want to apply for financial aid through the [Free Application for Federal Student Aid \(FAFSA\)](#). The FAFSA will determine your eligibility for all federal, state and institutional funding.

COLLEGE UNBOUND

Class Registration

Rhode Island law provides that active duty service members and veterans may register for classes before other students. Please contact Registrar [Nikki Andrews](#) (nikki.andrews@collegeunbound.edu) for additional information. Please note that due to the college's size and class management, classes rarely fill upon registration open.

Self Enrollment Verification (W.A.V.E.)

The VA requires All students who are receiving either the Montgomery GI BILL Active duty or Selected Reserve to certify enrollment monthly through the [Web Automated Verification of Enrollment \(W.A.V.E.\)](#). It is your responsibility to create an account and submit verifications.

Timely Receipt of Checks

For all benefits except Chapter 33, your checks are mailed to your home directly from the VA and typically arrive during the month after you have attended the courses for which you are being paid. For Chapter 33 benefits, tuition is paid directly to CU while housing, books and supply checks are mailed directly to you.

The address is the address which you have provided the VA, not necessarily the same as is maintained by CU. Contact the VA to change your address. If your VA check is more than 10 days late arriving, you should first call the VA directly at 1-888-GI-BILL1. Have your VA file number (usually your Social Security Number) ready. If the VA indicates it is waiting for certification from the school, please reach out to the CU School Certifying Official (SCO).

Please note your certifications are processed by the VA Regional Office in Buffalo, NY, (1-888-GI-BILL1) rather than the Providence, RI office.

COLLEGE UNBOUND

Credit for Military Service

The college will accept credit for military service in keeping with policies in the [Academic Catalog](#). Service members are encouraged to submit their [Join Services Transcript](#) to the college.

School Certifying Official

Registrar **Nikki Andrews** (nikki.andrews@collegeunbound.edu)

College Unbound

Justice Building

325 Public St.

Providence, RI 02905

COLLEGE UNBOUND

Professional Mentor Agreement

The Professional Mentor is a vital part of the Personal Learning Network of each College Unbound student.

The Professional Mentor is the professional who holds the experience and knowledge associated with the student's selected area of interest. That interest is at the center of the student's college requirements.

A Professional Mentor provides students with first hand professional guidance that makes the college work relevant to the "real" world.

Each College Unbound student has a Personal Learning Network comprised of the following:

- ∞ Student
- ∞ Lab Faculty
- ∞ Professional Mentor
- ∞ Peers
- ∞ Additional subject-area experts

The student works with each member of their Team as they address their college requirements.

The main attributes of a Professional Mentor include:

- ∞ Appreciates the value of a Mentor in providing guidance and input in a student's work
- ∞ Enjoys providing suggestion to a willing Mentee to enhance their project work
- ∞ Has expertise in the workplace or with the project that the student develops

It is the *student's* responsibility to do the following with the Professional Mentor:

- ∞ Explain the structure and goals of the College Unbound program
- ∞ Share his or her goals and college requirements with the Professional Mentor
- ∞ Identify and develop a project that is outside the realm of his or her regular work but will also benefit the workplace or the larger community

It is the responsibility of The College Unbound Academic Liaison to:

- ∞ Support the PM in their role as the student's mentor
- ∞ Connect with the PM on an agreed-upon scheduled basis to reinforce their support
- ∞ Assure the student's effective communication with the PM
- ∞ Request the PM's appropriate expertise in helping the student develop the project

AGREEMENT:

As a Professional Mentor, I agree to provide support and guidance to the College Unbound student in the course of their college work. This support includes:

- ∞ Guidance in identifying an appropriate workplace project that will be the core of the student's Learning Plan
- ∞ Guidance and support in reviewing the project plan, including the multiple stages toward its development and potential implementation.
- ∞ Review of the project at specified stages
- ∞ Meetings with the student in an agreed-upon schedule but no less than twice a month
- ∞ Communication with the Lab Faculty, personally, in phone meeting OR in email, in an agreed-upon schedule but no less than twice a month.
- ∞ Attendance and participation in the student's exhibition of their work at the college, at least once per semester, the day and time to be provided in advance by the student.

Student Name _____

Workplace _____

PM name (print) _____

PM's role in the organization _____

PM contact info: email: _____

phone: _____

I have read and understand the responsibilities of the Professional Mentor in the College Unbound program and agree to mentor

(student's name) _____ for the _____ semester of the
20__ -20__ school year.

Signature

Date

Please attach a personal bio or resume with this form.

Workplace Assessment**Student Name** _____**Date** _____

College Unbound is based on the principle that we all learn best when we're invested in what we're learning — when we have a personal interest and when our work has the potential for real-world outcomes. To this end, College Unbound students identify and develop projects that are related to their interests and that may ultimately be implemented in the workplace or the community. We ask Professional Mentors to assess their mentee's work in these areas as s/he worked on the project.

	Yes	No	Can't Assess
Project Identification			
Worked with mentors and others in workplace to identify a viable project.			
Sought input from field experts.			
Was able to articulate a particular need the project would support.			
Project Planning			
Laid out the stages needed to develop the project.			
Laid out the research and resources needed for each stage of the project.			
Set up timelines for each stage of the project.			
Project Development			
Followed the stages laid out in the plan.			
Evaluated each stage as it was developed.			
Adjusted the stages as evaluated (added or deleted steps).			
Used the expertise of others to carry out the plan.			
Completed the project or took it to the appropriate level of completion.			

College Unbound Lifelong Learning Competencies

As a Professional Mentor, you have had the opportunity to work with a College Unbound student both before and during their College Unbound experience. Please consider growth in your mentee's performance that you would attribute to his or her college experience. Attached is a brief description of each of the Big 10 skills to aid your assessment.

	Some growth	Significant growth	No observed change
Reflection			
Resilience			
Collaboration			
Creativity			
Communication			
Critical Thinking			
Applied Knowledge			
Accountability			
Advocacy for Self and Others			
Problem Solving			

COLLEGE UNBOUND



Student Policies

STUDENT POLICIES



90 ACADEMIC STANDING, CALENDAR, & GRADING

105 STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP) FOR FINANCIAL AID

108 TUITION & TITLE IV

112 STUDENT CODE OF CONDUCT AND REVIEW PROCESS

121 COLLEGE UNBOUND COMPLAINT PROCESS

122 SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES UNDER ADA (AMERICANS WITH DISABILITY ACT)

125 TITLE IX

Academic Year and Calendar

The academic calendar consists of spring and fall terms (semesters), each term containing two sequential sessions and one session spanning the entire term. An optional summer term is offered. Summer is considered a trailer for federal financial aid purposes. Terms begin January, May/June and August.

Add Drop Period

Students must register for classes no later than the seventh day of the session in which the class is offered. Students who do not join a class or establish contact with the instructor within 10 days from when the class began will be administratively dropped. Students who drop a class on or after the 22nd day of the session in which the class is held will receive a W for the class.

Full-time, Part-time Status

Full-time status for each term at College Unbound is defined as a minimum of 12 credit hours, exclusive of transfer, test and portfolio credit. Three-quarter time is defined as 9 credit hours, half-time status as 6 credit hours, and less than half-time status as less than 6 credit hours over a term.

In order for students to qualify for half-time status they are required to register for at least 6 credits of College Unbound credits in the same term. Students may take 6 credits in any combination of sessions within a term to meet the half-time definition. The total number of credits taken by a student during a term will determine the enrollment status (i.e., financial aid eligibility) for the student.

Semester Credit Limit

Students are limited to registering for 18 credits per term. Additional credits per term may be approved by the Provost or designee.

Withdrawal

Students may withdraw from the College by notifying the Registrar in writing. Students are requested to interview with the Dean of Students or designee so the college may better understand the reason(s) for the withdrawal. The official date of withdrawal is the last date of class attendance as verified by an instructor and certified by the Registrar. This date will be used in determining any tuition/refunds, financial aid adjustments (including loans) and for the Return of Title IV calculation.

Participation in courses and completion of assignments are critical components to student success. Ceasing to attend classes is not considered an official withdrawal from the College, academically or financially. Failure to file a withdrawal form may result in the automatic recording of “F” grades for all courses being taken by the student.

Students who use financial aid and fail all courses in a term will be reviewed for participation and may be withdrawn from the college. The last date of attendance is defined as the last time the student participated in regular and substantive academic activity within the course. If it has been determined that a student unofficially withdrew for lack of participation, Federal and/or institutional aid may be recalculated. Federal aid recalculation known as Return to Title IV may result in a balance owed and could place future financial aid funding and registration at risk.

In all withdrawals, no adjustments to account balances will be made; nor will withdrawal disputes be considered after 30 days from the end of the term during which the student withdrew.

Leave of Absence

A leave of absence refers to a specific time period in a student's academic program when he or she will take a temporary break in attendance from College Unbound. The College will grant a Leave of Absence (LOA) to an enrolled student who has a medical or personal reason that prohibits progressing in his or her degree program. The maximum leave of absence that can be granted by College Unbound is 6 months (180 days). The length of leave will be outlined during the initial meeting with the college. Students are welcome to return earlier than designated and do not have to reapply when re-enrolling on the agreed upon timeline.

The expectation is that the student will return to College Unbound at the end of the leave and must resume the academic program when he or she began their leave. Students not meeting the criteria in this policy and are no longer participating in their course work are considered withdrawn from the College.

Procedure

- A. A student must submit a request for a leave of absence to the Registrar.
 - a. For a medical leave of absence, the student request must be accompanied by a letter from a physician, physician's assistant or nurse practitioner. The letter must be on official letterhead and must include the diagnosis, the limitations it imposes on the individual and an estimation of the time required for recovery. College Unbound reserves the right to verify qualification of the certifying professionals.
 - b. For a personal leave of absence, the Registrar or Dean may require documentation supporting the need for the leave.
- B. The Registrar in consultation with the dean of students will decide whether to grant the leave and the appropriate time period for the leave, not to exceed 180 days.
- C. The Registrar will notify the dean, the student and course instructor(s) that the student has been granted a LOA.
- D. Any student placed on a leave of absence may not continue in their CU course work they were enrolled in prior to the leave of absence.
- E. Students who are not granted a LOA and are no longer participating in their course work are considered withdrawn from the College (see the CU withdrawal policy).
- F. The College will not assess the student any additional charges during the LOA and the student is not eligible for any additional federal student aid.
- G. A student granted a LOA, meeting the criteria in this section is not considered to have withdrawn, and no Return (R2T4) calculation is required. Upon the student's return, he or she continues to earn the federal student aid previously awarded for the period.
- H. CU students who fail to return from a LOA are considered to have withdrawn from the CU at the point the LOA was granted.
- I. Leaves of absence will extend the maximum time students have to complete their degree programs by up to 6 months. A LOA does not affect the 150 percent of program for Federal Student Aid eligibility. The maximum times to completion listed here exceed the allowable for Federal Student Aid eligibility of 150 percent of a full-time equivalent. Once a student passes the 150 percent point the student is no longer eligible for federal assistance.

Grading Policies

Any student taking courses from College Unbound is subject to the following grading policies.

Grading System

Instructors will use the following grading system: A, A-, B+, B, B-, C+, C, C-, D+, D, F and, for approved classes, P. The instructor must explain the grading system in the course syllabus, and must apply it to all the students in the class.

Grade-point average (GPA)

All letter grades are assigned a grade point value according to the following table.

Grade	Grade Points for Each Semester Hour
A (Superior)	4.00
A-	3.67
B+	3.33
B (Above Average)	3.00
B-	2.67
C+	2.33
C (Average)	2.00
C-	1.67
D+	1.33
D (Below Average)	1.00
F (Failing)	0
*FX (Administrative Fail)	0

*The instructor in lieu of a grade of F assigns FX (Administrative Fail) when a student never attended or ceased attending the class, rendering an assessment of academic performance impossible. Instructors will be asked to provide the last date of attendance.

The following grades may appear on a transcript or permanent record; however, they will not affect the grade-point average.

AUS	Audit Successful
AUU	Audit Unsuccessful
IP	In Progress
N	Nonpass
P	Pass
T	Test/Transfer
PA	Portfolio

The following marks may also appear on a transcript or permanent record. They are not grades, and will not affect the grade-point average but may affect satisfactory academic progress for financial aid.

I	Incomplete
O	No grade reported
W	Withdrawal

Calculate grade-point average by dividing the total number of grade points earned by the total number of credit hours taken, excluding courses with grades of AUS, AUU, IP, N, P, or marks of I, O. For example, a first-year student who has completed the following coursework and earned the following grades:

- English 102 (3 s.h.): A
- Gateway (3 s.h.): B
- Intro to IOC (3 s.h.): A
- Workplace and World Lab I (3 s.h.): C-

The total number of grade points would equal 39, because $(4 \times 3) + (3.00 \times 3) + (4.00 \times 3) + (1.67 \times 3) = 38$. The GPA would be 3.2, because $38 \div 12 = 3.2$.

In other words: for each course taken, multiply the appropriate grade points earned by the number of semester hours in each course, then add up all the grade points earned to date, and then divide this by the number of semester hours taken to date.

Midterm Learning Check-In Notes

Halfway through each term, College Unbound requires instructors to provide each student with a narrative evaluation of student progress in their courses. It includes recognition of demonstrated strengths, opportunities for growth, suggestions for project development, and a list of any outstanding work. These reports are sent to the Provost's Office, which distributes them to the individual students and their advisors.

Audit Successful/Audit Unsuccessful (AUS/AUU)

If a student audits a course (i.e., take a course normally offered for credit for zero credit), the student will receive a "grade" of "AUS" (Audit Successful) or "AUU." (Audit Unsuccessful).

In Progress (IP)

The mark of IP is used to denote a course in progress.

Pass/Nonpass grading option (P/N)

Students have the option of taking *elective* courses P/N (Pass/Nonpass) with the permission of the course instructor. Requests must be made to the instructor and Registrar no later than the end of the midpoint of the session in which the class is being offered.

P/N course policies:

- Students may request P/N grading in courses used as electives.
- Students may not use courses taken P/N to satisfy General Education Program requirements.
- Students may take up to three credits P/N to satisfy a major requirement.
- Instructors may deny students the option to register P/N for any course.
- Hours of P/N coursework are not used in computing GPAs. Hours of coursework graded P count toward graduation, but hours of coursework graded N do not.
- The College accepts a maximum of 15 credits of P credit from College Unbound toward the bachelor's degree, and a maximum of 30 credits of P and S grades from all sources (CU as well as transfer work) toward the bachelor's degree.

Incomplete (I)

A student unable to finish a course may ask an instructor for a mark of I (Incomplete). Course instructors may approve or deny a student's request.

Students may be granted a mark of “Incomplete” only if the student has finished 2/3 of the coursework (exceptions may be made for research or independent study courses), **and** the student has a reason acceptable to the instructor for not completing the course, **and** the student’s standing in the course is satisfactory.

Students cannot graduate with an “I” mark on their record. They must either complete the course for a passing grade, or allow the Incomplete to lapse to an “F.”

To complete an “incomplete” course, a student must first consult with the instructor about the due date for the remaining work and to understand the course requirements. Students must then complete the unfinished portion of the work, and the instructor must submit a final grade to the Registrar. This grade change must be submitted on or before grades are due for the subsequent spring or fall term, whichever is earlier. Put another way, a student awarded an incomplete in spring must complete it by the following fall grade deadline. A student awarded an incomplete in fall must complete it by the following spring grade deadline. A student awarded an incomplete in summer must complete it by the following fall grade deadline.

If the grade change is not submitted by this deadline, the "I" will automatically convert to an "F" (or "N"). If warranted, the instructor may submit a grade change after the "I" has become an "F" or "N."

Grade Changes

The instructor of record for a class may submit a request to change a previously awarded grade for a student who was properly registered for the class. The request and reason for the request must be made in writing to the Provost’s Office. If approved by the Provost or designee, the change will be applied by the Registrar. If a student requests a grade change and the instructor of record is not available, the Provost or designee may appoint a faculty member who teaches this or similar courses to review the student’s work and determine if a grade change is warranted. Grade changes will not be accepted or processed for withdrawn or graduated students.

Grade Forgiveness Policy

College Unbound regards students actively participating in and driving their education to be a measure of success. A Grade Forgiveness Policy is one way CU allows students to shape their learning and improve their academic standing.

Students should consult with their academic advisor and financial aid about potential implications of repeating courses. All courses, including those excluded under the Grade Forgiveness policy, are factored into Satisfactory Academic Progress for financial aid eligibility.

Criteria

The following criteria govern requests for Grade Forgiveness:

- Students have a maximum of 12 credits for which grades can be forgiven.
- Only grades of D or F can be forgiven. This includes F grades resulting from lapsed Incompletes.
- Students desiring to repeat a course by enrolling in an alternative course must work with an academic adviser to complete a Grade Forgiveness Request form. The alternative course must be similar in content and identical in number of credits to the course for which the student wants Grade Forgiveness. This form must be completed and submitted to the Office of the Provost for approval at least one week before a student begins taking the alternative course.
- Students repeating a course by taking the identical course again do not need to submit a Grade Forgiveness Request form.
- Students who have graduated are not eligible for Grade Forgiveness.

Upon close of semester grades

- At the end of each semester, the Registrar will review students who repeated courses and evaluate their eligibility for Grade Forgiveness. If eligible, the Registrar will forgive the lower of the grades. Grades for the classes forgiven remain on the student's academic record and transcript but are excluded from the computation of the semester and cumulative grade-point averages, and excluded from earned credits. The forgiven course will be denoted on the student's transcript with an "R" for allowed repeat.
- Where there are multiple options for which grades to forgive, forgiveness will be made first for major classes, then for general education courses, and finally for open electives.
- Grade forgiveness will not change the academic standing of a previous semester. A petition for an immediate stay of academic suspension would be the appropriate way to appeal dismissal from the college.

Transfer, Test & Portfolio Credit

CU may accept credit from accredited institutions of higher education and other affiliated institutions of regional accreditors. Students may petition to accept credit from other institutions of higher education. Such credit is accepted only after a review and on a case-by-case basis. Students may be asked to provide course descriptions and/or syllabi to assist in evaluating the coursework. College Unbound faculty review potential transfer credit according to policy which addresses currency, rigor, appropriateness to degree program, and overlapping content. Courses that are designed to give students the necessary background for college-level work are not accepted for transfer credit. Examples of remedial courses include basic writing skills, pre-algebra, and English as a Second Language (ESL).

Transfer and Test Credit

Grade for Transfer and Test Credit

Transfer courses and test credit are indicated with the grade of a T that counts toward attempted and earned credits. A T has no quality points and, as such, is not factored into the GPA.

Grade for Portfolio Credit

Portfolio credit is indicated with the grade of a PA that counts toward attempted and earned credits. A PA has no quality points and, as such, is not factored into the GPA.

Non-Semester Hour Based Transfer Credit

College Unbound will award transfer credit for courses completed on other credit systems (quarter-hour, unit-based, etc.) as long as the requirements listed above are met. Courses from other systems will be converted to their semester-hour equivalent during the transfer credit evaluation process.

GPA Requirement

College Unbound awards credit for those courses in which a passing grade was earned. When the grade earned was at least D, transfer credits may be accepted for courses that apply to the student's curriculum and do not duplicate other courses for which credit has been awarded. Credits for courses within the student's major are only accepted if the grade earned was at least C. It is important to remember that specific courses and credit hours transfer, course grades and quality points do not.

Transfer Credit Evaluation Appeals

Students requesting an appeal should be prepared to provide additional information (including course descriptions and/or syllabi) to assist in re-examining the course. Appeal requests must be submitted in writing within the student's first term of enrollment.

Foreign Language

For CLEP and transfer courses for languages other than English up to three language (FLA) credits can be automatically applied to the Global Citizenship general education distribution requirement. An additional three language credits can be applied to Global Citizenship if used as part of a Learning in Public (LIP) portfolio in which student demonstrates the following outcome: "Describes theoretical and practical aspects of active citizenship; identifies positive changes to make in an interconnected world; and engages in public work with a diverse group of people."

Learning in Public (LIP) Credit

College Unbound recognizes that college-level learning can take place outside the classroom and has processes to help students earn credit for that learning. Learning in Public (LIP) is College Unbound's process for prior learning assessment (PLA).

Eligibility

To receive LIP credit, the student must be a degree-seeking College Unbound student. Students are encouraged, but not required to take OLC220 before submitting a LIP portfolio.

LIP Award of Credit

1. As long as it matches the relevant learning outcomes, LIP credit can be applied to any degree requirement except the following core courses:
 - OLC215, Introduction to Organizational Leadership & Change
 - OLC220, Learning from Experience
 - AAH330, Writing for Change
 - OLC355, Reframing Failure
 - SBS208, Research Justice
 - OLC400, Capstone
 - World & Workplace Lab courses
2. LIP credits earned through portfolio assessment count toward the academic residency requirement. LIP credits earned through all other methods are considered transfer credit and do not count toward academic residency requirements.

Assessment Methods - The following guidelines and methods are acceptable for assessing learning for awarding credit.

Methods that earn test credit:

1. **Military Training:** Credit recommendations listed in the American Council on Education (ACE) Military Guide serve as the basis for assessing transferability of military training and occupations. For military training that has not been evaluated by ACE, credit will be assessed on a case-by-case basis.
2. **Standardized Exams:** Credit will be awarded for passing scores on the national for-credit examination programs:
 - College-Level Exam Program (CLEP)
 - DSST – Prometric DSST Program
 - GRE – Graduate Record Exam Subject Tests
 - UExcel – Excelsior College Examination Program
 - OHIO – Ohio University End-of-Course Exams
 - NYU – New York University Language Exams
 - TECEP – Thomas Edison College Examination Program

3. **Certificates, Credentials & Licensures:**

- Credential or professional license awarded by a state, national, or professional organization that required a proctored exam that have been reviewed and recommended for credit by ACE, and/or National CCRS (National College Credit Recommendation Service).
- Other current industry-recognized credentials validated through the issuing agency or organization may be used to award credit, as approved by the college. Evaluations of learning done by the college will consider the qualifications and involvement of experts in guiding the learning, engaged time, opportunities for expert feedback and assessment, and stated outcomes. College Unbound will use the Global Learning Qualifications Framework (GLQF) to determine college-level learning, and College Unbound learning outcomes to determine placement of credits.

4. **Professional and Community-Based Training:**

- Trainings evaluated for credit by ACE (American Council on Education), and/or National CCRS (National College Credit Recommendation Service).
- Locally evaluated employer and community training may be used to award credit, as approved by the college. Evaluations of learning done by the college will consider the qualifications and involvement of experts in guiding the learning, engaged time, opportunities for expert feedback and assessment, and stated outcomes. College Unbound will use the Global Learning Qualifications Framework (GLQF) to determine college-level learning, and College Unbound learning outcomes to determine placement of credits.

Methods that earn Portfolio Credit:

Portfolio Assessment: CU offers two ways for students to demonstrate learning with portfolios. In each case, learners assemble annotated collections of evidence documenting their learning in portfolios.

1. **Portfolio + Learning Narrative:** In narrative portfolios, the portfolio evidence is presented in the context of the story of the learning. Narrative portfolios may include written and/or video narratives.
2. **Portfolio + Course Match:** Using CU or syllabi from any other accredited college or university, students show how their learning experience and the evidence in the portfolio demonstrates that they have achieved the course outcomes stated in the syllabi.

In both cases, evaluations of learning done by the college will consider the qualifications and involvement of experts in guiding the learning, engaged time, opportunities for expert feedback and assessment, and stated outcomes. College Unbound will use the Global Learning Qualifications Framework (GLQF) to determine college-level learning, and College Unbound learning outcomes to determine placement of credits.

Transferability to Other Institutions: LIP credit is granted for the purpose of satisfying CU graduation requirements. These credits may not be accepted by other colleges. Students are responsible

for contacting the institution to which they intend to transfer to determine that institution's policy on transferring prior learning credit awarded at CU.

LIP Appeals: Students may appeal a LIP decision in writing to the Provost's Office. Students will complete the LIP Credit Award Appeal Form, attach any supporting documentation for the appeal and submit the packet to the appropriate academic school within 10 working days from the original denial of credit.

How Transfer, Test and Portfolio Credit is Applied

College Unbound awards transfer, test and portfolio credits for those courses that are applicable to degree requirements. Once a transfer course, test or LIP portfolio has been accepted for credit, it is evaluated to determine whether it will be placed as a direct equivalent, general education distribution requirement, a major requirement or a free elective.

Courses *directly equivalent* to College Unbound courses will appear on the transcript as the College Unbound course but denoted as transferred.

General education transfer, test courses or portfolios fulfill CU general education requirements as indicated below, but do not have a specific CU course equivalency.

Outcome	Course Codes
Power & difference	GPD100,GPD200,GPD300,GPD400
Global citizenship	GGC100,GGC200,GGC300,GGC400
Civic engagement	GCE100,GCE200,GCE300,GCE400
Written communication	GWC100,GWC200,GWC300,GWC400
Creative expression	GCX100,GCX200,GCX300,GCX400
Interpreting literature, art or philosophy	GLA100,GLA200,GLA300,GLA400
Historical reasoning	GHR100,GHR200,GHR300,GHR400
Using science or technology	GST100,GST200,GST300,GST400
Scientific reasoning and experimental method	GSR100,GSR200,GSR300,GSR400
Quantitative reasoning	GQR100,GQR200,GQR300,GQR400
Individual and/or group dynamics	GIG100,GIG200,GIG300,GIG400
Research methods	GRM100,GRM200,GRM300,GRM400

Major transfer courses, test credit or portfolios fulfill CU organizational and leadership change major requirements as indicated below, but do not have a specific CU course equivalency.

Major Area	Course Codes
Core Courses	Must be taken at College Unbound
Organizational Studies	MOS100, MOS200, MOS300, MOS400
Leadership Studies	MLS100, MLS200, MLS300, MLS400
Change Studies	MCS100, MCS200, MCS300, MCS400

Elective transfer courses, test credit or portfolios count toward the 120-credit overall degree requirement but do not have a specific CU course equivalency.

Elective	Course Codes
Elective	ELT100, ELT200, ELT300, ELT400

Definitions of Class Standing

All students at College Unbound are considered undergraduate students. Freshman, sophomore, junior, and senior class standing are systematically calculated by earned semester (credit) hours (SH) and cannot be adjusted:

Freshman: fewer than 30 SH

Sophomore: at least 30 SH but fewer than 60 SH

Junior: at least 60 SH but fewer than 90 SH

Senior: at least 90 SH

Academic Standing

Academic Notice

Students with a cumulative grade point average below 2.0 will receive an official notification with a warning that continued academic performance below an average of 2.0 may result in being asked to address concerns before re-enrolling in the college. Students, with the consent of the Provost, may remain on academic notice for up to three (3) consecutive terms. All students on academic notice must attend a mandatory meeting with CU's Student Support Services team and submit an academic success plan developed with their Lab Faculty no later than 10 business days after meeting with the Student Support Services team.

Academic Pause

Emails notifying students of their academic status are sent as soon as grades are received. All students who are subject to an academic pause are informed of their right to appeal to the Provost for a waiver of that pause. Students may submit an appeal within five business days of receipt of their notification.

Consequences of Academic Pause

Students on Academic Pause may not register as matriculating (degree-seeking) students at CU for at least one semester. In some cases, they may register as non-matriculating students if they first obtain the permission of the Provost. Non-matriculating students are denied some of the benefits of matriculating students such as eligibility for financial aid.

Students may not be certified for veterans educational benefits while on academic pause.

If a student does take courses as a non-matriculating student (with permission as noted above) or at another institution while on academic pause, the grades earned during the period of absence are considered in determining readmission. After at least one semester of academic pause, students may apply to return. If they are accepted, the Provost determines whether they should be placed on notice or accepted conditionally.

Return after Academic Pause

Students who wish to return to College Unbound after an Academic Pause must complete the following:

1. Complete an Application to Return, which includes a statement of activities since last term of matriculation.
2. To qualify for return, students must either A) complete six credits at another higher education institution and earn at least a C in each course as demonstrated by providing an official transcript or B) demonstrate in writing that the student has taken concrete steps to be academically successful.
3. The Provost will determine whether the student is placed on notice or conditional status upon return.

Return (Readmission) to the College

Admitted students who voluntarily leave the college or are administratively withdrawn from the college, may seek readmission to the college through an abbreviated process. Students must complete the application for return and meet with the Provost or designee at least two weeks prior to the start of the desired return semester. Students previously placed on academic pause wishing to return must follow the procedure outlined under return from academic pause.

Standards of Satisfactory Academic Progress (SAP) for Financial Aid

College Unbound has established institutional requirements for minimum Satisfactory Academic Progress (SAP) for all students receiving federal financial aid regardless of whether the student is full time or less than full time. These requirements are developed in accordance with College Unbound academic standards and Federal Student Aid (FSA) regulations governing student eligibility. The standard is broken down into two main categories of Qualitative (attendance and GPA) and Quantitative (pace and minimum time frame of degree completion). The SAP standard is designed to ensure that all students make timely progress toward their educational goals at College Unbound. Students who achieve these standards are considered to be making SAP.

Procedure

A. The Qualitative Satisfactory Academic Progress Standard. Academic progress for all students will be evaluated after every term a student attempts credits at College Unbound. This will ensure standards are met according to the following measures:

Minimum College Unbound grade point average (GPA):

A matriculated undergraduate student must maintain a minimum cumulative Grade Point Average (GPA) of 2.0 (C) to meet the minimum standard for SAP.

Successful grade completions are: A, A-, B+, B, B-, C+, C, C-, D+, D

Unsuccessful grade completions are: F, FX, N, I, O, W

Minimum completion rate:

A College Unbound student must maintain the Qualitative standard or minimum completion rate of two-thirds (67%) of the total College Unbound credit hours attempted and transfer credits (accepted and applied to their degree).

The completion ratio is often referred to as “pace” and is calculated by dividing the number of credits earned by a student by the number of credits attempted. Earned credits do not include incompletes or classes in which the student withdrew, failed or otherwise did not earn a passing grade. Attempted hours are determined by the number of credit hours registered for at the end of the 21st day of the term. If a student repeats a course both grades will appear on their academic record, and the highest grade will be used to calculate the GPA.

Attempted Credits	Required Completion Rate
12	8 credits
15	10 credits
18	12 credits
21	14 credits
24	16 credits
27	18 credits
30	20 credits

Maximum time frame to completion to maintain financial aid eligibility:

In accordance with FSA mandated maximum time frame to complete a program or degree, a matriculated student must complete his or her educational program within a time frame not longer than 150% of the published length of the educational program, as measured by credit hours attempted and including transfer credits. For instance, a student must complete their program after attempting a maximum of 180 credit hours for a 120-credit program. Or, if a student has 60 credits remaining after an evaluation of transfer credits is completed, they must complete the degree from College Unbound by the time he or she has attempted 90 credit hours at College Unbound.

B. Warning. A student who fails to achieve the minimum standard for satisfactory academic progress as defined by the Satisfactory Academic Progress Standard will receive a notice of warning.

When a student is in warning he or she is allowed one term to Reestablish Aid Eligibility (Procedure D) to the minimum standard for SAP. The “warning period” will enable the student to take corrective action by working with their Lab Faculty and Student Support Services to establish, submit, and implement an academic plan for meeting educational goals. The college may require the student to take a reduced course load to ensure academic success. The student retains his or her Federal Student Aid eligibility during this time.

C. Loss of Eligibility. If a student is not able to achieve SAP during the Warning period (Procedure B), the student is no longer eligible for Federal Student Aid. Students who lose eligibility will be notified in writing.

D. Reestablish Aid Eligibility. A student can reestablish financial aid eligibility by achieving the SAP standard (Procedure A).

E. Appealing Loss of Eligibility (Procedure C).

Students with unusual or mitigating circumstances may submit an appeal requesting to continue to receive Federal Student Aid to the Standards of Academic Progress Appeal Committee. Mitigating circumstances must be documented and approved by the Standards of Academic Progress Appeal Committee. The appeal must include a detailed plan for returning to SAP, and it must be submitted by the last day to register in the term in which the student is applying for continued Federal Student Aid.

Appropriate circumstances for appeal include:

- Serious medical illness or injury to the student
- Death of an immediate family member
- Significant change in employment or military status that prevents the student from attending class
- Significant trauma in the student’s life that impairs the student’s emotional and /or physical health

If, after a term on Warning (Procedure B), a student demonstrates significant progress toward Reestablished Aid Eligibility (Procedure E) they may appeal by doing the following:

1. Submit a letter to the Standards of Academic Progress Appeal Committee detailing the unique circumstances to the financial aid office along with documentation of the reasons for failing to comply with SAP. The explanation must include improvements made to ensure future academic success.
2. The Standards of Academic Progress Appeal Committee will review the appeal and render a decision. An appeal reviewed by the appeal committee does not guarantee reinstatement of financial aid.
3. The student will receive the written decision of the Standards of Academic Progress Appeal Committee within 10 business days of the committee meeting. The decision of the committee is final.
4. All students approved for an appeal will be placed on SAP Probation (Procedure F)
5. Submit an academic plan endorsed by their Faculty advisor to Reestablish Aid Eligibility (Procedure D). Academic plans may require the student to take fewer credit hours, take specific courses and/or achieve a certain grade point average.

F. Probation. A student that is successful in their Appeal (Procedure E) will be placed on probation for financial aid. The student is eligible for one term of Federal Student Aid. At the end of the Probation term the student will be reevaluated to determine if they meet the SAP standard (Procedure A).

Tuition and Fees for Degree-Seeking Students

Tuition

\$473 per credit.

Fees

Returned Check Fee = \$25 (per event)

Cost of Attendance

Besides tuition and fees, the college estimates that students will incur additional expenses. Collectively, this is known as cost of attendance.

Estimated Annual Cost of Attendance for Full-Time Student	
Direct Costs	
Tuition (12 credits fall; 12 credits spring)	\$11,352
Mandatory Fees	\$0
Total Direct Costs	\$11,352
Indirect Costs	
Books & Supplies	\$250
Miscellaneous Other Expenses (Travel, child care, etc.)	\$250
Housing*	\$16,200
Total Indirect Costs	\$16,700
Grand Total	\$28,052

Annual attendance comprises fall and spring terms. Participating in the optional summer term will incur additional costs.

Students may qualify for Federal and CU aid that will lower out-of-pocket expenses.

*College Unbound does not offer on-campus housing. This figure represents the average rent/mortgage payment for Providence area housing for appx. nine months for a student living without their parents.

Dropped Class Refund Policy

Students who drop a class before the 22nd day of the session will not be charged for the class. Students who drop a class on or after the 22nd day of the session in which the class is held will be charged 100 percent of the cost of the class. Students who drop all classes are subject to the withdrawal and refund policy.

Withdrawal and Refund Policy

A student who has withdrawn from all coursework is eligible for a full refund of tuition if he or she withdraws before the 22nd calendar day of the semester. Students must request in writing with the Office of the Registrar intention to cancel or withdraw.

The amount of the tuition refund the student is eligible for is determined by the chart below. Students who withdraw after 21 calendar days incur full liability for the course tuition. Federal Student aid recipients who have withdrawn from all coursework in a term are subject to a proration of their aid based on a calculation known as Return to Title IV. Please see the Return to Title IV policy for detailed information regarding this student policy.

Withdraw	Tuition Liability
On or before 21st calendar day of semester	0%
After 21st calendar day of semester	100%

Return of Federal Student Aid (Title IV) Funds

When the College Unbound Financial Aid Office awards Federal Student Aid (FSA) to a student the assumption is that the student will attend the College for the entire term for which FSA funds were awarded. When the student withdraws before the end of the term they may no longer be eligible for the full amount of the federal funds they were scheduled to receive.

College Unbound students who are FSA recipients and withdraw from ALL of their classes prior to the end of the term, are subject to Federal student aid regulations known as Return to Title IV (R2T4). The calculation for return of FSA funds will determine the amount of grant and loan assistance a student “earned” for the term they were enrolled at the College. The R2T4 calculation is a proration of funds received for the term and will be completed by the Financial Aid Office.

Procedure

Students who withdraw prior to the 60% point of a term have only earned a portion of the FSA they were awarded. A proration schedule is used to determine the amount of FSA funds the student has earned at the time of withdrawal. AFTER the 60 percent point in the term, the student has earned 100 percent of the FSA funds they are scheduled to receive during that term. Any portion of FSA determined to be “unearned” will be returned to the appropriate Federal aid programs.

Distribution of Refunds, Repayments, and Return of Title IV Funds by the Financial Aid Office will be done in the following order:

1. Unsubsidized Direct Stafford Loans
2. Subsidized Direct Stafford Loans
3. Federal Pell Grants
4. Federal Supplemental Educational Opportunity Grants (FSEOG)
5. State Need Grants
6. Other programs providing aid

The College will invoice the student for the amount of tuition that was returned that exceeds the College’s institutional refund policy.

The “unearned” portion of the aid that was disbursed directly to the student will also be calculated. If applicable, the student will owe a repayment to the FSA programs. The student will be sent an overpayment letter by the Business Office and will be given 45 days to make the repayment. The student will be ineligible for further FSA until the funds are repaid or satisfactory payment arrangements have been made with the U.S. Department of Education.

For a student who withdraws after the 60 percent point-in-time, there are no unearned funds. However, College Unbound will still complete a Return of Federal Student Aid Funds calculation in order to determine whether the student is eligible for a post withdrawal disbursement.

Refunds

Refunds for Financial Aid Recipients Who Do Not Receive Title IV Aid will be issued in accordance with the college’s institutional refund policy, as outlined on the College Unbound Refund policy.

Student Account Adjustments

The calculation of federal student financial aid funds earned by the student is separate from and has no relationship to institutional charges incurred by the student. Any over/under payment of institutional charges will be handled in accordance with the College's institutional refund policies.

Student Code of Conduct

The purpose of the Student Code of Conduct and the Conduct Review Process that supports it is to help the college maintain a safe, healthy and positive learning community and online environment for living, learning and working where individuals act lawfully and in compliance with college policies and rules, and act with honesty, integrity, civility and respect for themselves and others and for the college community and the communities in which we live. Any behavior that is inconsistent with these goals, whether on campus or off, is prohibited and constitutes a violation of the Student Code of Conduct.

For purposes of the Student Code of Conduct and the Conduct Review Process only, any person subject to the Student Code of Conduct will be referred to as a "student" regardless of whether the person is registered for classes. Additionally, during the Conduct Review Process, the person making the complaint will be referred to as the "Complainant," and the student responding to the complaint will be referred to as the "Respondent."

Conduct that violates the Student Code of Conduct includes:

1. Harming or Endangering Yourself or Others

- A. Use of physical force or violence
- B. Threatened use of physical force or violence
- C. Dating violence or domestic violence
- D. Fighting (physical or verbal)
- E. Endangering or threatening the health or safety of oneself or another person
- F. Intentional possession of a dangerous article or substance that may be used to injure or cause discomfort to any person
- G. Possession or use of firearms or other weapons, ammunition, BB guns, air guns, airsoft guns, fireworks, incendiary devices, explosives or other items that resemble a firearm or weapon
- H. Initiating or circulating a report or warning of an impending bombing, fire or other crime, emergency, or catastrophe, knowing that the report is false
- I. Intentionally or recklessly starting a fire
- J. Misuse of or tampering with fire safety equipment (e.g., fire extinguishers, smoke detectors, exit signs and pull stations)
- K. Aiding, abetting, encouraging, or participating in a riot, commotion, or disturbance, or other disorderly conduct

If Student Conduct assigns a charge of dating violence or domestic violence, the College is required by law to inform the Complainant in the matter of the outcome of the Conduct Review Process.

2. Bias and Harassment

- a. Any Student Code of Conduct violation against another person committed with bias, hatred, or animus based on the person's actual or perceived race, religion, color, national origin, age, sex, sexual orientation, gender identity or expression, genetic information, disability, status as a protected veteran, pregnancy, marital status, or any other category protected by law
- b. Harassment or the creation of a hostile environment based on race, religion, color, national origin, age, sex, sexual orientation, gender identity or expression, genetic information, disability, status as a protected veteran, pregnancy, marital status, or any other category protected by law
- c. Physical, verbal, nonverbal, written, electronic, or technological harassment of another person,

- including harassment on social networking sites and other online forums
- d. Stalking
- e. Intimidation
- f. Bullying

If Student Conduct assigns the charge of stalking, the College is required by law to inform the Complainant in the matter of the outcome of the Conduct Review Process.

3. Sexual Misconduct

- a. Sexual assault (any nonconsensual oral, vaginal or anal sex or any other nonconsensual penetration of the genital or anal opening, however slight, by any part of a person's body or by any object, including instructing an individual to penetrate his/her own genital or anal opening, or engage in oral sex, against his/her will)
- b. Other unlawful sexual activity
- c. Sexual harassment
- d. Lewd, indecent, or obscene behavior

If Student Conduct assigns a charge of sexual assault, other unlawful sexual activity or sexual harassment, the college is required by law to inform the Complainant in the matter of the outcome of the Conduct Review Process.

4. Drugs

- a. Possession of drug paraphernalia (such as bongs, scales, or pipes)
- b. The actual or intended purchase, possession or use of illegal drugs, narcotics or controlled substances
- c. The actual or intended sale, distribution, cultivation or manufacture of illegal drugs, narcotics, controlled substances or prescription drugs

A finding of responsibility for intended or actual sale or distribution can be based on the mere presence of a distributable quantity of illegal drugs, narcotics, controlled substances or prescription drugs, or the presence of paraphernalia used for the sale or distribution of illegal drugs, narcotics, controlled substances or prescription drugs.

Students can be found responsible for a drug violation based on the presence of residue or paraphernalia alone.

The College may inform local police of illegal drug violations.

5. Alcohol

- a. Possession or use of alcohol anywhere on college property, except for legal use at events, operations, programs, premises or facilities sanctioned by the college

6. Theft and Abuse of Property

- a. Actual or intended theft or unauthorized use or possession of the resources, property or services of College Unbound or of another person, business or government
- b. Unauthorized use of the College's name, logo or seal
- c. Unauthorized use of ATM cards, cell phones, credit cards, checks, long distance accounts, identification cards, key combinations, passwords, PIN numbers or other property, equipment, or

- accounts belonging to the college or another person, business or government
- d. Possession or use of resources, property, or services, which the student knows or should know have been stolen
- e. Unauthorized entry (including forcible entry), use, presence in, or occupancy of any premises or facilities
- f. Vandalism
- g. Reckless damage to or destruction of college property or the property of others

It is the College's practice to cooperate with local, state and federal law enforcement authorities in their investigation of theft, identify theft, computer/Internet crimes and other similar crimes, including providing copies of incident reports and other evidence to these authorities.

7. Failure to Comply and Interference

- a. Failure to comply with the directions of a college representative acting in the performance of his/her duties
- b. Failure to participate in the college's Conduct Review Process
- c. Failure to comply with any college policy or rule
- d. Failure to evacuate any building in which a fire or other emergency alarm has been sounded or when directed to evacuate by a college representative
- e. Failure to comply with any or all sanctions imposed under the Student Conduct Review Process by the dates specified
- f. Failure to pay restitution as required by the college for damage to college property (both real and personal)
- g. Failure to present a student identification card upon request from a college representative
- h. Interference with college personnel carrying out their duties or other college business
- i. Interference with any member of the college community in the pursuit of the college's mission or purposes
- j. Actions which obstruct, disrupt or physically interfere with the use of the college's equipment (including safety and security equipment), premises, buildings, rooms or passages
- k. Retaliation against any individual who has made a good faith complaint against another individual or who has participated in the Conduct Review Process.

If a student violates a No Contact Order or the directions of a college representative to avoid another person, the student will be charged with a violation of the Student Code of Conduct for failure to comply, and may be intermily suspended until the completion of the *Conduct Review Process*.

8. Dishonesty

- a. Academic dishonesty, including, but not limited to, cheating, plagiarism and unauthorized collaboration
- b. Knowingly furnishing false information
- c. Forgery, alteration, or unauthorized use of student or college documents, records, identification, passwords, library materials or property
- d. Misrepresentation, fraud or deceit
- e. Possession or use of falsified forms of identification
- f. Knowingly bringing a false complaint against another person
- g. Falsification, distortion or misrepresentation of information before a panel or hearing officer in the Conduct Review Process

9. Other Prohibited Conduct

- a. Illegal gambling, wagering, betting, or bookmaking
- b. Gathering for the purpose of inciting, participating in, or encouraging a disturbance of the peace
- c. Unauthorized operation of a business on college property or using college resources
- e. Disorderly conduct
- f. Behavior that would offend or frighten a reasonable person
- g. Conduct that interferes with student learning or with the mission of the college
- h. Conduct that adversely affects the security of the college community, local residents or property, the name of the college, or the integrity of the educational process
- i. Any conduct by a guest of a student that violates college rules or policies including the Student Code of Conduct (Note: Students are responsible for the behavior of their guests and must accompany their guests at all times).

Academic Honesty

1. College Unbound believes that the respect for ideas and intellectual property rights is a critical value in academic communities. All members of the College Unbound community share responsibility in ensuring that the authentic expression of those ideas is observed.
2. The expression of authentic ideas is observed when (a) a person credits or documents the use of the unique ideas or words of another (in speech or in writing), and (b) a person refuses to submit or assist someone else in submitting work prepared by another.
3. All assignments submitted and all assessments taken by a student shall be solely performed by the student, except where assessment protocol indicates that the student may work with another or others.
4. Students may not submit work that is plagiarized (representing the work of another as one's own) or that otherwise violates the copyright laws of the United States of America.
5. Cheating is also a violation of this policy. Cheating is defined as taking unfair advantage for the purpose of completing assignments, assessments, or related activities.
6. Alleged violations of College Unbound's policy on Academic Honesty are reviewed and initially adjudicated by Assessment Staff. The following guidelines are employed:
 - When it appears that plagiarism was due to a "lack of skill" (30-50% plagiarized, citations inconsistent), an email is sent to the student's Faculty Advisor asking them to make sure the student understands all the rules that apply to plagiarism.
 - A caution is given at a first offense when there is less than 75% quoted material, and citations are present but not consistent, or three minor offenses have been received from that student.
 - A warning is given at a first offense when there is greater than 75%, or none of the quoted material is cited.
 - A probation notice is given after a second offense.
 - The case is referred to the Academic Standards Committee if there is another occurrence.
7. The Academic Standards Committee may choose to continue the student on probation or suspend the student. Suspension must be for a minimum of six months and requires application for readmission. Any subsequent violation of Academic Honesty for students previously on suspension results in permanent dismissal from College Unbound. The Committee may make other reasonable requirements of the student such as participating in a writing course or a plagiarism remediation program. The judgments of the Academic Standards Committee may be appealed to the Provost, whose decisions are final in these matters.

8. The Academic Standards Committee consists of an experienced mentor from each academic area. The members select a chair from among their members. Members are appointed by the appropriate Director/Dean and serve open ended terms.



Student Conduct Review Process

The Student Conduct Review Process at College Unbound is based on the premise that any violation is a chance for learning. In particular, it centers on the Big 10 Leadership & Change competency of Accountability. The Conduct Review Process is mediated by the Kingian Nonviolence Framework, a process that centers accountability to allow for conflict to be engaged constructively. This six-step process based on Dr. King's principle of *The Beloved Community is the Framework for the Future*. This practice of restorative justice is employed in response to the historical ways in which education has used disciplinary practices to isolate the individual from the harm committed and the community offended. Any violation of the Student Code of Conduct initiates this process, which is led by our Case Manager in consultation with the Provost's office.

The determination of a violation of the code of conduct is made through a breach in the Student Code of Conduct.

Process:

- 1) Upon first student infringement of the Code of Conduct, as explained in the Student Handbook, the student meets with the Case Manager and works through the six steps of the Kingian Nonviolence Framework:

Step One: Information Gathering

When an incident occurs, the Case Manager reaches out to the student and any affected parties to gather all relevant information pertaining to the case. The Case Manager initiates the process within 48 hours of the incident.

Step Two: Education

The case manager reframes the incident as a learning opportunity. The case manager and student engage in a dialogue about the information gathered and its impact on the individual and others involved in the process. This dialogue takes place after all relevant information has been gathered and is to happen within a week of the incident.

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Step Three: Commitment

At the end of the initial conversation, after the relevant information has been given to the student, the parties involved, and the case manager - the person/parties who initiated the offense are given the opportunity to commit to resolving the conflict constructively.

Resolving the conflict constructively creates space for the offender to stay a part of the College Unbound community and take responsibility for the impact of the harms caused by their actions.

Step Four: Negotiation

Negotiation is how the conflict becomes formalized. At this point, the student who has initiated the process formalizes a plan with the Case Manager on how to re-establish trust between themselves and the Institution. The plan must be approved by the Provost's office.

Step Five: Action

Following the negotiation process, the individual will have a concrete action plan to follow up on. These action steps are determined by both the student and the Case Manager. Action steps are the pathway forward in order to resolve the conflict constructively.

Step Six: Reconciliation

Reconciliation is the action steps acted upon. This is the process of the student reengaging the academic community at College Unbound and the completion of their action steps. At this final step, a final 1:1 happens between the Case Manager and the person who committed the offense to review the process together. Notes of this meeting are sent to the Provost's Office.

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- 2) If a second incident occurs, a subcommittee of the Student Services Committee convenes under the charge of the Assistant Dean to review the case and present a recommendation to the Office of the Provost. This subcommittee will include 3 members, including the Case Manager, a student representative chosen by the Student Services Committee, and a representative of the Provost's office.

- 3) If a third incident occurs the student meets with the Provost's Office to review their case, previous offenses and may face potential suspension from the college

- 4) The student may appeal a decision reached in Steps 2 or 3 following the process described below.

The Appeals Process:

An appeals process is an essential means for protecting the rights of the student and to keep the Conduct Review Process fair. The appeals process is available to each party. The following reasons listed may constitute why an appeals process should be initiated:

1. Proper procedures were not followed.
2. The evidence found during the information gathering stage does not support the finding or the claims against the student
3. Sanctions/interventions are insufficient or excessive relative to the violation,
4. There is new evidence not reasonably available at the time of the hearing.

All appeals must be submitted in writing to the Provost's Office within ten academic calendar days after notification of the Provost's decision to accept or modify the recommendations resulting from the hearing. The Provost or Associate Provost may waive the ten-day limitation when a late submission is reasonable.

Academic Honesty

1. College Unbound believes that the respect for ideas and intellectual property rights is a critical value in academic communities. All members of the College Unbound community share responsibility in ensuring that the authentic expression of those ideas is observed.
2. The expression of authentic ideas is observed when (a) a person credits or documents the use of the unique ideas or words of another (in speech or in writing), and (b) a person refuses to submit or assist someone else in submitting work prepared by another.
3. All assignments submitted and all assessments taken by a student shall be solely performed by the student, except where assessment protocol indicates that the student may work with another or others.
4. Students may not submit work that is plagiarized (representing the work of another as one's own) or that otherwise violates the copyright laws of the United States of America.
5. Cheating is also a violation of this policy. Cheating is defined as taking unfair advantage for the purpose of completing assignments, assessments, or related activities.
6. Alleged violations of College Unbound's policy on Academic Honesty are reviewed and initially adjudicated by Assessment Staff. The following guidelines are employed:
 - ∞ When it appears that plagiarism was due to a "lack of skill" (30-50% plagiarized, citations inconsistent), an email is sent to the student's Lab Faculty asking them to make sure the student understands all the rules that apply to plagiarism.
 - ∞ A caution is given at a first offense when there is less than 75% quoted material, and citations are present but not consistent, or three minor offenses have been received from that student.
 - ∞ A warning is given at a first offense when there is greater than 75%, or none of the quoted material is cited.
 - ∞ A probation notice is given after a second offense.
 - ∞ The case is referred to the Academic Standards Committee if there is another occurrence.
7. The Academic Standards Committee may choose to continue the student on probation or suspend the student. Suspension must be for a minimum of six months and requires application for readmission. Any subsequent violation of Academic Honesty for students previously on suspension results in permanent dismissal from College Unbound. The Committee may make other reasonable requirements of the student such as participating in a writing course or a plagiarism remediation program. The judgments of the Academic Standards Committee may be appealed to the Provost, whose decisions are final in these matters.
8. The Academic Standards Committee consists of an experienced mentor from each academic area. The members select a chair from among their members. Members are appointed by the appropriate Director/Dean and serve open ended terms.

College Unbound Complaint Process

Recommended Details for Complaints

A complaint should contain the complainant's contact information, including name, address, telephone number, and email address and specify whether the complainant is a prospective, current, or former student. Complaints should contain as much detail as possible, including the names of individuals involved, dates, supporting documentation, and requested solution.

Internal Complaint Process

College Unbound recommends that students and prospective students first file complaints internally before resolution is sought from College Unbound's state licensing entity or accreditor. Internal complaints may be filed with College Unbound administrators referenced below.

Prospective Student Complaints

College Unbound prospective students may report all complaints to the College Unbound Director of Recruitment, 325 Public Street, Providence, RI 02905.

SARA Student Complaint Process

Under NC-SARA (National Council for State Authorization Reciprocity Agreements) rules, students have the right to lodge a complaint or grievance if that student's experience in an online program is not what they anticipate. College Unbound wants to ensure that all student complaints are addressed fairly and resolved promptly. All student complaints must be filed initially with Adam Bush, CU's SARA Principal Contact at provost@collegeunbound.edu.

College Unbound Student Complaints

College Unbound students may report complaints to the provost. Contact information is located on College Unbound's website <http://www.collegeunbound.edu>

If Matters Are Not Resolved Internally

Please follow the process outlined by the RI Office of the Postsecondary Commissioner printed below and on their website: https://www.riopc.edu/page/student_complaint/

The mission of the Office of the Postsecondary Commissioner (OPC) is to support the work of the Board of Education and the Council on Postsecondary Education in providing an excellent, accessible and affordable system of higher education designed to improve the overall educational attainment of the citizens of Rhode Island, support economic development, and enrich the civic, social and cultural life of all living in the state of Rhode Island. As such, the Office takes consumer protection for students very seriously.

If your complaint regards a specific institution, **you are encouraged to seek resolution from that institution first**. In most cases, the Office does not have authority over operations or instruction within an institution, and we will therefore refer complaints/inquiries to the specific college for clarification and response. If your complaint deals with an online course or program, the Office can help you seek resolution.

Please note: Under most circumstances, the text of a student complaint is considered a public record, a copy of which can be requested by any member of the public. In response to such a request, the Office of the Postsecondary Commissioner will **not** disclose any personally identifiable information, such as a name, address, phone number, or email.

Support Services for Students with Disabilities

Disability is a concern of cultural diversity/equal opportunity, therefore accessibility is a community concern. Achieving full participation and integration of people with disabilities requires the cooperative efforts and responsibility of all College Unbound's departments, offices, and personnel. Colleagues from diverse areas of expertise collaborate to create an accessible environment. To this end, College Unbound strives to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Students with disabilities are assured reasonable access to programs, opportunities, and activities at College Unbound that is equal to the access afforded non-disabled persons. Inclusion of persons with disability in all aspects of life at College Unbound benefit the community and improve the quality of life within the College Unbound community. Therefore, accessibility beyond the minimum requirements of the Americans with Disabilities Act/Section 504 of the 1973 Rehabilitation Act is the standard.

College Unbound provides accommodations and supports to students who may need to request accommodations. All on-ground facilities are physically and socially accessible and staff are creative about accommodations that make it possible for students to achieve their academic goals.

Requesting Accommodations

Students who wish to request reasonable accommodations must reach out to Chris Dickson, our Assistant Dean of Student Success who serves as our Accessibility Organizer at CU. Reach out via email to charles.dickson@collegeunbound.edu to be connected with the Accessibility Organizer. As part of the process students will need to register and document from a qualified evaluator. Students with disabilities are partners in their own academic success. They respond to the same expectations and assume the same responsibilities as their non-disabled peers, albeit WITH the support of CU Accessibility, Student Support Services and reasonable accommodations.

Documentation of Disability

Disability is defined as a permanent, longstanding significant condition that substantially or significantly limits one or more of the major life functions including but not limited to: seeing, hearing, walking, breathing, learning, working, concentrating, etc.

Students with qualifying disabilities may be eligible, under the Americans with Disabilities Amendments Act of 2008 (ADA), for reasonable accommodations that will support equal opportunity and inclusion in College Unbound programs and services.

Documentation from a credentialed examiner is required to substantiate the presence of a disability and to establish the possible need for reasonable accommodations at College Unbound. These guidelines are summarized below.

Temporary conditions may be eligible for Accessibility support under the ADA. Please reach out to CU Accessibility for more information. accessibility@collegeunbound.org.

Essential Elements of Quality Documentation

College Unbound's guidelines for quality documentation are:

1. **Licensed or credentialed evaluator**, with specific training or expertise related to the condition being diagnosed, and who is not related to the individual. (ex. hearing disability diagnosed by certified Audiologist (CCC-A) or by an Ear, Nose, & Throat M.D.)
2. **Clear diagnostic statement, including diagnostic sub-types where relevant**, that describes how the condition was diagnosed and provides information on the functional impact of the condition. A full clinical description will convey this information, as will diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association or the International Classification of Functioning, Disability and Health of the World Health Organization.
3. **Description of the diagnostic methodology used** including diagnostic criteria, evaluation methods, tests and dates of administration, clinical narrative, observations, and results. Diagnostic methods must be congruent with the particular disability and with current professional practices in the field.
4. **Description of the current functional limitations** of the disabling condition helps establish the possible disability and identify possible accommodations. A combination of the individual's self report, results of formal evaluation procedures, and clinical narrative are recommended. Quality documentation will demonstrate how a major life activity is significantly, amply, or substantially limited by providing evidence of frequency and pervasiveness of the condition(s).
5. **Description of the progression or stability of the disability** over time and in context.
6. **Description of current and past accommodations, services or medications.**

All determinations for accommodations and disability eligibility are made on a case-by-case basis by disability services staff in consultation with the individual student.

The following are examples of qualified evaluators who may be able to provide documentation on various disabilities or conditions. All must be appropriately credentialed and licensed in their fields.

Attention Deficit Hyperactivity Disorder	Neuropsychologist or Clinical Psychologist, Psychiatrist, Neurologist, Neurodevelopmental Physician
Chronic Illness/Health	Gastroenterologist, Rheumatologist, Endocrinologist, Internal Medicine, or other physician knowledgeable to condition
Developmental Disability (such as Asperger Syndrome)	Neuropsychologist, Psychiatrist, Clinical Psychologist, Neurodevelopmental Physician
Head Injury/TBI	Neurologist, Neuropsychologist
Learning Disabilities	School Psychologist, Clinical Psychologist, Neuropsychologist, Neurodevelopmental Physician
Mental Health or Psychiatric	Psychiatrist, Clinical Psychologist, Social Worker (LICSW), Psychiatric Nurse Practitioner
Mobility/Physical	Physical Therapist, Orthopedic Surgeon, other physician knowledgeable to condition
Speech and Communication Conditions	Speech Language Clinician
Vision	Optometrist, Ophthalmologist

Academic Accommodations Appeal Procedures

Appeals for Academic Accommodations (such as but not limited to exams, courses, degree programs, degree requirements):

- A College Unbound member or a student may request a review of an accommodation decision.
- The first step is to be in communication with the Accessibility Specialist to discuss concerns and consider options for how reasonable accommodations can be implemented. Please reach out to **accessibility@collegeunbound.edu**
- If accommodations are again appealed, the request for reconsideration will be forwarded to the Provost for Academic Affairs.
- The Provost will review the information received, request additional information if necessary, and make a final decision. The Provost will transmit a decision to the student, the College Unbound member, CU Accessibility and Student Support Services.

Inconsistencies in Accommodations With Other Institutions of Higher Education

The Americans with Disabilities Act provides the premise upon which equal access to education is based. The document does not attempt to provide specific guidance for equal access. It is the policy of College Unbound, in discussion with students regarding accommodations, to take into consideration the accommodations provided by the students previous institution. However, College Unbound retains the right to make decisions based on its own policies, curriculum guidelines, and procedures; College Unbound is not obligated to provide the same or similar accommodations, as did another institution. Accommodations are made case-by-case, in accordance with official documentation, taking into consideration both reasonableness and appropriateness of the request. When accommodations previously provided by another institution conflict with those provided by College Unbound, the latter will take precedence.

Students with Disabilities Rights and Responsibilities

Rights:

- Nondiscrimination. Equal access.
- Individualized Assessments
- Right to not disclose specific disability to faculty. (Confidentiality)
- Effective academic adjustments/aids

Responsibilities:

- Request “reasonable” modification.
- Meet eligibility standard for qualified status.
- Provide necessary information to Disability Services to obtain Accommodation Letter.
- Present Accommodation Letter to faculty for signatures.
- Make best effort to demonstrate mastery of course material.

Title IX Notice

"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 - 20 U.S.C. § 1681

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs that receive federal financial assistance. While College Unbound is not yet accredited or eligible for federal financial assistance, we are in compliance with Title IX. Programs and activities which may be included are: recruitment, admissions, financial aid, and scholarships; course offerings and access; hiring and retention; and, benefits and leave. Title IX also protects students and employees, both male and female, from unlawful sexual harassment in school programs and activities.

Title IX's prohibition of sex discrimination includes prohibition of **sexual harassment** and **sexual violence**. Sexual harassment is any unsolicited or unwelcome conduct of a sexual nature. It can include unwelcome verbal or non-verbal conduct, request for sexual favors and physical behaviors that range from sexual gestures or teasing to sexual assault, acts of sexual violence and sexually coerced activity.

In compliance with Title IX, College Unbound prohibits discrimination on the basis of sex in employment as well as in admissions, enrollment, and in the provision of all services, programs and activities. The College's Policy Statements outlining these prohibitions may be accessed online:

Non-Discrimination Policy Statement on Harassment

Any student, faculty, or staff member with questions or concerns about the applicable college policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact the college's Associate Vice President of Administration and Finance/Title IX Coordinator. Individuals with questions or concerns about violations of the Code of Student Conduct specifically should contact the Title IX Coordinator or the Provost and also may want to review the College Unbound Student Handbook.

Filing a Complaint of Sex Discrimination or Sexual Harassment

Individuals who believe that they have been discriminated against on the basis of protected qualifications, including sex discrimination, sexual harassment and sexual violence may file a complaint with the college. Any concerns of sexual harassment, sexual assault, and/or sex discrimination, regardless of the identity of the accused, may be brought to the Title IX Coordinator. For complaints about employee contact, concerned individuals may contact the Title IX Coordinator and/or fill out the Discrimination and Discriminatory Harassment Complaint Form. Allegations of discrimination made against students, including sex discrimination, sexual harassment and sexual assault may be directed to the Title IX Coordinator or the Provost.

College Unbound's Guernsey Myrna Jean acts as Title IX Coordinator and monitors compliance with this law and centrally coordinates the institution's response to complaints of discrimination on sex.

The Title IX Coordinator will ensure complaints of this nature are addressed by the appropriate college entities and will assist complainants in receiving any medical, mental health or other services that may be warranted.

The Title IX Coordinator will also facilitate any interim measures that may be necessary to protect the complainant in the institutional setting.

Individuals with questions or concerns about Title IX, and/or those who wish to file a complaint of non-compliance, may contact the Title IX office for more information:

- Title IX Coordinator: Guernsey Jean
Title IX & Payroll & Benefits Manager
325 Public Street
401-752-3521
guernsey.jean@collegeunbound.edu

Alternatively, or in addition to the Title IX Coordinator, inquiries may be directed to the U.S. Department of Education's Office for Civil Rights, the federal agency charged with enforcing compliance with Title IX:

Boston Office
Office for Civil Rights
US Department of Education
5 Post Office Square, 8th Floor Boston, MA 02109-3921 Telephone: (617)289-0111 Email:
OCR.Boston@ed.gov