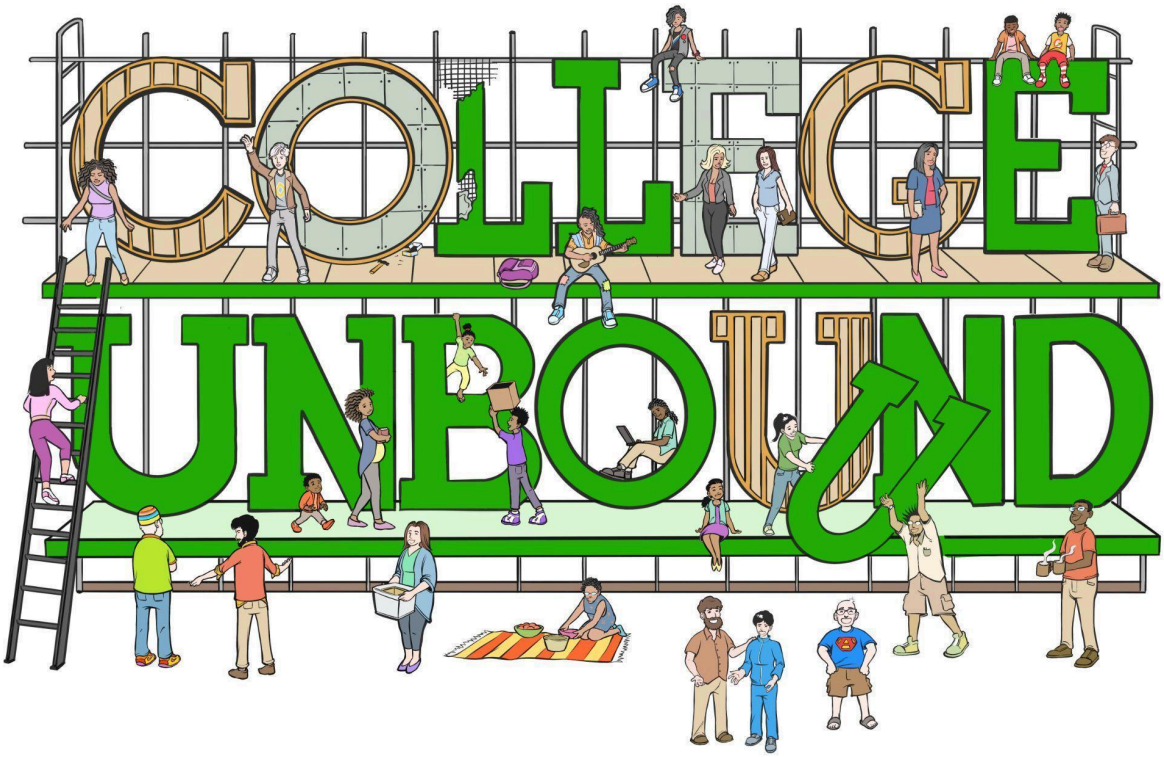


College Unbound
Academic Catalog
2026-2027

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COLLEGE UNBOUND ACADEMIC CATALOG 2026-2027

About the Catalog

This catalog presents current information about College Unbound's academic programs, courses, resources, policies and procedures for the 2026-2027 academic year. This catalog has been compiled from the most accurate information available as of the date of publication.

The Academic Catalog serves as the central repository for policies important to the student's academic career and related financial obligations and aid. The college also maintains a Student Handbook focused on student life policies. In the event of a conflict among the catalog and handbook, the catalog shall be considered the controlling document.

Students are always held to degree requirements specified in their catalog. Students may choose to follow any catalog beginning with the year admitted as a degree-seeking student. By default students are assumed to follow the catalog of their admit year. Students may change their catalog year with permission of the Registrar. Students who change years will be required to comply with the degree requirements in the new year in their entirety.

Updating the Catalog

The catalog is updated each academic year. Substantive changes to the Academic Catalog may be proposed by the Provost's Office and/or the Lifelong Learning Curriculum Working Group, and must be approved by the Faculty Curriculum Committee. The Provost shall provide written notification to the President and the Board.

The Board must approve any changes to tuition or fees.

College Unbound Mission

Our mission is 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.

Authority and Accreditation

College Unbound is approved by the Rhode Island Council on Postsecondary Education as a bachelor's degree-granting postsecondary institution.

College Unbound is accredited by the New England Commission of Higher Education (NECHE).

Statement on Bias, Discrimination Or Harassment

College Unbound does not discriminate on the basis of race, creed, color, ethnicity, national origin, religion, sex, sexual orientation, gender expression, age, height, weight, physical or mental ability, veteran status, military obligations, or marital status.

Any student, faculty, staff or community member who is disturbed by or who experiences incidents of Bias, Discrimination or Harassment may avail themselves of supports and resources for assistance from Daisal Ramos at daisal.ramos@collegeunbound.edu

About the Campus

College Unbound Administrative Offices are located at 115 Cedar Street, Providence, RI 02903 with classroom space located at 325 Public St., Providence, RI 02905

At the Cedar Street address, the institution has dedicated administrative space including offices for the President, Provost, Student Success, Financial Aid and Bursar. Most academic, financial and social advising to students occurs at Cedar Street. Administrative space for Accounting, Human Resources, Payroll and Campus Security are currently located at 115 Cedar Street, Providence RI.

At 325 Public Street in the Justice Building and nearby buildings, the institution shares, under a formal agreement, academic space with The Metropolitan Regional Career and Technical Center commonly known as The Met. Academic space includes classrooms and a small collection of library resources. The campus also provides common areas and access to The Met's outdoor walking track. Access to the buildings is controlled by key cards issued to faculty and staff.

Providence serves as Rhode Island's capital and hosts a variety of academic and cultural resources including multiple institutions of higher education, public libraries, museums and theaters. The city boasts a network of parks, including along the Providence River. The Rhode Island Public Transit Authority (RIPTA) operates a bus network throughout the city and much of the state.

College Unbound also regularly offers classes at The Met East Bay School located at 115 Girard Ave., Newport, RI 02840. The location provides easy access to students who live or work in the East Bay, especially Aquidneck Island. The facility includes classrooms and common areas.

Newport is a historic seaside city known for its downtown collection of eclectic shops and restaurants. The city also contains a large public library, several museums, parks and beaches. RIPTA serves the city with several bus routes.

College Unbound has administrative offices for Pennsylvania and New Jersey located at 3025 John F Kennedy Boulevard, Philadelphia, PA 19104.

Board of Trustees

Wendell Pritchett, Chair
Presidential Professor of Law Education, University of Pennsylvania

Louis Soars, Vice Chair
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Inaugural Dean, Honors Living Learning Community
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Carlton Turner
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Bill Foulkes
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Faculty

College Unbound's faculty is composed of lab faculty and instructional faculty. Instructional faculty support the College on a per-course basis. Lab Faculty are hired on a full year contract and oversee the development and instruction of the Workplace and World Lab course each semester for a designated cohort of students. This course and its requirements of one-on-one meetings, project design, and community-based learning are central to the College's mission of a student driven model of rigorous and engaged scholarship.

Instructional Faculty are hired to teach between 3-5 courses over the academic year with the expectation that they take part in the life of the institution, serve on committees if appropriate, actively engage in faculty development, function as a peer leader, and contribute to the ongoing growth and development of the College

Faculty are hired paralleling foci of the General Education and Major requirements of College Unbound: Civics, Arts & Humanities, Science & Math, Social & Behavioral Sciences, Integrated & Applied Learning, Change Studies, Leadership Studies, and Organizational Studies.

The Faculty Curriculum Committee is comprised of faculty who participate in annual reviews and assessment of syllabi, teaching, courses, transfer credits, learning in public experiences in disciplinary areas.

The current list of faculty members is maintained on the College Unbound Website.

Alumni Mentors

Alumni mentors work in cohorts with new students and new lab faculty and create meaningful connections between our accomplished alumni and current students. The guidance and lived experience of our graduates are invaluable resources for students as they navigate their academic journeys at CU. The alumni mentor program also serves as a professional development opportunity for alumni who are interested in future teaching or lab faculty roles.

Alumni Teaching Fellows

The alumni teaching fellow role is designed to create a bridge between the alumni mentor and lab faculty roles. Teaching fellows expand on their their alumni mentor experience and take on more independent teaching responsibilities with guided support through a semester of teaching and learning The alumni teaching fellows program also serves as a professional development opportunity for alumni who are interested in future teaching or lab faculty roles.

Academic Year and Calendar

The academic calendar consists of fall and spring 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 August, January and May. The academic calendar consists of two credit track options, which affect the schedule of the students' financial aid disbursement. In order to qualify for full access for a financial aid package the student can select one of two credit track options: the first option (12/12 track) is fall and spring terms (semesters), each term containing two sequential sessions - one session spanning the entire term. An optional summer term is offered. The second option (9/9/6 track) is a nine credit fall term, a nine credit spring term and a mandatory summer term of at least six credits. Students should notify Financial Aid at the start of the fall semester if they are planning to follow the 9/9/6 track.

Add Drop Period

The academic calendar lists the specific add and drop dates for each session and full semester course.

Add Period: Students must register for classes no later than the 7th day of the session in which the class is offered.

Administrative Drops: 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 18th day of the session in which the class is held will receive a W for the class and will maintain financial responsibility for the course.

Academic Calendar 2026-2027

DATES/DAY	
FALL SEMESTER 2026	
August 17, Monday	**Fall Semester Sessions 1 and 3 Begin**
August 23, Sunday	Last day to register for Fall Session 1 and 3 Classes
September 3, Thursday	Last day to drop a Fall Session 1 or 3 class without a W; Classes dropped after midnight on September 3 receive a W, and students maintain financial responsibility for the course
September 7, Monday	Asynchronous Classes (Labor Day)
October 5-10	Exhibitions in class for WWL Classes
October 10, Saturday	**Last day of classes for Fall Session 1**
October 15, Thursday	Fall Session 1 Final Grades are due & Workplace & World Lab Midterm Grades are due in Campus Cafe by 5pm EST
	FALL BREAK- OCTOBER 11 THROUGH OCTOBER 18
October 19, Monday	**Fall Session 2 Begins**
October 25, Sunday	Last day to register for a Fall Session 2 class

November 1, Sunday	Spring 2027 Registration Opens at 9 AM EST
November 5, Thursday	Last day to drop a session 2 class without a W; Classes dropped after midnight on November 5 receive a W, and students maintain financial responsibility for the course
November 11, Wednesday	Asynchronous Classes (Veteran's Day)
Nov 24-26	Asynchronous Classes
December 7-12	Exhibitions and Graduation Speeches in Class for WWL Classes
December 12, Saturday	**Last day of classes Fall Semester**
December 17, Thursday	Fall Sessions 2 and 3 Final Grades due in Campus Cafe by 5 PM EST
WINTER BREAK- DECEMBER 13, 2026 TO JANUARY 10, 2027	
SPRING SEMESTER 2027	
January 11, Monday	**Spring Semester Sessions 1 and 3 Classes Begin**
January 17, Sunday	Last day to register for spring session 1 and 3 classes
January 18, Monday	Asynchronous classes (Martin Luther King, Jr. Day)
January 28, Thursday	Last day to drop a Spring Session 1 or 3 class without a W; Classes dropped after midnight on January 28 receive a W, and students maintain financial responsibility for the course
February 15, Monday	Asynchronous Classes (President's Day)
March 1-6	Exhibitions in class for WWL Classes
March 6, Saturday	**Last day of classes for spring session 1**
March 11, Thursday	Spring Session 1 Final Grades are due & Workplace & World Lab Midterm Grades are due in Campus Cafe by 5pm EST
SPRING BREAK- MARCH 7 THROUGH MARCH 14	
March 15, Monday	**Spring Semester session 2 begins**
March 21, Sunday	Last day to register for spring session 2 classes
April 1, Thursday	Last day to drop a Spring Session 2 class without a W; Classes dropped after midnight on April 1 receive a W, and students maintain financial responsibility for the course
April 5, Monday	Summer 2027 and Fall 2027 Registration Opens at 9am EST
May 3-8	Exhibitions and Graduation Speeches in class for WWL classes
May 8, Saturday	**Last day of classes for spring semester**
May 13, Thursday	Spring Sessions 2 and 3 Final Grades due in Campus Cafe by 5pm EST
SUMMER SESSION 2027	
May 17, Monday	**Summer session begins**

May 23, Sunday	Last day to register for summer classes
May 31, Monday	Memorial Day - Asynchronous Classes
June 3, Thursday	Last day to drop a Summer Session class without a W; Classes dropped after midnight on June 3 receive a W, and students maintain financial responsibility for the course
June 18, Friday	Asynchronous Classes (Juneteenth)
July 2-3	Asynchronous Classes (National Holiday)
July 10, Saturday	**Last day of classes for summer session**
July 15, Thursday	Summer session Final Grades due in Campus Cafe by 5pm EST
TBD- Date to be announced by the start of the spring semester	Commencement

Admissions

College Unbound seeks to serve all persons regardless of race, religion, creed, sex, sexual orientation, age, marital status, national or ethnic origin, or disability in the administration of its educational policies, admissions policies and employment policies as well as in the policies governing all programs that it offers or administers.

Requirements for Admission

To be considered for admission as a degree candidate at College Unbound, applicants must meet the following criteria:

1. Application: Complete the College Unbound application for admission.
2. Educational Background: Have graduated from high school or hold a recognized equivalent (e.g., G.E.D.).
3. Academic Readiness: Demonstrate academic readiness in one of the following ways:
    - Submit a piece of writing or video, or participate in an extended admissions conversation addressing the following questions:
        1. Describe one or more key learning experiences in your life or what you are learning in an average week. This can be school or non-school-based learning and can include learning from both failures and successes. Explain what happened, what you learned, and how the experience influenced your understanding of yourself as a learner.
        2. What change would you like to make in the world? Why is this change important, and how do you think it might happen?
4. Technical Skills: Have basic computer skills, including the ability to participate and submit classwork online.
5. Technology Access: Have access to a computer and the internet or have agreed to a technology plan with the College Unbound Admissions Office.
6. Interview: Participate in the College Unbound admissions interview process.
7. Understanding and Ability: Demonstrate an understanding of and the ability to be successful at College Unbound.

Conditional Acceptance

Conditional acceptance may be granted to students who lack one or more admissions requirements if they are otherwise determined to be a good fit. The student will have one term or twelve (12) credits to earn a 2.0 cumulative GPA. Failure to meet this requirement will result in dismissal from the College.

Transcripts from Prior Institutions

Once admitted to College Unbound and upon confirming their intent to enroll, applicants must submit a complete set of academic credentials from all prior institutions attended by the end of their first term at College Unbound.

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.

Students may be readmitted at the start of the fall or spring semesters. Students are not readmitted during the summer session.

Withdrawal

Students may withdraw from the College by notifying the Registrar in writing by completing the withdrawal form. Students are requested to interview with the Dean of Student Success 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 a student takes 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 their 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 as it was when they 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 Assistant Dean of Student Success 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.

Transfer, Test & Portfolio Credit

CU may accept credit from regionally and nationally accredited institutions of higher education. 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's Registrar reviews 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.

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. We have done this within the LIP office a time or 2.
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
    - TECEP – Thomas Edison College Examination 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
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 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.

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.

World Languages

For CLEP and transfer courses for languages other than English up to three language (WLA) 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."

How Transfer, Test and Portfolio Credit is Applied

College Unbound accepts transfer credits for college-level courses in which a passing grade of D or higher was earned, subject to the following conditions:

- Courses with a grade of D or higher may be transferred as Electives, if they fit the student's curriculum and do not duplicate previously awarded credit.
- Courses with a grade of C- or higher may be applied to General Education requirements.
- All major requirements must be completed at College Unbound. We do not accept transfer credit to satisfy any major requirement.
- Only course credits transfer; grades and GPA do not transfer.

College Unbound awards transfer, test and portfolio credits for those courses that are applicable to degree requirements. 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 may 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
Systems and Societies	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

* At least one course in the major categories (organizational studies, leadership studies and change studies) must be taken at College Unbound.

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

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 semester.

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 semester will determine the enrollment status (i.e., financial aid eligibility) for the student. Students who are registered for fewer than 12 credits in a semester will be subject to having portions of their financial aid package prorated in accordance with their enrollment status.

Update on Federal Loans

Federal loans must be prorated when students are enrolled in fewer than 12 credits in a term.

Tuition, grants, and loans are based on 12 credits/term (full-time). When a student is enrolled in less than a full-time schedule, the tuition, grants, and loans are all reduced.

Credits	Tuition and Aid Eligibility
12+	100%
9	75%
6	50%

In order to reduce the risk of over-borrowing, credit balance refunds will be limited to a maximum of $2000 Fall, $2000 Spring, and $1000 Summer.

Semester Credit Limit

Fall and Spring Semesters

Students are limited to registering for 15 credits per semester (this includes the combination of session one and session 2 course load). Additional credits per semester may be approved by the Provost or designee.

Summer Session Credit Limit

Students are limited to registering for 6 credits for the 8 week summer session. Additional credits for summer may be approved by the Provost or designee.

Grading System and 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.

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:

- Writing for Communications (3 s.h.): A
- Reframing Failure (3 s.h.): B
- Intro to OLC215 (3 s.h.): A
- Workplace and World Lab I (3 s.h.): C-

The total number of grade points would equal 39, because (4 x 3) + (3.00 x 3) + (4.00 x 3) + (1.67 x 3) = 38
The GPA would be 3.2, because 38 ÷ 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 an evaluation of the student's progress in their courses. It includes recognition of demonstrated strengths, opportunities for growth, suggestions for project development, and a list of any outstanding work. The feedback is provided to students in the LMS (Moodle).

Mid-term Grades Workplace and World Lab

Lab faculty enter mid-term grades in Campus Cafe for the Workplace and World Lab Course. Mid-term grades are due on the same date as session 1 grades per the academic calendar for each academic year.

Audit Successful/Audit Unsuccessful (AUS/AUU)

If a student audits a course (i.e., takes 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.

Late Work Policy

As a community of adult learners CU recognizes that students have multiple commitments and occasionally those commitments create conflicts with deadlines for submitting assignments. Parenting students may have additional challenges when a child becomes ill. We also recognize that faculty have many demands on their time and when assignments are submitted late it can create a delay in providing timely feedback to students.

CU's late work policy considers these factors and the Big 10 TLC for Communication-requiring effective, clear, comprehensive and relevant information.

Faculty have the discretion to develop their own late work policies for their courses, which must be clearly communicated in their course syllabus.

Students should consult each course syllabus for late work information. Additionally, students are encouraged to communicate with their faculty prior to the deadline of the assignment. If students cannot communicate early, they should reach out to their faculty as soon as possible.

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 valid academic 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 the same 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 changes must be submitted by the end of the following grading period.

The Registrar maintains records of grades and transcripts for a minimum of three years.

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.

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 Academic

Support Services team and submit an academic success plan developed with their Lab Faculty no later than 10 business days after meeting with the Academic Support 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.

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 the 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.

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

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.o to meet the minimum standard for SAP

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

Successful grade completions are: A, A-, B+, B, B-, C+, C, C-, D+, D
Unsuccessful grade completions are: F, FX N, I, O, W

For SAP completion purposes any grade above a D counts as successful completion; however, College Unbound requires students to retake any core or major course with a grade of C- or below.

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.

SAP 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 Academic 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.

Not Meeting SAP
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 by the Financial Aid Office.

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

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.

SAP 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 for the 2026-2027 Academic Year is $487 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	
$11,688	Tuition* (12 credits fall; 12 credits spring) or (9 credits fall; 9 credits spring, 6 credits summer)
$0	Mandatory Fees
Total Direct Costs = $11,688	
Indirect Costs	
$250	Books & Supplies
$250	Miscellaneous Other Expenses (Travel, childcare, etc.)
$16,200	Housing*
Total Indirect Costs = $16,700	
Grand Total = $28,388	

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

*15 credits per term/30 per year = $31,310
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

Dropped Class Refund Policy

Students who drop a class before the 18th day of the session will not be charged for the class. Students who drop a class on or after the 18th 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 18th 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 18 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 18th calendar day of semester	0%
After 18th calendar day of semester	100%

For Washington State residents seeking information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov."

Link to Authorization app:
https://docs.google.com/document/d/192QQO7JQWCzrWsfihHgCWly0xfuz8wkZ/edit#bookmark=id.j9xt2lewn71

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.

For Washington State residents seeking information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.”

Link to Authorization app:
https://docs.google.com/document/d/192QQO7JQWCzrWsfihHgCWly0xfuz8wkZ/edit#bookmark=id.j9xt2lewn71s

The Family Educational Rights and Privacy Act (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 to 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 regarding 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 honor

All requests for FERPA information should be submitted directly to the Registrar's Office. The Registrar will send the information and notify a student any time another party has requested their information even if the student has provided written consent to share the information. In certain situations, the registrar may require a specific FERPA form.

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))

The Registrar's Office of College Unbound maintains all FERPA forms and information disclosures.

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 interimly suspended until the completion of the Conduct Review Process.

(8) Academic Accountability

A. Academic accountability, including, but not limited to, cheating, plagiarism and unauthorized collaboration, including misrepresenting work generated by another person or technology (such as generative artificial intelligence) as the student's work.
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
D. Disorderly conduct
E. Behavior that would offend or frighten a reasonable person
F. Conduct that interferes with student learning or with the mission of the College
G. 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
H. 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 Accountability Policy

The CU academic accountability policy is rooted in the values of the Accountability Big Ten TLC, where learners, faculty, and staff recognize accountability as upholding the personal and communal expectations of responsibility, integrity, and reliability. Learning at CU happens in a community where each individual is accountable to and for themselves and the community as a whole. Each community member takes ownership of their knowledge and honors the creations of others.

Guiding Principles:

- College Unbound believes that 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.
- The expression of authentic ideas is observed when community members use their own voices and words in assignments, class discussions, and communications.
- Academic communities also credit and/or document the use of unique ideas or words of another (in speech or in writing).
- Students submit assignments and assessments of their own creation and development, except where the assessment protocol indicates that the student may work with another or others. Faculty provide clear instructions on group assignments and submit authentic feedback to students.
- Issues or concerns will be submitted to the Academic Accountability Committee.

Our guiding questions ask:

Do you consistently follow through with commitments, including assignments, communications, feedback, and deadlines?
Do you share your thoughts with the power of your authentic voice?
Do you remain accountable to your personal goals and values?
Are you a reliable member of the community? Do you show up as your full self, ready to engage in classes, meetings, and events?
How do you communicate when you are encountering a challenge to the above?
How do you support others to be accountable to themselves and the CU community?

The Academic Accountability Committee consists of academic staff members, including at least one academic staff member who is also a CU alumnus, one instructional faculty member, and one lab faculty member. The Associate Provost for Administration, Advising, and Academic Support chairs this committee. Additional staff may be invited to join the committee temporarily if their expertise is needed for a particular situation or content area, or when a committee member is the faculty member raising the concern. In those situations, the committee member would refrain from participating in the review. Members are invited by the Provost and serve open-ended terms.

Possible outcomes

- Academic note of caution: First documented occurrence
- Academic warning: Second documented occurrence
- Academic probation is given upon a subsequent finding after an academic warning has been issued. The Academic Accountability Committee may choose to continue the student on probation or suspend the student. Suspension must be for a minimum of one semester and require an application for readmission.
- Academic dismissal: Any subsequent violation of Academic Honesty for students previously on suspension results in permanent dismissal from College Unbound.

Decisions

The Academic Accountability Committee will provide written decisions to the faculty member, the student, and their lab faculty, and if a notice or warning is added to the student's record in Campus Cafe, the communication will also be sent to the Registrar's Office.

Appeals

Appeals about the Academic Accountability Committee decisions may be directed to the Provost. The Provost's decisions are final in these matters. All decisions will be shared in writing with the student and faculty.

The Generative Artificial Intelligence Policy

College Unbound recognizes that generative artificial intelligence (AI) is impacting teaching and learning inside and outside of the classroom. As such, CU seeks to facilitate the responsible, transparent, and safe use of AI, while ensuring our commitment to advancing critical thinking and academic accountability. We also seek to inform the CU Community with an understanding of the implications of AI technology use for personal voice, data privacy, and the environmental impacts.

Artificial Intelligence can be a useful tool in educational settings but should only be used in a manner that is consistent with CU's Academic Accountability Policy and in accordance with individual instructor guidelines. When AI use is permitted by a CU instructor, guidelines for its use should be developed in alignment with CU's Transformation Teaching & Learning Competencies to ensure these tools are used responsibly. AI-generated content is not considered a student's own work and should never be used as a replacement for academic work or learning.

The foundation of CU's Academic Accountability policy recognizes and honors the knowledge creation of others. Representation of academic work other than one's own without appropriate citation, including AI generated materials and content, is inconsistent with CU's community expectations and college policy..

NOTE: Instructors will communicate their expectations about the acceptable use of AI tools in their courses. Students are responsible for reviewing individual course policies and understanding the appropriate use of AI in each course. Instructors are responsible for providing students with clear guidelines regarding the allowable use of AI tools. In addition, instructors are expected to discuss any expectations regarding AI usage early in their courses and include those expectations in the course syllabus.

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, 115 Cedar 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 Sylvia Spears, 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.

Washington State Students: The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit https://www.wsac.wa.gov/student-complaints for information regarding the WSAC complaint process.

Support Services for Students with Disabilities

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 accessibility@collegeunbound.edu to be connected with the Accessibility Specialist. 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.edu.

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 subtypes 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 conditions(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.
- 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 an Accommodation Letter.
- Present Accommodation Letter to faculty for signatures.
- Make best effort to demonstrate mastery of course material.

Faculty Rights and Responsibilities Rights:

- Determine content of each course, and how it is taught.
- Decide how to best instruct students and assess student learning.
- Consult with knowledgeable professionals on methods to accommodate learning needs of students with disabilities.
- Receive notice of accommodation needs, with reasonable advance notice.
- Maintain academic standards of courses.
- Partner with student and CU Accessibility about recommended accommodations. Communicate with Accessibility if any concerns about approved accommodations.
- Determine grades appropriate to the level of student’s demonstration of mastery of material, with or without disability accommodations.
- Respectful treatment by all students.
- Enforce student handbook policies equally for all students.

Responsibilities:

- Reasonably accommodate students who provide documentation of a disability through CU Accessibility Services.
- Maintain student confidentiality in all environments.
- Respect student privacy about the disability; discuss only academic performance needs.
- Do not ask students about their specific diagnosis. Focus on implementing accommodations. Students will have already disclosed to Accessibility Services.
- Address the accommodation letter from CU Accessibility in a timely manner.
- Collaborate with CU Accessibility in support of students with disabilities.
- Communicate the availability of support for students with disabilities via a syllabus statement and/or by class announcement.
- Understand that student conduct issues require appropriate counseling, regardless of the presence of a disability.

Emergencies and Crisis Management: Non-Traditional Circumstances

CU Accessibility relies heavily on the concept of thorough and adequate documentation that is prepared by a

qualified, appropriate, and licensed professional. In addition, the recent date of the documentation and the rationale to support the need for accommodations is key to establishing adequacy of the documentation. However, in emergency and crisis management situations and in non-traditional circumstances the professional staff of CU Accessibility will use their discretion in allowing flexibility in the standard protocol described in the working policy document. All such decisions made under these conditions are reviewed as soon as possible after the emergency situation subsides.

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, educators, 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. Students can earn elective credits by taking classes beyond their general education and major requirements to fulfill the elective requirements.

Organizational Leadership and Change Major Degree Requirements

Organizational Leadership and Change Major Degree Requirements			
Course and/or Course Category	**Course #**	**Credits**	**Course Sequence**
Core Courses (24 credits required; must earn at least C)			
Reframing Failure	OLC235	3	1st semester
Intro to Organizational Leadership & Change	OLC215	3	1st semester
Learning for Experience	OLC220	3	2nd semester
Research Justice	SBS308	3	2nd semester
Writing for Change	AAH330	3	2nd or 3rd semester
Capstone	OLC400	3	Final semester
Workplace and World Lab A	WWL200A	3	1st semester
Workplace and World Lab Z	WWL400Z	3	Final semester
Major Courses (9 credits required)			
Organizational Studies	Multiple Course Options	3	2nd semester & beyond
Leadership Studies	Multiple Course Options	3	2nd semester & beyond
Change Studies	Multiple Course Options	3	2nd semester & beyond
Big 10 TLC (10 credits required)			
Big 10 TLC Competencies	1 per competency	10	Minimum of 8 credited on degree audit before Capstone
General Education Courses (40 credits required)			
Unbound Journey		1	1st semester
Civics		6	2nd semester & beyond
Arts and Humanities		12	2nd semester & beyond
Science and Math		9	2nd semester & beyond
Social and Behavioral Sciences		12	2nd semester & beyond
Electives (37 credits required)			
Electives		37	2nd semester & beyond
Total Required Credits		**(120 credits)**	

Major Courses and Outcome Statements

The Organizational Leadership and Change (OLC) major ensures that students can use concepts and methods from the study of leadership, organizations, and change to develop themselves and others, to lead change, and to transform organizations and communities. The major requires 24 credits of core required courses and 9 credits

from the prescribed fields of organization, leadership and change studies

Major Outcome Statements

- Reframing Failure: Plans for, analyzes and learns from failure
- Introduction to Organizational Leadership & Change: Identifies core values and strengths as a leader and change maker, construct a research question for developing core project, navigate and build community in an asynchronous course.
- Learning from Experience: Identifies, documents, and evaluates learning from life experiences
- Research Justice: Evaluates and chooses methodologies for the construction of knowledge based on their emancipatory potential, while centering social action, reflection, and application
- Writing for Change: Uses research, rhetorical, and revision strategies to compose writing that proposes and argues for change
- Organizational Studies: Can analyze how organizations function as systems, including their structures, cultures, and power dynamics, and apply this understanding to navigate and improve organizational contexts.
- Leadership Studies: Can critically examine leadership theories and practices, assess their own leadership development, and facilitate collective action toward shared goals
- Change Studies: Can understand how change occurs in individuals, organizations, and communities, and design and implement strategies for transformative change
- Capstone: Reflects upon learning, assesses personal and professional growth, and plans for future learning and development
- Workplace and World Labs: (WWL) Integrates and applies knowledge from lived experience and formal education to develop CU Core and project and enhance personal and professional capacity

General Education Requirements

A total of 40 General Education credits are required for graduation. Students must complete coursework in four content areas. The distribution requirements cover multiple disciplines and ensure that students develop the intellectual breadth necessary to fully engage in the broader world of work and community.

Civics (6 credits required)	
Civic Engagement (audit code GCE)	3 credits
Global Civics (audit code GGC)	3 credits
Arts and Humanities (12 credits required)	
Written Communication (audit code GWC)	3 credits
Creative Expression (audit code GCX)	3 credits
Interpreting Literature, Art or Philosophy (audit code GLA)	3 credits
Historical Reasoning (audit code GHR)	3 credits
Unbound Journey (1 credit required)	
Unbound Journey (audit code CUN)	1 credit
Science and Math (9 credits required)	
Using Science or Technology (audit code GST)	3 credits
Scientific Reasoning & Experimental Method (audit code GSR)	3 credits
Quantitative Reasoning (audit code GQR)	3 credits
Social and Behavioral Sciences (12 credits required)	
Individual and/or Group Dynamics (audit code GIG)	6 credits
Systems and Societies (audit code GRM)	3 credits
Power and Difference (audit code GPD)	3 credits
	Total = 40 credits

General Education Outcome Statements

Civics

Uses concepts and methods of civic engagement to interpret experience, make meaning, and act in the world

- Global Civics: Can analyze the interdependence of global systems to navigate divers cultural contexts and respond with strategic agility.
- Civic Engagement: Can use democratic skills for community change

Arts and Humanities

Uses concepts and methods of the arts and humanities to interpret experience, make meaning, and act in the world.

- Written Communication: Can manage a writing process to use writing for learning and communication
- Creative Expression: Can produce a creative work, assess it, and reflect upon the creative process
- Interpreting Literature, Art or Philosophy: Can apply literary, art, or philosophical concepts and methods to

interpret works of literature, art, or philosophy
- Historical Reasoning: Can describe and analyze change in human communities, societies, institutions, or organizations over time

Science and Math

Uses concepts and methods from the STEM fields (science, technology, engineering, and math) to interpret experience, make meaning, and act in the world

- Using Science or Technology: Can use physical, natural or computer science, engineering, or technology to interpret experience, make meaning, and act in the world
- Scientific Reasoning: Can use scientific and empirical reasoning to evaluate truth claims and construct knowledge
- Quantitative Reasoning: Can use quantitative reasoning to understand natural or social phenomena and to inform decision making

Social and Behavioral Science

Uses concepts and methods of the social and behavioral sciences to interpret experience, make meaning, and act in the world

- Individual and/or Group Dynamics: Can use concepts and methods of the social and behavioral sciences to anticipate, interpret, and/or respond to individual and/or group dynamics
- Power and Difference: Can identify, analyze, and transform structures and systems of privilege, power, and difference
- Systems and Society: Can demonstrate an understanding of social systems and their impact on social justice issues. Can engage in evidence-based inquiry using quantitative and/or qualitative research methods.

Big 10 Competencies for Transformational Leadership and Change

The Big10 Competencies for Transformational Leadership and Change capture the skills we believe all leaders and change-makers need to create more liberatory spaces. All College Unbound students will graduate with 10 completed portfolios showing application and deep understanding for each component in each competency. The Big10 are woven throughout our curriculum, from the first semester through to capstone, ensuring a bachelor's experience that is intentional and coherent. Student reflections on all of these experiences (in courses, labs, their ongoing core project, and in lived experiences outside of the classroom) generate evidence of learning across diverse contexts over time, demonstrating growth and cross-sectional integration.

Students work toward fulfilling the Big 10 throughout their college career through independent work with faculty, advisors and others, and through the course Learning from Experience. Students may submit Big10 portfolios at any point, but will feel more equipped during their second semester and beyond. The submission gets sent first to their own lab faculty for first assessment and then onto another faculty member for a second assessment. If at any point revisions are needed, the portfolio will get sent back to the student with feedback. If both assessors agree that the student has demonstrated application and integration of the competency, the student will be awarded 1 credit for each portfolio towards the 10 required for the degree.

The Big 10 Competencies for Transformational Leadership and Change (1 credit each)

1. Agency & Advocacy
2. Accountability
3. Creativity
4. Critical Thinking
5. Lifelong Learning
6. Resilience
7. Collaboration
8. Communication
9. Equity & Justice
10. Well-being

Students enrolled prior to Fall 2024 can complete Big 10 portfolios from either list. The competencies with equivalent numbers are interchangeable. All students enrolled in Fall 2024 and beyond will complete TLC competencies exclusively.

Fall 2014- Spring 2024		Fall 2024 - Spring 2030
Fall 2019-Spring 2024	⇄	Fall 2024- Spring 2030
Advocacy for Self and Others	⇄	Advocacy & Agency
Accountability	⇄	Accountability
Creativity	⇄	Creativity
Critical Thinking	⇄	Critical Thinking
Reflection	⇄	Lifelong Learning
Resiliency	⇄	Resilience
Collaboration	⇄	Collaboration
Communication	⇄	Communication
Intercultural Engagement	⇄	Equity & Justice
Problem Solving	⇄	Well Being

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

First Semester Students (1st 8 weeks of CU)	NO LIPs or LIP sprints may be submitted
First Semester Students (2nd 8 weeks of CU and beyond)	LIP Sprint submission
Second Semester Students	Complete Learning from Experience (grade of C or higher)
Third Semester Students and beyond	Submit up to 4 LIP portfolios per semester if guidelines met (see below)

Guidelines for Submission of LIP Portfolios

- Any student meeting the following criteria may submit a LIP portfolio
    - Currently enrolled students
    - No Fs or incompletes
    - Has completed Learning from Experience with a grade of C or higher.
    - Has not met or exceeded the limit of 4 LIP Portfolios per semester.
- LIP credit can be earned for any General Education Requirement
- LIP credit can be earned for no more than one Major Requirement (Leadership, Change or Organization studies).
- LIP credit cannot be applied to the following core or required courses:
    - OLC215, Introduction to Organizational Leadership & Change
    - OLC220, Learning from Experience
    - AAH330, Writing for Change
    - OLC235, Reframing Failure
    - SBS308, Research Justice
    - OLC400, Capstone
    - World & Workplace Lab courses
    - CUN102 Unbound Journey

LIP Portfolio credits are earned at the 300 level. Students may submit for one learning outcome/degree requirement prefix per portfolio with a maximum limit of 9 credits earned per portfolio.

Of the 120 credits required for degree completion, students may earn up to 40 academic credits through the LIP Sprints or LIP Portfolios.

LIP credits are identified on a student transcript as portfolio credits. LIP credit is granted for the purpose of

satisfying CU graduation requirements. 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.

These credits may or may not be accepted by other colleges if students are transferring to a different institution at a baccalaureate level. 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 information to the Provost's office at provost@collegeunbound.edu within 10 working days from the original denial of credit.

COURSE OFFERINGS

Subject Codes

AAH	Arts & Humanities
CVC	Civics
CUN	College Unbound
ELT	Elective
MTH	Math
OLC	Organizational Leadership & Change
SBS	Social & Behavioral Sciences
SCI	Science
WLA	World Languages
WWL	Workplace & World Lab

Transfer & Consortium Subject Codes

Used when a direct transfer equivalent course does not exist.

GPD	General education: Power & difference
GGC	General education: Global citizenship
GCE	General education: Civic engagement is the cole
GWC	General education: Written communication
GCX	General education: Creative expression
GLA	General education: Interpreting literature, art or philosophy
GHR	General education: Historical reasoning
GST	General education: Using science or technology
GSR	General education: Scientistic reasoning and experimental method
GQR	General education: Quantitative reasoning
GIG	General education: Individual and/or group dynamics
GRM	General education: Systems and Societies
MCS	Major core requirement: Change studies
MLS	Major core requirement: Leadership studies
MOS	Major core requirement: Organizational studies
ELECT	Electives
CCA	Course taken through formal consortium agreement

Course Numbering

0-099	Remedial, no degree credit
100-199	Foundational knowledge with introduction of issues and general information.
200-299	Summary of issue(s) that explores general topic areas.
300-399	Extended consideration of topic(s) to apply prior learned knowledge to new scenarios.
400-499	Sustained attention to topic(s) of concern (technique, process, theory etc.)
Independent studies are always 299 or 399.	

Please note that not all courses are offered every term.

INDEX of Cross Listed Courses

A cross-listed course may be applied to satisfy requirements in more than one degree category; however, the course may be used to fulfill only one specific degree requirement at a time. A single course may not be double-counted to simultaneously satisfy multiple requirement categories within the same degree.
The course will automatically fulfill the primary degree requirement or the alternative open requirement on a student's degree audit. When a cross-listed course is eligible to meet multiple requirements, students may contact the registrar to designate the requirement category to which the course will apply.
In this catalog, cross listed course descriptions appear only in the section of the primary degree category. (Example: SBS235 Black Studies will appear only in the SBS section of the catalog but it could fulfill Power & Difference OR Historical Reasoning).

Course Number	Course Title	Degree Requirement (Course appears in this section of the catalog)	Alternative Degree Requirement
AAH220	Arts & Engagement	Interpreting Literature, Art of Philosophy	Civic Engagement
AAH225	Social and Organizational Ethics	Interpreting Literature, Art or Philosophy	Organization Studies
AAH231	Memory, Meaning and Social Transformation	Historical Reasoning	Interpreting Literature, Art or Philosophy
AAH310	Grassroots Community Organizing	Historical Reasoning	Change Studies
AAH315	History of Immigration	Historical Reasoning	Global Citizenship
AAH320	Imaging Identities: Autobiographical Narratives and the Representation of Others	Interpreting Literature, Art of Philosophy	Power & Difference
CVC210	Globalization and Community	Individual and/or Group Dynamics	Global Citizenship
CVC245	Critical Public Policy: Theory & Practice	Civic Engagement	Systems and Societies
CVC304	Human Rights in the World and in Our Lives	Global Citizenship	Power & Difference
CVC330	Sustainable Economic and Community Development	Global Citizenship	Quantitative Reasoning
CVC345	Public Narrative: Identity, Agency and Action	Civic Engagement	Interpreting Literature, Art of Philosophy
CVC393	LatinX in Your Community	Global Citizenship	Leadership Studies
MTH207	Applied Statistics	Quantitative Reasoning	Change Studies
MTH300	Organizational Financial Wellness	Quantitative Reasoning	Organization Studies
OLC300	Collective Decision Making	Change Studies	Individual and/or Group Dynamics
OLC303	Critical Perspectives on Leadership	Leadership Studies	Power and Difference
OLC304	Critical Perspectives on Organizations	Organization Studies	Power and Difference

OLC309	Systems Thinking & Sustainable Impact for Social Justice	Change Studies	Systems and Societies
OLC331	Radical Philanthropy	Change Studies	Leadership Studies
OLC345	Leadership in Action	Leadership Studies	Individual and/or Group Dynamics
SBS214	Conflict Resolution	Power & Difference	Individual and/or Group Dynamics
SBS215	Emergent Strategy	Power & Difference	Change Studies
SBS235	Black Studies	Power & Difference	Historical Reasoning
SBS240	Foundations of Core Values for Equity Centered Education	Power & Difference	Leadership Studies
SBS300	Bodies, Power & Community	Power & Difference	Systems and Societies
SBS325	Participatory Action Research Methods	Systems and Societies	Civic Engagement
SBS393	Teaching Methods for Special Education	Individual and/or Group Dynamics	Power & Difference
SCI206	Environmental Science	Scientific Reasoning & Experimental Method	Using Science or Technology
SCI394	Food Justice	Scientific Reasoning & Experimental Method	Using Science or Technology

Required Courses for All Students

CUN102: Unbound Journey

(1 Credit)
Gen Ed: Required Course

Course Description
Unbound Journey: Charting Your Path in College is designed to empower adult learners as they navigate their academic pursuits. This course recognizes that each student's journey through higher education is unique, and it aims to provide the tools, resources, and support necessary for students to chart their own paths to success. Offered only as a pass/no-pass grading option.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Apply knowledge of CU degree requirements on a personal map to graduation
2. Demonstrate the ability to navigate CU resources to support academic success (including academic policies related to add/drop, grading, SAP, AI, and Academic Integrity) and the course registration process
3. Clarify personal wellness goals for navigating the transition to CU to enable you to pursue your goals with confidence and purpose
4. Produce a personal list of career options that align with students' CU core project and/or your major in Organizational Leadership and Change

OLC235: Reframing Failure

(3 credits)
Major: Required course

Course Description
"When we start losing our tolerance for vulnerability, uncertainty, for risk — we move away from the things we need and crave the most like joy and love and belonging, trust, empathy, creativity." This course compels students to take a personal inventory of so-called failures in their lives, requires students to think critically about mindsets of "being wrong," and encourages students to surface the learning and successes that emerge from "mistakes." The course also explores societal messaging about failure, the influence of social norms on psychological constructs of failure, and the ways in which some instances of failure may have systemic underpinnings

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Plan for, analyze, and learn from failure
2. Proactively identify potential failures in your CU Core Project and devise strategies for managing them based on analysis and reinterpretation
3. Integrate self-reflection and practical insights gleaned from an interview with a community leader to create plans for ongoing personal and professional learning in the realm of failure and resilience.

OLC215: Introduction to Organizational Leadership and Change

(3 credits)
Major: Required Course

Course Description
This course introduces students to theOrganizational Leadership and Change Major, to project development and research, and to approaches to understanding self, leadership, and change in the environment(s) we occupy.

Students begin the process of designing an ongoing action research project in their community, workplace, profession, or organization.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Identify core values, assets, and strengths as a leader and change maker
2. Identify or further develop potential CU Core project topic(s) and ideas for how to conduct CU Core Project research
3. Navigate and build community in asynchronous courses to add to options for self-directed and lifelong learning goals.

OLC220: Learning from Experience

(3 credits)
Major: Required Course

Course Description

Being able to name and claim learning from experience will help students be successful at CU, in their careers, and in their lives. In this course, students use strategies for self-discovery and self-assessment to identify, document, and evaluate their learning from life experiences. Students will develop skills in organizing information, writing, analyzing, and critical thinking while developing at least one Big 10 or Learning in Public (LIP) portfolio that documents their experiential learning.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Apply strategies for self-discovery and self-assessment such as inductive and deductive reasoning, reflective analysis, and collaboration to identify and describe learning gained from life experiences.
2. Analyze and articulate the skills, knowledge, capacities gained from life experiences as well as their impact on self, work, community, and society.
3. Align these skills, knowledge, capacities, and impact with high-level professional and academic competencies.
4. Organize and present the results of this articulation and alignment in a portfolio.
5. Plan for future development of your learning and the impact it will have on self and society.

SBS308: Research Justice

(3 credits)
Major: Required course

Course Description

Social science research is designed to inform practice and guide change efforts by uncovering the relationship between social forces and current social situations. In this course, we will examine a broad range of research paradigms and methods – quantitative and qualitative, positivist and interpretivist, experimental and participatory. We will consider the underlying theories of society that are the foundation of these paradigms and methods, and what that tells us about power, oppression, and opportunities for change.We will also explore research ethics as a fundamental aspect of research justice. Students will develop research proposals that demonstrate an understanding of causal social forces and are responsive to community members articulated desires for change.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the role of research in knowledge construction for social change and social justice.
2. Recognize and understand different research paradigms and their implications for knowledge production and social justice.

3. Develop research problems and research questions related to their project.
4. Develop a research proposal designed to explore an important social change effort.
5. Apply appropriate qualitative approaches to support a research proposal.
6. Apply ethical concepts in the design of the research proposal.
7. Reflect on their own role as a researcher including which paradigm they are inclined towards, and critical skills in co-constructing knowledge such as selection of participants and listening.

AAH330: Writing for Change

(3 credits)
Major: Required Course
Prerequisite:

- Successful completion of a 200 level writing course with grade C or above

Course Description
Persuasive writing empowers us to express why voice and vision matter and to convince others to join efforts to make change. In this course, students will build confidence and skill in this type of writing by completing two persuasive writing projects: a public-facing argument and a CU project proposal. Through drafting, revising, and editing these two projects, students will learn how to craft an argument that uses logical construction, emotional connection, and credible evidence to convince readers to support a cause. Students will learn how to frame each writing project to reflect a specific audience, context, and purpose. Students will strengthen their skills locating and evaluating credible sources, and will learn how to integrate & cite multiple sources to heighten an argument's effectiveness. Lastly, students will deepen the impact of their arguments by learning how to make sentences concise and precise and use feedback and self-assessment to hone persuasive writing skills and the writing process.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Identify the audience, context, and purpose of different types of persuasive writing & apply these characteristics to two persuasive writing projects of your own: a public-facing argument and formal project proposal.
2. Use peer review, self-assessment, and instructor feedback to hone your thinking and writing at each stage of the persuasive writing process
3. Use rhetorical strategies — such as ethos, pathos, and logos — to strengthen your argument's credibility and persuasiveness.
4. Use peer review, self-assessment, and instructor feedback to hone your thinking and writing at each stage of the persuasive writing process
5. Integrate multiple sources into your own persuasive arguments to strengthen your points.
6. Choose concise, precise words and sentence structures that deepen the efficiency, accuracy, and impact of your writing.

OLC400: Capstone

(3 credits)
Major: Required course
Prerequisites:

- Concurrent enrollment in or completion of all Organizational Leadership and Change degree requirements (core courses and all other degree requirements)
- At least 8 credited Big10 TLC portfolios. Only approved and credited LIP and Big 10 portfolios will be considered for Capstone eligibility.

Course Description

In this final course, students reflect upon their learning, assess personal and professional growth, and plan for future learning and development. They will evaluate their Big 10 Transformational Leadership and Change competencies and CU core project outcomes and present their accomplishments, learning, and development to external audiences.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Document, demonstrate, and articulate Big 10 Leadership and Change competencies and CU core project outcomes.
2. Reflect upon learning, assess personal and professional growth, and plan for future learning and development.
3. Present accomplishments, learning, and development to external audiences.

OLC401: Residency Capstone

(3 credits) May fulfill OLC400 based on the following prerequisites

Prerequisites:

1. All requirements for OLC400 including Concurrent enrollment in or completion of all Organizational Leadership and Change degree requirements (core courses and all other degree requirements).
2. Completion of Residency Placement Phase 1
3. Completion of OLC410 Residency Seminar
4. At least 8 approved and credited Big 10 TLCs

Course Description

This course is designed around the culmination of an action research project and overall learning journey that has spanned the length of their Organizational Leadership and Change major. Students will reflect, plan, and refine ideas about their project, their college experience, and their major to meet their career and personal goals. This class will support students as they complete their Big10 portfolio and articulate concise “pitches” to prepare them for professional growth.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Document, demonstrate, and articulate Big 10 Leadership and Change competencies and CU core project outcomes
2. Reflect upon learning, assess personal and professional growth, and plan for future learning and development
3. Present accomplishments, learning, and development to external audiences

Process for Capstone Enrollment

The process for enrolling in Capstone is different from other courses, because it represents a critical phase for degree completion. CU wants to support students to complete their degree by the end of the Capstone semester. The registrar review and prerequisites are in place to prevent students from completing the course without meeting all requirements for graduation. While students must have 8 credited Big 10 TLC portfolios, we recommend starting Capstone with as many completed portfolios as possible.

Prior to enrollment in Capstone students may request to have a graduation review for Capstone enrollment once they have earned at least 95 credits including 8 of the Big 10 TLCs. When students reach the credit threshold, the registrar must confirm readiness for Capstone and the Provost’s office will then enroll students in the course. Working with their lab faculty, students will complete the Capstone Request from which will be reviewed by the registrar and if approved will be sent to the Provost’s Office for enrollment in Capstone. If not approved, the form will be returned to the student and lab faculty with the graduation review indicating any remaining requirements for qualification to enroll in Capstone.

Workplace & World Labs

Required (3 credits per semester)
Single course number WWL300 with a minimum of 2 repeats and no maximum.

Course Description

In Workplace & World Labs (WWL), students reflect upon and synthesize their learning from across their life (school, home, community, work). They integrate, assess, and build on this learning to advance their CU Core project, the development of their Big 10 Leadership and Change competencies, and their personal and professional growth. Working with their lab faculty, students assess what they know and what they need to learn to achieve their goals, and then they plan and manage their CU learning journey. Working with their peers in the cohort, students become skilled learning collaborators and advocates. Together with their lab faculty and cohort, students explore what it means to lead change in the various contexts of their lives. Finally, the lab is very much a laboratory – a space for experimentation – in which students regularly workshop elements of their projects and practice offering and receiving constructive feedback on their work.

Course outcomes

Upon successful completion of this course students will be able to:

1. Develop and advance a CU Core Project that reflects intentional goal-setting, sustained inquiry, and meaningful progress over time.
2. Identify, evaluate, and refine personal and professional goals informed by self-assessment, feedback, and evolving learning needs.
3. (2nd semester and beyond) Demonstrate Two Leadership & Change Competencies (Big 10s) using evidence from experience, coursework, and collaboration to inform growth to complete two big 10 portfolios.
4. Engage actively in a collaborative learning community, contributing to and drawing support from peers, alumni mentors, and faculty.
5. Demonstrate growth in visual, professional, and oral communication, appropriate to academic, workplace, and public-facing contexts.
6. Use technology intentionally to document, reflect on, and showcase learning.
7. Assume increasing responsibility for learning by setting agendas, leading learning experiences, seeking feedback, and adapting strategies as needed.

All College Unbound students are required to enroll in a WWL course every fall and spring semester and complete a minimum of 2 semesters of WWL with grades of C or higher to fulfill the core requirements of WWLA and WWLZ.

Grading Policy for WWL

Students who receive an F in WWL will be required to complete a re-engagement plan with their lab faculty and a representative from academic support at the start of the following semester. The re-engagement plan will be attached to the students' Personal Learning Plan (PLP).

ARTS AND HUMANITIES

Creative Expression Courses

AAH221: Radical Literacy Lab: Writing, Drawing and Designing for the future

(3 credits)
Gen Ed: Creative Expression

Course Description

In an era of rapid technological shifts and ecological uncertainty, traditional literacy—reading and writing text—is no longer enough. The Radical Literacy Lab is an experimental, hands-on studio designed to expand your creative toolkit. We move beyond the linear page to explore how visual storytelling, speculative design, and radical imagination can be used to prototype the worlds we want to inhabit.
Students will engage in "multimodal" creation, blurring the lines between the poet, the illustrator, and the systems designer. By dismantling old narratives and experimenting with new forms of communication—from zines and graphic manifestos to digital world-building—you will learn to use creative expression as a tool for foresight and social transformation. This isn't just about documenting the future; it's about authoring it.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Deconstruct contemporary media and speculative "visions of the future" to identify underlying biases, power structures, and excluded perspectives.
2. Implement design-thinking methodologies and speculative storytelling techniques to solve specific narrative challenges or systemic "wicked problems."
3. Critique the efficacy of various media (text vs. image vs. object) in conveying complex social messages, justifying the selection of specific mediums for specific audiences.

AAH222: Visual or Sonic Storytelling for Social Change

(3 credits)
Gen Ed: Creative Expression

Course Description

In a world saturated with information, the ability to translate complex social issues into compelling visual narratives is a vital form of modern advocacy. Visual Storytelling for Social Change is a studio art course where the gallery meets the street. This lab-based environment moves beyond aesthetic theory to explore how fine art—spanning drawing, painting, printmaking, and sculpture—functions as a catalyst for public engagement and policy shift.
Students will engage in "critical making," investigating how the tactile nature of physical media can shape our understanding of justice and equity. Whether through the intimacy of a hand-drawn illustration, the permanence of a public sculpture, or the expressive power of a large-scale painting, you will learn to synthesize research and empathy into tangible works of art. Moving from theory to practice, you will develop a signature visual language designed to challenge the status quo and amplify marginalized voices.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Critically analyze historical and contemporary fine art movements to identify the visual strategies artists use to provoke social commentary.
2. Distinguish between decorative art and "activist aesthetics," articulating how different materials (e.g., clay vs. charcoal) influence the emotional impact of a social message.

3. Demonstrate technical proficiency in various studio media—drawing, painting, or three-dimensional construction—to address a specific, self-selected local or global social issue.
4. Evaluate the ethical implications of representation in studio practice, specifically regarding the dignity, consent, and agency of the subjects being depicted.
5. Produce a cohesive body of studio work that functions as a visual advocacy toolkit.

AAH300: Digital Storytelling
(3 credits)
Gen Ed: Creative Expression

Course Description
This course explores the art, practice, and methods of Digital Storytelling. The class is workshop based and production oriented. In class, students will analyze, produce, and critique Digital Stories.

Course Outcomes
Upon successful completion of this course students will be able to:
1. Design and create a Digital Story, including writing, recording and editing with WeVideo.
2. Become aware of how story work can bridge personal experience to advocacy work
3. Gain insight into the process of creating Digital Stories and the power of this transformative work.
4. Learn how to apply Liz Lerman's Critical Response Process in constructive dialogues around works in progress
5. Present Digital Stories to an audience of fellow digital storytellers

AAH305: Creative Writing
(3 credits)
Gen Ed: Creative Expression

Course Description
Creative Writing focuses on fiction and memoir writing to challenge students to find the connections between their story and their project's development. While also touching upon the genre characteristics of creative nonfiction, fiction, and poetry, this course will help students develop the tools to give and receive feedback while in the midst of creating work—a vulnerable process for sure! Students will end the term with a portfolio of newly developed written work.

The course will be divided into two parts, both of which require writing original fiction and providing critical analysis: scene-writing and composition of a major work of fiction that has the potential to be submitted for publication in a literary journal. We will also read and analyze a variety of modern short fiction by notable authors.

Students are encouraged to bend the rules of traditional writing, to experiment with their work, and to ultimately create a piece of literary fiction that demonstrates an understanding of critical story-writing elements, such as plot, character, setting, and dialogue. Equally important is providing peer feedback; students are expected to provide constructive feedback to their classmates on a weekly basis. The basics of reading and assessing peer and published literature will be established in the first week of the course.

Course Outcomes
1. Analyze, interpret, and create arts and literature from personal, aesthetic, cultural, and historical perspectives.
2. Engage in composition as an iterative process and apply a variety of strategies to conceptualize, develop, and revise compositions.
3. Analyze and use experimentation as a way of building knowledge.
4. Apply and structure literary elements such as plot development, space/setting, character development, and

narrative point of view in order to create a work of fiction.
5. Assess peer and published works to demonstrate an understanding of the components of short story writing.

AAH394: Special Topics in Creativity

(1 or 3 credits)
Gen Ed: Creative Expression

Course Description
In these courses, students produce a creative work, assess it, and reflect upon the creative process in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes
1. Produce a sophisticated creative work that demonstrates technical proficiency and conceptual complexity.
2. Demonstrate advanced technical skills, with high-quality execution in the chosen medium.
3. Critically evaluate the creative work, using established criteria and offering constructive feedback.
4. Demonstrate a strong ability to develop and express original ideas, with evidence of unique approaches and innovation.

Historical Reasoning Courses

AAH200: American Labor History

(3 credits)
Gen Ed: Historical Reasoning

Course Description
Students develop their historical reasoning skills while exploring labor history in the US and/or Americas and identifying the practical implications of this exploration for students' projects.

Course Outcomes
Upon successful completion of this course students will be able to:
1. Understand the development of human and societal endeavors across time and place.
2. Explain the development of some aspect of a society or culture over time.
3. Employ historical reasoning to study human endeavors and appreciate American diversity by learning the varied origins and experiences of workers and their families
4. Understand different theories of human culture; social identity, economic entities, political systems, and other forms of social organization.

AAH231: Memory, Meaning and Social Transformation

(3 credits)
Gen Ed: Historical Reasoning or Interpreting Literature, Art or Philosophy

Course Description
This interdisciplinary course explores how individuals and communities use history, art, literature, and embodied practice to understand identity, confront injustice, and imagine social change. Drawing from feminist movements, family history, public memory, technology, poetry, photography, documentary film, and visual storytelling, students examine how narratives are created, preserved, contested, and healed. Emphasizing social justice, intergenerational knowledge, and creative resistance, students produce original historical and artistic projects that connect personal experience to broader struggles for equity and transformation.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Analyze power and memory by examining how individuals and communities use history, monuments, technology, and social movements to preserve, contest, or reconstruct collective memory and challenge dominant narratives of identity and injustice.
2. Evaluate how humans transform experience into meaning through diverse storytelling media—including photography, documentary film, literature, and intimate narratives—and assess how these forms shape public discourse and personal understanding.
3. Connect personal to collective struggle: Produce original historical/artistic projects that link personal/family narratives or core projects to broader movements for equity and transformation, creating counter-narratives that illuminate overlooked experiences.

AAH232: History of Technology and Society

(3 credits)
Gen Ed: Historical Reasoning

Course Description

In this course, students will explore the profound impact of technological advancement on society. Beginning with a historical overview of technology since 1945, the course highlights how innovations have reshaped social, cultural and political landscapes. Students will examine the evolution of information technology and its critical role in modern communication. Additionally, the course investigates the role of technology in healthcare advancements and environmental sustainability. Finally, students will demystify artificial intelligence, evaluating its potential and challenges as we approach a new era of innovation.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Trace major technological developments since the mid-twentieth century and explain their social impact.
2. Analyze the reciprocal relationship between technology and cultural or political change.
3. Evaluate the ways technological innovation has transformed healthcare and shaped environmental solutions, including renewable energy.
4. Interpret the principles, applications, and ethical dimensions of artificial intelligence within historical and contemporary contexts.
5. Apply course concepts to assess real-world case studies, demonstrating critical thinking and problem-solving skills while building a learning community based on trust.

AAH310: Grassroots Community Organizing

(3 credits)
Gen Ed: Historical Reasoning or Major: Change Studies

Course Description

This course focuses on expanding our knowledge of Community Grassroots Organizing and how, using our understanding, we can build organizations through which people can make their “voices” heard and turn their values into action. We ask ourselves these questions: Why do people organize? How does “community” organizing work? How can you expand the field in which you are organizing? How can you become a “good” organizer? The course will be centered upon your Course Project, and you will understand and learn more about organizing through a reflective practice. A praxis of organizing should help you learn to map power and interests, develop leadership, build relationships, motivate participation, devise strategy and mobilize resources to create organizations and win campaigns. This approach is useful for community, electoral, union, and social movement organizing.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Identify and frame problems and needs of communities to include allowing for engagement among various stakeholders; demonstrate imaginative and innovative thinking; suggest new solutions to old and new problems; analyze information from various perspectives; take risks; demonstrate fluency and flexibility in brainstorming; access, analyze, and connect information; consider relationship to context and evidence; Identify and consider the influence of bias and others' assumptions.
2. Implement creative and innovative solutions through course work; enhance and develop new skill sets such as mobilizing and collective action; use knowledge of audience and context to shape communication; work for positive change; asks the right questions and implements solutions
3. Engage in reflective practice and reimagine public work; identify individual experience and own cultural identity; actively advance a justice related outcome; connect learning experiences and growth; acknowledge and articulate changed perspectives

AAH315: History of Immigration

(3 credits)
Gen Ed: Historical Reasoning or Global Citizenship

Course Description
Students use historical reasoning to analyze and evaluate current debates over immigration, integration, nationalism and/or citizenship in the context of the history of immigration in the United States and/or Americas.

Course Outcome
Upon successful completion of this course students will be able to:

1. Apply historical thinking to projects by including relevant socio-cultural and socio-political contexts relevant to intended communities.

AAH392: Special Topics in Historical Reasoning

(1 or 3 credits)
Gen Ed: Historical Reasoning

Course Description
In these courses, students describe and analyze change in human communities, societies, institutions, or organizations over time in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes
Upon successful completion of this course students will be able to:

1. Explain the nature and impact of changes in human communities, societies, institutions, or organizations with considerable detail.
2. Analyze the interplay of historical, social, or cultural contexts in driving changes.
3. Use a wide range of evidence to support detailed analyses of changes.
4. Demonstrate advanced critical thinking, with deep reflections on the broader significance and impact of changes.

Interpreting Literature, Art or Philosophy Courses

AAH220: Arts & Engagement

(3 credits) cross listed
Gen Ed: Interpreting Literature, Art or Philosophy or Civic Engagement

Course Description
This course focuses on the works of artists and/or movements to explore, evaluate, and engage with the intersections between art and civic engagement.
Add outcomes and course description

Course Outcomes
Upon successful completion of the course students will be able to:

1. Analyze diverse art forms within their cultural and social contexts
2. Produce original artistic work using multiple media that express personal perspective
3. Examine the role of arts in community building and personal wellness
4. Apply creative problem-solving to real-world challenges
5. Illustrate ideas through artistic expression and reflection
6. Demonstrate understanding of how arts can be tools for equity and social change

AAH225: Social and Organizational Ethics

(3 credits)
Gen Ed: Interpreting Literature, Art, Philosophy or Major: Organizational Studies

Course Description
This course will be a dialogue about ethics in organizational and social contexts. Students will use ethical frameworks to reflect on ethical issues that they face at work, in communities, and in the systems and organizations that relate to their CU core projects. Students will leave this course with a clear understanding of the complex ethical challenges that organizational leaders confront and tools for critically examining those challenges to find the best ethical solutions.

Course Outcomes
Upon successful completion of this course students will be able to:

1. Identify different ethical lenses to identify, analyze and resolve ethical issues.
2. Recognize current and past ethical issues in organizations and the world from multiple ethical perspectives.
3. Reflect and demonstrate on how you will be an ethical leader and change maker in your “world”
4. Discuss the ethical issues related to your CU Core Project

AAH230: Wisdom at Work: Applied Philosophy for Leaders

(3 credits)
Gen Ed: Interpreting Literature, Art or Philosophy

Course Description
What does it mean to lead with integrity? How do we make ethical decisions under pressure? What is justice in the workplace and our communities? This course introduces fundamental philosophical concepts through the lens of real-world leadership challenges. Drawing on both classical and contemporary thinkers, students will explore questions of ethics, justice, power, knowledge, and human flourishing as they relate to organizational life and social change.
Rather than treating philosophy as an abstract academic exercise, this course positions philosophical thinking as a practical leadership tool. Students will examine their own experiences as workers, caregivers, community

members, and leaders, applying philosophical frameworks to understand and navigate complex situations. Through readings, discussions, reflective writing and more students will develop critical thinking skills that enhance their capacity to lead thoughtfully and create meaningful change in their organizations and communities. This course values the wisdom students bring from their lived experiences and builds philosophical literacy that serves them immediately in their professional and personal lives.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Apply philosophical frameworks to analyze real-world leadership dilemmas and organizational challenges they encounter in their work and communities.
2. Articulate and defend positions on ethical issues using reasoned arguments, demonstrating critical thinking skills essential for effective leadership.
3. Identify and evaluate major philosophical perspectives on ethics, justice, power, and knowledge, and explain how these perspectives shape organizational culture and decision-making.
4. Reflect critically on their own values and assumptions as leaders, recognizing how philosophical commitments inform their approach to change and community engagement.
5. Engage respectfully with diverse viewpoints, practicing philosophical dialogue that honors different perspectives while developing their own informed positions.
6. Connect classical and contemporary philosophical ideas to current issues in their workplaces, industries, and communities, demonstrating philosophy's ongoing relevance.
7. Synthesize philosophical inquiry with lived experience, creating work that documents their growth as reflective practitioners and thoughtful changemakers.

AAH320: Imaging Identities: Autobiographical Narratives and the Representation of Others

(3 credits)
Gen Ed: Interpreting Literature, Art, Philosophy or Power & Difference

Course Description

Imaging Identities is a historical survey of how artists have represented human experiences. Students will examine contemporary narratives in visual art, film, and literature with guest speakers that speak to the ethical responsibilities of creative representation of self and of others.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Critique who was/is being represented in art. To develop this outcome, students will research how people have been represented in art over time.
2. Apply critical and ethical thinking to tactics for representing the experiences of individuals and/or communities. To develop this outcome, students will explore diverse representations of sexuality, gender, and race in media, and investigate how images function as meaning-making devices.
3. Create multimedia portraits of an individual and a community as well as a self-portrait. To develop this outcome, students will explore the function of autobiography in the construction of our own identities and research autobiographical narrative
4. Compare representations of human experiences across media: film, fiction and visual art
5. Employ reflective approaches to understanding and interpreting course content

AAH393: Special Topics in Interpreting Literature, Art or Philosophy

(1 or 3 credits)
Gen Ed: Interpreting Literature, Art or Philosophy

Course Description

In these courses, students apply literary, art, or philosophical concepts and methods to interpret works of

literature, art, or philosophy in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Analyze and discuss complex literary, art, or philosophical concepts in detail.
2. Proficiently apply advanced methods to interpret complex works, showing clear understanding and insight.
3. Demonstrate advanced critical thinking, with deep reflections on the implications and significance of interpretations.
4. Synthesize multiple perspectives, providing a coherent and multifaceted interpretation of works.

Written Communication Courses

AAH110: Writing Workshop

(3 credits)
Gen Ed: Written Communication

Course Description

Students become more confident, efficient, and effective writers. With the instructor, each student designs an individual plan for improving their writing and mastery of the writing process as they complete writing for other courses and work on assignments to complete Incomplete work for other courses. This course can be taken twice for up to 6 credits in total.

Course Outcomes

1. Produce well-constructed, coherent, effective writing for specific audiences and purposes
2. Perform ongoing self-assessment and revision to improve your writing
3. Find evidence from sources to support your ideas and correctly document this evidence
4. Demonstrate accountability and time management to meet deadlines, fulfill agreed-upon expectations, and achieve writing goals

AAH290: Writing for Communication

(1 or 3 credits)
Gen Ed: Written Communication

Course Description

Students learn how to use and personalize the writing process to engage their reader with clear and effective prose. Students explore peer review, audience awareness, rhetoric, and genre to support their academic and professional writing goals. Students are introduced to APA format, a documentation style created by the American Psychological Association, to credit research sources throughout their academic career at CU. Students will continue to work on grammar, punctuation, spelling, and vocabulary skills.

Course Outcomes

1. Demonstrate understanding of an iterative writing process that includes thinking, brainstorming, planning, drafting, revising, and editing
2. Develop a reflective writing practice that includes goal-setting and self-evaluation.
3. Apply standard academic writing style conventions to your writing.
4. Analyze writing-in-progress through peer feedback process.
5. Construct a paragraph that uses a topic sentence to identify its main idea and specific details to support it.
6. Develop a thesis statement and use it to organize points in a multi-paragraph essay.
7. Integrate source summaries, paraphrases, and quotations to effectively support written arguments.
8. Analyze key details in paraphrases and quotations to deepen understanding, raise questions, and spark

discoveries.

AAH390: Grant Writing

(3 credits)
Gen Ed: Written Communication

Course Description

In this course we will begin with a broad overview of what grants are and where to find them. Students then move into writing a formal grant proposal, including developing a budget. The course concludes with materials to help understand and guide grant management.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Identify potential funding sources for programs.
2. Understand the basic structure and framework of grant proposals.
3. Develop a full grant proposal.

AAH391: Special Topics in Written Communication

(1 or 3 credits)
Gen Ed: Written Communication

Course Description

In these courses, students manage a writing process to use writing for learning and communication in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes

1. Demonstrate adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).
2. Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.
3. Demonstrate consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.
4. Demonstrate consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.
5. Use straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.

CIVICS

Civic Engagement Courses

CVC205: Critical Care and Critical Generosity

(3 credits)
Gen Ed: Civic Engagement

Course Description
This course asks questions about the racialized and gendered nature of care and generosity, the commodification of self-care into a billion dollar industry. This course will encourage a critical interrogation of the relationship of self-care to capitalism, and will engage alternatives of care that are politicized into an anti-capitalist imaginary. Students will explore, imagine, and stay curious about various rest practices, plans, and strategies.

Course Outcomes
Upon successful completion of this course students will be able to:

1. Analyze how care can be practiced in ways that are both accountable to communities and oriented toward liberation.
2. Critically engage Black feminist and Indigenous traditions to understand how they theorize and embody care differently from dominant models.
3. Articulate what it means to center care as a revolutionary, world-making act, and imagine care as foundational to systems of justice, community-building, and collective thriving.
4. Develop a personal and collective Praxis of Care that resists conformity, dominant models, and fosters communal thriving.

CVC221: Public Speaking and Debates

(3 credits)
Gen Ed: Civic Engagement

Course Description
Students learn the art of public debate in society as they acquire theory and develop skills in speech organization, delivery, advocacy speech, informative speaking and persuasive speaking.

Course Outcomes
Upon successful completion of this course students will be able to:

1. Determine the unique personal characteristics that contribute to public speaking.
2. Apply techniques, evaluate their own debating abilities, and areas that need improvement.
3. Increase decision-making while presenting or conversation.
4. Improve the ability to communicate well both in leadership and followership settings.

CVC245: Critical Public Policy: Theory & Practice

(3 credits)
Gen Ed: Civic Engagement or Systems and Societies

Course Description
This course provides a comprehensive exploration of the theory and practice of public policy, with a focus on understanding the processes, institutions, and actors that shape policy outcomes. Students will examine the complex dynamics involved in policy-making, from the legislative process to the role of the executive branch, the judiciary, and various stakeholders in the nonprofit and private sectors. Emphasis will be placed on understanding

the institutional frameworks and decision-making structures that influence public policy, as well as the values, assumptions, and limitations underlying different approaches to policy analysis and formulation.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Develop a comprehensive understanding of the stages of public policy-making, including problem identification, agenda-setting, policy formulation, adoption, implementation, and evaluation.
2. Identify the roles of various actors—including government agencies, legislators, interest groups, the media, nonprofit organizations, and private-sector entities—in shaping policy decisions and outcomes.
3. Evaluate how public policies affect various social groups, particularly marginalized or vulnerable populations, and understand how policies can either perpetuate or challenge inequality and injustice.
4. Understand the relationships between elected officials, bureaucrats, and other stakeholders in the formulation of public policy.

CVC308: The Power of Participation:Exploring U.Ss Democracy and Civic Responsibility

(3 credits)

Gen Ed: Civic Engagement

Course Description

This course studies our democracy in real time, including the threats to our constitutional liberties. Democracy is not a spectator sport. Throughout our history, people have campaigned to make the principles of justice and equality apply to all. As we study current events, it is clear that those struggles are not over. Building on a foundation of civics education, the course challenges students to reflect on their role in our democracy. Like all CU courses, it is student centered, highlighting issues that connect to students' projects. Students do not have to be U.S. citizens or registered voters to take this course.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the role of the three branches of government at the state and federal levels and the impact of each on our society.
2. Identify their district's current representatives and/or candidates for office and their positions on issues of concern.
3. Be familiar with the current threats to our constitutional democracy
4. Develop media literacy to evaluate sources for credible information.
5. Consider how participation in our democracy connects to their vision for social justice.

CVC345: Public Narrative: Identity, Agency, and Action

(3 credits)

Gen Ed: Civic Engagement or Interpreting Literature, Art or Philosophy

Course Description

Public narrative is the art of translating values into action. It is a discursive process through which individuals, communities, and nations construct their identity, make choices, and inspire action. This course links narrative analysis across disciplines, narrative practice across professions, and the narrative we practice every day. Our pedagogy is one of reflective practice. We model public narrative, engage students in reflection on their own narrative, facilitate student coaching of each other, and evaluate students on their practical and analytic understanding of narrative practice.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Develop and articulate a Story of Self, Us, and Now that connects personal identity, community, and social

action.
2. Analyze and reflect on how narratives shape power, agency, and collective movements.
3. Apply critical thinking and reflection to understand the role of storytelling in consciousness, social change, and counterpublics.
4. Produce a practical narrative project that demonstrates understanding of identity, agency, and action in a real-world or community context.
5. Identify, apply, and reflect on personal and communal power through the practice of public narrative, demonstrating awareness of how determination, assertiveness, coalition building, and the ability to envision change shape identity, agency, and collective action.

CVC350: Teaching Social Studies and Growing Social Consciousness

(3 credits)
Gen Ed: Civic Engagement
Prerequisites:

- Foundations and Core Values of Progressive Education

Course Description
This course explores the teaching of social studies as a vehicle for developing social consciousness, civic engagement, and critical inquiry. Students examine historical narratives, power, identity, and systems of inequality while learning pedagogical approaches that center equity, student voice, and community knowledge. Emphasis is placed on culturally sustaining pedagogy, inquiry-based learning, and connecting social studies content to learners' lived experiences and contemporary social issues.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Analyze historical and contemporary social issues using multiple perspectives and sources.
2. Evaluate social studies curricula and instructional practices through an equity and social justice lens.
3. Design culturally responsive and inquiry-based social studies learning experiences that promote social consciousness and civic engagement

CVC392: Special Topics in Civic Engagement

(1 or 3 credits)
Gen Ed: Civic Engagement

Course Description
In these courses, students use democratic skills for community change in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes
Upon successful completion of this course, students will be able to
1. Explain the application of democratic principles in various community contexts.
2. Analyze and implement effective strategies for community engagement and participation.
3. Lead group projects and facilitate collaboration among diverse community members.
4. Develop and implement advocacy strategies to address specific community issues.
5. Demonstrate advanced critical thinking in evaluating personal and societal impacts of democratic actions.

Global Citizenship Courses

CVC304: Human Rights in the World and in Our Lives

(3 credits)
Gen Ed: Global Citizenship or Power and Difference

Course Description
In this course, students explore their own personal beliefs about the right of freedom of movement with international law which have outlined the global rights of people everywhere to to migrate in pursuit of safety and refuge. Students will begin by distilling the core principles that anchor internationally recognized rights of people everywhere to move freely and feel safe at home. They will then apply these principles to both their own experiences with migration and movement and current global migration scenarios where these rights are being debated today. For their final presentation students will use what they have learned, present possible actions or solutions for a current migration situation of their choice and in the process articulate their own values around migration and freedom of movement.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Analyze current international laws and principles around freedom of movement and migration and situate these principles in historical contexts.
2. Reflect on your their values around freedom of movement, safety and place and through interaction with each other and course readings interrogate your own reasoning in relation to others.
3. Summarize clearly a current migration crisis, outline its root causes and present possible solutions for it in the context of the global community and international human rights laws..
4. Examine the theoretical and practical aspects of leadership, particularly of human rights advocates and organizations, and reflect on how theories around civil rights apply in real world situations.

CVC305: Global Citizenship
(3 credits)
Gen Ed: Global Citizenship

Course Description
This course examines global citizenship as a leadership practice grounded in equity, accountability, and trauma-informed change. Students advance their critical thinking by exploring citizenship, immigration, class, and race through case studies and an applied action research project. Using the Big 10 Transformational Leadership and Change competencies, students analyze how global and local systems shape organizations and communities and design ethical, sustainable change initiatives that support well-being, resilience, and collective action.

Course Outcomes
Upon successful completion of this course students will be able to:
1. Apply trauma-informed principles to organizational leadership and change through collaboratively developing a class learning agreement.
2. Analyze global and systemic forces impacting organizations and communities through completing assigned readings and videos.
3. Demonstrate equity-centered and ethically accountable leadership practices through robust participation in class and in Moodle.
4. Strengthen personal resilience, well-being, and reflective leadership capacity through consistent attendance.
5. Critically analyze concepts of citizenship, immigration, race, and class within global and organizational systems through discussion of materials and lived experiences.
6. Understand action research concepts to assist in the design of the CU core project that investigates an organizational or community challenge.

CVC330: Sustainable Economic and Community Development
(3 credits)

Gen Ed: Global Citizenship or Quantitative Reasoning

Course Description
This course explores key subject areas related to sustainable economic development through a focus on the non-profit sector as well as individual economic growth and how both connect to a larger web of business creation, city-sector development, and community health. This course will look at how the economic climate—locally, regionally, and globally—has affected on the ground possibilities of community action and development. What does it take to succeed and survive as a healthy community amidst complex (and sometimes destructive) forces that shape and mold our society? We examine what it means to create sustainable structures and economic environments that aren't just about revitalization but about vitality. How will the projects you're involved in as a student be sustained over time?

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Explain how local, regional, and global economic forces shape the non-profit sector, business creation, city-sector development, and community health.
2. Evaluate community and economic development projects for long-term sustainability versus short-term revitalization.
3. Articulate the relationship between individual economic agency and broader community or city-level development outcomes.
4. Design a community initiative or proposal that addresses a real-world economic or community need.
5. Use economic data to evaluate development strategies and reflect critically on local action within interconnected global economic systems

CVC393 LatinX in Your Community
Gen Ed: Global Citizenship or Major: Leadership Studies
(3 credits)

Course Description
In this course, students will explore the reality of being Latinx in their communities. It will begin with the autobiographical stories of the journeys and lives of Latinx community members, and then will explore the historical and political context for these diaspora experiences. It aims to challenge the danger of trying to develop a single story of the Latinx community, while recognizing the diversity of voices in the community through guest lectures and interview assignments. The course will then include a mapping of the leadership and cultural assets of Latinx associations, businesses, and institutions leading to a final cultural analysis of the importance of heritage leadership and cultural understanding.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Compare personal narratives of the Latinx diaspora and lived reality of diverse and intergenerational community members
2. Analyze the history, culture, and politics of Latinx communities throughout the United States.
3. Map the gifts, assets and cultural capital related to the Latinx community
4. Develop the sustainable leadership and cultural pride among students and community members
5. Discern the (often untold) stories and culture of Latinx heritage communities
6. Sustain and grow the heritage assets in your community.

CVC391: Special Topics in Global Citizenship
(1 or 3 credits)
Gen Ed: Global Citizenship

Course Description

In these courses, students describe and analyze the interconnected world and respond with cultural agility in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Explain complex relationships and interdependencies between global systems.
2. Compare and contrast different theoretical frameworks for understanding global issues.
3. Analyze the impact of cultural differences on communication and interaction in various contexts.
4. Adapt communication and behavior to effectively interact in diverse cultural settings.
5. Develop and implement detailed plans or projects addressing global issues with cultural sensitivity.
6. Demonstrates advanced critical thinking in reflecting on personal and societal implications of global and cultural issues.

COLLEGE UNBOUND

CUN101: Preparing for the College Experience
(1 credit)

Course Description
In this transition to college course, students learn strategies to construct a personal learning plan after evaluating their interests, values and priorities as they relate to career exploration and educational goals. The course also builds skills to self-advocate and navigate a college culture, environment, costs and procedures. Offered only as a pass/non-pass grading option.

Course Outcomes
Upon successful completion of this course students will be able to:

1. Create an initial Personal Learning Plan that reflects their interests, goals, and lived experiences.
2. Identify strengths, values, and priorities that will guide their academic and career pathways.
3. Demonstrate basic self-advocacy and college navigation skills, including understanding CU systems and available supports.
4. Recognize how their educational journey connects to real-world commitments in work, family, and community

ELECTIVES

ELT101: Gateway
(3 credits)

Course Description
In this course, students identify their academic, personal, and professional goals and develop a plan for navigating barriers and building upon their strengths to accomplish these goals. While doing this, students build their comfort with and capacity to use technology and communication skills for learning.

Course Outcomes
Upon successful completion of this course students will be able to:
1. Identify personal, academic, and professional goals grounded in lived experience and begin developing a plan that builds on strengths while navigating barriers.
2. Demonstrate growing confidence and skill in using technology and communication tools essential for learning, community engagement, and self-advocacy.
3. Recognize and articulate how past experiences contribute to leadership, resilience, and community impact by connecting learning to CU's Big 10 competencies such as advocacy, resilience, and equity & justice.

OLC221: Learning in Public Portfolio Development
(1 Credit) Course can be repeated up to 3 times. 8-weeks, meeting 1 hour a week and online.
Prerequisite: OLC220 Learning from Experience

Course Description
In this optional class, which builds upon the work of OLC220 Learning from Experience, students develop their collaboration, accountability and reflection skills as they each assemble their Big 10s and a Learning in Public (LIP) portfolios. CU students do not need to take this class to submit a LIP portfolio or their Big 10s, but they may choose to do so if they feel they would benefit from the structure and support of a course to complete their Big 10s and a LIP portfolios. Students will earn one credit for this class and may learn additional credits for their Big 10 and LIP portfolio(s).

Course Outcomes
Upon successful completion of this course students will be able to:
1. Identify key learning moments
2. Organize examples and experiences that demonstrate Big 10s and LIPs
3. Document examples and evidence that demonstrate Big 10s and LIPs
4. Connect examples and evidence to LIP/Big 10 competencies
5. Articulate how examples and evidence demonstrate competencies
6. Reflect upon examples, experiences and evidence

OLC399: Internship/Practicum
(1-6 credits)

Course Description
An off-campus experiential learning activity designed to provide students with opportunities to connect academic theory and practice to the professional world of a corporation, government entity or nonprofit organization. Credit is in proportion to the internship's quantitative and qualitative expected levels of commitment and instruction. A student engaged in a non-employment internship is expected to serve the agency/organization from six to ten

hours per week for the length of the semester.
Internships usually provide three semester hours of credit in any one semester.
Additional credit may be permitted if appropriate arrangements and approvals are obtained prior to the beginning of the semester during which the internship will occur. Such additional credit must be in proportion to the internship's quantitative and qualitative expected levels of achievement and in relation to the student's total degree program.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Apply academic theories, concepts, and skills to real-world professional tasks within the host organization, demonstrating the ability to transfer classroom learning to practical work environments.
2. Demonstrate professional competence by completing assigned internship responsibilities with increasing independence, accountability, and adherence to workplace standards.
3. Analyze organizational structures, policies, and practices to understand how the host agency operates and to evaluate how professional decisions are made within the field.
4. Develop and refine professional communication skills—including written, verbal, and interpersonal communication—appropriate for the workplace and relevant stakeholders.
5. Reflect critically on personal and professional growth, identifying strengths, challenges, and future development goals related to career pathways and academic progression.

MATH/QUANTITATIVE REASONING

Math and Quantitative Reasoning Courses

MTH201: Personal Financial Wellness

(3 credits)
Gen Ed: Quantitative Reasoning

Course Description
This class will explore your own relationship to money and the psychology behind your financial habits. We will dive into budgeting, savings, checkings, credit cards, credit scores and reports. Finally, each student will have time to reflect and create their own conscious spending plan and budget plan.

Course Outcomes
Upon successful completion of this course students will be able to:

1. Identify where and from whom their money habits and patterns developed.
2. Interpret credit reports, savings/checkings/credit card statements.
3. Develop short term goals for improving their finances for the next 3-6 months.

MTH207: Applied Statistics

(3 credits)
Gen Ed: Quantitative Reasoning or Major: Change Studies

Course Description
Not your typical math course! This course focuses on current events and how data is used to influence and inform decision making. You will be able to demonstrate how "big data" can be used to understand and address some of the most important social and economic problems of our time. In the context of these topics, the course will also introduce basic methods in data science such as causal inference and machine learning. Students will be asked to research their data tied to their own projects to understand current public and/or organizational policy decisions. This is a math class - but you will express your learning through reading, writing, and peer interaction!

Course Outcomes
Upon successful completion of this course students will be able to:

1. Use statistical concepts to analyze social problems and make recommendations for change.
2. Demonstrate understanding of how to use data analysis to counter organizational resistance to change and cognitive traps.
3. Demonstrate the ability to work well as a member of a team using data analysis to understand a complex social problem.
4. Identify ethical issues in conducting research with human subjects.
5. Apply quantitative reasoning and the scientific method to interpret data, experiment, and solve problems.
6. Apply empirical and analytical reasoning to the interpretation of social phenomena and identification of opportunities for change.

MTH300: Organizational Financial Wellness

(3 credits)
Gen Ed: Quantitative Reasoning or Organizational Studies

Course Description
This course is an introduction to public finance and budgeting with an examination of the development of public budgeting, the budget/negotiation process, process, revenue sources, taxation, accounting practices,

and debt management in public organizations. In addition, leadership in these areas will be covered. Beginning with a broad base of management topics and principles in relation to state and local governments, the course then will take the student into related areas of costs and expenses. The student will gain an understanding of how public budgeting (state, local, and non-profit) will/can affect their preferred organization/project. The techniques by which costs are determined are central to the decision making and overall budget control required towards the end of the course.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand and analyze different aspects of public budgeting, leadership, and negotiation tactics.
2. Reflect on your previous and current experiences regarding budgeting decisions/leadership.
3. Identify, and avoid, significant negotiation "traps" with best practices.

MTH340: Teaching Methods for Mathematics Pedagogy

(3 credits)

Gen Ed: Quantitative Reasoning

Course Description

Teaching math through constructivist methods allows students to deepen their knowledge beyond rote memorization, develop meaningful context to comprehend the content, and take command of the learning process as an active participant rather than a sit-and-get observer. In this course, candidates will deepen their own mathematical knowledge while learning to design a math classroom that promotes conceptual understanding, numeracy, and problem-solving using an equity lens. Candidates will explore their attitudes and beliefs about math, understand the Rhode Island Core Standards for Mathematics in connection to the Equity Institute's Educational Equity Domains, and learn core practices for building an equitable constructivist math community. They will learn to consider all students' identities, cultures and differences to best design differentiation and intervention strategies that ensure all students' needs are being met.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Have a thorough understanding of the Rhode Island Core Standards for Mathematics and ways these practices can be put into action in a constructivist mathematics classroom to attain educational equity
2. Understand the progressions of big ideas, strategies, and models within the Rhode Island Core Standards for Mathematics and Educational Equity in order to easily navigate this document.
3. Plan instruction and measure student outcomes in ways that center student identities and humanize data metrics while focusing mathematical reasoning, problem-solving, and conceptual understanding.
4. Deepen mathematical content knowledge by participating in mathematics tasks that leverage peer to peer discourse.
5. Facilitate meaningful mathematical discourse by encouraging students to pose purposeful questions to frame their own learning while using talk moves to deepen conceptual understanding.
6. Understand how to build procedural fluency from conceptual understanding with all student identities in mind, so that every learner can become skillful in using procedures flexibly.
7. Use evidence of student thinking to differentiate instruction to support and extend learning to progress toward deeper mathematical understanding.
8. Analyze learning, tasks, teaching, power, and participation in the math classroom
9. Provide feedback and design lesson plans that support and promote conceptual understanding, numeracy, and problem solving utilizing an equity centered approach.

MTH390: Special Topics in Quantitative Reasoning

(1 or 3 credits)

Gen Ed: Quantitative Reasoning

Course Description

In these courses, students use quantitative reasoning to understand natural or social phenomena and to inform decision making in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Can analyze and discuss complex quantitative concepts and methods in detail.
2. Can proficiently apply advanced quantitative methods to complex problems, showing clear understanding and insight.
3. Can critically analyze complex natural or social phenomena using advanced quantitative reasoning.
4. Can critically interpret and evaluate complex data sets, providing detailed and accurate conclusions.
5. Can proficiently use advanced quantitative reasoning to inform decision making in complex scenarios, considering multiple variables and outcomes.

ORGANIZATIONAL LEADERSHIP AND CHANGE

Organizational Studies Courses

OLC201: Introduction to Entrepreneurship

(3 credits)
Major: Organizational Studies

Course Description
The focus of this course is on developing an entrepreneurial mindset and skill set.
Students explore the characteristics of an entrepreneur and the necessary inputs and outputs that make successful entrepreneurs and enterprises. Students develop their understanding of formal business language, creation of business documents and deliverables, presentation skills, and key financial metrics common among business organizations.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Interpret basic market, industry, and customer data using introductory research methods to identify opportunities and trends.
2. Apply foundational entrepreneurial thinking to define real-world problems, generate solution ideas, and evaluate basic risks and feasibility.
3. Develop an initial business model or project proposal that incorporates early customer insights, competitive analysis, and simple financial assumptions.
4. Communicate research findings and business concepts clearly through professional written documents and brief presentations.

OLC301: Advanced Entrepreneurship

(3 credits)
Major: Organizational Studies
Prerequisite: OLC201

Course Description
In this course, students will learn about local resources for entrepreneurs, gain valuable assessment from leaders in their field, and learn research techniques that will assist them in building sustainable business models.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Analyze market data, evaluate business feasibility using customer and competitive research, and create a validated business model supported by documented evidence.
2. Apply entrepreneurial thinking to real-world problems, analyze risks and opportunities, and evaluate solutions while demonstrating effective professional communication skills.
3. Analyze industry and financial information, create a comprehensive business plan, and defend their plan through a formal presentation evaluated using professional standards.

OLC304: Critical Perspectives on Organizational Studies

(3 credits)
Major: Organization Studies or Power and Difference
Prerequisite: OLC215

Course Description

Using the lens of organization studies, we focus on organizations as a core context for leadership. To study leadership within various types of organizations, we must first turn inward to examine our own identities and experiences. Then, we can draw on critical perspectives as interpretive frameworks to analyze our lived experiences within broader contexts, and better understand the behaviors of individuals and groups within organizations.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Describe at least 3 things they already do really well in terms of leadership, whether in their own lives or in organizations.
2. Identify at least one leadership behavior that they will develop during their College Unbound public project that addresses a personal area of growth and fits the needs of their work.
3. Describe at least one formative experience (or 2nd hand report) of someone who has influenced their outlook on leadership.
4. Describe at least one leadership framework that fits their own leadership ambitions, including relevant behaviors that demonstrate that model in action.
5. Identify one person that will provide active support for their leadership development during their College Unbound public project.

OLC325: Human Resource Management

(3 credits)
Major: Organizational Studies

Course Description

This course introduces students to the technical and legal aspects of human resource management from a strategic business perspective. Topics include formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of HRM systems. Emphasis is placed on integrating human resource management with the overall business strategy.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the complexities in organizing human resource capital to a business operations and bottom line.
2. Identify how diversity impacts recruitment and management and creating a positive effective organizational culture that meets personal and business objectives.
3. Create effective resumes and effective interviewing strategies and techniques.

OLC350: Project Management

(3 credits)
Major: Organization Studies

Course Description

Project management refers to the application of standard tools and techniques to execute a project from beginning to end. This is what you will do in this course. Each week you will learn about the tools and techniques of project managers and apply them to your Core Project. At the end, you will have a project plan structured how a project manager would do it including a budget, risk management plan, communication plan, work breakdown structure, among others.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Apply standard project management tools to prepare a complete project plan

2. Demonstrate effective meeting facilitation skills with groups to support decision-making and action in a project environment
3. Apply project management techniques to monitor and control a project throughout the project lifecycle.

OLC375: Understanding Nonprofit Management

(3 credits)
Major: Organizational Studies

Course Description
This course deepens understanding of the nature and major trends of the nonprofit sector and its organizations, using theoretical lenses to explore current debates and their implications for practice. In addition to acting as a workshop for students to develop their own project-based work—this course will add theory, history, and practice about trends shaping the sector.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Understand the nonprofit sector, its history, and major trends.
2. Critically analyze the theoretical foundations of nonprofit management and their practical applications.
3. Apply learned concepts to their own projects and social impact ventures.

OLC391: Special Topics in Organizational Studies

(1 or 3 credits)
Major: Organizational Studies

Course Description
In these courses, students use concepts and methods of organizational studies to interpret experience, make meaning, and act in the world in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Analyze how structural elements influence communication, roles, and coordination.
2. Analyze how cultural values shape behavior, decision-making, and stakeholder interactions.
3. Analyze power relationships and how they shape outcomes, voice, and conflict.
4. Analyze interdependent relationships and feedback loops within organizational systems.
5. Apply analysis to propose informed, context-appropriate strategies for navigating or improving an organization.

Leadership Studies Courses

OLC217: Leading Change

(3 credits)
Major: Leadership Studies or Change Studies
Prerequisite: OLC215

Course Description
How do we understand and respond to Dr. King's notion of the fierce urgency of now? To engage this question, this course on Leading Change focuses on engaging the question through learning how to build collective action through literature reviews, media analysis, critical dialogues and responses to national crises. Crisis will be explored on political, economic, and social levels as regards truth, race, violence and safety; affirming the "call to

action" to "Lead Change." "We are now faced with the fact that tomorrow is today." Learning leadership is about loving "to learn from the people whom [we] are responsible for" (Preskill & Brookfield, 14). The work of speaking change and building collective action around our ideas is a byproduct of our capacity to develop a learning style of leadership. Students will explore several different change models that leaders can use to support the desired change.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Analyze how leaders learn from and support their teams by applying principles of learning leadership.
2. Effectively lead group discussions and deliver a structured presentation by demonstrating clear communication, active listening, and audience engagement strategies.
3. Integrate self-reflection and practical insights to create plans for ongoing personal and professional learning related to learning leadership.
4. Assess organizational or community needs and develop a strategic change initiative that includes clear goals, stakeholder engagement, and an actionable implementation plan.

OLC303: Critical Perspectives on Organizational Leadership: Leadership Studies

(3 credits)
Major: Leadership Studies or Gen Ed: Power and Difference
Prerequisite: OLC215

Course Description

Using the lens of leadership studies, we focus on organizations as a core context for leadership. To study leadership within various types of organizations, we must first turn inward to examine our own identities and experiences. Then, we can draw on critical perspectives as interpretive frameworks to analyze our lived experiences within broader contexts, and better understand the behaviors of individuals and groups within organizations.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Describe at least 3 things they already do really well in terms of leadership, whether in their own lives or in organizations.
2. Identify at least one leadership behavior that they will develop during their College Unbound public project that addresses a personal area of growth and fits the needs of their work.
3. Describe at least one formative experience (or 2nd hand report) of someone who has influenced their outlook on leadership.
4. Describe at least one leadership framework that fits their own leadership ambitions, including relevant behaviors that demonstrate that model in action.
5. Identify one person that will provide active support for their leadership development during their College Unbound public project.

OLC305: Communication Skills for Leaders

(3 credits)
Major: Leadership Studies

Course Description

This course explores the role that communication plays in the leadership process. The course uses theories of leadership and communication as the foundation of our investigation; however, the class is practical as well as theoretical, as we will apply theories to the analysis of actual leaders and to enhancing actual leadership. Key topics covered will include theories, principles and research on leadership and communication; impact of communication on leadership results; ethical communication of leaders; what constitutes good and bad

communication by a leader; and the communication dynamics of the leader-follower dyad.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of the theories, principles, and research underpinning the relationship between communication and leadership, enabling students to analyze and evaluate leadership communication dynamics in various contexts.
2. Apply theoretical knowledge to practical scenarios, effectively identifying and assessing the impact of communication strategies on leadership outcomes, while critically examining ethical considerations inherent in leadership communication.
3. Develop proficient communication skills essential for effective leadership, discerning between effective and ineffective communication practices, and implementing strategies to enhance leadership communication effectiveness within organizational settings.

OLC335: The Art of Leadership

(3 credits)
Major: Leadership Studies
Prerequisite: OLC215

Course Description

This course will examine both theoretical and practical aspects of leadership. Students will gain an understanding of the varying approaches successful leaders have taken; and raise and discuss moral and ethical questions about the roles of leaders. We will explore and discuss Leadership (noun) versus Lead (verb) and incremental versus non-incremental change. What is the relationship between leadership and authority? Between leadership and management? Between transformational and transactional approaches? How do successful leaders bring about change? What are the responsibilities of leadership? How do leaders re-culture an organization? How important is the moral dimension? What "type" of leaders are required today? The assumption is that students in this course will throughout their lives be engaged (personally and professionally) in the art of leadership, as well as the task of skilled followership. The course is intended to be the starting point for a lifetime of reflection, practice, and learning about the subject. Each student will complete a real-world leadership project.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Describe and compare leadership theories and styles.
2. Analyze how leaders use similar styles to produce different outcomes.
3. Evaluate personal leadership strengths and style.
4. Design an inclusive leadership action plan.

OLC345: Leadership in Action

(3 credits)
Major: Leadership Studies and/or Individual and/or Group Dynamics
Prerequisite: OLC215

Course Description

Leadership is a practice, a set of behaviors, an approach: leadership is not a title.
You can lead from any seat. Leadership is about tensions and paradoxes, such as: leaders are most powerful when they distribute power. We should have the highest expectations of our leaders, and high expectations can be harmful and limiting for everyone. Dr. Brené Brown, in her book Dare to Lead, asserts three fundamentals about leadership, and this course will explore these in depth as you develop and articulate your "leadership signature":

- Courageous leaders are vulnerable

- Who we are is how we lead
- Courage is contagious

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate how intersectional identity and multiple ways of knowing affect leadership development and emotional intelligence.
2. Apply critical thinking skills, emotional intelligence and authentic feedback to positively interact with people, transform conflict, and shape group dynamics.
3. Develop an action plan focused on building a "leadership signature" and practicing leadership competencies in work, life, school and the community.

OLC392: Special Topics in Leadership Studies

(1 or 3 credits)
Major: Leadership Studies

Course Description

In these courses, students use concepts and methods of leadership studies to interpret experience, make meaning, and act in the world in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes

Upon successful completion of this course students will be able to:

1. Analyze differences, strengths, and limitations of leadership theories.
2. Analyze leadership practices and evaluate their impact on groups and outcomes.
3. Analyzes personal leadership patterns using theory and feedback.
4. Apply leadership strategies to facilitate group coordination and engagement.
5. Analyze ethical dilemmas and inclusivity challenges using leadership frameworks.

Change Studies Courses

OLC300: Collective Decision Making

(3 credits)
Major: Change Studies or Gen Ed: Individual and/or Group Dynamics

Course Description

This course will examine the theory and practice of collective decision making in an inclusive democracy and is specifically geared to equip student and community leaders in using dialogue and deliberation in your projects and future work. As a course about participatory processes - in collective decision making- the course will experiment with co-creative and democratic practices and then examine how these methods of dialogue and deliberation might be useful in creating democratic learning environments and practicing decision-making elsewhere. Students will review topics such as group dynamics, organizational behavior, and societal governance. Students will examine different models, techniques, and tools for effective decision making in groups, and analyze case studies to understand real-world applications and challenges. Through interactive discussions, simulations, and projects, students will develop skills in consensus building, negotiation, conflict resolution, and leadership within collaborative settings.

As part of the course, we will read about topics such as naming and framing, facilitation, eloquent listening, free spaces, and public judgment, and also apply these ideas in real-world settings through your projects. Overall, we will examine how these practices fit into theories of dialogue and deliberation, while developing a set of skills for

having conversations across differences and making decisions more inclusively and democratically.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Learn various theories of deliberative democracy, and the concepts and practices associated with dialogue and deliberation, including public narrative, naming and framing, eloquent listening, free spaces, and public judgment through readings, comparative research, in-person and online conversations, and skill building dialogues and workshops;
2. Understand theoretical foundations by demonstrating an understanding of key theories, models and concepts underlying collective decision-making, including rational-choice theory, group dynamics and social influence mechanisms.
3. Develop an understanding of the various practices associated with collective decision-making through participation in dialogue workshops.
4. Gain public skills as you engage with "what works" to integrate dialogue into your projects and broader community life.
5. Analyze the dynamics of group interaction, communication patterns and power structures within decision-making processes, identifying factors that influence group cohesion, decisions, and individual participation. Can use concepts and methods of the social and behavioral sciences to anticipate, interpret, and/or respond to individual and/or group dynamics
6. Reflective practices through self-reflection on individual decision-making behaviors, communication styles and leadership roles within group settings and identifying areas for personal and professional growth.
7. Change Studies - Uses concepts and methods of change studies to interpret experience, make meaning, and act in the world

OLC309: Systems Thinking & Sustainable Impact for Social Justice

(3 credits)
Major: Change Studies or Gen Ed: Systems and Societies

Course Description

Students will explore how change initiatives connect to larger organizational systems and social infrastructure. Students examine the central question: How does a project function within—and influence—the complex systems in which it operates? Emphasis is placed on understanding how structures, policies, incentives, culture, and data shape organizational effectiveness and human behavior. Through applied case studies and project-based learning, students use quantitative reasoning, data analytics, and empirical methods to interpret evidence, test assumptions, and evaluate strategies for social change. The course develops students' ability to analyze how underlying organizational structures support or hinder impact and to design improvements grounded in systematic and critical inquiry. By the end of the course, students will be able to assess the sustainability of change efforts, use data to inform decision-making, and propose system-level strategies that promote long-term, measurable impact.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Applies quantitative reasoning, data analytics, and empirical reasoning to interpretation, experimentation, and problem solving for social change.
2. Applies a systematic and critical analysis of how an organization's underlying structures affect its effectiveness and how people behave.

OLC393: Special Topics in Change Studies

(3 credits)
Major: Change Studies

Course Description
In these courses, students use concepts and methods of change studies to interpret experience, make meaning, and act in the world in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Analyze similarities, limits, and contextual fit of multiple change models.
2. Analyze barriers/enablers to individual change and propose tailored supports (communication, training, incentives).
3. Analyze interdependencies and anticipates impacts across functions; outlines a coherent change design.
4. Analyze system actors, feedback loops, and equity impacts; facilitates collaborative problem framing.
5. Implement a phased plan with clear metrics, feedback mechanisms, and adaptation triggers.

OLC331: Radical Philanthropy

Major: Change Studies or Leadership Studies
(3 credits)

Course Description
In this course students will advance their critical thinking and deepen their understanding of the concepts of citizenship, immigration, class and race by investigating why philanthropic giving that many of our non profit partners rely on is inherently inequitable and perpetuates many of the systemic inequities that already exist in our society. You will also explore the philosophies of Trust Based Philanthropy, its different dimensions and the grantmaking practices. These practices help level the playing field and correct the many inequities.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Analyze how traditional philanthropic systems reinforce inequities related to citizenship, immigration, class, and race by identifying the structural factors that make charitable giving inherently unequal.
2. Critically evaluate the philosophies and dimensions of Trust-Based Philanthropy and explain how these approaches seek to redistribute power and correct systemic inequities in nonprofit funding practices.
3. Compare conventional grant-making models with equity-focused approaches to articulate how shifts in funding practices can transform relationships between funders and communities.
4. Assess real-world nonprofit cases to identify inequitable funding dynamics and propose trust-based alternatives that promote fairness, transparency, and community agency.
5. Demonstrate strengthened critical thinking and systems-level analysis by connecting theories of race, class, citizenship, and immigration to contemporary philanthropic practices.

SOCIAL AND BEHAVIORAL SCIENCES

Individual and/or Group Dynamics Courses

SBS213: Critical Interventions

(3 credits)
Gen Ed: Individual and/or Group Dynamics

Course Description

Critical Interventions is a responsive, student-centered course designed for learners experiencing a crisis that disrupts their ability to succeed in a current class. Grounded in the belief that crises can open pathways for transformative learning, the course guides students in examining the social, behavioral, and structural factors contributing to the crisis, exploring potential solutions, and reflecting on the personal and academic growth that emerges from the experience. Students may take this course twice, for a total of 6 credit hours.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze the social, behavioral, and environmental factors contributing to the crisis they are experiencing.
2. Develop and evaluate potential strategies and interventions to address the identified challenges.
3. Apply reflective practices to identify new insights and learning emerging from the crisis experience.
4. Demonstrate improved self-awareness and coping skills that support resilience and future academic success.
5. Create an action plan for moving forward in their academic and personal life based on the solutions and insights generated through the course.

SBS216: Globalization and Community

(3 credits)
Gen Ed: Individual and/or Group Dynamics or Global Citizenship

Course Description

In this course we will explore both historical and current impacts of globalization. We will examine globalization from multiple perspectives and axes of power and dive deeper into the history of global power dynamics as well as unpack some commonly used terms associated with global economic and geopolitics. Goals for the class are for students to be able to ground the current state of the world with a solid understanding of the ways economic, political and military power, both contemporary and historical, shape how countries and human beings around the world interact with each other.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand pivotal historical factors that shape the current global landscape
2. Define and interrogate key language that is used to describe global develop such as imperialism, colonialism, neoliberalism, nationalism and more
3. Analyze and evaluate media sources and be able to distinguish between informative and non-informative materials
4. Reflect on your own values around human rights and globalization
5. Reflect on our course readings and interrogate your own reasoning in relation to others during discussions
6. Summarize the current global landscape and be able to share your own ideas about how this system is working for people around the world and what you would do differently

SBS302: Mindfulness
(3 credits)
Gen Ed: Individual and/or Group Dynamics

Course Description
This course uses a combination of mindfulness meditation, body awareness, yoga and exploration of patterns of behavior, thinking, feeling and action. It is a practical approach which trains attention, allowing people to cultivate awareness and therefore enabling them to have more choice to take wise action in their lives. Mindfulness can be understood as the non-judgmental acceptance and "open-hearted" investigation of present experience, including body sensations, internal mental states, thoughts, emotions, impulses and memories, in order to reduce suffering or distress and to increase well-being.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Develop mindfulness skills: In this class, you will learn to be aware of your thoughts, feelings, and behaviors without judging yourself. By doing this, you can decrease stress and anxiety and make better choices in your life.
2. Increase self-awareness: We will also explore how your actions, thoughts, and feelings affect your well-being. By understanding this, you can make choices that match your values and improve your relationships with others.
3. Develop emotional regulation skills: You will also learn to manage your emotions by observing them carefully and responding thoughtfully. Doing this can lower your reactivity to difficult situations and reduce stress, making you feel better overall.

SBS306: Individual and Community Engagement
(3 credits)
Gen Ed: Individual and/or Group Dynamics

Course Description
How do we make a change in ourselves and communities? To arrive at this question, Dr. Martin Luther King wrote and spoke about becoming creatively maladjusted. Throughout this course, students will engage this notion by learning how to communicate through difficult dialogues and navigate conflict constructively. The work of building ideas and projects is lifelong work, often met with collaboration and conflict.
Becoming creatively maladjusted begins through engaging the purpose of anger in our lives. At the end of this course, students will develop a 200-year present view of their project, a long-haul view of the work they hope to do in the world.

Course Outcomes
Upon Successful completion of this course, students will be able to:
1. Explain the concept of "creative maladjustment," and the purpose of anger within it, with some depth, drawing on Dr. King's writing and speeches as a framework for individual and community change.
2. Apply difficult-dialogue methods to analyze moderately complex conflicts that arise in collaborative project and community work.
3. Predict how unaddressed or poorly navigated conflict is likely to affect individual relationships and group collaboration over time, with some depth.
4. Interpret individual and group behaviors during conflict and collaboration, using concepts such as creative maladjustment, constructive anger, and dialogue across differences.

SBS392: Supporting Social, Emotional and Behavioral Learning for All Learners
(3 credits)
Gen Ed: Individual and/or Group Dynamics

Course Description
This course will explore key components and stages of social emotional learning (SEL), factors that may impact SEL development, and the impact of SEL on behaviors and classroom management. Participants will explore negative behaviors as a skills deficit and SEL instruction as a method for improving behaviors. Additionally, participants will be able to demonstrate an understanding of factors that may impact a child's use of social emotional skills across the school day and techniques and strategies that will assist all children in making use of these skills. Participants will explore strategies for SEL development for all learners, employing a Multi-Tiered System of Supports. Equally important, participants will learn how to lead systemic change and motivate school-wide SEL practices that make a difference for both student and staff mental health. Through the use of a variety of materials, inside class assignments as well as out of class assignments, participants will be able to better assess, understand and teach social emotional learning in the classroom.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Demonstrate understanding of SEL as related to the education system and apply techniques or strategies for facilitating social emotional learning (SEL) during classroom instruction
2. Apply educational psychology research to design of learning activities that promote SEL.
3. Identify key components and stages of social emotional learning (SEL), related brain anatomy and function, and factors that may impact SEL development
4. Complete case study activities to assess, understand, and influence social emotional learning (SEL)
5. Identify and describe barriers to action and systemic change and design processes to overcome those barriers.

SBS393: Teaching Methods for Special Education
(3 credits)
Gen Ed: Individual and/or Group Dynamics or Power & Difference

Course Description
This overview course provides an introduction to the characteristics of neurodiverse learners and their education. It emphasizes classroom practices rooted in strength based approaches and examines the psychological, sociological, and medical aspects of neurodiversity. Students will explore the overrepresentation of special education classifications on students from diverse multicultural and linguistic backgrounds as well as the impact of such disproportionalities. Students will also gain knowledge about federal law and Rhode Island regulations of educating neurodiverse students. Participants gain understanding of intricate inclusive practices and collaborative work through their coursework in relation to their workplace experiences.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Explain the characteristics of neurodivergent learners and the importance of using a strength based lens when describing learners with different abilities.
2. Summarize the history of Special Education and explain its importance in public education.
3. Explain the intent, access and apply both Federal and Rhode Island specific Special Education Regulations
4. Articulate the disproportionality in special education and implement strategies that don't contribute to its perpetuation.
5. Identify current best practices for meeting the needs of neurodiverse learners, and modify instruction from a strength based approach across content areas.
6. Practice implementation of practices within their classrooms in small group settings

SBS394: Collaboration, Co-Teaching & Community
(3 Credits)
Gen Ed: Individual and/or Group Dynamics

Course Description
This course focuses on the roles of special and general educators as cooperative and instructional partners. Together, you will work through real-world issues like lesson plans, roles and responsibilities during IEP meetings, family communication, paraprofessional coaching and supervision, as well as your role(s) as mandated reporter. You will identify and articulate your beliefs about co-teaching and inclusion for students with learning differences. During this course you will navigate the art of communication at its finest: listening, questioning, clarifying, writing, speaking, and advocating.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Recognize and discuss the roles and responsibilities of the collaborative team to support students with disabilities in a variety of settings
2. Apply problem-solving techniques in collaborating with professional colleagues, students, and/or families
3. Understand how to conduct collaborative conferences for students with learning differences and their families
4. Learn to assist student's families in becoming active participants in the educational team
5. Recognize a variety of approaches and/or accommodations in educational settings for increased student access and independence in the general education classroom
6. Understand the roles and responsibilities of the general and special educator within the IEP team process alongside the full IEP team
7. Identify the different models of co-teaching, and demonstrate when to use each model for a variety of instructional purposes
8. Work with your Cooperating Teacher and Lab Faculty to ensure that your experiences prior to Student Teaching include experiences in all grades 1 - 6, and the full depth of experience as a special educator (e.g., responsibilities of a full student caseload, working across multiple classrooms, push-in/pull-out model)

SBS390: Special Topics in Individual and/or Group Dynamics
(1 or 3 credits)
Gen Ed: Individual and/or Group Dynamics

Course Description
In these courses, students use concepts and methods of the social and behavioral sciences to anticipate, interpret, and/or respond to individual and/or group dynamics in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Can analyze and discuss complex concepts of social and behavioral sciences in detail.
2. Can proficiently apply advanced methods to complex individual or group dynamics, showing clear understanding and insight.
3. Can critically analyze and anticipate complex individual and group dynamics, providing detailed predictions.
4. Can critically interpret complex behaviors of individuals and groups, providing detailed & accurate analyses.
5. Can proficiently use advanced concepts to respond to complex individual and group dynamics, considering multiple variables and outcomes.

SBS492: Trauma Informed Education

Gen Ed: Individual & Group Dynamics
(3 credits)

Course Description

In this course, students will deepen their understanding of trauma and the effects of trauma on the brain, behavior, and learning. Students will also explore trauma-informed principles and practices at the personal and organizational levels as well as how the implementation of trauma-informed practices can enhance learning, foster resilience, and promote healing. Through personal reflections, case studies, and an organizational assessment, students will apply their emerging understanding of trauma-informed practices in educational or related organizational settings.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand Trauma & Its Impact– Define trauma and explain how it affects brain function, emotional regulation, learning, and workplace dynamics, particularly in BIPOC communities.
2. Recognize Personal & Collective Trauma Responses – Identify personal patterns of self-sabotage, emotional triggers, and survival responses that influence leadership, education, and interpersonal relationships.
3. Analyze Barriers to Learning & Performance – Evaluate how trauma-related stressors impact education, work performance, and community engagement, and identify strategies to mitigate these barriers.
4. Apply Trauma-Informed Leadership Principles – Develop trauma-sensitive leadership strategies that promote psychological safety, resilience, and inclusivity in the workplace and community.
5. Enhance Emotional Intelligence & Resilience– Utilize emotional regulation techniques and self-awareness strategies to navigate stress, manage conflict, and support personal and professional growth.
6. Engage in Healing-Centered Practices– Explore self-care and community-based healing approaches that promote well-being for oneself and others in high-trauma environments.
7. Develop a Trauma-Informed Action Plan– Design a practical, individualized plan to implement trauma-informed practices in leadership, education, or community settings.
8. These outcomes will equip students with the tools to lead with empathy, recognize the hidden impacts of trauma, and foster resilience in themselves and those around them.

Power and Difference

SBS209: Liberatory Design

Gen Ed: Power & Difference *or* Systems & Societies
(3 credits)

Course Description

In this course, students will learn how LIberatory Design can be used as a framework for organizing within a community. Students will use Liberatory Design to gain a better understanding of the people that they are trying to impact.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the core modes of Liberatory Design
2. Analyze power, race, and access within their own communities and institutions
3. Apply empathy practices that are ethical and non-extractive
4. Define equity-centered design challenges
5. Generate and evaluate ideas within real constraints

6. Develop a strategic plan that connects values to action
7. Articulate sustainability, accountability, and impact measures
8. Use Liberatory Design beyond this course in future projects and leadership roles

SBS214: Conflict Resolution

(3 credits)
Gen Ed: Power and Difference and Individual & Group Dynamics

Course Description
This course introduces students to the field of conflict resolution, and its application to their individual field of work. Students examine a variety of human interaction and conflict theories, analyze how conflict is a function of systems, and evaluate interventions and methods of dispute resolution.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Determine the unique personal characteristics that contribute to conflict resolution.
2. Apply techniques, evaluate your own and other conflicting viewpoints, and areas that need improvement.
3. Increase decision-making while presenting or conversation.
4. Improve your ability to communicate well both in leadership and followership settings.

SBS215: Emergent Strategy

(3 credits)
Gen Ed: Power and Difference or Major: Change Studies

Course Description
In this course, students will explore organizing through the lens of Emergent Strategy with underpinnings of Visionary Fiction and Afrofuturism. The goal is to support students to explore the nature of nurturing social systems and develop their capacity to make change in small-big ways, starting with those in closest proximity.

Course outcomes
Upon successful completion of this course, students will be able to:

1. Develop a personal connection to nature through reading, journaling and exploring the natural world both in and outdoors
2. Design a creative practice, rooted in lessons from the natural world, that allow students to reconnect with themselves and those closest to them
3. Work in small groups to create an organizing project that leverages the principles and elements of Emergent Strategy

SBS235:Black Studies

(3 credits)
Gen Ed: Power and Difference or Historical Reasoning

Course Description
This course explores the dominant methods and strategies that Black Americans created as mechanisms of political, economic, theoretical, and/or cultural resistance. Emphasis is placed on contextualizing African American history as a radical political phenomenon that is responsible for shaping - and in some cases creating all together - legal, socioeconomic, labor, and political progressivisms in the United States.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Analyze major themes in Black history, culture, and resistance
2. Apply intersectional frameworks to understand race, identity, and systems of power
3. Engage with cultural texts and oral histories
4. Develop reflective and creative responses to course themes
5. Present a final project synthesizing your learning journey

SBS240: Foundations of Core Values for Equity Centered Education
(3 credits)
Gen Ed: Power and Difference or Major: Leadership Studies

Course Description
This course supports students as they grow into powerful educators. It puts tools in place to build community and solidarity with their colleagues to grow their professional stances, and allows regular routines for candidates to independently and collaboratively reflect on their goals and instruction. This course allows space for students to understand equitable values and beliefs as student-centered educators. They'll study the vital concepts of dialogical education and the idea of love as a critical stance by carefully reading and analyzing Paulo Freire's work, Pedagogy of the Oppressed. They will then apply these tenets to working with families, and to interpreting the world through the lenses of race, gender, and social class. Students will also use the critical stances of dialogue and love to study their own instruction and the instruction of their fellow students, as well as how to study students through classroom and behavioral assessment and how to respond with intent and justice.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Demonstrate an understanding of dialogue, and its revolutionary potential. Learn and value a dialogical stance, and work to enact it in your own praxis.
2. Continue to grow an understanding of critical love, and its revolutionary potential. You will value the critical stance of love, and work to enact it in your own praxis.
3. Reflect on your own identities, particularly through the critical themes of race, gender, and social class. You will revise your own conceptions of their identity, and consider how your identity informs your praxis.
4. Continue to grow to value thought partnership as you grow your own praxis. You will grow your skills in exploratory talk and celebrate receiving feedback.
5. Reflect on growth as educators so far. You will study yourself and your development. You will notice and celebrate your successes, notice and analyze where you need to improve, and create action plans to do so.

SBS300: Bodies, Power, & Community
(3 credits)
Gen Ed: Power and Difference or Systems and Societies

Course Description
The human body in all of its shapes and forms has been and arguably always will be regulated and socialized through power. What skin colors are privileged? How gender identity is performed. What ethical practices are used to change or distort the human body? This course takes a cultural and sociological lens at the notion of bodies, power, and community. By understanding the body and society, we are better able to understand how communities are formed, locally and nationally. This course will take on socio-political issues of modern-day society in the U.S. that explore how communities are formed and maintained, especially through the lens of power and privilege. Each week will be learning from the text as well as researching community-based organizations, current events, nonprofit organizations, political movements, laws, and the impact of the information/entertainment systems.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Understand how the body becomes socialized (racially, gendered, beauty norms, ability) through various cultural lenses that either establish or reject the notion of power in a community
2. Interpret the different interpretations of the body (ideology, social practices, norms); and how those interpretations establish communities and networks of like-minded individuals
3. Evaluate the connection between power, privilege, and community through identity-based politics
4. Present real-world examples and arguments in a robust manner that invokes discussion and learning.

SBS380: Race & Law
Gen Ed: Power & Difference or Civic Engagement
(3 Credits)

Course Description
This course will examine the intersection of law and race and how they impact education, housing and property ownership, and the criminal justice system, historically to present day. Beginning with the understanding of race as a social construct embedded in American laws and policies, and culminating in a mock trial, this course exposes students to critical legal skills such as briefing cases, developing legal arguments, and oral advocacy.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Understand the concept of race as a social construct affirmed by the American legal system.
2. Apply basic legal analysis skills to interpret historical cases and statutory law.
3. Identify and define how racial hierarchies operate within contemporary legal systems.
4. Understand how to interpret and apply judicial opinions and treatises

SBS399:Special Topics in Power and Difference
(1 or 3 credits)
Gen Ed: Power and Difference

Course Description
In these courses, students identify, analyze, and transform structures and systems of privilege, power, and difference in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Can identify and explain complex relationships between privilege, power, and difference in various contexts.
2. Can analyze and compare different theoretical frameworks for understanding privilege, power, and difference.
3. Can develop detailed plans or projects aimed at transforming structures of privilege, power, and difference.
4. Can apply advanced concepts and theoretical frameworks to complex real-world problems involving privilege, power, and difference.
5. Demonstrates advanced critical thinking in reflecting on personal and societal implications of privilege, power, and difference.

Systems and Societies

SBS210: Field Studies in Mentorship
(3 credits)
Gen Ed: Systems and Societies

Course Description
In this applied, experience-based course, students examine the role of mentorship within complex social, organizational, and community systems. Through direct engagement in mentorship relationships—whether in the workplace, their communities, or at College Unbound—students explore how guidance, support, and reciprocal learning can influence individual growth and collective change. By designing and implementing an actionable project rooted in a real mentoring context, students analyze the dynamics of power, trust, communication, and leadership that shape effective mentorship and contribute to healthier, more equitable systems.

Course Outcome
Upon successful completion of this course, students will be able to:
1. Analyze the social, organizational, or community systems in which their mentorship experience takes place, identifying factors that shape roles, relationships, and outcomes.
2. Design and implement an actionable mentorship-related project that applies course concepts to a real-world setting.
3. Evaluate the impact of mentorship practices on personal development, leadership, and community well-being.
4. Demonstrate effective communication, collaboration, and reflective practices within a mentorship relationship.
5. Assess dynamics of power, equity, and reciprocity in mentoring contexts and propose strategies to strengthen inclusive, supportive mentorship ecosystems.

SBS225: Contemporary Social Problems
(3 credits)
Gen Ed: Systems and Societies

Course Description
This course investigates current social issues that result in societal problems. Focuses on numerous areas including, but not limited to, the loss of civil liberties, concentration of media ownership, gender discrimination, hate crimes, poverty, hunger, environmental degradation, racism and prejudice, as well as social change. Addresses ways to ameliorate these social ills.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Summarize the principal perspectives on social problems.
2. Define principal social problems in contemporary American society.
3. Analyze the causes of these problems.
4. Explain the conditions of health care, mental illness, substance abuse, sex-related problems, violence, poverty and affluence, racism and prejudice, and environment problems.
5. Formulate suggested solutions for the above social problems.
6. Estimate/calculate the costs of various social problems and the cost of suggested solutions.

SBS310: The Impact of Incarceration on Families and Communities
(3 credits)
Gen Ed: Systems and Societies

Course Description
Currently, it is estimated that more than 2.7 million children have a parent currently behind bars, and more than 5 million children have experienced a parent's incarceration in their lifetime. When parents are incarcerated, there are collateral consequences for children, families, communities, and society. Children of incarcerated parents are at risk for many adverse outcomes, including behavior problems, academic difficulties, substance abuse, and criminal activity. This course will use an interdisciplinary perspective to explore these outcomes, focusing on how

systems and power intersect and the impact experienced by children, families, and society. This class will include opportunities to learn from local and national experts from practice and policy settings.

Course outcomes

Upon successful completion of this course, students will be able to:

1. Identify major direct and indirect impacts of incarceration on society.
2. Define and identify ACEs and the ages/stages of brain development.
3. Provide informed recommendations for systems, programs, and organizations that service individuals impacted by incarceration.
4. analyze the effectiveness of a program or law designed for individuals with lived incarceration experience. You will make recommendations for improvement that are informed by your learnings from the semester, and be able to identify systems of privilege, power, and difference within the structure.
5. identify, apply, and reflect on upholding personal and communal expectations across various aspects of life including the significance of responsibility, integrity, focus on goals, and reliability. significance of responsibility, integrity, focus on goals, and reliability.

SBS321: Gender Studies

(3 credits)
Gen Ed: Systems and Societies

Course Description

This course explores the interdisciplinary field of gender studies. Topics include the background and history of gender studies, rights movements, LGBTQIA+ identities, social constructions of sex and gender, relevant theories, individuals' gender statuses in social institutions including but not limited to the media, healthcare, religion, and government. This course examines inequality in gender and sexuality on national and global levels.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze and evaluate issues of intersectionality including (but not limited to) sex, race, class sexual identity, age, ability, religion, and white ethnocentrism within a feminist framework.
2. Investigate the influence of various media and advertising on the way individuals are viewed and view themselves.
3. Interpret issues of violence in individuals' lives and the impact it makes on how people live and are socialized.
4. Recognize the importance of health issues particularly as they apply to how individuals with different gender identities are treated by the medical profession.
5. Illustrate the necessity for including women's history to develop an intersectional feminist epistemology.
6. Evaluate how white privilege and misogyny perpetuates the systems of oppression.
7. Explore gender roles in religion, economy, government, education and family and their significance in women's liberation.
8. Examine issues of self-esteem and empowerment and strategies for personal, political, and social change.

SBS325: Participatory Action Research Methods

(3 credits)
Gen Ed: Systems and Societies or Civic Engagement
Prerequisite: OLC215

Course Description

In this course, students apply the theories and practices of Participatory Action Research to their projects. Participatory Action Research emphasizes participation and action, seeking to understand the world by trying to change it collaboratively following reflection.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the "Why" of PAR: Explain why community-led research is more effective than traditional methods and how it keeps power in the hands of the community.
2. Analyze Community Challenges: Use practical tools like Asset Mapping (to find local strengths) and the "5-Whys" (to find the root causes of problems) based on real community input.
3. Collaborate and Refine: Lead classmates through a feedback process to improve research questions and make sure they are useful and clear.
4. Build a Research Roadmap: Create a step-by-step plan (as a report or slide deck) that shows exactly how you will collect information and how that information will benefit your community.
5. Share your Research Plan: Use clear, direct writing to document your plan and show how you've adjusted your ideas based on what your community and peers have shared.

SBS340: Educational Psychology

(3 Credits)
Gen Ed: Systems and Societies

Course Description

This course surveys the major social and psychological processes involved in learning and development in educational settings. We will focus on classroom applications. The course will include the major objective theories as well as use an experiential learning model for application of theoretical knowledge, ensuring that the learning is relevant and applicable in the student's current work as a paraeducator and prepares them for certification. The course will be useful to students in the Elementary Special Education pathway as well as the Elementary Teacher (1-6) pathway.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the importance and necessity of educational psychology.
2. Explain the fundamental concepts of development.
3. Explain the principles of development.
4. Discuss the characteristics of physical development according to developmental periods.
5. Define the concepts related with physical growth.
6. Compare the physical and motor development characteristics in preschool, primary and secondary school periods.
7. Question the differences of students in terms of physical and motor development.
8. Discuss cognitive development in terms of developmental periods.
9. Define the fundamental concepts of cognitive development.
10. Compare the characteristics of individuals' cognitive development.
11. Discuss individual differences of students.
12. Discuss learning in terms of different theories.
13. Explain the factors affecting learning.
14. Examine the learning process in terms of behavioral, cognitive, social-cognitive learning approaches.
15. Question how the principles of various learning approaches are applied in educational contexts.

SBS391: Special Topics in Research Methods

(1 or 3 credits)
Gen Ed: Systems and Societies

Course Description

In these courses, students critically evaluate and refine their ability to engage in evidence-based inquiry using

quantitative and/or qualitative research methods in the context of their project, Big 10, and and/or other personal or professional goals.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Apply appropriate methods to complex experiences or situations, showing clear understanding and insight.
2. Analyze experiences using social and behavioral science methods, showing clear insight.
3. Solve complex problems using advanced social and behavioral science approaches.

SCIENCE COURSES

Scientific Reasoning & Experimental Method

SCI206: Environmental Science

(3 credits)
Gen Ed: Scientific Reasoning & Experimental Method or Using Science or Technology

Course Description
In this course, students build the ability to use physical, natural or computer science, engineering, or technology to interpret experience, make meaning, and act in the world in the context of their project, Big 10, and/or other personal or professional goals. We will focus on how to use scientific tools to understand and mitigate the impacts of pollution on marginalized communities.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Conduct a root cause analysis
2. Interpret data from Safety Data Sheets, the Integrated Risk Information System (IRIS), the Toxic Release Inventory, and ATSDR Toxicological Profiles
3. Interpret epidemiological studies (which track whether people who were exposed to some hazard are more likely than those who were not exposed to develop adverse health outcomes)
4. Explain how contaminants move through the food web (biomagnification)
5. Reflect on your own positionality and identify instances of epistemic injustice

SCI340: Teaching Methods in Structured Literacy for All Learners: The Science of Reading

(3 credits)
Gen Ed: Scientific Reasoning & Experimental Method

Course Description
This course prepares students with essential foundational skills and strategies in literacy instruction for all learners. The focus is on the developmental phase of learning to read and write, the building blocks for reading and learning for life. The course will ensure that students understand the Rhode Island Right to Read Act which requires teachers to understand and use scientific reading instruction and a structured literacy curriculum that integrates speaking, listening, reading, and writing through explicit, systematic, diagnostic-prescriptive instruction in phonological awareness, sound-symbol correspondence (phonics), syllables, morphology, semantics, and syntax. Students will also address how the Right to Read Act may impact students from a variety of diverse backgrounds and design equitable strategies to incorporate those identities into instruction for all students.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Define literacy as a complex process involving linguistic knowledge, multiple literacies and diverse language and literacy experiences.
2. Access, read, and interpret the Rhode Island Core Standards for English Language Arts and Literacy, the Rhode Island Comprehensive Literacy Plan, and the Rhode Island Right to Read Act.
3. Define phonics, phonological awareness, morphological awareness, syntactic awareness and semantic awareness, and explain their role in literacy development.
4. Assess students' phonics, phonological awareness and awareness of other grammar features.
5. Explain the roles of vocabulary, academic language and students' home languages in literacy development.

6. Explain the needs of students with diverse backgrounds and abilities, and design strategies to support those students' outcomes
7. Develop a range of questions to guide reading comprehension.
8. Administer reading assessments.
9. Create HQIM based lesson plans for students differentiated for students needs.

SCI341: Introduction to the Science of Reading

(3 credits)
Prerequisites: CVC240 or SBS393
Gen Ed: Scientific Reasoning & Experimental Method

Course Description

This course prepares students with essential foundational skills and strategies in literacy instruction for all learners. The focus is on the developmental phase of learning to read and write, the building blocks for reading and learning for life. The course will ensure that students understand the Rhode Island Right to Read Act which requires teachers to understand and use scientific reading instruction and a structured literacy curriculum that integrates speaking, listening, reading, and writing through explicit, systematic, diagnostic-prescriptive instruction in phonological awareness, sound-symbol correspondence (phonics), syllables, morphology, syntax and semantics. Students will also address how the Right to Read Act may impact students from a variety of diverse backgrounds and design equitable strategies to incorporate those identities into instruction for all students.

Course Outcomes

Upon successful completion of this course, students will be able to

1. Define literacy as a complex process involving linguistic knowledge, multiple literacies and diverse language and literacy experiences.
2. Explain what Structured Literacy Methods are and their relationship to the Science of Reading.
3. Name the components of language that support reading - phonological awareness, morphological awareness, syntactic awareness, semantic awareness, and pragmatics - and explain their role in literacy development.
4. Name and define the "five pillars" of reading.
5. List, describe and use sources of evidence-based information about the Science of Reading and Structured Literacy.

SCI390: Special Topics in Scientific Reasoning

(1 or 4 credits)
Gen Ed: Scientific Reasoning & Experimental Method or Using Science or Technology

Course Description

In these courses, students build their ability to use scientific and empirical reasoning to evaluate truth claims and construct knowledge in the context of their project, Big 10, and/or other personal or professional goals.

Course Outcomes

Upon successful completion of this course, students will be able to

1. Analyze complex scientific concepts and principles in detail.
2. Apply advanced empirical methods to complex problems, showing clear understanding and insight.
3. Evaluate complex truth claims, integrating multiple sources of empirical evidence.
4. Analyze processes of knowledge construction, showing understanding of how empirical methods contribute.
5. Demonstrates advanced critical thinking, with deep reflections on the broader significance and impact of empirical reasoning.

SCI391: Teaching Next Generation Science in the Elementary Classroom

(3 credits)
Gen Ed: Scientific Reasoning & Experimental Method

Course Description

This course will explore the principles of science education along with appropriate methodology, skills, pedagogy, and theory needed to begin teaching science in the elementary classroom. They will learn about differentiation and intervention strategies to ensure all students' needs are being met. They will discover the rewards of creating environments in which they and their students work together as active learners through hands-on learning, inquiry teaching methods, and teaching/ learning through reflection. Throughout the course, candidates will be participating in discussions, lectures, readings, hands-on activities, demonstrations, group activities, lab assignments and assessments. The course is specifically designed to help candidates develop an understanding and appreciation of science teaching that will help children acquire knowledge, attitudes, and skills essential to science literacy.

Course Outcomes

Upon successful completion of this course, students will be able to

1. Consider strategies and best practices for adapting science instruction for students with different learning styles in a multicultural context that relates to the interests and life experiences of students
2. Demonstrate awareness of and be able to differentiate between Tier 1, 2 and 3 interventions for students who are beginning to struggle, experiencing significant struggles, and experiencing struggles which are detrimental and impeding their experience in Science
3. Apply principles based on theory, research and best practices to guide effective elementary science teaching
4. Implement instructional activities and strategies based on the Workshop Model
5. Develop effective strategies for working in a co-teaching role within an inclusion-model classroom setting
6. Plan inquiry-based science lessons that incorporate the integration of practice with content including understanding the application of technology as a tool in the learning process that reflect the Next Generation Science Standards
7. Understand basic scientific concepts and develop skills and techniques for promoting meaningful science learning in a problem- solving, active approach that reflect the Next Generation Science Standards
8. Identify worthwhile science education resources that will enhance the teaching and learning of science
9. Utilize the science notebook to help students access prior science content knowledge and use science process skills so the science notebook becomes a thinking tool for students.
10. Use the science notebook to reinforce the application of language arts for students to develop an understanding of science content and attain scientific literacy
11. Develop varied assessments to understand students' progress
12. Appreciate the importance of elementary science education for students to develop science knowledge that is necessary for them to understand our complex world so they can innovate, lead, and create

SCI393: Climate Literacy

(3 credits)
Gen Ed: Scientific Reasoning & Experimental Method OR Using Science or Technology

Course Description

The World Health Organization describes climate change as the biggest public health threat of the 21st century. This course will provide an overview of the key impacts of climate change on population health. We will discuss current impacts and projected future impacts through the 21st century, with a focus on climate justice and health equity. We will additionally cover difficulties in communicating climate change risks to the public and strategies for adaptation and mitigation to prevent and/or lessen projected impacts of climate change on health.

Course Outcomes

Upon successful completion of this course, students will be able to

1. Identify the key projected impacts of climate change on population health
2. Apply public health core competencies to understand the evidence base for the health impacts of climate change and the establishment of scientific consensus
3. Apply environmental justice principles to assess the differential impact of climate change on historically marginalized communities

SCI394: Food Justice

(3 credits)
Gen Ed: Scientific Reasoning & Experimental Method or Using Science or Technology

Course Description

How should we, as individuals and as a society, reduce wasted food and create a more resilient, sustainable, and just food system? The food justice movement advocates for universal access to healthy food as a human right, but many low-income neighborhoods and communities of color have been systematically deprived of access to healthy and sustainable food. Meanwhile, hundreds of billions of pounds of food are wasted in the US every year, which has economic, environmental, and social impacts. This course is an introduction to the concept of wasted food and different aspects of the food system. We will examine the complex problem of wasted food from sociocultural, health, technological, agricultural, environmental, economic, and political lenses to propose solutions aligned with food justice activism.

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Describe (and critique) where and how food is wasted within the food system
2. Analyze connections between wasted food, food security, public health, sustainability, and food justice
3. Examine how different communities experience and are impacted by wasted food
4. Propose solutions to reduce wasted food to create a resilient food syste

Using Science or Technology

SCI391: Special Topics in Using Science or Technology

(1 or 3 credits)
Gen Ed: Using Science or Technology

Course Description

In these courses, students build the ability to use physical, natural or computer science, engineering, or technology to interpret experience, make meaning, and act in the
world in the context of their project, Big 10, and/or other personal or professional goals.

Course outcomes

Upon successful completion of this course, students will be able to:

1. Analyze and discuss complex concepts in physical, natural, or computer science, engineering, or technology.
2. Apply advanced methods and tools from science, engineering, or technology to complex problems.
3. Analyze experiences using scientific, engineering, or technological methods, showing clear insight.
4. Analyze processes of knowledge construction, showing understanding of how methods contribute.
5. Solve complex problems using advanced scientific, engineering, or technological approaches.

SCI392: Web & Digital Portfolio Design
(3 credits)
Gen Ed: Using Science or Technology

Course Description
This course explores key website and e-portfolio design concepts necessary to establish an appealing and effective online presence as well as 21st century social movements. Community-based organization, and private enterprises are supported by a digital home base that engages people, communicates goals and strategies and facilitates group efforts. Students learn how to design a purposeful, clearly organized and visually inviting e-portfolio or project website to support presenting themselves or their projects.

Course Outcomes
Upon successful completion of this course, students will be able to:

1. Apply principles of effective web and ePortfolio design to develop project pages that demonstrate clarity, usability, and alignment with project goals.
2. Create and deliver persuasive digital communications that articulate the purpose of a project and mobilize support using appropriate electronic media platforms.
3. Demonstrate proficiency in using Digication tools to construct, organize, and publish a functional and professional ePortfolio.
4. Analyze and explain key movement-building principles and evaluate how they contribute to successful project outcomes.

LANGUAGES

Language Courses

WLA100: Introduction to Language I
(3 credits)

Course Description
This course will familiarize students with introductory grammar and vocabulary through a combination of writing, reading, and conversation. Students will become familiar with common sentence structure and useful conversational phrases. This course is designed for students with little to no experience with the language.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Use basic, high-frequency vocabulary related to everyday needs; relies heavily on memorized words and phrases.
2. Construct simple phrases and basic sentences; relies on memorized structures; frequent grammatical errors.
3. Understand short, simple texts with familiar vocabulary; may require support (glosses, images).
4. Write short, simple sentences about familiar topics; errors are frequent but meaning can be understood.
5. Use memorized phrases and simple sentences for very basic interactions; may require prompts or repetition.

WLA200: Introduction to Language II
(3 credits)

Course Description
This course continues to build comfort with grammar and vocabulary via writing, reading, and conversation. Students will extend and deepen their conversational fluency. This course is designed to follow Introduction to Foreign Language I.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Expands vocabulary to include additional everyday topics; begins using vocabulary in simple connected ideas.
2. Produces longer sentences with emerging control; attempts new structures but with some errors.
3. Understands slightly longer texts with predictable patterns; can infer meaning from context.
4. Writes brief paragraphs with some organization; grammar and spelling errors present but improving.
5. Participates in simple conversations; can ask and answer questions with some hesitation.

WLA300: Intermediate Language I
(3 credits)

Course Description
This course presumes some prior experience with the foreign language. Through reading, writing, and conversation students will expand their vocabulary and begin to understand more complex grammatical structures.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Uses a range of thematic vocabulary; begins incorporating less familiar terms with reasonable accuracy.

2. Understands and uses more complex structures; demonstrates growing control of tense and syntax.
3. Comprehends intermediate texts with expanded vocabulary; begins interpreting implied meaning.
4. Writes multi-sentence paragraphs with emerging cohesion; increased accuracy in grammar and vocabulary.
5. Engages in conversations on familiar topics; speech is more fluid with occasional searching for words.

WLA301: Intermediate Language II
(3 credits)

Course Description
This course continues to build intermediate level fluency with the foreign language through reading, writing, and conversation. Students will expand their vocabulary
and deepen their understanding of the more complex grammatical structures explored in Intermediate Foreign Language I.

Course Outcomes
Upon successful completion of this course, students will be able to:
1. Demonstrates expanded, topic-specific vocabulary; can choose words appropriate for context and nuance.
2. Uses complex structures with increasing accuracy; errors do not impede meaning; demonstrates clear understanding of intermediate-level grammar patterns.
3. Reads longer and more complex texts; identifies key ideas and supporting details with minimal support.
4. Writes organized, coherent paragraphs using a variety of structures; errors are minor and do not obscure meaning.
5. Communicates with growing confidence on a variety of familiar topics; uses connected speech and responds appropriately in conversation.