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Welcome to College Unbound

I am excited to welcome you to College Unbound. We have built a quality program over the last ten years and have helped many underserved returning adult learners in Rhode Island complete their degrees. The time is right for us to seek our own accreditation as we continue to reinvent higher education with the help of students like yourselves.

We have learned a lot since 2009 through our extensive experience with adult learners discovering all that they bring to the table and the kinds of supports they need. The CU experience has been incredible— you can see your peers’ comments and survey results sprinkled throughout this handbook. We have grown every year as we learn more and more from you, our students, how to offer the most personalized, transformative and rigorous program possible.

We look forward to a fast-paced expansion program. This handbook explains who we are and how we get things done.

Enjoy.

Dennis Littky,
President, College Unbound

Student Voices

The atmosphere is something that I wish every person could experience in some way. When I get home from seminar, my boyfriend can’t shut me up. I go on and on about what I learned and what I want to learn. I always leave with an excited feeling and assurance that I am doing well. I couldn’t imagine school any other way.
- Rachael C.

Last night’s class really helped me to see the pros and cons and be able to think of different ways to be a voice for the community. It was great to hear different views and experiences from my peers. I feel this semester WE will become that voice, the pioneers to change the views of the people who write the policy which affects the whole community by sharing our concerns, feedback, and ideas.
- Ja’net Hall
Mission

Our mission is to reinvent higher education for underrepresented returning adult learners, using a model that is individualized, interest-based, project-driven, workplace-enhanced, cohort-supported, flexible, supportive, and affordable. Through rigorous and engaged scholarship, College Unbound integrates the students’ own purposes for learning with the needs of their workplaces and communities, improving the lives of the students and the lives of those they touch. As a degree completion college, College Unbound provides access, support through completion, and career placement, ensuring that students get in, stay in, and move forward.

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 used as assets, not barriers. They 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 and interdisciplinary; it is not broken into compartmentalized subject-matter packages. Content of disciplines is important as a means to an end, not an end in itself.

4) Learning means paying attention to how one knows as well as what one knows; paying attention to why it matters and where it can be applied.

5) Learning is a process powered by the learner and supported and stimulated by collaboration with others; social interaction empowers making meaning.

6) Learning is not a linear process; learners choose to access content at different times for different purposes, in different contexts. Arbitrary sequencing decisions may actually impede learning.

7) Adult learners have a strong preference for learning that is real—problem-centered or task-centered (with immediate application) rather than subject-centered.

8) Expertise exists in many places and forms; expertise accessed beyond the professor is encouraged and honored.

9) The workplace provides rich opportunities for learning; it provides space in which action and reflection can take place in a continuous cycle.

10) 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.

11) Competence is not demonstrated through a single event; rather, a range of evidence in different contexts over time must be presented before judging competence.

12) 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.
### Academic Calendar for 2019-2020

<table>
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<tr>
<th>Session</th>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<td>1</td>
<td>CU Faculty Meet</td>
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<td>First Day of Class</td>
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<td>Martin Luther King Day, No Class</td>
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<td>1/20/20</td>
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<td>Last Day to Drop with 50% Refund</td>
<td>9/2/19</td>
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<td>Labor Day, No Class</td>
<td>9/2/19</td>
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<td>Independence Day, No Class</td>
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<td>7/3/20</td>
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<td>Last Day of Class</td>
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<td>Spring Break</td>
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<td>Thanksgiving Break, No Class</td>
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<td>Grades Due by 5 p.m.</td>
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- **Graduation**: 6/6/20

Revised 5/7/19
College Unbound Staff

Dennis Littky  
President  
dennis.littky@collegeunbound.org

Adam Bush  
Provost  
abush@collegeunbound.org

Robert Carothers  
Executive Vice President  
robert.carothers@collegeunbound.org

Bob Weygand  
Vice President of Administration and Finance  
bob.weygand@collegeunbound.org

Michelle Navarre Cleary  
Associate Provost  
michelle.navarre@collegeunbound.org

Chris Dickson  
Assistant Dean  
charles.dickson@collegeunbound.org

Zuli Vidal  
Recruitment Director  
zuli.vidal@collegeunbound.org

Maureen Kayata  
Business Manager  
maureen.kayata@collegeunbound.org

Julia Travers Rickers  
Grants Director  
julia.travers@collegeunbound.org

Lucas Lussier  
Chief Financial Officer  
lucas.lussier@collegeunbound.org

Jose Rodriguez  
Re-entry Coordinator  
jose.rodriguez@collegeunbound.org

Thomas Norton  
Financial Aid Advisor  
thomas.norton@collegeunbound.org

Tara Hagopian  
Executive Assistant to the President  
thagopian@collegeunbound.org

Wanda Brown  
Case Manager  
wbrown@collegeunbound.org
Bachelor of Arts
Organizational Leadership and Change

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

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

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

Student Services at College Unbound is based on a commitment to student success through the access and equity of support services that enable CU students to flourish toward degree completion as a student who could also be a single mother, father, caregiver, grandparent, full time professional, an unemployed individual seeking a job, an entrepreneur, or a person looking to pivot careers. College Unbound offers comprehensive and systematic support to help students stay in their degree program, graduate, and keep moving forward.

**Case Management, Counseling Services, & Emergency Response:** College Unbound has a Case Management Team that works to assist students with the challenges of everyday life. Reach out to Wanda Brown if you need assistance: support@collegeunbound.org

**Study-Hall Pop-Ups:** Study Hall Pop-ups meet twice a month on Saturdays to offer a space for students to catch up on their work together. The Assistant Dean of Students and a Student Services Representative is present at all Study Hall Pop-Ups

**Tutoring Services:** College Unbound has a Writing and Math Tutor! If you need help reach out to studentservices@collegeunbound.org

**Childcare:** College Unbound partners with Love4All to provide childcare, on us, for 1 night a week during your in-person class for the WWL course. Reach out to Zuli Vidal for more information: zuli.vidal@collegeunbound.org

**The Assistant Dean of Student Services on Call:** The phone number for the Assistant Dean is 404-956-9657. Chris Dickson is available by phone throughout the week and will return calls within 1 business day

**Financial Literacy:** Need help working on your FAFSA or credit score? Contact Tom Norton, the Financial Aid Advisor: thomas.norton@collegeunbound.org

**Technology:** Having a hard time getting online to your Google classroom or need tech support? Email: kofi.mireku@collegeunbound.org

**Accommodations Services:** Our Assistant Dean of Student Services works with students to provide ADA accommodations throughout your CU experience. Reach out directly to Chris Dickson about this if you would like to register or have questions: charles.dickson@collegeunbound.org

**211 United Way Partnership:** In need of community support services outside of College Unbound, check out: https://www.uwri.org/get-help-2-1-1/
Curricular Components
Transformational Learning is Personalized and Self-Directed

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

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

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

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

To a large extent, the students decide:

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

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

Each student at College Unbound works with members of his or her Personal Learning Network (PLN) to design a Personal Learning Plan (PLP) as a blueprint for the semester and a structure to integrate project development, course outcomes, and personal goals into an engaging arrangement.

Each PLP is meant to be accessible for comments by members of the student’s PLN. Students upload current “Essential Questions” each week as well as progress on their project, reactions to connected readings, and notes from relevant meetings. A link to a calendar on which the student records deadlines and scheduled events is accessible for all members of the student’s PLN.

PLPs are student-centered, varied, and flexible. They draw upon different resources to honor student interests, strengths, commitments, and responsibilities while addressing learning gaps and providing a clear pathway to a bachelor’s degree. PLPs encourage personal and professional excellence through goal setting and evaluating achievement of those goals through a variety of assessments with an emphasis on self-reflection. PLPs are living, breathing documents that are revisited regularly and guide the work.

PLPs consider:

- Academic Goals
- Career Goals
- Personal Goals
- Leadership & Change Habits
- Strengths, Interests, Areas to Improve
- Prior Learning Assessment
- Current Commitments and Responsibilities
- Credit History
- Degree Requirements
- Workplace Learning Project Ideas
- Other Project Ideas/Plans
- Timelines for Completion

PLPs are developed, revised, and assessed by the student’s Personal Learning Network:

- Student
- Academic Advisor
- Professional Mentor
- Subject/Field Experts (including Instructional Faculty)
- Peers

PLP progress is evaluated/refined regularly upon review of:

- Ongoing written self-reflection
- Professional Mentor evaluation
- Student Learning Exhibitions
- Online Portfolios
- Progress toward degree/Credit record
- Progress toward Big 10 Leadership & Change Habits
- Ongoing dialogue among PLN

The only way to do great work is to love what you do.  
- Steve Jobs
Weekly Personal Learning Plan (PLP)

Name:  
Week #:  

1) **To do:** What do you need to get done for College Unbound this week?

2) **Big 10:** Choose a Big 10 you want or need to work on, AND describe how you are going to work on it:

3) **Project:** Describe your updated project. Write one thing that you are GOING to accomplish this week for your project.

4) **Weekly Calendar:** Write out your plan for the week.

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<tr>
<th>Monday</th>
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*Intercultural Engagement | Problem Solving | Communication  
Critical Thinking | Accountability | Collaboration | Creativity  
Reflection | Resilience | Advocacy for Self and Others*
Your First Semester at

COURSE #1
Intro. to Organizational Leadership & Change (3 CREDITS)

Workplace World Lab 16
WEEKS
+2 WEEKS OF FINALS/
EXHIBITION (3 CREDITS)

COURSE #2 Writing for Change (3 CREDITS)

LIP/PLA/BIG 10 1 CREDIT

LIP/PLA/BIG 10 1 CREDIT

LIP/PLA/BIG 10 1 CREDIT*

WWL is required each semester at College Unbound, for the integration and application of learning. WWL meets weekly in person for three hours plus a weekly one-on-one meeting between lab faculty and student.

*AN ADDITIONAL 3-CREDIT COURSE CAN TAKE THE PLACE OF LIP
EARNING CREDIT EACH SEMESTER AT

COLLEGE UNBOUND

ALL CREDIT OPPORTUNITIES ARE RELEVANT TO AND REINFORCE WORKPLACE AND WORLD LAB PROJECTS

**COURSE CREDIT (REQUIRED) - 3 CREDITS, 2 8-WEEK SESSIONS**
- each session you enroll in in-person or online courses guided by a professor

**WWL**
- 16 WEEKS
- 3 CREDITS (REQUIRED)
- required each semester at College Unbound, a true laboratory for the integration and application of learning. meets weekly in person for three hours

**PLA CREDIT (OPTIONAL) - PRIOR LEARNING ASSESSMENT**
- use your workplace experience, life experience, and learning that took place outside a college course, to assemble credit-bearing portfolios, earn credit for the CLEP exams

**LIP CREDIT (OPTIONAL) - LEARNING IN PUBLIC**
- earn credit for the application of your learning and development of your project throughout civic life

**BIG 10 COMPETENCY CREDIT (REQUIRED)**
- defend your mastery of the ten core competencies of College Unbound for one credit each
College Unbound students develop broad knowledge of the wider world as well as in-depth achievement in a specific field of interest. Students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study.

CU maintains a strong focus on specific skills and qualities that are often talked about but are seldom emphasized within a traditional college curriculum. Personal development holds a prominent position within the curriculum. It is included in the individual student’s learning plans. Each skill topic is broken down into specific components and assessed over a range of experiences and project work. Those skills are discussed and analyzed as part of the personalized program. Students learn to self assess and share in critique with their work-based supervisors as well as with their fellow students.

Integrating college studies with the workplace in this way develops individuals with competence in the rich theoretical concepts appropriate to their degree program of study as well as competence in:

**Intercultural Engagement**

- Able to articulate insights into own cultural rules and biases.
- Open to others’ values, beliefs, and behaviors.
- Considers and applies a deep understanding of multiple world views, experiences, and lifestyles.
- Able to challenge misconceptions, prejudices, and injustices.
- Works actively to advance social justice and equity.

**Critical Thinking**

- Assesses accuracy and credibility of sources.
- Assesses, analyzes, and connects information.
- Makes informed and effective decisions based on relevant criteria.
- Tests conclusions and generalizations.
- Reconstructs one’s beliefs on the basis of wider experience.

**Communication (Written, Oral, Visual)**

- Articulates and defends ideas clearly and effectively.
- Provides specific details and concrete examples.
- Uses media appropriate to audience and purpose.
- Able to communicate a concept differently so that all understand.
- Demonstrates control over ideas and content, voice, organization, word choice, sentence fluency, and conventions.

**Problem Solving**

- Asks the right questions.
- Able to define the problem.
- Gathers and interprets necessary data.
- Evaluates and selects alternative solutions.
- Effectively implements solutions.
Accountability
- Carries out a learning plan systematically and sequentially.
- Exercises personal responsibility toward learning and life goals.
- Manages time and workload well.
- Practices integrity – walks their talk.
- Is accountable for deadlines, results, end products.
- Holds others accountable for following through on contributions to the learning.

Collaboration
- Views self as a member of numerous communities.
- Listens to dissent and alternate points of view.
- Engages in dialogue rather than debate.
- Seeks and offers help.
- Negotiates and manages conflict.
- Offers and receives constructive criticism.
- Values diversity and honors equity.
- Engages effectively with their Personal Learning Network.

Creativity
- Is curious about the world around them.
- Looks for many possible answers—new solutions/old problems.
- Demonstrates openness to new ideas.
- Learns from what didn’t work as well as what did.
- Comfortable doing things differently from the norm.

Reflection
- Engages in honest self-appraisal.
- Thinks about and analyzes actions with the goal of improving.
- Asks “what if”.
- Identifies and resolves problems.
- Synthesizes ideas.

Resilience
- Works through failure, seeing setbacks as temporary.
- Develops and uses coping resources.
- Accesses a system of supports.
- Demonstrates flexibility.
- Adapts readily to change.
- Demonstrates control over ideas and content, voice, organization, word choice, sentence fluency, and conventions.

Advocacy (for self and others)
- Advocates for personal interests and needs.
- Makes own decisions about short/long term plans.
- Uses the strengths of self/others to achieve goals.
- Acts and takes charge without need of a manager.
BUILDING YOUR BIG 10 LEADERSHIP & CHANGE PORTFOLIO

The Organizational Leadership & Change Bachelor’s degree requires that 10 of the credits completed within this degree come from The Big 10, the lifelong learning skills on which our curriculum is based. We have created a process for you to demonstrate your growth in each of the Big 10 skills. When this process is done successfully, you will receive 1 credit for each Big 10 skill, resulting in a total of 10 credits towards your degree.

Getting Started:

What is it?
A prerequisite for Capstone, this is a dual process of portfolio submission and public discussion that showcases how you have developed each Big 10 skill. You will earn one credit for each Big 10 Skill (totaling 10 credits towards the 120 you need to graduate).

How does it work?
You will utilize the criteria within the rubric for each Big 10 skill as a guide to gather relevant documents from your job, schooling, extracurricular activities, etc., and use this documentation as evidence to support your proficiency in the skill. You will also write a 2-3 page reflective essay that will accompany the documentation.

When should I begin?
You should begin collecting documentation as soon as you begin your degree program, but the entire portfolio process will vary for each student depending on how many credits you have left to graduate when you arrive.

Step One:
Choose a Big 10 Skill to Develop
Review each Big 10 skill and assess yourself against the rubric criteria. In what areas are you already an expert? Where do you need further development? Work with your Lab faculty to plan how you will develop this skill.

Step Two:
Gather Content & Annotate
Collect any relevant documentation that shows how you have or are developing one of the criteria associated with this skill. Add 1-3 sentences on each document explaining what it is and how it helps demonstrate the particular Big 10 criteria.

Step Three:
Write a Reflective Essay
Once you have gathered all of your supporting documentation & annotated each document, write a 2-3 page reflective essay that describes your development of the skill, why it matters, and what you will do with the skill moving forward.

Step Four:
Submit a Portfolio Draft
Your portfolio will consist of 2 main parts: a two- three page reflective essay and annotated supporting documentation. Once you have completed a draft, submit it to your Lab Faculty for approval. If it is approved, you will continue on to Capstone.

Step Five:
Review, Make Edits & Submit!
Once you receive your Lab Faculty’s feedback, work with your Capstone Advisor to make all necessary edits, and get ready to submit your final drafts. At this point you will also prepare how you plan to speak about your Big 10 growth during your Capstone Presentation.
An essential component of the College Unbound program is the student’s Personal Learning Network (PLN). It is this team that ensures encouragement, relevance, depth, validity, accountability, and integration. When it comes to learning, this is the team that keeps it real and makes it possible.

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

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

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

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

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

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

Student
• Conducts an inventory of interests, strengths, weaknesses, and personal/professional goals to drive their learning.
• Identifies and invites members of their learning support team.
• Develops, maintains, and uses a learning plan/agreement to guide the accomplishment of personal and professional goals.
• Posts learning plan on Digication and updates the plan as changes are made.
• Posts a weekly reflection about progress around the plan on Digication.
• Posts all required assignments on Digication.
• Engages weekly with members of their support team and others in the CU learning community.
• Attends and participates in weekly Workplace and World Lab seminar.
• Seeks help from supportive team members to obtain resources necessary for learning.
• Completes assignments by specified deadlines.
• Prepares and delivers one learning exhibition per term and applies feedback to ongoing learning plan.
• Documents learning to meet standards of CU and maintains artifacts in an online-portfolio.

Professional Mentor(s)
• Participates in the development of the learning plan/agreement, ensuring that goals to improve the student as worker and deliverables useful to the site are included.
• Guides students in entry-level work and study of their fields.
• Meets with student regularly to gauge progress, provide input, and suggest resources.
• Attends student learning exhibitions.
• Assesses student’s work performance and demonstrated learning outcomes.
• Meets at least twice per term with student’s academic advisor—can be a phone conversation, electronic conference, or detailed e-mail exchange.
• Responds to student reflection/learning plan on Digication at least once per term.

Subject/Field Expert - Community
• Contributes to the ongoing development of the student learning plan when appropriate.
• Acts as catalyst to provoke thought and stimulate new ideas.
• Suggests resources and provides learning opportunities within the field.
• Acts as guest speaker and one-on-one coach, supplying CU students with working knowledge of current industry standards and processes.
• Attends student learning exhibitions when possible and appropriate.
• Contributes to assessing learning outcomes.

Subject/Field Expert – Instructor
• The Instructor is responsible for determining course content aligned to student learning outcomes.
• The Instructor provides resources necessary to achievement of the learning outcomes.
• The Instructor is responsible for determining the extent to which students have met learning outcomes and for awarding grades, though assessments are collaborative.
• The Instructor is responsible for keeping student’s academic advisor abreast of student progress.
Specific Responsibilities of Each Member of the Student’s PLN (con’t)

Peer Partner(s)

• Is committed to the success of classmates.
• Brainstorms ideas and troubleshoots difficulties.
• Attends and actively participates in student learning exhibitions.
• Provides feedback on learning processes and products along the way and upon completion.
• Asks questions to prompt deeper reflection about the learning.

Lab Faculty

• Participates in the development of the student learning plan.
• Responds to student reflections/learning plan on Digication each week.
• Encourages meaningful work related to the student’s professional and personal learning goals.
• Assists the student in discovering experts, resources, training, coursework to support learning goals.
• Facilitates shared/integrated assessment practices across the student learning team, assessing learning demonstrated through projects, papers, presentations, exhibitions, and other methods.
• Submits student evaluation feedback to instructors.
• Writes end-of-semester narratives of student progress.
• Conducts weekly meetings (skype, phone, online, or face-to-face) with each student to ensure that the PLP accurately reflects the ongoing needs of the student, that the student appropriately invests time, energy, and resources to the current project and goals, and suggests resources.
• Meets at least twice per term with student’s professional mentor—can be a phone conversation, electronic conference, or detailed e-mail exchange—to ensure that the workplace facilitates student learning.
• Meets as appropriate with field experts to facilitate student learning.
• Attends, participates and shares facilitation duties for Workplace and World Lab seminars, collaborating to ensure successful learning sessions. This includes suggesting and finding speakers, developing resources and materials, and sharing personal expertise. The advisor is responsible for all WWL planning and assessment for his/her cohort.
1. Project Founder: You
2. Professional Mentor: Someone you want to become. A person who shares your vision and is a place of leadership doing an aspect of your idea. This person should be reachable. Someone to mirror in order to learn not just what they do, but how they do it. Until you find someone personal, this person can be a book author that you learn from weekly or a field expert that is doing the work you want to do. Aim to reach out to these experts to become mentors.
3. Lab Faculty: Your College Unbound Cohort Advisor
4. Field Experts: People who help you expand your project idea. These are activists and academics working in the field you aspire to engage in.
5. Peers: 1) The community impacted by your project. 2) Your Cohort. 3) The people who support you in this work.
Assessment

What to Assess
The Importance of CU Leadership & Change Habits of Practice and Mind

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

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

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

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

How to Assess
Shared Assessment

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

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

College Unbound operates according to the following principles of assessment:

1) Assessment is used to inform and improve student performance rather than to audit student performance.

2) Assessment is worthwhile and interesting. It pays attention to process, and happens for real purposes in authentic situations.

3) Assessment at CU is to measure competency rather than mastery. Mastery is about reaching a certain level of understanding regarding a chunk of content area information. Measuring competency requires assessing the students’ ability to apply what they have learned, assessing their ability to sort through knowledge, sift out the pieces that are relevant, and apply that knowledge in real situations—in various contexts over time.
CU Assessments

Exhibitions

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

Self-Assessment

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

Learning Projects & Deliverables

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

Workplace Assessment

The Professional Mentor is positioned to observe the student through project development and implementation. They have a front row seat and have an eye on the student’s growth in the personal and professional goals declared in their learning plan. Professional Mentors provide ongoing feedback and a final assessment of the student/employee’s growth at the end of the semester.
STUDENT RESOURCES
### Step 1: Courses you passed or transferred to CU

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(12 credits required, must a C or better)</td>
<td>OLC215</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Organizational Leadership &amp; Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reframing Failure</td>
<td>OLC355</td>
<td>3</td>
</tr>
<tr>
<td>Contextualizing Work: Research Methods I</td>
<td>OLC315/SBS305</td>
<td>3</td>
</tr>
<tr>
<td>Capstone A</td>
<td>OLC400</td>
<td>3</td>
</tr>
</tbody>
</table>

| Organizational Studies                             |                | 3       |
| (3 credits required)                               |                |         |

| Leadership Studies                                 |                | 3       |
| (3 credits required)                               |                |         |

| Change Studies                                     |                | 3       |
| (3 credits required)                               |                |         |

| Major Electives                                    |                |         |
| (15 credits required)                              |                |         |

Did you meet the credits required for each section and when you add all credits does it equal 36 or more? **Y/N**
### Step 2: General education requirements (46 credits total)

<table>
<thead>
<tr>
<th>Civics</th>
<th>Credits</th>
<th>List classes that fulfilled this requirement. If yet to take, list the class you plan to take and when.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power and Difference</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Global Citizenship</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Global Citizenship</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Arts and Humanities**

<table>
<thead>
<tr>
<th>Arts and Humanities</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Advanced Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Literature and Fine Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Science and Math**

<table>
<thead>
<tr>
<th>Science and Math</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science with Lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Social and Behavioral Sciences**

<table>
<thead>
<tr>
<th>Social and Behavioral Sciences</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual &amp; Group Dynamics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Integrated and Applied Learning**

<table>
<thead>
<tr>
<th>Integrated and Applied Learning</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace &amp; World Lab A</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Workplace &amp; World Lab Z</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Did you meet the credits required for each section and when you add all credits does it equal 46 or more?**

Y/N
### Step 3: List any courses/transfer credit you did not list or check in steps 1-3.

<table>
<thead>
<tr>
<th>Free Electives (28 credits required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course (only D or better or T)</td>
</tr>
<tr>
<td>Course (only D or better or T)</td>
</tr>
</tbody>
</table>

### Step 4: Check the Big 10s you’ve completed, or list the future semester you plan to complete each one.

<table>
<thead>
<tr>
<th>Big 10 Competencies (10 credits required, 1 per competency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Advocacy for Self and Others</td>
</tr>
<tr>
<td>Accountability</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
<tr>
<td>Resiliency</td>
</tr>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Intercultural Engagement</td>
</tr>
<tr>
<td>Problem Solving</td>
</tr>
</tbody>
</table>

### Step 5: 300+ Level Requirement

Add all credits for all classes 300 level and above for which you earned at least a D or T. Does it equal 30 or more? If so, you meet the requirement.

Y/N

### Step 6: Residency Requirement

Add all credits for all classes you took at CU for which you earned at least a D and all Big 10 credit. Do not include any courses with a T grade. Does it equal 30 or more? If so, you meet the requirement.

Y/N

### Step 7: Overall credit requirement

Add all credits for all classes you for which you earned at least a D, all transfer credit, all test credit and all Big 10 credit. Does it equal 120 or more? If so, you meet the requirement.

Y/N

### Step 8: Final Check

Did you meet all the requirements and have at least a 2.0 cumulative GPA?

Y/N
Professional Mentor Agreement

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

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

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

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

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

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

The main attributes of a Professional Mentor include:

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

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

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

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

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

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

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

Student Name
_____________________________________________________

Workplace
_____________________________________________________

PM name (print)  __________________________________________

PM’s role in the organization  __________________________________________

PM contact info:        email: __________________________________________
                        phone: __________________________________________

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

(student’s name)  __________________________________________ for the ____________ semester of the 20__-20__ school year.

_________________________________________   _________________________________
Signature                  Date

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

<table>
<thead>
<tr>
<th>Project Identification</th>
<th>Yes</th>
<th>No</th>
<th>Can't Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked with mentors and others in workplace to identify a viable project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sought input from field experts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was able to articulate a particular need the project would support.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Planning</th>
<th>Yes</th>
<th>No</th>
<th>Can't Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laid out the stages needed to develop the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laid out the research and resources needed for each stage of the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up timelines for each stage of the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Development</th>
<th>Yes</th>
<th>No</th>
<th>Can't Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Followed the stages laid out in the plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluated each stage as it was developed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted the stages as evaluated (added or deleted steps).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used the expertise of others to carry out the plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed the project or took it to the appropriate level of completion.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Some growth</th>
<th>Significant growth</th>
<th>No observed change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy for Self and Others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College Unbound Learning Exhibition

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

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

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

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

Thank you.

College Unbound Staff and Students

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

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

Any student taking courses from College Unbound are 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

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points for Each Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Superior)</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B (Above Average)</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C (Average)</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D (Below Average)</td>
<td>1.00</td>
</tr>
<tr>
<td>F (Failing)</td>
<td>0</td>
</tr>
<tr>
<td>*FX (Administrative Fail)</td>
<td>0</td>
</tr>
</tbody>
</table>

*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

The following marks may also appear on a transcript or permanent record. They are not grades, and will not affect the grade-point average.

I Incomplete
O No grade reported
W Withdrawal
Calculate grade-point average by dividing the total number of grade points earned by the total number of credit hours taken, excluding courses with grades of AUS, AUU, IP, N, P, or marks of I, O. For example, a first-year student who has completed the following coursework and earned the following grades:

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

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

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

Mid-Semester Reports
Halfway through the semester, College Unbound requires instructors to report grades for students whose work is below C-. These reports are sent to the Office of the Registrar, which distributes them to the individual students and their advisors. These grades are not recorded on the students’ permanent records.

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

In Progress (IP)
The mark of IP is used to denote a course in progress.

Pass/Nonpass grading option (P/N)
Students have the option of taking elective courses P/N (Pass/Nonpass) with the permission of the course instructor and/or the department offering the course. Requests must be made no later than the end of the add period for the session in which the class is being offered.

To take a class P/N, the student must first ask the course instructor if he/she allows P/N grading. If so, a student shall submit a form to the Registrar’s Office requesting to take the class P/N prior to the published add deadline. Students may not change your P/N registration after the deadline.

P/N course policies:
- Students may request P/N grading only in courses used as electives
- Students may not use courses taken P/N to satisfy General Education Program requirements.
- Students may not use courses taken P/N to satisfy a major, minor, or certificate requirements.
- Instructors and/or departments may deny students the option to register P/N for any...
course.

- Hours of P/N coursework are not used in computing GPAs. Hours of coursework graded P count toward graduation, but hours of coursework graded N do not.
- The College accepts a maximum of 15 credits of P credit from College Unbound toward the bachelor's degree, and a maximum of 30 credits of P and S grades from all sources (CU as well as transfer work) toward the bachelor's degree.

**Incomplete (I)**

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

Students may be granted a mark of “Incomplete” only if

- the student has finished 2/3 of the coursework (exceptions may be made for research, thesis, or independent study courses), \textbf{and}
- the student has a reason acceptable to the instructor for not completing the course, \textbf{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.

If the grade change is not submitted by this deadline, the "I" will automatically convert to an "F" (or "U"). If warranted, the instructor may submit a grade change after the "I" has become an "F" or "U."
Standards of Satisfactory Academic Progress (SAP) for Financial Aid

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

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

Minimum College Unbound grade point average (GPA):
A matriculated undergraduate student must maintain a minimum cumulative Grade Point Average GPA of 2.0 (C) to meet the minimum standard for SAP.

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

Minimum completion rate:
A College Unbound student must maintain the Qualitative standard or minimum completion rate of two-thirds (67%) of the total College Unbound credit hours attempted and transfer credits (accepted and applied to their degree). The completion ratio is often referred to as “pace” and is calculated by dividing the number of credits earned by a student by the number of credits attempted. Earned credits do not include incompletes or classes in which the student withdrew, failed or otherwise did not earn a passing grade. Attempted hours are determined by the number of credit hours registered for at the end of the seventh day of the term. If a student repeats a course both grades will appear on their academic record, and the most recent grade will be used to calculate the GPA.

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Required Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>8 credits</td>
</tr>
<tr>
<td>15</td>
<td>10 credits</td>
</tr>
<tr>
<td>18</td>
<td>12 credits</td>
</tr>
<tr>
<td>21</td>
<td>14 credits</td>
</tr>
<tr>
<td>24</td>
<td>16 credits</td>
</tr>
<tr>
<td>27</td>
<td>18 credits</td>
</tr>
<tr>
<td>30</td>
<td>20 credits</td>
</tr>
</tbody>
</table>
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 have attempted 90 credit hours.

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

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

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

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

E. Appealing Loss of Eligibility (Procedure C). Students with unusual or mitigating circumstances may submit an appeal requesting to continue to receive Federal Student Aid. Mitigating circumstances must be documented and approved by the Standards of Academic Progress Appeal Committee. The appeal must be submitted by the last day to register in the term in which the students 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.

1. Submit a letter detailing the unique circumstances it 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) and must work with their Lab Faculty to develop an academic plan to Reestablish Aid Eligibility (Procedure D). Academic plans may require the student to take fewer credit hours, take specific courses and/or achieve a certain grade point average.

F. Probation. A student that is successful in their Appeal (Procedure E) will be placed on probation for financial aid. The student is eligible for one term of Federal Student Aid. At the end of the Probation term the student will be reevaluated to determine if they meet the SAP standard (Procedure A).
**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. Dishonesty
   a. Academic dishonesty, including, but not limited to, cheating, plagiarism and unauthorized collaboration
   b. Knowingly furnishing false information
   c. Forgery, alteration, or unauthorized use of student or college documents, records, identification, passwords, library materials or property
   d. Misrepresentation, fraud or deceit
   e. Possession or use of falsified forms of identification
   f. Knowingly bringing a false complaint against another person
   g. Falsification, distortion or misrepresentation of information before a panel or hearing officer in the Conduct Review Process

9. Other Prohibited Conduct
   a. Illegal gambling, wagering, betting, or bookmaking
   b. Gathering for the purpose of inciting, participating in, or encouraging a disturbance of the peace
   c. Unauthorized operation of a business on college property or using college resources
   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 Honesty

1. College Unbound believes that the respect for ideas and intellectual property rights is a critical value in academic communities. All members of the College Unbound community share responsibility in ensuring that the authentic expression of those ideas is observed.

2. The expression of authentic ideas is observed when (a) a person credits or documents the use of the unique ideas or words of another (in speech or in writing), and (b) a person refuses to submit or assist someone else in submitting work prepared by another.

3. All assignments submitted and all assessments taken by a student shall be solely performed by the student, except where assessment protocol indicates that the student may work with another or others.

4. Students may not submit work that is plagiarized (representing the work of another as one’s own) or that otherwise violates the copyright laws of the United States of America.

5. Cheating is also a violation of this policy. Cheating is defined as taking unfair advantage for the purpose of completing assignments, assessments, or related activities.

6. Alleged violations of College Unbound’s policy on Academic Honesty are reviewed and initially adjudicated by Assessment Staff. The following guidelines are employed:
   • When it appears that plagiarism was due to a "lack of skill" (30-50% plagiarized, citations inconsistent), an email is sent to the student’s Lab Faculty asking them to make sure the student understands all the rules that apply to plagiarism.
   • A caution is given at a first offense when there is less than 75% quoted material, and citations are present but not consistent, or three minor offenses have been received from that student.
   • A warning is given at a first offense when there is greater than 75%, or none of the quoted material is cited.
   • A probation notice is given after a second offense.
   • The case is referred to the Academic Standards Committee if there is another occurrence.

7. The Academic Standards Committee may choose to continue the student on probation or suspend the student. Suspension must be for a minimum of six months and requires application for readmission. Any subsequent violation of Academic Honesty for students previously on suspension results in permanent dismissal from College Unbound. The Committee may make other reasonable requirements of the student such as participating in a writing course or a plagiarism remediation program. The judgments of the Academic Standards Committee may be appealed to the Provost, whose decisions are final in these matters.

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

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

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

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

**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.org](http://www.collegeunbound.org).

**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/](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.
Student Support Services
College Unbound provides accommodations and supports to students with disabilities. 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.

Students who wish to request reasonable accommodations must schedule an appointment with their Lab Faculty and present documentation of a disability diagnosed by an appropriate practitioner (e.g., Neuropsychologist or Clinical Psychologist, Neurologist, Psychiatrist, Audiologist, Otolaryngologist, School Psychologist, Social Worker – LICSW, Speech Language Clinician, Optometrist, Ophthalmologist).

In addition to agreed upon accommodations, College Unbound offers on-ground and e-tutoring for math, writing, and other subjects, and a weekly on-ground writing lab is open to all students.

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 request for review is to be submitted to the student's Lab Faculty who will liaise with Student Support Services.
• Student Support personnel will attempt to facilitate a mutually acceptable accommodation agreement by discussion with the student, the professor, and other staff as needed.
• If no acceptable agreement can be reached, the request for reconsideration will be forwarded to the Provost for Academic Affairs.
• The Provost will review the information received, request additional information if necessary, and make a final decision. The Provost will transmit a decision to the student, the College Unbound member and Student Support Services.

Bias, Discrimination, Or Harassment
Any student who is disturbed by or who experiences incidents of Bias, Discrimination or Harassment may avail themselves of supports and resources for assistance from the Provost’s office.

General Policies
Inconsistencies 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.

**Emergencies and Crisis Management: Non-Traditional Circumstances**
Student Support Services 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 Student Support Services 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.

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 Student Support Services and reasonable accommodations.

Persons 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 will benefit the community and improve the quality of life within 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.

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

**Student Rights and Responsibilities**
**Rights:**
- Nondiscrimination. Equal access.
- Individualized Assessments
- Right to not disclose specific disability to faculty. (Confidentiality)
- Effective academic adjustments/aids

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

(Source: Educating Students with Disabilities: A Shared Responsibility – NASPA 1995)

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.
- Question and negotiate specific accommodations to ensure that they will not change essential requirements of course.
- 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 Disability Services.
- Maintain student confidentiality in all environments.
- Respect student privacy about the disability; discuss only academic performance needs.
- Address the accommodation letter from Disability Services in a timely manner.
- Understand policies and laws regarding 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

(Source: http://www.rosscenter.umb.edu/text/sh5.htm#five)

Guidelines for providing documentation of disability to College Unbound

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 possible disability and to establish the possible need for accommodations at College Unbound. These guidelines are summarized below.

Temporary conditions are NOT regarded as ADA eligible, however, depending on the nature of the temporary condition and on the availability of resources, environmental supports may be provided.

**Essential Elements of Quality Documentation**

College Unbound’s guidelines for quality documentation are:

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

Note: The Americans with Disabilities Amendment Act of 2008 broadened the definition of disability in the number and types of conditions that could be considered. The new law also strengthened the importance of quality, detailed documentation in determining who is eligible for accommodations. Many conditions may now be considered a disability, but in order to qualify for accommodations, a major life function must be significantly, amply or substantially limited in the College Unbound environment.

(For example: a person may be considered “disabled” with a diagnosis of ADHD; but the same person with mild-moderate limitations to a major life function may not be eligible for accommodations. However, the person whose documentation demonstrates substantial,
significant or considerable impact to a major life function, may be eligible for accommodations.)

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 practitioners are accepted to provide documentation on the respective disabilities or conditions (all must be appropriately credentialed and licensed in their respective fields):**

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

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." Title IX - 20 U.S.C. § 1681

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

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

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

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

Filing a Complaint of Sex Discrimination or Sexual Harassment

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

College Unbound’s Associate Vice President of Administration and Finance acts as Title IX Coordinator and monitors compliance with this law and centrally coordinates the institution’s
response to complaints of discrimination based on sex. The Title IX Coordinator will ensure complaints of this nature are addressed by the appropriate college entities and will assist complainants in receiving any medical, mental health or other services that may be warranted. The Title IX Coordinator will also facilitate any interim measures that may be necessary to protect the complainant in the institutional setting. Individuals with questions or concerns about Title IX, and/or those who wish to file a complaint of non-compliance, may contact the Associate Vice President of Administration and Finance/Title IX for more information:

• Title IX Coordinator: Lucas Lussier
  Associate Vice President of Administration and Finance
  Business Office
  325 Public Street
  401-752-2604
  llussier@collegeunbound.org

Alternatively, or in addition to the Title IX Coordinator, inquiries may be directed to the U.S. Department of Education’s Office for Civil Rights, the federal agency charged with enforcing compliance with Title IX:
  Boston Office
  Office for Civil Rights
  US Department of Education
  5 Post Office Square, 8th Floor Boston, MA 02109-3921 Telephone: (617)289-0111 Email: OCR.Boston@ed.gov