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About the Catalog

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

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

Updating the Catalog

The catalog is updated each academic year. Changes to the Academic Catalog are proposed by the Academic Affairs Committee. The Provost shall make a written recommendation to the President, who may approve or disapprove of any changes. No action by the President after 21 business days after being duly informed in writing of the change shall constitute approval.

The Board must approve any changes to tuition or fees.
College Unbound 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) must be used as assets rather than barriers. They must be 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.
Admissions

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

Requirements for Admissions*
The requirements for admission as a degree candidate are that the applicant:

- have a high school diploma or a recognized equivalent (e.g., G.E.D.).
- has earned at least nine (9) college credits. The nine credits required for admission must include Composition 101 and demonstrate academic readiness. The Composition course must have been taken at an accredited college or university. Other credits may have been earned through an accredited college or university, through the armed services, by assessment of prior learning experiences, or by completing standardized college-level proficiency exams with an acceptable score.
- have a minimum 2.0 career (cumulative) GPA, or have received notice of conditional acceptance.
- be employed or willing to take on a 10 hour per week internship.
- have basic computer skills.
- have computer and internet access or have agreed to a technology plan with the College Unbound admissions office.
- participate in an admissions interview.

*Conditional Acceptance may be granted to students who lack one or more admissions requirements if determined they are otherwise a good fit. Conditional Acceptance Policy is described below.

Conditional Acceptance
A student accepted into the college with less than a 2.0 career (total) GPA will be placed on a type of academic probation called conditional acceptance. The student will have one term or twelve (12) credits to earn a 2.0 cumulative GPA, or he/she will be dismissed from the college.

Enrollment Process
Prospective students are required to go through the following process:

1. Attend a College Unbound open house or set up a one-on-one appointment with the Recruitment Director.
2. Request and gather official transcripts from high school and all colleges attended.
3. Complete and submit an application/enrollment agreement with fee and transcripts for review.
4. Participate in interview to examine program requirements and ensure fit.
5. Take writing and technology assessment.
6. Participate in second interview, if requested.
7. Meet with College Unbound Financial Planning advisor; apply for Financial Aid if appropriate.
8. Receive acceptance.
Transcripts
Once applicants are admitted to College Unbound and have confirmed their intent to enroll, they must send a complete set of academic credentials from all institutions attended by the end of the first term.

Student records, including the academic transcript, are protected by the FERPA privacy act. Only the student may request a copy of his or her academic record. Family or friends are not permitted access to student records without the written consent of the student.

Only College Unbound transcripts may be requested or released. Transcripts and documents from other institutions are the property of College Unbound, and, as such, are under the control of the Office of the Registrar. Under federal policy, a student has the right to view the documents in his or her file; the College is not required to provide (or allow the making of) copies of these documents. Transcripts submitted to College Unbound for admission or credit transfer become the property of the College and cannot be returned to the student or forwarded to other institutions.
**Academic Year and Calendar**

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

**Add Drop Period**

Students must register for classes no later than the seventh day of the session in which the class is offered. Students may drop a class no later than the 22nd day of the session. Students who cease participation in a class after the 22nd day of the session will receive a final grade.

**Full-time, Part-time Status**

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

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

**Semester Credit Limit**

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

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

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

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

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

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

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

Procedure

A. A student must submit a request for a leave of absence to the Registrar.
   a. For a medical leave of absence, the student request must be accompanied by a letter from a physician, physician’s assistant or nurse practitioner. The letter must be on official letterhead and must include the diagnosis, the limitations it imposes on the individual and an estimation of the time required for recovery. College Unbound reserves the right to verify qualification of the certifying professionals.
   b. For a personal leave of absence, the Registrar or Dean may require documentation supporting the need for the leave.

B. The Registrar in consultation with the dean of students will decide whether to grant the leave and the appropriate time period for the leave, not to exceed 180 days.

C. The Registrar will notify the dean, the student and course instructor(s) that the student has been granted a LOA.

D. Any student placed on a leave of absence may not continue in their CU course work they were enrolled in prior to the leave of absence.

E. Students who are not granted a LOA and are no longer participating in their course work are considered withdrawn from the College (please see the CU withdrawal policy).

F. The College will not assess the student any additional charges during the LOA and the student is not eligible for any additional federal student aid.

G. A student granted a LOA, meeting the criteria in this section is not considered to have withdrawn, and no Return (R2T4) calculation is required. Upon the student’s return, he or she continues to earn the federal student aid previously awarded for the period.

H. CU students who fail to return from a LOA are considered to have withdrawn from the CU at the point the LOA was granted.

I. Leaves of absence will extend the maximum time students have to complete their degree programs by up to 6 months. A LOA does not affect the 150 percent of program for Federal Student Aid eligibility. The maximum times to completion listed here exceed the allowable for Federal Student Aid eligibility of 150 percent of a full-time equivalent. Once a student passes the 150 percent, point the student is no longer eligible for federal assistance.
Grading Policies

Any student taking courses from College Unbound 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUS</td>
<td>Audit Successful</td>
</tr>
<tr>
<td>AUU</td>
<td>Audit Unsuccessful</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>N</td>
<td>Nonpass</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>O</td>
<td>No grade reported</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>
**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), and
- the student has a reason acceptable to the instructor for not completing the course, and
- the student’s standing in the course is satisfactory.

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

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

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

CU may accept credit from accredited institutions of higher education and other affiliated institutions of regional accreditors. Students may petition to accept credit from other institutions of higher education. Such credit is accepted only after a review and on a case-by-case basis. Students may be asked to provide course descriptions and/or syllabi to assist in evaluating the coursework. College Unbound faculty review potential transfer credit according to policy which addresses currency, rigor, appropriateness to degree program, and overlapping content.

Courses that are designed to give students the necessary background for college-level work are not accepted for transfer credit. Examples of remedial courses include basic writing skills, pre-algebra, and English as a Second Language (ESL).

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

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

Credit by Exam
College Unbound may award credit by examination, provided there is no duplication of other academic credit, and the scores presented meet CU standards.

Vocational and Technical Credit
Vocational and technical credit from approved institutions or American Council on Education-approved organizations, when applicable, may be accepted as elective credit only.

Credit for Prior Learning
College Unbound may award college credit for knowledge and skills acquired outside the classroom. Prior Learning Assessment (PLA) may be accomplished through standardized tests, course challenge examinations or demonstration of competency through portfolio.

Foreign Language
For CLEP and transfer courses for languages other than English up to three language (FLA) credits can be automatically applied to the Global Citizenship general education distribution requirement. An additional three language credits can be applied to Global Citizenship if used as part of a PLA portfolio in which student demonstrates the following outcome: “Describes theoretical and practical aspects of active citizenship; identifies positive changes to make in an interconnected world; and engages in public work with a diverse group of people.”
Prior Learning Assessment
College Unbound recognizes that college-level learning can take place outside the classroom and has processes to help students earn credit for that learning.

1. Credit for Testing/Standardized Exams
   - College-Level Exam Program (CLEP)
   - DSST – Prometric DSST Program
   - GRE – Graduate Record Exam Subject Tests
   - UExcel – Excelsior College Examination Program
   - OHIO – Ohio University End-of-Course Exams
   - NYU – New York University Language Exams
   - TECEP – Thomas Edison College Examination Program

2. Credit for Training
   - Trainings evaluated for credit by ACE (American Council on Education), and/or National CCRS (National College Credit Recommendation Service).

3. Credential Evaluation
   - Credential or professional license awarded by a state, national, or professional organization that required a proctored exam that have been reviewed and recommended for credit by ACE, and/or National CCRS.

4. Transfer Credit for Military Experience
   - Most military training and experience is reviewed for college credit equivalence by the American Council for Education (ACE).

5. Portfolio Assessment
   - Council for Adult and Experiential Learning Portfolio Assessment

Transfer Credit Evaluation Appeals
Students requesting an appeal should be prepared to provide additional information (including course descriptions and/or syllabi) to assist in re-examining the course. Appeal request must be submitted in writing within the student’s first term of enrollment.
How Credit Transfers
College Unbound awards transfer credits for those courses that are applicable to degree requirements. Once a course has been accepted for transfer credit, it is evaluated to determine whether it will be placed as a direct equivalent, general education distribution requirement, a major requirement or a free elective.

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

General education courses (DR) fulfill CU general education requirements as indicated below, but do not have a specific CU course equivalency.

<table>
<thead>
<tr>
<th>Distribution Requirement</th>
<th>Course Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power and Difference</td>
<td>DRP100, DRP200, DRP300, DRP400</td>
</tr>
<tr>
<td>Global Citizenship</td>
<td>DRG100, DRG200, DRG300, DRG400</td>
</tr>
<tr>
<td>Advanced Composition</td>
<td>DRA100, DRA200, DRA300, DRA400</td>
</tr>
<tr>
<td>Literature and Fine Arts</td>
<td>DRL100, DRL200, DRL300, DRL400</td>
</tr>
<tr>
<td>History</td>
<td>DRH100, DRH200, DRH300, DRH400</td>
</tr>
<tr>
<td>Science with Lab</td>
<td>DRW100, DRW200, DRW300, DRW400</td>
</tr>
<tr>
<td>Science</td>
<td>DRS100, DRS200, DRS300, DRS400</td>
</tr>
<tr>
<td>Math</td>
<td>DRM100, DRM200, DRM300, DRM400</td>
</tr>
<tr>
<td>Individual &amp; Group Dynamics</td>
<td>DRI100, DRI200, DRI300, DRI400</td>
</tr>
<tr>
<td>Research Methods</td>
<td>DRR100, DRR200, DRR300, DRR400</td>
</tr>
<tr>
<td>Integrated and Applied Learning</td>
<td>Must be taken at College Unbound</td>
</tr>
</tbody>
</table>
Major courses fulfill CU organizational and leadership change major requirements as indicated below, but do not have a specific CU course equivalency.

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Course Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>Must be taken at College Unbound</td>
</tr>
<tr>
<td>Organizational Studies</td>
<td>MOS100, MOS200, MOS300, MOS400</td>
</tr>
<tr>
<td>Leadership Studies</td>
<td>MLS100, MLS200, MLS300, MLS400</td>
</tr>
<tr>
<td>Change Studies</td>
<td>MCS100, MCS200, MCS300, MCS400</td>
</tr>
<tr>
<td>Major Electives</td>
<td>MEL100, MEL200, MEL300, MEL400</td>
</tr>
</tbody>
</table>

Free Elective courses count toward the 120-credit overall degree requirement but do not have a specific CU course equivalency.

<table>
<thead>
<tr>
<th>Free Elective</th>
<th>Course Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>ELT100, ELT200, ELT300, ELT400</td>
</tr>
</tbody>
</table>
Academic Probation

Students with a cumulative grade point average below 2.0 will receive an official probation status notification with a warning that continued academic performance below an average of 2.0 may result in academic dismissal. Students, at the consent of the Provost, may remain on academic probation for up to three (3) consecutive terms. All students on academic probation must attend a mandatory probation meeting scheduled early in the following term by the Provost.

Academic Dismissal

Letters notifying students of their academic status are mailed from the Provost’s office as soon as grades are received. All students who are subject to dismissed are informed of their right to appeal to the Provost for a waiver of that dismissal. Dismissed students may appeal by submitting a letter within five working days of receipt of their notification letter.

Consequences of Dismissal

Dismissed students may not register as matriculating (i.e. degree-seeking) students at CU, or as non-matriculating students, unless they first obtain the permission of the Provost.

Non-matriculating students are denied some of the benefits of matriculating students: they are not eligible for financial aid. If a student does take courses while on dismissal, the grades earned during the period of absence are considered in determining readmission. Dismissed students must remain out College Unbound for one subsequent required semester. After that time they may apply for readmission. If they are accepted, the Provost determines whether they should be placed on probation or on conditional status.

Readmission after Academic Dismissal

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

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

Readmission to the College

Admitted students who leave the college or are administratively withdrawn, may seek readmission to the college through an abbreviated process. Students must complete the application for readmission and meet with the Provost or designee at least two weeks prior to the start of the desired return semester. Students previously academically dismissed from the college wishing to return must follow the procedure outlined under academic dismissal.
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 Required Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>24</td>
</tr>
<tr>
<td>27</td>
</tr>
<tr>
<td>30</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 Faculty advisor 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).
Degree Requirements

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

Liberal Studies Approach

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

The major comprises four areas: Major Courses, Big 10 Competencies, General Education and Free Electives. Students must meet the college’s residency requirement and earn at least 120 credits in total, including 30 in 300+ level courses, to be awarded the Bachelor of Arts. All students are expected to enroll in a Workplace and World Lab each fall and spring.

### Organizational Leadership and Change Curriculum

<table>
<thead>
<tr>
<th>Major Courses (36 credits)</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses (12 credits required; must earn at least C)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Organizational Leadership and Change</td>
<td>OLC215</td>
<td>3</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>
<tr>
<td><strong>Organizational Studies (3 credits required) Degree audit code MOS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Business Ethics</td>
<td>OLC225/CVC225</td>
<td>3</td>
</tr>
<tr>
<td>Strategic Management and Policy</td>
<td>OLC360</td>
<td>3</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>OLC325</td>
<td>3</td>
</tr>
<tr>
<td>Understanding Non-Profit Management</td>
<td>OLC375</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Theory and Management</td>
<td>OLC340</td>
<td>3</td>
</tr>
<tr>
<td><strong>Leadership Studies (3 credits required) Degree audit code MLS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Perspectives on Organizational Leadership</td>
<td>OLC303</td>
<td>3</td>
</tr>
<tr>
<td>Communication Skills for Leaders</td>
<td>OLC305</td>
<td>3</td>
</tr>
<tr>
<td>Leadership and Motivation</td>
<td>OLC330</td>
<td>3</td>
</tr>
<tr>
<td>Leadership and Organizations</td>
<td>OLC335</td>
<td>3</td>
</tr>
<tr>
<td>PAR Project 1: Leadership in Action</td>
<td>OLC345/SBS325</td>
<td>3</td>
</tr>
<tr>
<td><strong>Change Studies (3 credits required) Degree audit code MCS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainable Impact</td>
<td>OLC370/SBS345</td>
<td>3</td>
</tr>
<tr>
<td>Strategic Thinking and Change</td>
<td>OLC365</td>
<td>3</td>
</tr>
<tr>
<td>Grassroots Community Organizing</td>
<td>OLC320/AAH310</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major Electives (15 credits required) Degree audit code MEL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Studies in Mentorship</td>
<td>OLC210/SBS210</td>
<td>3</td>
</tr>
<tr>
<td>Collaboration and Group Dynamics</td>
<td>OLC203/SBS200</td>
<td>3</td>
</tr>
<tr>
<td>Internship/Practicum</td>
<td>OLC250/E200</td>
<td>3</td>
</tr>
<tr>
<td>Creative Problem Solving</td>
<td>OLC205</td>
<td>3</td>
</tr>
<tr>
<td>Project Management</td>
<td>OLC350</td>
<td>3</td>
</tr>
<tr>
<td>Participatory Action Research Methods: PAR Project II</td>
<td>OLC368/SBS330/CVC325</td>
<td>3</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>OLC200/CVC200</td>
<td>3</td>
</tr>
<tr>
<td>Critical Writing for the Professions: Grant and Technical Writing</td>
<td>OLC208/AAH210</td>
<td>3</td>
</tr>
<tr>
<td>Globalization and Community</td>
<td>OLC212/SBS215/CVC210</td>
<td>3</td>
</tr>
<tr>
<td>Public Narrative: Identity, Agency, and Action</td>
<td>OLC218/CVC220</td>
<td>3</td>
</tr>
<tr>
<td>Learning From Experience</td>
<td>OLC220</td>
<td>3</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>OLC301</td>
<td>3</td>
</tr>
<tr>
<td>Community Assessment</td>
<td>OLC310</td>
<td>3</td>
</tr>
<tr>
<td>Interpersonal Skills for Virtual and Co-Located Teams</td>
<td>OLC322/SBS320</td>
<td>3</td>
</tr>
<tr>
<td>Studies in Community and Place</td>
<td>OLC338/SBS335</td>
<td>3</td>
</tr>
<tr>
<td>Learning in Public 201/301</td>
<td>LIP201, LIP301</td>
<td>Variable</td>
</tr>
</tbody>
</table>

### Big 10 Competencies (10 credits required, 1 per competency)

### General Education (46 credits required, see Gen Ed section)

### Free Electives (28 credits required)

### Total (120 credits)
Residency Requirement
A student must complete a minimum of 30 undergraduate credit hours at College Unbound to earn a bachelor degree. Big 10 credit may be applied toward the residency requirement. The following forms of credit may not be used to fulfill the residency requirement: transfer credit, proficiency exam and credit for prior learning.

Major Courses
The major requires 12 credits of core required courses, 9 credits from prescribed fields of study, and 15 credits of electives within the major and connected to the student’s major project’s focus.

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

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

The Big 10 (1 credit each)
1. Advocacy for Self and Others
2. Accountability
3. Creativity
4. Critical Thinking
5. Reflection
6. Resiliency
7. Collaboration
8. Communication
9. Intercultural Engagement
10. Problem Solving

Free Electives
The liberal arts nature of the major encourages students to explore a broad array of subjects. This requires students to earn a minimum of 28 elective credits.
General Education

A total of 46 General Education distribution requirements are required for graduation. The distribution requirements cover multiple disciplines and ensure that students develop the intellectual breadth necessary to fully engage in the broader world of work and community. Students must complete coursework in five distribution content areas.

<table>
<thead>
<tr>
<th>Civics (9 credits required)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Require the examination of both theoretical and practical aspects of citizenship (local and global), its rights and duties; the duties of citizens to each other, their communities, their government, their world.</td>
<td></td>
</tr>
<tr>
<td>Power and Difference</td>
<td>3 credits</td>
</tr>
<tr>
<td>Global Citizenship</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts and Humanities (12 credits required)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Require examination of the human experience and the skills necessary to share both personal and historical analysis through fine arts, literature, public speaking and writing.</td>
<td></td>
</tr>
<tr>
<td>Advanced Composition</td>
<td>6 credits</td>
</tr>
<tr>
<td>Literature and Fine Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>History</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science and Math (10 credits required)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Require the development of core competencies in quantitative research, data collection, and experimentation.</td>
<td></td>
</tr>
<tr>
<td>Science with Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>Math</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social and Behavioral Sciences (9 credits required)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Designed around place based research and group analysis.</td>
<td></td>
</tr>
<tr>
<td>Individual &amp; Group Dynamics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Research Methods</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrated and Applied Learning (6 credits required)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Workplace and World Lab which students are expected to enroll in each fall and spring term. The lab ensures integration of course theories and skills and their application to authentic action research projects as described in students’ Personal Learning Plans.</td>
<td></td>
</tr>
<tr>
<td>Workplace &amp; World Lab A</td>
<td>3 credits</td>
</tr>
<tr>
<td>Workplace &amp; World Lab Z</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Total** | **46 credits**
Tuition and Fees for Degree-Seeking Students

Tuition: $413 per credit (maximum $4,956 per term)

Fees:
   Application Fee = $25*
   Technology Fee = $100 (per term)
   Graduation Fee = $100 (one time)
   Transcript Fee = $2.25 - $3.50 (per request)
   Returned Check Fee = $25 (per event)

   * Fee waived for service members, veterans, and eligible family members, and those with demonstrated financial hardship.

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

<table>
<thead>
<tr>
<th>Estimated Annual Cost of Attendance for Full-Time Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Costs</strong></td>
</tr>
<tr>
<td>Tuition (12 credits fall; 12 credits spring)</td>
</tr>
<tr>
<td>Mandatory Fees</td>
</tr>
<tr>
<td><strong>Total Direct Costs</strong></td>
</tr>
<tr>
<td><strong>Indirect Costs</strong></td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
</tr>
<tr>
<td>Housing*</td>
</tr>
<tr>
<td>Other Expenses (Travel, child care, etc.)</td>
</tr>
<tr>
<td><strong>Total Indirect Costs</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
</tr>
</tbody>
</table>

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

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

*College Unbound does not offer on-campus housing. This figure represents the average rent/mortgage payment for Providence area housing for appx. nine months.
Withdrawal and Refund Policy

A student who has withdrawn from all coursework is eligible for a partial refund of tuition if he or she withdraws before the 23rd calendar day of the session. Students must request in writing with the Office of the Registrar intention to cancel or withdraw.

The amount of the tuition refund the student is eligible for is determined by the chart below. Students who withdraw after 22 calendar days incur full liability for the course tuition. Federal Student aid recipients who have withdrawn from all coursework in a term are subject to a proration of their aid based on a calculation known as Return to Title IV. Please see the Return to Title IV policy for detailed information regarding this student policy.

<table>
<thead>
<tr>
<th>Withdraw</th>
<th>Tuition Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before 7th calendar day of session</td>
<td>0%</td>
</tr>
<tr>
<td>8th - 14th calendar day of session</td>
<td>25%</td>
</tr>
<tr>
<td>15th - 22nd calendar day of session</td>
<td>50%</td>
</tr>
<tr>
<td>After 22nd calendar day of session</td>
<td>100%</td>
</tr>
</tbody>
</table>
Return of Federal Student Aid (Title IV) Funds

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

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

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

Distribution of Refunds, Repayments, and Return of Title IV Funds by the Business Office will be done in the following order:
1. Unsubsidized Direct Stafford Loans
2. Subsidized Direct Stafford Loans
3. Federal Pell Grants
4. Federal Supplemental Educational Opportunity Grants (FSEOG)
5. State Need Grants
6. Other programs providing aid

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

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

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

Refunds
Refunds for Financial Aid Recipients Who Do Not Receive Title IV Aid will be issued in accordance with the college’s institutional refund policy, as outlined on the College Unbound Refund policy.
Student Account Adjustments
The calculation of federal student financial aid funds earned by the student is separate from and has no relationship to institutional charges incurred by the student. Any over/under payment of institutional charges will be handled in accordance with the College’s institutional refund policies.
Student Code of Conduct
The purpose of the Student Code of Conduct and the Conduct Review Process that supports it is to help the college maintain a safe, healthy and positive learning community and online environment for living, learning and working where individuals act lawfully and in compliance with college policies and rules, and act with honesty, integrity, civility and respect for themselves and others and for the college community and the communities in which we live. Any behavior that is inconsistent with these goals, whether on campus or off, is prohibited and constitutes a violation of the Student Code of Conduct.

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

Conduct that violates the Student Code of Conduct includes:

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

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

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

d. Stalking
e. Intimidation
f. Bullying

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

3. Sexual Misconduct

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

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

4. Drugs

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

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

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

The College may inform local police of illegal drug violations.

5. Alcohol

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

6. Theft and Abuse of Property

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

d. Possession or use of resources, property, or services, which the student knows or should know have been stolen

e. Unauthorized entry (including forcible entry), use, presence in, or occupancy of any premises or facilities

f. Vandalism

g. Reckless damage to or destruction of college property or the property of others

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

7. Failure to Comply and Interference

a. Failure to comply with the directions of a college representative acting in the performance of his/her duties

b. Failure to participate in the college’s Conduct Review Process

c. Failure to comply with any college policy or rule

d. Failure to evacuate any building in which a fire or other emergency alarm has been sounded or when directed to evacuate by a college representative

e. Failure to comply with any or all sanctions imposed under the Student Conduct Review Process by the dates specified

f. Failure to pay restitution as required by the college for damage to college property (both real and personal)

g. Failure to present a student identification card upon request from a college representative

h. Interference with college personnel carrying out their duties or other college business

i. Interference with any member of the college community in the pursuit of the college’s mission or purposes

j. Actions which obstruct, disrupt or physically interfere with the use of the college’s equipment (including safety and security equipment), premises, buildings, rooms or passages

k. Retaliation against any individual who has made a good faith complaint against another individual or who has participated in the Conduct Review Process.

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

8. Dishonesty

a. Academic dishonesty, including, but not limited to, cheating, plagiarism and unauthorized collaboration

b. Knowingly furnishing false information
c. Forgery, alteration, or unauthorized use of student or college documents, records, identification, passwords, library materials or property

d. Misrepresentation, fraud or deceit

e. Possession or use of falsified forms of identification

f. Knowingly bringing a false complaint against another person

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

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

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

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

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

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

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

7. The Academic Standards Committee may choose to continue the student on probation or suspend the student. Suspension must be for a minimum of six months and requires application for readmission. Any subsequent violation of Academic Honesty for students previously on suspension results in permanent dismissal from College Unbound. The Committee may make other reasonable requirements of the student such as participating in a writing course or a plagiarism remediation program. The judgments of the Academic Standards Committee may be appealed to the Provost, whose decisions are final in these matters.
8. The Academic Standards Committee consists of an experienced mentor from each academic area. The members select a chair from among their members. Members are appointed by the appropriate Director/Dean and serve open ended terms.
**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/*

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/Disabling Conditions**
College Unbound provides accommodations and supports to students with disabling conditions. 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
Academic Advisor and present documentation of a disability diagnosed by a 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 Faculty Advisor 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**

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

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
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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 the College Unbound community. Therefore, accessibility beyond the minimum requirements of the Americans with Disabilities Act/Section 504 of the 1973 Rehabilitation Act, is the standard.

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.

Disabled 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

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</th>
<th>Accepted Professionals</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>
</tr>
</tbody>
</table>
Course Offerings

Subject Codes

- AAH  Arts & Humanities (formerly AH)
- CVC  Civics
- CUN  College Unbound
- ELT  Elective (formerly E)
- FLA  Foreign Language
- LAS  Liberal Arts Studies
- LIP  Learning in Public
- MTH  Math
- OLC  Organizational Leadership & Change (Major)
- SBS  Social & Behavioral Sciences
- SCI  Science
- WWL  Workplace & World Lab

Transfer & Consortium Subject Codes

*Used when a direct transfer equivalent course does not exist*

- DRA  General education: Advanced composition
- DRG  General education: Global citizenship
- DRH  General education: History
- DRI  General education: Individual & group dynamics
- DRL  General education: Literature and fine arts
- DRM  General education: Math
- DRP  General education: Power & difference
- DRR  General education: Research methods
- DRS  General education: Science
- DRW  General education: Science with lab

- MCS  Major core requirement: Change studies
- MEL  Major elective
- MLS  Major core requirement: Leadership studies
- MOS  Major core requirement: Organizational studies

CCA  Course taken through formal consortium agreement

Course Numbering

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

*Independent studies are always 299 or 399.*
Please note that not all courses are offered every term.

**ARTS AND HUMANITIES**

**AAH100: Writing for Life**
(1 credit)
Writing for Life is a one-credit class on developing the skills and strategies needed toward becoming a lifelong writer. Throughout this class, students will learn how to communicate effectively through the reflective practice of journaling. May be repeated a maximum of three times.

**AAH110: Writing Workshop**
(3 credits)
Writing Workshop helps students become more confident, efficient and effective writers. Upon successfully completing Writing Workshop, students will be able to manage their ongoing development as a writer using principles and tools of assessment and feedback. Each student works with the instructor to design an individual plan for improving the student’s writing and mastery of the writing process. Students may use the Workshop to work on papers for other courses.

**AAH200: American Labor History**
(3 credits)
Gen Ed: History  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)  
This course looks at the history for working class formation and struggle from a multicultural perspective using multiple and interdisciplinary approaches.

**AAH203: American Labor History II**
(3 credits)
This course puts U.S. labor history in conversation with a current labor struggle (or struggles) so that students think about how collaboration and solidarity operate in the field of labor. The course will consider students’ projects as a starting point for developing deeper knowledge around a current labor issue or need. Examples include: local labor struggles in the service industry, group development of a student union, etc. Course material will be a combination of historical and theoretical with an emphasis on the practical in an effort to build students’ understanding of labor and unions in the United States that will inform their projects.

**AAH205: Creative Writing**
(3 credits)
Gen Ed: Advanced Composition  
This course will focus on fiction and memoir writing to challenge students to find the connections between their story and their project’s development. While also touching upon the genre characteristics of creative nonfiction, fiction, and poetry, this course will help students develop the tools to give and receive feedback while in the midst of creating work—a vulnerable process for sure! Students will end the term with a portfolio of newly developed written work.

**AAH210: Critical Writing for the Professions**
(3 credits)
Cross-listed: OLC208  
Gen Ed: Advanced Composition  
Critical Writing for the Professions is a research-based course that focuses on persuasive writing commonly used in business, industry, and the professions: Writing for specific audiences, choosing the appropriate style, designing effective document formats, and using visuals to help achieve a document’s purpose. The course emphasizes the composition of professional documents using letter, memo, and formal
report formats to produce such reports as proposals and analytical reports. 
Prerequisite: Successful completion (C- or higher) of Expository Writing.

**AAH216: Public Communications**, 
(3 credits)
The purpose of this course is to give each student an understanding and appreciation of the importance of speaking in public and to help the student become an effective dynamic speaker to further their work - whether at their workplace, their commitment to a social issue, or other aims. Public speaking happens to large groups as well as intimate audiences and so oral exercises and readings throughout the quarter will serve as tools toward becoming an adept speaker, able to organize thoughts in a coherent fashion and express them in a meaningful engaging way. Grading will be determined through meaningful participation in group presentations and in-person conversations as well as online discussion threads, the development of 3 formal presentations throughout the semester, and a deep understanding of the theories, practices and obstacles of meaningful public communication.

**AAH220: Arts & Engagement** 
(3 credits)
Gen Ed: Literature and Fine Arts
The primary objective of this course is to learn about and reflect upon art, artists, arts organizations and arts funding. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. This course will use selected art and artists’ ideologies as a framework for exploring culture, creativity, politics and practices. The course will focus on the ways in which art works and artists’ responses to varied forms of internal and external operators and stimuli that give voice to aspects of the environment, history, culture, social justice, health, politics and the imagination. Students will focus on practical applications to approach public art projects. This course will also pay attention to arts funding. Students will devise an arts project that complies with state funding guidelines. Students will learn how to approach and complete a competitive state grant application (or for students who are interested - complete a competitive federal arts agency grant application). This course will examine US arts organizations, US government agencies and the history, power relations, human resources as well as leadership and the political that continues to impact and influence public modes of artistic production. Finally the course will examine how and why organizations and communities leverage creative capital that contributes vitality, dialogue, scholarship, advocacy, activism and leadership.

**AAH235: Black Studies** 
(3 credits)
Cross-listed: CVC235
Gen Ed: History / Power and Difference
“Strong people don’t need strong leaders.” These are the words of Ella Baker, called by her biographer “one of the most important African American leaders of the twentieth century and perhaps the most influential woman in the civil rights movement.” With a temporal focus on the early part of the 20th century and leading up to World War II, this course will explore the dominant methods and strategies that Black Americans created as mechanisms of political, economic, theoretical and cultural resistance. Emphasis will be placed on contextualizing African American history as a radical political phenomena that is responsible for shaping -- and in some cases creating all together -- the legal,
socioeconomic, labor, and political progressivisms American residents enjoy today.

**AAH300: Digital Storytelling**  
(3 credits)  
Cross-listed: SBS310  
Gen Ed: Literature and Fine Arts / Research Methods  
The course will explore digital storytelling in its many forms, including narrated film shorts, movement capture, locative media, digital timelines, DJing, electronic novels, audio documentaries, narrative computer games, podcasting, and blogging among others. This class is workshop-based and production-oriented. In class, students will view and critique digital stories and participate in StoryCircles, whereby students share their works-in-progress and receive feedback. Each student will create a portfolio of digital stories. This portfolio will include stories students have made, including a snapshot story, a personal story, a locative media and/or digital timeline story, a non-linear, interactive story, and a final project of student’s choice. Students will have the chance to create digital stories independently and in small groups. Students’ digital stories will be published to a course blog that we’ll design together and showcased in class. Students will curate a final, public exhibition of work produced in the class. Students will be required to make active use of Twitter. We will be using Twitter to curate digital storytelling and share information with one another. The class will build a network of followers who will consume our curated information and share information with us. We will also use Twitter to document and share how our class unfolds.

**AAH305: Directed Readings in Critical Theory**  
(3 credits)  
Gen Ed: Literature and Fine Arts  
This course will investigate certain of the critical philosophical interventions in the fields of ethics, politics, and epistemology. Through a lens developed between the student and faculty, this course will engage a variety of thinkers and political actors and see critical theory as a tool to engage with current issues, methodologies, and debates in contemporary society.

**AAH310: Grassroots Community Organizing**  
(3 credits)  
Cross-listed: OLC320  
Gen Ed: History  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)  
This course focuses on how to build organizations through which people can make their voices heard, and turn their values into action. Taking an historical approach to the field, this course looks at successful models of organizing to create present day change. Together we will ask three questions: why people organize, how organizing works, and how you can become a good organizer. As participant observers responsible for their own organizing project, students will learn how to examine their experience as data for reflective practice. This approach is equally useful for community, issue, electoral, union, and social movement organizing. We ask you to participate and/or create a community action.
AAH311: Grants and Other Professional and Critical Writing
(3 credits)
This is writing directed at making change. This is writing in which the clarity of the content persuades others to direct people and resources in a particular way. Professional writing is not completed in a social vacuum. It always involves considering the politics and ethics of the organization and the world in which it operates. Students will take advantage of the real-world opportunities that surround them to identify and use the expectations of the audience with which they choose to engage - engineering, politics, education, health care, etc. Understanding the audience determines how, when and where to use which expository style to achieve their purpose.

AAH315: History of Immigration
(3 credits)
Cross-listed: CVC310
Gen Ed: Global Citizenship / History
Many people seem to have a romanticized idea of America’s immigrant past. This class provides historical context that sheds light on this nation’s true history and how this reflects on current debates over immigration reform, integration, and citizenship. Politicians, public commentators, critics, and media organizations have always held great influence over Americans’ understanding of immigration and the role that immigrants play - and have - played in U.S. society. Students are asked not just to think abstractly but to engage in critical thinking about the way in which our nation’s nuanced relationship with immigration affects us today.

AAH320: Imaging Identities: Autobiographical Narratives and the Representation of Others
(3 credits)
Cross-listed: CVC315
Gen Ed: Literature and Fine Arts / Power and Difference
Imaging Identities is a historical survey of how artists of the 21st century have represented human experiences. Students will examine contemporary narratives in visual art, film and literature that speak to the ethical responsibilities of creative representation of self and of others.

AAH325: Violence and Nonviolence in American Culture
(3 credits)
Cross-listed: OLC380
Gen Ed: History
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)
Cultures operate, in part, by recognizing certain interpretations of experience and certain types of behavior as “normal,” and even inevitable. This course will argue that American culture has historically viewed certain forms of violence as normal, even natural or inevitable. The American view of what is “normal” violence has changed significantly over time; and it appears to be in the midst of a dramatic change once again, driven by an emergent and rapidly solidifying “market culture.” The capacity to commit certain forms of violence (and the wisdom to do so “only when necessary”) is developed in American culture as a positive cultural attribute, by both individuals and institutions. It is perhaps the case that we view violence as a necessary part of a larger cycle of destruction and creation, death and rebirth. Can we even imagine a world without violence? We will explore these arguments about violence in the context of seemingly individual decisions (the
decision, for example, to commit an act of domestic violence or murder); and we will explore them in the context of social structures such as economics, and events such as September 11 or the Iraq War.

**AAH330: Writing for Change**  
(3 credits)  
Cross-listed: OLC385  
Gen Ed: Advanced Composition  
Writing for Change is designed to help learners accomplish social change through writing effective and compelling op-eds, blog posts, and project proposals. This course is for anyone who needs to write in order to accomplish social good in their communities. By the end of the course, participants will have finished projects that have been polished and reviewed by like-minded fellow learners.

**CIVICS**

**CVC200: Conflict Resolution**  
(3 credits)  
Cross-listed: OLC200  
Gen Ed: Power and Difference  
This is an introductory course designed to give students a thorough perspective of the conflict resolution field, and its application to their individual field of work. This seminar is designed as a systemically oriented exploration on the emergence and management of human conflict, at different levels of analysis, and on the alternative methods of dispute resolution available now. As such, the course examines a variety of human interaction and conflict theories that center primarily within the fields of dispute resolution, psychology, sociology and social interaction/group theory. We will see how conflict functions in creating and maintaining personal identity, group boundaries, and in-group and out-group identities. The unifying metaphor that will organize these different strands of learning, through lectures and class exercises, will be a general immersion in systems thinking. We expect to end the course having applied a good part of the available time to understand how conflict is a function of systems and from this understanding, to evaluate some possible avenues for interventions.

**CVC205: Critical Care and Critical Generosity**  
(3 credits)  
In this course, students will sharpen their reading, writing, critical analysis skills, and self care skills as they continue to bring their action research project into fruition. The course is separated into three units, which are the sub-themes for the course: *Ethics, Critical Care, and Critical Generosity*. Each theme explores different ideas reflected in the selected texts and assignments, which seek to embody the topics being covered.

**CVC210: Globalization and Community**  
(3 credits)  
Cross-listed: SBS215/OLC212  
Gen Ed: Individual and Group Dynamics / Global Citizenship  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)  
This course provides instructions for students on how to examine their research project of study through a lens of globalization and migration in their community and how they can develop their project to impact the global landscape. Weekly topics are organized broadly around students connecting to their field, discovering topics of debate, and sharing/intervening. This course will allow students to examine how issues of
globalization, migration, immigration, empire, nation, borderlands, generational shifts, and/or historiography influence their project/workspace/community. There are new types of interconnectedness between and across people, cultures, and borders that raise a series of questions about new possibilities for collaboration. This course will enable students to 1) advance their understanding of topics related to globalization, immigration, and diaspora through their project’s development and 2) develop research components of their project.

CVC211: Your Career in the New Normal
(3 credits)
In this weekly seminar with discussion breakouts and personalized supports, meet employers from throughout Rhode Island as you learn about the changing labor market, tips for approaching your job search as well as building your network in this moment, and how your skills can be applied toward jobs of the future.

CVC220: Public Narrative: Identity, Agency, and Action
(3 credits)
Cross-listed: OLC218
Gen Ed: Global Citizenship / Power and Difference
Public narrative is the art of translating values into action. It is a discursive process through which individuals, communities, and nations construct their identity, make choices, and inspire action. In recent years, scholars have studied narrative in diverse disciplines including psychology, sociology, anthropology, political science, philosophy, legal studies, cultural studies, and theology. Professions engaged in narrative practice include the military, the ministry, law, politics, business, and the arts. This course links narrative analysis across disciplines, narrative practice across professions, and the narrative we practice every day. Our pedagogy is one of reflective practice. We model public narrative, engage students in reflection on their own narrative, facilitate student coaching of each other, and evaluate students on their practical and analytic understanding of narrative practice. This is not a course in public speaking, messaging or image making.

CVC225: Social and Business Ethics
(3 credits)
Cross-listed: OLC225
Every day news headlines highlight the most recent business ethics scandals and dilemmas. The globalization of business along with greater advances in technology has increased the complexity of ethical decision-making in business. An understanding of business ethics has thus become a crucial element in the organizational environment. The purpose of this course is to help students improve their ability to make ethical decisions in business by providing them with a framework that they can use to identify, analyze, and resolve ethical issues in business decision making. In addition to individual decision making, business ethics and social responsibility are important parts of a firm’s business strategy. Issues such as conflicts between personal values and organizational goals; the role of sustainability in business strategy; and the importance of stakeholder relationships, corporate governance, and the development of ethics programs and an ethical culture in an organization will be discussed.

CVC230: Emergent Strategy as Research
(3 credits)
Gen Ed: Power and Difference
In this course, students will sharpen their reading, writing, and critical analysis skills
through the lens and critical approach of Emergent Strategy. The course is separated into three units, which are the sub-themes for the course: Research as Imagination, Research as Critical Care, and Research as Self-Determination. Each theme explores different ideas reflected in the selected texts and assignments. Inspired by Octavia Butler's writings and theories of change, Emergent Strategy is radical text about shaping the futures we want to live.

CVC235: Black Studies
(3 credits)
Cross-listed: AAH215
Gen Ed: History / Power and Difference
“Strong people don’t need strong leaders.” These are the words of Ella Baker, called by her biographer “one of the most important African American leaders of the twentieth century and perhaps the most influential woman in the civil rights movement.” With a temporal focus on the early part of the 20th century and leading up to World War II, this course will explore the dominant methods and strategies that Black Americans created as mechanisms of political, economic, theoretical and cultural resistance. Emphasis will be placed on contextualizing African American history as a radical political phenomena that is responsible for shaping -- and in some cases creating all together -- the legal, socioeconomic, labor, and political progressivisms American residents enjoy today.

CVC300: Bodies, Power, & Community
(3 credits)
Gen Ed: Power and Difference
At both a national and local level, this course explores the meaning of community—the practice and ideal of this concept. We will consider what it means to belong to a community, how bodies co-exist with community, the nature and limits of democracy, and the dualities of conflict and compromises that almost exist in building/shaping-and maintaining community. This course will pay particular attention to marginalized groups and their efforts to build healthy, just and equitable community. Coursework includes for example, theoretical readings and a substantial commitment to the development and fulfillment of projects that assess or respond to contemporary concerns.

CVC304: Human Rights in the World and in Our Lives
(3 credits)
Gen Ed: Global Citizenship / Power and Difference
This course will encourage students to wrestle with events in their lives or the in lives of their loved ones that they think of as social injustices. After the students reflect on their own experiences, they will be exposed to a set of legal cases in which people who decided to take to court wrongs they perceived to be violations of their human rights—as laborers, tenants, parents, welfare recipients, immigrants, and citizens. Learning about these cases will serve as an opportunity for students to reflect on their own experience of wrongs in light of larger theoretical questions about human rights. The students will learn to reason by analogy whether they themselves have a cause of action that American courts would recognize.

CVC305: Global Citizenship
(3 credits)
Gen Ed: Global Citizenship
Drawing upon scholarship and lived experience, learners explore how a globally networked world influences our understanding of others and ourselves.
Learners analyze one or more global issues, problems, or opportunities facing the human race and apply what they learn from this analysis to their project.

**CVC310: History of Immigration**  
(3 credits)  
Cross-listed: AAH315  
Gen Ed: Global Citizenship / History  
Many people seem to have a romanticized idea of America’s immigrant past. This class provides historical context that sheds light on this nation’s true history and how this reflects on current debates over immigration reform, integration, and citizenship. Politicians, public commentators, critics, and media organizations have always held great influence over Americans’ understanding of immigration and the role that immigrants play - and have - played in U.S. society. Students are asked not just to think abstractly but to engage in critical thinking about the way in which our nation’s nuanced relationship with immigration affects us today.

**CVC315: Imaging Identities: Autobiographical Narratives and the Representation of Others**  
(3 credits)  
Cross-listed: AAH320  
Gen Ed: Literature and Fine Arts / Power and Difference  
Imaging Identities is a historical survey of how artists of the 21st century have represented human experiences. Students will examine contemporary narratives in visual art, film and literature that speak to the ethical responsibilities of creative representation of self and of others.

**CVC320: Immigration and the Law**  
(3 credits)  
Gen Ed: Global Citizenship  
In this course we will contextualize the circumstances of today’s immigration law – those it affects / those it ignores – by reading case studies and selected readings that directly offer historical context for understanding contemporary immigration politics. Students will be expected to engage in political discourse on topics such as xenophobia, deportation policy, and border policing. These topics are ever present and important to dissect today, so the intention of the course - by focusing on law specifically – is to create strategic actions for intervention.

**CVC325: PAR Project II: Participatory Action Research Methods**  
(3 credits)  
Cross-listed: OLC368/SBS330  
Gen Ed: Research Methods  
Prerequisite: Expository Writing (ELT103) and Critical Writing for the Professions (AAH210); OR Writing for Change (AAH330/OLC385) and Introduction to Organizational Leadership and Change (OLC215)  
This course is designed to help students implement the theories and practices of Participatory Action Research and other relevant research methods. Participatory Action Research emphasizes participation and action, seeking to understand the world by trying to change it collaboratively following reflection. Students will apply PAR theories of power and influence to identify key stakeholders for an action research project, determine the needs/wants of those in power, and use that information to shape their communication.

**CVC330: Sustainable Economic and Community Development**  
(3 credits)  
Cross-listed: OLC342/SBS340
Gen Ed: Individual and Group Dynamics / Global Citizenship
Prerequisite: Expository Writing (ELT103)
AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)
This semester long course explores key subject areas related to sustainable economic development through a focus on the non-profit sector as well as individual economic growth and how both connect to a larger web of business creation, city-sector development, and community health. This course will look at how the economic climate—in Providence, North America, and globally—has affected on the ground possibilities of community action and development. What does it take to succeed and survive as a healthy community amidst complex (and sometimes destructive) forces that shape and mold our society? We want to examine here what it means to create sustainable structures and economic environments that aren’t just about revitalization but about vitality. How will the projects you’re involved in as a student be sustained over time?

CVC332: Education and Community
(3 credits)
Education and Community Development is a course structured around fostering a discussion of the concepts and theories of how spaces of teaching, learning, and mentorship help to foster meaningful community development practices. Students will be tasked with connecting their present-day projects with historical and theoretical models of education for social change.

CVC335: Globalization and Education
(3 credits)
Gen Ed: Global Citizenship
Prerequisite: Expository Writing (ELT103)
AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)
This workshop will allow students to examine particular issues related to globalization as well as develop research skills to be actors in the world around them. Case study analysis will provide the focusing tool for the study of a specific issue area that will change from year to year. The first focus, on Education, is intended for those working as teachers or interested to contextualize education movements in the US with global changes. This will enable students to 1) advance their understanding of topics related to globalization through the case study methodology, and 2) develop research experience in the Global Studies field.

CVC340: City Seminars
(3 credits)
“The City And… is a multi-year, collaboratively designed and taught open community leadership course. The seminar series is an iterative one and is premised on the importance of creating space for conversation with engaging speakers and community-based organizations that are conducting civic innovation. Participants may receive up to 12 credits from “The City And…” sequence of courses.

COLLEGE UNBOUND

CUN101: Preparing for the College Experience
(1 credit)
This transition to college course provides students strategies to construct a personal learning plan after evaluating one’s interests, values and priorities as they relate to career exploration and educational goals. The
course also builds skills to self advocate and navigate a college culture, environment, costs and procedures. Offered only as a pass/non-pass grading option.

**ELECTIVES**

**ELT101: Gateway**
(3 credits)
In this course, students use online resources to develop and present a personal learning plan that includes personal, academic, and career goals. They identify an action research project that focuses their plan, and they analyze and plan for how to navigate barriers and build upon their strengths.

**ELT102: Lifelong Learning**
(3 credits)
Understanding that learning is transformation, students work with their academic team to develop and maintain a personal learning plan that includes personal, academic, and career goals. In this course, students pay attention to how they are learning as well as what they are learning. The Lifelong Learning process requires ongoing application and development of the cognitive skills of diagnosis, planning, causation, judgment, describing, and negotiation. These and other cognitive processes required in the development of the College Unbound Big 10 are the heart of learning and must be intentionally credited each term. Certainly, these cognitive processes can be developed within a typical academic course, but there is no guarantee that courses designed in isolation (removed from the student) are adequately designed to develop each individual’s thinking ability.

**ELT103: Expository Writing**
(3 credits)
This foundational course prepares College Unbound students to use expository writing as a tool for learning and communicating. Students will develop their rhetorical skills as they write to engage distinct audiences. They will also develop as competent and collaborative writers who are able to improve their own and others’ writing.

**ELT201: Teacher Education**
(3 credits)
This course is an introduction to educational issues while also preparing students to be able to take the required Praxis exam to be able to seek employment within a school setting. While touching on subject areas and grade levels necessary for each student’s individual project goals, the focus of this course is on notions of assessment, the nature of American schools, and the landscape of public education in America.

**ELT299: Internship/Practicum**
(3 credits)
Note: Although internships may comprise a variety of forms and lengths, an internship shall have as its minimum length one semester or its equivalent. A student engaged in a non-employment internship is expected to serve the agency/organization from six to ten hours per week for the length of the semester. Internships usually provide three semester hours of credit in any one semester. Additional credit may be permitted if appropriate arrangements and approvals are obtained prior to the beginning of the semester during which the internship will occur. Such additional credit must be in proportion to the internship's quantitative and qualitative expected levels of achievement and in relation to the student's total degree program.

**FOREIGN LANGUAGE**
FLA100: Introduction to Foreign Language I  
(3 credits)  
This course will familiarize students with introductory grammar and vocabulary through a combination of writing, reading, and conversation. Students will become familiar with common sentence structure and useful conversational phrases. This course is designed for students with little to no experience with the language.

FLA200: Introduction to Foreign Language II  
(3 credits)  
This course continues to build comfort with grammar and vocabulary via writing, reading, and conversation. Students will extend and deepen their conversational fluency. This course is designed to follow Introduction to Foreign Language I.

FLA300: Intermediate Foreign Language I  
(3 credits)  
This course presumes some prior experience with the foreign language. Through reading, writing, and conversation students will expand their vocabulary and begin to understand more complex grammatical structures.

FLA301: Intermediate Foreign Language II  
(3 credits)  
This course continues to build intermediate level fluency with the foreign language through reading, writing, and conversation. Students will expand their vocabulary and deepen their understanding of the more complex grammatical structures explored in Intermediate Foreign Language I.

LAS209: Contextualizing COVID-19  
(3 credits)  
Gen Ed: Global Citizenship / Power and Difference  
What does COVID-19 mean in the context of our lives, our communities, our histories and our futures? College Unbound brings together community leaders, activists, and experts to consider the current and future implications of COVID-19 for Providence. How does the pandemic reveal and exacerbate already existing injustices? Where do we go from now? In this weekly seminar, discuss how the current moment connects to histories of health crises, racial disparities, public housing, climate change, and economics. Every week, a guest speaker will share the pandemic's relevance through the lens of their expertise.

LEARNING IN PUBLIC

LIP101: Learning in Public  
(1 credit)  
Learning in Public (LIP) recognizes that the classroom is only one of many sites of learning and values the meaning-making that occurs in work, community, and other settings. Opening up the process by which credit can be granted, LIPs honor life-wide learning and encourage autonomy and curiosity in students. In LIP 101, students are introduced to the concept of and explore opportunities for learning from experience. Grading Basis: Pass/Fail by default. Students can request a letter grade.

LIP 201: Learning in Public  
(1 credit)  
Learning in Public (LIP) recognizes that the classroom is only one of many sites of learning and values the meaning-making that occurs in work, community, and other settings. Opening up the process by which credit can be granted, LIPs honor life-wide
learning and encourage autonomy and curiosity in students. LIP 201 are courses designed and led by professors, employers, or community members with appropriate subject-area expertise related to students’ leadership and change major. A member of College Unbound’s Assessment Committee reviews all proposals to ensure that they include clear learning outcomes, reflection upon learning, and assessment by subject-area experts. One LIP credit is awarded for each 45 hours of engaged academic time. Grading Basis: Letter grade by default. Students can request a pass/fail grade.

LIP 202: Learning in Public
(1 credit)
Learning in Public (LIP) recognizes that the classroom is only one of many sites of learning and values the meaning-making that occurs in work, community, and other settings. Opening up the process by which credit can be granted, LIPs honor life-wide learning and encourage autonomy and curiosity in students. LIP 202 are courses designed and led by professors, employers, or community members with appropriate subject-area expertise in an area that falls outside the leadership and change major. A member of College Unbound’s Assessment Committee reviews all proposals to ensure that they include clear learning outcomes, reflection upon learning, and assessment by subject-area experts. One LIP credit is awarded for each 45 hours of engaged academic time. Grading Basis: Letter grade by default. Students can request a pass/fail grade.

LIP 301: Learning in Public
(1 credit)
Learning in Public (LIP) recognizes that the classroom is only one of many sites of learning and values the meaning-making that occurs in work, community, and other settings. Opening up the process by which credit can be granted, LIP 301s are student-designed independent studies that honor life-wide learning and encourage autonomy and curiosity in students. LIP credit is awarded for demonstrated learning from experiences such as workplace training, public lecture or film series, volunteer work, community organizing, or book groups. A member of College Unbound’s Assessment Committee reviews all proposals to ensure that they include clear learning outcomes, reflection upon learning, and assessment by subject-area experts. One LIP credit may be awarded for each 45 hours of engaged academic time. Grading Basis: Letter grade by default. Students can request a pass/fail grade.

MATH

MTH200: Statistics for Problem Solving I
(3 credits)
Gen Ed: Math
Designed to be taken in a sequence with MTH 205, the objectives of this sequence are to increase students' abilities to use knowledge and experience when encountering new and unexpected situations. Develop higher level thinking skills, learn to formulate, analyze, and model problems. Choosing relevant information, making conjectures, devising plans and testing solutions.

MTH205: Statistics for Problem Solving II
(3 credits)
Gen Ed: Math
Designed to be taken in a sequence with MTH 200, the objectives of this sequence are to increase students' abilities to use knowledge and experience when
encountering new and unexpected situations. Develop higher level thinking skills, learn to formulate, analyze, and model problems. Choosing relevant information, making conjectures, devising plans and testing solutions.

**MTH206: Data and Assessment**  
(3 credits)  
This course provides an introduction to theoretical and practical applications of data-driven decision making, assessments, and project planning. The course gets at the heart of formative assessment by examining the principles and practices in assessment for learning and assessment of learning. Assessment and evaluation take different forms depending on the setting, and this course offers participants an opportunity to consider the assessment strategies that are most relevant to their specific contexts.

**MTH207: Special Topics in Applied Statistics**  
(3 credits)  
This course focuses on current events in policy and unpacks how data is used to influence and inform decision making. Students will be asked to uncover and research their own data sets tied to their projects but will do so in conversation with shared collective information like Census data to understand current public policy decisions.

**Organizational Leadership & Change**

**OLC200: Conflict Resolution**  
(3 credits)  
Cross-listed: OLC200  
Gen Ed: Power and Difference

This is an introductory course designed to give students a thorough perspective of the conflict resolution field, and its application to their individual field of work. This seminar is designed as a systemically oriented exploration on the emergence and management of human conflict, at different levels of analysis, and on the alternative methods of dispute resolution available now. As such, we will examine a variety of human interaction and conflict theories that center primarily within the fields of dispute resolution, psychology, sociology and social interaction/group theory. We will see how conflict functions in creating and maintaining personal identity, group boundaries, and in-group and out-group identities. The unifying metaphor that will organize these different strands of learning, through lectures and class exercises, will be a general immersion in systems thinking. We expect to end the course having applied a good part of the available time to understand how conflict is a function of systems and from this understanding, to evaluate some possible avenues for interventions.

**OLC201: Introduction to Entrepreneurship**  
(3 credits)  
The purpose of this course is to help students develop an entrepreneurial mindset and skill set. Students will explore the characteristics of an entrepreneur and the necessary inputs and outputs that make successful entrepreneurs and enterprises. Students will develop their understanding of formal business language, creation of business documents and deliverables, presentation skills, and key financial metrics common among business organizations.
OLC203: Collaboration and Group Dynamics
(3 credits)
Cross-listed: SBS200
Gen Ed: Individual and Group Dynamics
This course is designed for students who wish to enhance their ability to work with groups; involves actual involvement in an ongoing group experience. The varied dynamics of the group will be examined in regard to both interpersonal and intrapersonal issues. Group readings around personal and group development are meant to examine your own role in College Unbound as well as your project’s growth and progress. Weekly reflections are meant to capture both of these paths.

OLC204: Research for Change
(3 credits)
Prerequisite: Contextualizing Work
This foundational research seminar builds upon theories of Participatory Action Research introduced in Contextualizing Work to look at Sociology, Anthropology, Critical Theory, and other disciplines research practices to help students claim and understand appropriate methods as they continue to design and flesh out their Action Research Project.

OLC205: Creative Problem Solving
(3 credits)
This course is designed to develop thinking and facilitation skills to improve effectiveness in team problem solving and individual problem solving that requires creativity for an innovative solution. Each problem, situation, team, and organization have unique characteristics that will influence the appropriateness and effectiveness of particular problem solving processes and techniques. This course is designed to introduce several CPS models, divergent and convergent thinking techniques, leadership skills, and facilitation skills used in problem solving sessions. The student will develop the style for eliciting creative responses to challenging problems in organizations and work groups.

OLC208: Critical Writing for the Professions
(3 credits)
Cross-listed: AAH210
Gen Ed: Advanced Composition
Critical Writing for the Professions is a research-based course that focuses on persuasive writing commonly used in business, industry, and the professions: Writing for specific audiences, choosing the appropriate style, designing effective document formats, and using visuals to help achieve a document’s purpose. The course emphasizes the composition of professional documents using letter, memo, and formal report formats to produce such reports as proposals and analytical reports. Prerequisite: Successful completion (C- or higher) of Expository Writing.

OLC210: Field Studies in Mentorship
(3 credits)
Cross-listed: SBS210
Gen Ed: Individual and Group Dynamics
In this workshop series/mentorship seminar we will surface and examine mentorship experiences in the design and creation of actionable projects in a student’s workplace. Through a conversational format inside class, and community engagement outside of it, and mentorship experiences with worksite mentors, we will start by focusing on ourselves. This initial focus will serve as a stepping-off point for a larger inquiry into collaborative work sites, service, and personal development. Our learning community will create an environment in which all participants are both learners and teachers. Participants in the seminar will
commit themselves to helping each other learn and to foster learning that generates rigorous questions rather than expected (or easy) answers. Coursework outside of class will consist of short readings, journaling, a self-chosen, daily centering practice and the work participants currently perform in their community. Beyond this, we will shape our learning path together and support each other as we experiment with new ideas.

**OLC212: Globalization and Community**
(3 credits)
Cross-listed: SBS215/CVC210
Gen Ed: Individual and Group Dynamics / Global Citizenship
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)
This course provides instructions for students on how to examine their research project of study through a lens of globalization and migration in their community and how they can develop their project to impact the global landscape. Weekly topics are organized broadly around students connecting to their field, discovering topics of debate, and sharing/intervening. This course will allow students to examine how issues of globalization, migration, immigration, empire, nation, borderlands, generational shifts, and/or historiography influence their project/workspace/community. There are new types of interconnectedness between and across people, cultures, and borders that raise a series of questions about new possibilities for collaboration. This course will enable students to 1) advance their understanding of topics related to globalization, immigration, and diaspora through their project’s development and 2) develop research components of their project.

**OLC215: Introduction to Organizational Leadership and Change**
(3 credits)
The Organizational Leadership and Change concentration requires ongoing application and development of the College Unbound Big 10 Lifelong Learning Competencies. Students will be introduced to the Big 10 and accompanying rubrics as a means of evaluating their personal development. Students will begin the process of designing an ongoing action research project embedded within their chosen field or profession. This project will develop over the course of the IOC concentration. Students will be guided to seek out members of a Personal Learning Network of scholars, peers, and mentors to support action research project development. Utilizing their Learning Network, students will author annotated bibliographies of written and multimedia resources as well as interviewed subjects. In addition to the student’s action research project, network growth and personal development become a part of the student’s required Personal Learning Plan. This plan maps personal, academic, and career goals and schedules weekly deliverables.

**OLC218: Public Narrative: Identity, Agency, and Action**
(3 credits)
Cross-listed: CVC220
Gen Ed: Global Citizenship / Power and Difference
Public narrative is the art of translating values into action. It is a discursive process through which individuals, communities, and nations construct their identity, make choices, and inspire action. In recent years, scholars have studied narrative in diverse
disciplines including psychology, sociology, anthropology, political science, philosophy, legal studies, cultural studies, and theology. Professions engaged in narrative practice include the military, the ministry, law, politics, business, and the arts. This course links narrative analysis across disciplines, narrative practice across professions, and the narrative we practice every day. Our pedagogy is one of reflective practice. We model public narrative, engage students in reflection on their own narrative, facilitate student coaching of each other, and evaluate students on their practical and analytic understanding of narrative practice. This is not a course in public speaking, messaging or image making.

**OLC220: Learning From Experience**  
(3 credits)  
Building upon a student’s first CU semester of project development and personal reflection, this course helps College Unbound students unpack the learning embedded in their life experiences. While that act in, and of, itself can be an empowering one, this course then asks to analyze personal learning in terms of adult learning theory and to map those life experiences onto course equivalencies. They identify, articulate and document personal learning outcomes and relate that to the learning outcomes of courses. The course promotes skill development in organizing information, writing, analyzing and critical thinking through readings, class discussion and written assignments. Students complete a prior learning portfolio challenging one course applicable to the student's degree, which may be submitted for assessment. A grade of “C” or better in this course is required for anyone seeking portfolio credit.

**OLC225: Social and Business Ethics**  
(3 credits)  
Cross-listed: CVC225  
Every day news headlines highlight the most recent business ethics scandals and dilemmas. The globalization of business along with greater advances in technology has increased the complexity of ethical decision-making in business. An understanding of business ethics has thus become a crucial element in the organizational environment. The purpose of this course is to help students improve their ability to make ethical decisions in business by providing them with a framework that they can use to identify, analyze, and resolve ethical issues in business decision making. In addition to individual decision making, business ethics and social responsibility are important parts of a firm’s business strategy. Issues such as conflicts between personal values and organizational goals; the role of sustainability in business strategy; and the importance of stakeholder relationships, corporate governance, and the development of ethics programs and an ethical culture in an organization will be discussed.

**OLC230: Critical Public Policy: Theory & Practice**  
(3 credits)  
Critical public policy will cover a broad range of topics as it analyzes the art of public policy making. Though focus will differ based on instructor expertise, all sections will address the institutional arrangements for making public policy decisions, the role of various actors-including state, nonprofit, and private-sector in shaping policy outcomes, and the fundamentals (and limits) of approaches to public policy. Course direction will be guided by student projects and interest.
OLC250: Internship/Practicum
(3 credits)
Cross-listed: E200
Note: Although internships may comprise a variety of forms and lengths, an internship shall have as its minimum length one semester or its equivalent. A student engaged in a non-employment internship is expected to serve the agency/organization from six to ten hours per week for the length of the semester. Internships usually provide three semester hours of credit in any one semester. Additional credit may be permitted if appropriate arrangements and approvals are obtained prior to the beginning of the semester during which the internship will occur. Such additional credit must be in proportion to the internship's quantitative and qualitative expected levels of achievement and in relation to the student's total degree program.

OLC300: Collective Decision Making
(3 credits)
Cross-listed: SBS300
Gen Ed: Individual and Group Dynamics
Social movements and protest have become a part of the political landscape. In places where institutional attempts for change fall or stand a poor chance, activists’ work and protest often opens ingenious venues within the democratic process which influences the political process and strive for a change. This is also true for non-democratic states, where social movements lead the way to the desired democratic regime. Social movements engage in multiple sets of issues as well as the realm of institutionalized politics. In fact, when examining a given politically charged issue, the odds are that political-actors, pro and against, are employing social movements to advance their goals. This results in a growing public distrust of political institutions and growing numbers of social movements and social activists. In this course we will engage with some of the theoretical perspectives, conceptual issues/questions, and empirical research that animate the study of social movements. We will look into the individual involvement in social movements, as well as examine the social and political context of protest. We will focus on the following questions: how and why do social movements emerge? How are social movements organized? How do activists choose political tactics and strategies? What are, if any, the effects of social movements on processes of social and political change?

OLC301: Entrepreneurship
(3 credits)
Prerequisite: OLC201
This course will take students to two on-site working business incubator support systems in the Rhode Island area, creates avenues for students to gain valuable assessment from leaders in their field, draws upon researching techniques and exploration in building sustainable business models. This course is designed for students to examine and understand the successful development of a new venture. A blended learning approach utilized in order for students to initiate, develop, and present a comprehensive ‘business plan’ thorough enough to successfully obtain monetary awards through a College Unbound Business Plan Competition.

OLC303: Critical Perspectives on Organizational Leadership
(3 credits)
Gen Ed: Power and Difference
Prerequisite: OLC215
Life—like leadership—is full of paradoxes. We are all individuals. At the same time, we are all part of families, communities, institutions, structures, and systems. To understand and practice effective leadership,
we must make sense of our lives—including our unique identities and experiences—within these broader organizational and societal contexts. We must think critically about how power, privilege, oppression, and resistance flow through society and shape agency, opportunities, and wellbeing for individuals, groups, and communities. And we must think critically and creatively about how leadership can help promote social justice.

In this course, we focus on organizations as a core context for leadership. Organizations are everywhere—some formal, some informal. For example, we are all part of an educational organization: College Unbound. We all interact with various governmental organizations at national, state, and local levels. We may belong to community, religious, or cultural organizations. We might work for a corporation or a nonprofit organization. We also may belong to an advocacy organization. To study leadership within these various types of organizations, we must first turn inward to examine our own identities and experiences. Then, we can draw on critical perspectives as interpretive frameworks to analyze our lived experiences within broader contexts, and better understand the behaviors of individuals and groups within organizations.

OLC305: Communication Skills for Leaders -
(3 credits)
This course examines the link between leadership and communication. In particular, we explore the role that communication plays in the leadership process. The course uses theories of leadership and communication as the foundation of our investigation; however, the class is practical as well as theoretical, as we will apply theories to the analysis of actual leaders and to enhancing actual leadership. Key topics covered will include theories, principles and research on leadership and communication; impact of communication on leadership results; ethical communication of leaders; what constitutes good and bad communication by a leader; and the communication dynamics of the leader-follower dyad. Students will engage in readings, discussions, activities, research, and presentations on leadership and communication. The course will utilize interactive assignments to accomplish course objectives.

OLC306: Individual and Community Engagement
(3 credits)
Gen Ed: Individual and Group Dynamics
Individual and Community Engagement focus on the question of how do we make a change in ourselves and communities? To arrive at this question, Dr. Martin Luther King wrote and spoke about becoming creatively maladjusted. Throughout this course, students will engage this notion by learning how to communicate through difficult dialogues and navigate conflict constructively. The work of building ideas and projects is lifelong work, often met with collaboration and conflict. Becoming creatively maladjusted begins through engaging the purpose of anger in our lives. At the end of this course, students will develop a 200-year present view of their project, a long haul view of the work they hope to do in the world.

OLC310: Community Assessment
(3 credits)
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)
Sustainability is fundamentally about balancing social, political, economic, and ecological systems. This course will address the interrelationships between those four systems and provide students with critical thinking skills and experience-based tools for assessing community needs and resources and making sustainable decisions.

**OLC315: Contextualizing Work**  
(3 credits)  
Cross-listed: SBS305  
Gen Ed: Research Methods  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)  
This course requires students to design an auto-ethnography of their work and workplace. Building upon research tools learned in the Seminar on Questioning, students will be introduced to ethnographic study to learn to identify and reflect on personal, cultural, social, structural, and economic aspects of their work experience. Students will also research quantitative data on related occupations and employment trends to better understand the depth of their careers.

**OLC320: Grassroots Community Organizing**  
(3 credits)  
Cross-listed: AAH310  
Gen Ed: History  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)  
This course focuses on how to build organizations through which people can make their voices heard, and turn their values into action. Taking an historical approach to the field, this course looks at successful models of organizing to create present day change. Together we will ask three questions: why people organize, how organizing works, and how you can become a good organizer. As participant observers responsible for their own organizing project, students will learn how to examine their experience as data for reflective practice. This approach is equally useful for community, issue, electoral, union, and social movement organizing. We ask you to participate and/or create a community action.

**OLC322: Interpersonal Skills for Virtual & Co-located Teams**  
(3 credits)  
Cross-listed: SBS320  
Gen Ed: Individual and Group Dynamics  
People issues include client satisfaction, vendor satisfaction, team morale and communication, encompasses how team members relate to one another, and affects their cohesiveness and commitment. These, in turn, affect overall performance of the project team in delivering the project results. Topics include motivation approaches, roles of the project manager, interpersonal communications tools, team member performance, managing conflict, handling stress, and managing critical incidents. Related subjects include the linkage of people skills to the entire project life cycle, methods to handle people issues that may arise on virtual or co-located project teams, and resources available to sustain project human resource and communication need.

**OLC325: Human Resource Management**  
(3 credits)  
Effective human resources management (HRM) is one of the most decisive factors in the success of any organization. This course introduces the technical and legal aspects of
human resource management from a strategic business perspective. The course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently constraining organizations. Among the topics included are: formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of HRM systems. Emphasis is placed on integrating human resource management with the overall business strategy.

**OLC330: Leadership & Motivation**  
(3 credits)  
This course teaches the knowledge and skills needed for leaders to motivate people and change organizations. Motivation, particularly, self-motivation, is an act of will based upon reflection and the deeper knowledge connected with both the individual and the larger group or organizational purpose. In a world filled with fast track solutions and the quickest roads to finding success and riches in life, there are no shortcuts to motivation and change over the long term. This course shows the way through theory and practice to achieving group goals by motivating ourselves and others through consistent effort and a deeper understanding of those elements of learning and social contribution that make all organizations part of a high synergy environment. In the process long term success becomes a practical reality through change that works in a positive way for everyone individually, organizationally and culturally. Leaders who know how to create high synergy learning environments have the best chance to implement lasting change and benefits for their specific organizations and participating members as well as for society and the environment in general.

**OLC335: Leadership and Organizations**  
(3 credits)  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)  
This course will examine both the theoretical and practical aspects of leadership. We will begin by gathering information about the different aspects of leadership; gain an understanding of the varying approaches successful leaders have taken; and, raise and discuss moral and ethical questions about the roles of leaders. What are the characteristics and tasks of a leader? Are these common across all organizations? We will explore and discuss Leadership (noun) versus Lead (verb) and incremental versus non-incremental change. What is the relationship between leadership and authority? Between leadership and management? Between transformational and transactional approaches? How do successful leaders bring about change? What are the responsibilities of leadership? How do leaders re-culture an organization? How important is the moral dimension? What “type” of leaders are required today? The assumption is that students in this course will throughout their lives be engaged (personally and professionally) in the art of leadership, as well as the task of skilled followership. The course is intended to be the starting point for a lifetime of reflection, practice, and learning about the subject. Case studies will be used as a vehicle for addressing contemporary leadership issues and challenges. Students will work in pairs to lead class and case
discussions. Each student will complete a real world leadership project.

**OLC338: Studies in Community and Place**  
(3 credits)  
Cross-listed: SBS335  
Gen Ed: Research Methods / Individual and Group Dynamics  
Prerequisite: (Expository Writing (ELT103) and Critical Writing for the Professions (AAH210) and Introduction to Organizational Leadership and Change (OLC215)) OR (Writing for Change (AAH330/OLC385) and Introduction to Organizational Leadership and Change (OLC215))

How is it that people know who they are, where they come from, how the world is hinged? How is it that experiences become meaning and how is it that meaning is connected to and connects people to place? How are individual stories about experience and place woven into shared histories? In this course we will explore our own histories as we uncover our neighborhoods. We will examine the proposition that all community is a particular expression of the universal human need for place. We will come to a working understanding of the concept of identity and discuss how meaning is made privately and collectively. We will practice using concepts and skills necessary for understanding what community is, what gives a community its identity, what threatens it, and what strengthens it. We will contribute to a developing history our cities through the vehicle of a community action research project that will be shared with the neighborhood.

**OLC340: Organizational Theory and Management**  
(3 credits)  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)

Students will try on various lenses (frames or theories) to identify the sources of strengths and weaknesses in organizations with the goal of becoming agents of effective public practice and, often, organizational change. We will examine workplace culture and infrastructure using Bolman and Deal’s Frames—Structural, Human Resource, Political, and Symbolic.

**OLC342: Sustainable Economic and Community Development**  
(3 credits)  
Cross-listed: CVC330/SBS340  
Gen Ed: Individual and Group Dynamics / Global Citizenship  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)

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

**OLC345: PAR Project I: Leadership in Action**
(3 credits)
Cross-listed: SBS325
Gen Ed: Research Methods
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)

This course will increase one’s capacity to lead with and without authority and across organizational boundaries. In addition to traditional leadership roles, students will explore influence-based collaborative practices, which are the primary leadership tools used in community organizing, civic and religious organizations, and by entry-level employees in any organization who want to lead change. The course will draw from student leadership experience and build skills in adaptive leadership, facilitation, and collaborative practice. Topics include adaptive leadership, management, authority, power, influence, followership, citizenship, and collaboration. Students will use their ongoing strategic project to design and implement improvement in their workplace with measurable results, developing tools to analyze the complexity of change in organizations, and tools to develop strategies of action. These strategies include: using authority and power wisely, mobilizing engagement across boundaries, generating innovation, resolving conflict, crafting public narratives to both build and depart from history, and building a sustainable culture of adaptability.

**OLC350: Project Management**
(3 credits)
The purpose of this course is to lay the foundation for a solid understanding of project management concepts and principles and to familiarize students with the complexity and challenge of managing public or private projects with tight schedules and limited resources. Students will gain a sound understanding of project management concepts and principles by applying relevant tools and techniques and by making extensive use of case studies and simulation exercises to assimilate that knowledge.

**OLC355: Reframing Failure**
(3 credits)
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)

"When we start losing our tolerance for vulnerability, uncertainty, for risk — we move away from the things we need and crave the most like joy and love and belonging, trust, empathy, creativity."

Taking Brené Brown’s quote to heart, this course looks at examples of “failures,” compels students to ask practitioners about past failures in their field as well as take a personal inventory, and requires students to think critically about theories of mindset, of “being wrong,” and the successes that emerge out of those mistakes.

**OLC360: Strategic Management and Policy**
(3 credits)
Unlike other business courses that concentrate narrowly on a particular function or piece of the business—accounting, finance, marketing, production, human resources, or information systems, strategic management is a big picture course. It cuts across the whole
spectrum of business and management. The center of attention is the total enterprise—the industry and competitive environment in which it operates, its long-term direction and strategy, its resources and competitive capabilities, and its prospects for success. Throughout the course, the spotlight will be trained on the foremost issue in running a business enterprise: “What must managers do, and do well, to make the company a winner in the game of business?” The answer that emerges, and which becomes the theme of the course, is that good strategy-making and good strategy-execution are the key ingredients of company success and the most reliable signs of good management. The mission of the course is to explore why good strategic management leads to good business performance, to present the basic concepts and tools of strategic analysis, and to drill you in the methods of crafting a well-conceived strategy and executing it competently. You’ll be called on to probe, question, and evaluate all aspects of a company’s external and internal situation. You’ll grapple with sizing up a company’s standing in the marketplace and its ability to go head-to-head with rivals, learn to tell the difference between winning strategies and mediocre strategies, and become more skilled in spotting ways to improve a company’s strategy or its execution.

In the midst of all this, another purpose is accomplished: to help you synthesize what you have learned in prior business courses. Dealing with the grand sweep of how to manage all the pieces of a business makes strategic management an integrative, capstone course in which you reach back to use concepts and techniques covered in previous courses. You’ll see how the various pieces of the business puzzle fit together and why the different parts of a business need to be managed in strategic harmony for the organization to operate in winning fashion.

**OLC365: Strategic Thinking and Change**  
(3 credits)  
The goal of the course is not to prepare you for careers in innovation management, but for you to develop creative approaches to a wide range of strategic problems. As such, the course can benefit virtually all students. The recent trend in the corporate world toward flatter, less hierarchical organizations has resulted in strategy being formulated at ever lower hierarchical levels, and innovative strategies emerging from all corners of organizations. Accordingly, even non-executives are likely to make decisions and initiate actions that have significant strategic implications. Many entry-level positions require employees’ involvement in projects initiated to elicit innovative and creative ideas to improve the functioning of the organization as a whole. Similarly, functional specialists need to understand how their own areas contribute to the strategic change and innovation in their organizations and can benefit considerably from understanding the challenges of developing innovative strategic solutions. Therefore, it is increasingly important that university graduates acquire analytical, communication, and action skills that enable them to contribute to the innovation and growth goals of businesses. This course is about strategic innovation, which is about the discovery and creation of new sources of value and changing the rules of the game. It is therefore not limited to technological innovation but is based on systematic understanding of the sources of value creation and capture embedded in business models. The course uses business models as a core tool for systematic strategic innovation and focuses on understanding their elements and variations, and on the
processes through which new business models are created.

**OLC368: PAR Project II: Participatory Action Research Methods**  
(3 credits)  
Cross-listed: CVC325/SBS330  
Gen Ed: Research Methods  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)  
This course is designed to help students implement the theories and practices of Participatory Action Research and other relevant research methods. Participatory Action Research emphasizes participation and action, seeking to understand the world by trying to change it collaboratively following reflection. Students will apply PAR theories of power and influence to identify key stakeholders for an action research project, determine the needs/wants of those in power, and use that information to shape their communication.

**OLC370: Sustainable Impact**  
(3 credits)  
Cross-listed: SBS345  
Gen Ed: Research Methods  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)  
This course provides the skillset for students looking to affect sustainable change through their work. This course is designed to help students develop appropriate research methods to examine how, where, and why knowledge is created and shared in their community. Participatory Action Research, Archival Research, Oral History, and Literary Analysis will be introduced as possible research tools for students to deepen their understanding of how lasting impact occurs. Students are asked to examine social media, marketing, organizing, and leadership techniques to design and implement a plan of dissemination of their work. Students will work together in cohort groups to think about the factors that have shaped their field of study and practice.

**OLC375: Understanding Non-Profit Management**  
(3 credits)  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)  
The purpose of this semester-length study is to deepen students’ understanding of the nature and major trends of the nonprofit sector and its organizations, using theoretical lenses to explore key current debates and their implications for practice. In addition to acting as a workshop to help students develop their own project based work—this course will add theory, history, and practice about trends shaping the sector in the context of a larger shift in governance, at a time when the lines between the private, public and nonprofit sectors are becoming more and more blurred. To provide a space for this process, throughout the course students will work on developing a “cognitive map” of their project and the non-profit sector that incorporates their perspectives and learning. A visual representation of this map and its accompanying short memo represent the final assignment due at the end of the term. Students are also asked to write two (2) brief memos (or the equivalent form connected to their project) about issues highlighted below
that are relevant to their projects
development and implementation.

**OLC380: Violence and Nonviolence in American Culture**
(3 credits)
Cross-listed: AAH325
Gen Ed: History
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)
Cultures operate, in part, by recognizing certain interpretations of experience and certain types of behavior as “normal,” and even inevitable. This course will argue that American culture has historically viewed certain forms of violence as normal, even natural or inevitable. The American view of what is “normal” violence has changed significantly over time; and it appears to be in the midst of a dramatic change once again, driven by an emergent and rapidly solidifying “market culture.” The capacity to commit certain forms of violence (and the wisdom to do so “only when necessary”) is developed in American culture as a positive cultural attribute, by both individuals and institutions. It is perhaps the case that we view violence as a necessary part of a larger cycle of destruction and creation, death and rebirth. Can we even imagine a world without violence? We will explore these arguments about violence in the context of seemingly individual decisions (the decision, for example, to commit an act of domestic violence or murder); and we will explore them in the context of social structures such as economics, and events such as September 11 or the Iraq War.

**OLC385: Writing for Change**
(3 credits)
Cross-listed: AAH330
Gen Ed: Advanced Composition
Writing for Change is designed to help learners accomplish social change through writing effective and compelling op-eds, blog posts, and project proposals. This course is for anyone who needs to write in order to accomplish social good in their communities. By the end of the course, participants will have finished projects that have been polished and reviewed by like-minded fellow learners.

**OLC400: Capstone A**
**OLC405: Capstone B**
(3 credits each)
Prerequisites: Completion of remainder of the Organizational Leadership and Change courses
These courses are designed around the continuation, impact, and archiving of a student’s action research project that has spanned the length of their Organizational Leadership and Change concentration. Students will design an archiving portfolio that captures process, product, and legacy of their labor and learning and the growth of their Leadership and Change Habits of Practice and Mind so that others might build upon the impact of their action research project. Students will present a 30-page (or equivalent multi-media) research project during an hour-long public exhibition.

**SOCIAL AND BEHAVIORAL SCIENCES**

**SBS200: Collaboration and Group Dynamics**
(3 credits)
Cross-listed: OLC203
Gen Ed: Individual and Group Dynamics
This course is designed for students who wish to enhance their ability to work with groups; involves actual involvement in an
ongoing group experience. The varied dynamics of the group will be examined in regard to both interpersonal and intrapersonal issues. Group readings around personal and group development are meant to examine your own role in College Unbound as well as your project’s growth and progress. Weekly reflections are meant to capture both of these paths.

**SBS205: Community Knowledge and Research Methods**  
(3 credits)  
Gen Ed: Research Methods  
Community-based participatory research is a "collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities." (WK Kellogg Foundation) Additionally, we look to ask, as a class, how does learning occur, in communities large and small, in institutions and in nations? And, what is the responsibility and role of the knowledgeable individual in generating positive change? This learning community introduces you to the complex interplay between theoretical research, practical reasoning, active learning and positive intervention in the world around us.

**SBS208: Research Justice**  
(3 credits)  
Gen Ed: Research Methods  
Social science research is designed to inform practice and guide change efforts by uncovering the relationship between social forces and current social situations. We will examine a broad range of research paradigms and methods – quantitative and qualitative, positivist and interpretivist, experimental and participatory. We will consider the underlying theories of society that are the foundation of these paradigms and methods, and what that tells us about power, oppression, and opportunities for change. We will also explore research ethics as a fundamental aspect of research justice, and learn to develop research proposals that demonstrate an understanding of causal social forces, and are responsive to community members articulated desires for change.

**SBS210: Field Studies in Mentorship**  
(3 credits)  
Cross-listed: OLC210  
Gen Ed: Individual and Group Dynamics  
In this workshop series/mentorship seminar we will surface and examine mentorship experiences in the design and creation of actionable projects in a student’s workplace. Through a conversational format inside class, and community engagement outside of it, and mentorship experiences with worksite mentors, we will start by focusing on ourselves. This initial focus will serve as a stepping-off point for a larger inquiry into collaborative work sites, service, and personal development. Our learning community will create an environment in which all participants are both learners and teachers. Participants in the seminar will commit themselves to helping each other learn and to foster learning that generates rigorous questions rather than expected (or easy) answers. Coursework outside of class will consist of short readings, journaling, a self-chosen, daily centering practice and the work participants currently perform in their community. Beyond this, we will shape our learning path together and support each other as we experiment with new ideas.

**SBS215: Globalization and Community**
SBS220: Public Speaking and Debates
(3 credits)
Gen Ed: Individual and Group Dynamics
The course integrates public speaking and the art of public debate in society. Students will acquire theory and develop skills in speech organization, delivery, advocacy speech, informative speaking and persuasive speaking and will engage in public debates relating to their project’s field.

SBS300: Collective Decision Making
(3 credits)
Cross-listed: OLC300
Gen Ed: Individual and Group Dynamics
Social movements and protest have become a part of the political landscape. In places where institutional attempts for change fall or stand a poor chance, activists’ work and protest often opens ingenious venues within the democratic process which influences the political process and strive for a change. In this course we will engage with some of the theoretical perspectives, conceptual issues/questions, and empirical research that animate the study of social movements. We will look into the individual involvement in social movements, as well as examine the social and political context of protest. We will focus on the following questions: how and why do social movements emerge? How are social movements organized? How do activists choose political tactics and strategies? What are, if any, the effects of social movements on processes of social and political change?

SBS302: Mindfulness
(3 credits)
Gen Ed: Individual and Group Dynamics
Mindfulness-based Mind Training is an eight-week program that offers intensive mindfulness training to improve stress, relaxation, self-management, coping and quality of life. This course uses a combination of mindfulness meditation, body awareness, yoga and exploration of patterns of behavior, thinking, feeling and action. It is a practical approach which trains attention, allowing people to cultivate awareness and therefore enabling them to have more choice to take wise action in their lives. Mindfulness can be understood as the non-judgemental acceptance and "open-hearted" investigation of present
experience, including body sensations, internal mental states, thoughts, emotions, impulses and memories, in order to reduce suffering or distress and to increase well-being. Topic may change each offering.

**SBS305: Contextualizing Work**  
(3 credits)  
Cross-listed: OLC315  
Gen Ed: Research Methods  
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)  
This course requires students to design an auto-ethnography of their work and workplace. Building upon research tools learned in the Seminar on Questioning, students will be introduced to ethnographic study to learn to identify and reflect on personal, cultural, social, structural, and economic aspects of their work experience. Students will also research quantitative data on related occupations and employment trends to better understand the depth of their careers.

**SBS310: Digital Storytelling**  
(3 credits)  
Cross-listed: AAH300  
Gen Ed: Literature and Fine Arts / Research Methods  
The course will explore digital storytelling in its many forms, including narrated film shorts, movement capture, locative media, digital timelines, DJing, electronic novels, audio documentaries, narrative computer games, podcasting, and blogging among others. This class is workshop-based and production-oriented. In class, students will view and critique digital stories and participate in StoryCircles, whereby students share their works-in-progress and receive feedback. Each student will create a portfolio of digital stories. This portfolio will include stories students have made, including a snapshot story, a personal story, a locative media and/or digital timeline story, a non-linear, interactive story, and a final project of student’s choice. Students will have the chance to create digital stories independently and in small groups. Students’ digital stories will be published to a course blog that we’ll design together and showcased in class. Students will curate a final, public exhibition of work produced in the class. Students will be required to make active use of Twitter. We will be using Twitter to curate digital storytelling and share information with one another. The class will build a network of followers who will consume our curated information and share information with us. We will also use Twitter to document and share how our class unfolds.

**SBS315: Housing and Community**  
(3 credits)  
Gen Ed: Individual and Group Dynamics  
This course is an overview of the policies, practices, theories and application in the field of housing and community development. This course connects to the field of community economic development studies and practices as well as current issues in urban development. Students are asked to engage with current policy conversations in their city around access to housing as a human right.

**SBS320: Interpersonal Skills for Virtual & Co-located Teams**  
(3 credits)  
Cross-listed: OLC322  
Gen Ed: Individual and Group Dynamics  
People issues include client satisfaction, vendor satisfaction, team morale and communication, encompasses how team members relate to one another, and affects
their cohesiveness and commitment. These, in turn, affect overall performance of the project team in delivering the project results. Topics include motivation approaches, roles of the project manager, interpersonal communications tools, team member performance, managing conflict, handling stress, and managing critical incidents. Related subjects include the linkage of people skills to the entire project life cycle, methods to handle people issues that may arise on virtual or co-located project teams, and resources available to sustain project human resource and communication need.

SBS325: PAR Project I: Leadership in Action
(3 credits)
Cross-listed: OLC345
Gen Ed: Research Methods
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)
This course will increase one’s capacity to lead with and without authority and across organizational boundaries. In addition to traditional leadership roles, students will explore influence-based collaborative practices, which are the primary leadership tools used in community organizing, civic and religious organizations, and by entry-level employees in any organization who want to lead change. The course will draw from student leadership experience and build skills in adaptive leadership, facilitation, and collaborative practice. Topics include adaptive leadership, management, authority, power, influence, followership, citizenship, and collaboration. Students will use their ongoing strategic project to design and implement improvement in their workplace with measurable results, developing tools to analyze the complexity of change in organizations, and tools to develop strategies of action. These strategies include: using authority and power wisely, mobilizing engagement across boundaries, generating innovation, resolving conflict, crafting public narratives to both build and depart from history, and building a sustainable culture of adaptability.

SBS330: PAR Project II: Participatory Action Research Methods
(3 credits)
Cross-listed: CVC325/OLC368
Gen Ed: Research Methods
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)
This course is designed to help students implement the theories and practices of Participatory Action Research and other relevant research methods. Participatory Action Research emphasizes participation and action, seeking to understand the world by trying to change it collaboratively following reflection. Students will apply PAR theories of power and influence to identify key stakeholders for an action research project, determine the needs/wants of those in power, and use that information to shape their communication.

SBS335: Studies in Community and Place
(3 credits)
Cross-listed: OLC338
Gen Ed: Research Methods / Individual and Group Dynamics
Prerequisite: (Expository Writing (ELT103) and Critical Writing for the Professions (AAH210) and Introduction to Organizational Leadership and Change (OLC215)) OR (Writing for Change (AAH330/OLC385) and Introduction to
Organizational Leadership and Change (OLC215)
How is it that people know who they are, where they come from, how the world is hinged? How is it that experiences become meaning and how is it that meaning is connected to and connects people to place? How are individual stories about experience and place woven into shared histories? In this course we will explore our own histories as we uncover our neighborhoods. We will examine the proposition that all community is a particular expression of the universal human need for place. We will come to a working understanding of the concept of identity and discuss how meaning is made privately and collectively. We will practice using concepts and skills necessary for understanding what community is, what gives a community its identity, what threatens it, and what strengthens it. We will contribute to a developing history of our cities through the vehicle of a community action research project that will be shared with the neighborhood.

SBS340: Sustainable Economic and Community Development
(3 credits)
Cross-listed: CVC330/OLC342
Gen Ed: Individual and Group Dynamics / Global Citizenship
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)
This course explores key subject areas related to sustainable economic development through a focus on the non-profit sector as well as individual economic growth and how both connect to a larger web of business creation, city-sector development, and community health. This course will look at how the economic climate—in Providence, North America, and globally—has affected on the ground possibilities of community action and development. What does it take to succeed and survive as a healthy community amidst complex (and sometimes destructive) forces that shape and mold our society? We want to examine here what it means to create sustainable structures and economic environments that aren’t just about revitalization but about vitality. How will the projects you’re involved in as a student be sustained over time?

SBS345: Sustainable Impact
(3 credits)
Cross-listed: OLC370
Gen Ed: Research Methods
Prerequisite: Expository Writing (ELT103) AND Critical Writing for the Professions (AAH210) or Writing for Change (AAH330/OLC385), Intro to OLC (OLC215)
This course provides the skillset for students looking to affect sustainable change through their work. This course is designed to help students develop appropriate research methods to examine how, where, and why knowledge is created and shared in their community. Participatory Action Research, Archival Research, Oral History, and Literary Analysis will be introduced as possible research tools for students to deepen their understanding of how lasting impact occurs. Students are asked to examine social media, marketing, organizing, and leadership techniques to design and implement a plan of dissemination of their work. Students will work together in cohort groups to think about the factors that have shaped their field of study and practice.

SCIENCE
**SCI105: DIY: Laboratory Science**  
(3 credits)  
Gen Ed: Science With Lab  
Lab Science will introduce students to the process of scientific investigations and provide them with the prerequisite laboratory skills to develop scientific studies in the world around them. Each student will need to plan with the professor a research and documentation plan to accompany group readings and experiments.

**SCI200: Environmental Science I**  
**SCI205: Environmental Science II**  
(4 credits each)  
Gen Ed: Science (SCI200)  
Gen Ed: Science with lab (SCI205)  
This sequence of courses looks to help students bring the tools of qualitative research in conversation with the data collection and empirical research of the hard science. Students will dive deeply into an issue in their community (clean water, soil quality, etc.) and conduct multidisciplinary data collection. Participatory and ‘applied’ qualitative methods permit researchers in a wide variety of disciplinary, institutional and organizational settings to address power differentials as they occur in the process of investigation or inform social and political change. Environmental Science II contains a lab component.

**SCI210: Nutrition**  
(3 credits)  
Gen Ed: Science  
This course takes both a scientific and personal approach to understanding nutrition. You will explore the relationships between nutrition and wellness/disease and energy intake/release as well as weight control, physical activity and diets. Using the course and its materials as a lens, students will be asked to analyze their own diets. In the course, you will learn the difference and functions of macronutrients (carbohydrates, protein and fat) and micronutrients (vitamins and minerals) and how they are digested, absorbed, and metabolized. Food safety and food biotechnology will also be covered in this course.

**WORKPLACE & WORLD LABS**

Building upon a student’s first CU semester of project development and personal reflection, this series of courses helps CU students unpack the learning embedded in their life experiences. While that act in, and of, itself can be an empowering one, this course then asks students to analyze personal learning in terms of adult learning theory and to map those life experiences onto course relate that to the learning outcomes of courses. The lab series promotes skill development in organizing information, writing, analyzing and critical thinking through readings, class discussion and written assignments. Students complete a prior learning portfolio related to one course applicable to the student's degree.  

(3 credits each)  
WWL200A  
WWL201B  
WWL202C  
WWL203D  
WWL204E  
WWL205F  
WWL206G  
WWL207H  
WWL208I  
WWL209J  
WWL210K  
WWL211L  
WWL300M  
WWL301N  
WWL302O  
WWL303P  
WWL400Z