



**College Unbound  
Academic Catalog**

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## 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.

## Target Market

*While open to all students with a minimum of nine college credits, College Unbound seeks to serve underrepresented, low-income, adult learners with some college credit but no degree who are employed full-time in low wage jobs with little possibility of advancement. Our program is designed specifically for underrepresented, non-traditional, working adult learners who wish to advance in their current careers or move into new careers that improve their quality of life.*

## Demographics of our current student body:

<b>Race</b>	
Black	<b>35%</b>
Hispanic	<b>28%</b>
White (non-Hispanic)	<b>21%</b>
Asian	<b>3%</b>
American Indian	<b>3%</b>
Other	<b>10%</b>
<b>Gender</b>	
Female	<b>69%</b>
Male	<b>31%</b>
<b>Age</b>	
Under 25	<b>7%</b>
25-35	<b>28%</b>
36-45	<b>41%</b>
Over 45	<b>24%</b>
<b>Income</b>	
0 - \$25,000	<b>23%</b>
\$25,000 - \$35,000	<b>31%</b>
\$35,000 - \$45,000	<b>31%</b>
\$45,000 - \$55,000	<b>0%</b>
\$55,000 - \$65,000	<b>15%</b>
\$65,000+	<b>0%</b>
<b>Employed</b>	
Full-time	<b>80%</b>
Part-time	<b>10%</b>
Unemployed	<b>10%</b>

## **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 9 college credits. The nine (9) 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 (total) 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.
- 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 who is 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 semester or twelve (12) credits to earn a 2.0 career 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.
9. Enroll and register.

**\*\*Please note:** For military personnel and their eligible family members interested in applying to College Unbound, this process may differ.

### **Admissions Deadlines**

For non-military students, all admissions materials must be received three weeks before the first day of class.

### **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 enrollment deadline.

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.

### **Accepting Transfer Credit**

College Unbound accepts transfer credit from regionally accredited institutions of higher education and from recognized candidates for accreditation. Students who have attended non-regionally accredited institutions of higher education may request that their coursework be evaluated for transfer credit. Credit will be evaluated on a case-by-case basis, and students may be asked to provide course descriptions and/or syllabi to assist in evaluating the coursework.

### **Equivalent Programs**

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 or an elective.

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.

### **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.

### **Residency Requirement**

To earn a bachelor degree students must successfully complete 120 units minimum of course work and satisfy all College Unbound requirements. A student must complete a minimum of 30 undergraduate credit hours at College Unbound in order to earn a bachelor degree. The following forms of credit may not be used to fulfill the residency requirement: transfer credit; proficiency exam and credit for prior learning.

### **Graduation Requirements**

- 1) Complete all requirements for program of study, maintaining satisfactory academic progress;
- 2) Return all property belonging to College Unbound;
- 3) Fulfill all financial obligations to College Unbound prior to graduation; and,
- 4) Attend exit interviews.

### **Tuition and Fees**

#### **Course Tuition = \$413 per credit**

Most College Unbound students enroll in two 12-credit semesters per year, making their yearly tuition \$9,900.

#### **Application Fee\* = \$50**

Administration

#### **Technology Fee = \$100 (per semester)**

E-Library and Tech Support

#### **Graduation Fee = \$100 (one time)**

Diploma, Administration

#### **Transcript Fee = \$15 (per request)**

Administration

#### **Returned Check Fee = \$25 (per event)**

Administration

*\*Application Fee waived for servicemembers, veterans, and eligible family members.*

### **Refund Policies**

An Application Fee of \$50.00 is required at the time of enrollment to secure your spot. *The fee is refundable for first-term students and only if cancellation of enrollment is received by College Unbound seven days prior to the start of the term.* If eligible, the refund will be processed within 30 days upon receipt of the cancellation notice. Applicants not accepted by College Unbound shall be entitled to a refund of all monies paid.

The current tuition will be \$413 per credit hour. The tuition per credit hour is subject to change. Tuition and fees are subject to change with 30 days of notice.

## **Graduation Requirements**

- 1) Complete all requirements for program of study, maintaining satisfactory academic progress,
- 2) Return all property belonging to College Unbound, and
- 3) Fulfill all financial obligations to College Unbound prior to graduation and attend exit interviews.

**CANCELLATION OF ENROLLMENT AGREEMENT:** You may cancel your Enrollment Agreement without any penalty or obligation if requested in writing and delivered to College Unbound management within three business days after signing the agreement.

**NOTICE TO STUDENTS:** If you withdraw from College Unbound up through the 60 percent point in any payment period and received federal financial aid in the form of grant or loan funds, federal law requires that College Unbound, and in some cases, you, the student, return funds you did not earn to the U.S. Department of Education. The amount of federal financial aid that you have earned is computed by (1) determining the percentage of the payment period for which federal financial aid was awarded and completed, and (2) multiplying such percentage by the total amount of federal financial aid that was, or could have been, disbursed on your behalf for the payment period as of the date you withdrew. After the 60 percent point in the payment period, you will have earned 100 percent of the federal financial aid funds already disbursed to you. This calculation concerning federal financial aid is separate and distinct from the institutional refund policy and may result in your owing additional funds to College Unbound to cover tuition charges previously paid by federal financial aid prior to your withdrawal. If you plan to withdraw from College Unbound, please contact the financial aid office to determine the amount of funds, if any, that must be returned on your behalf.

**WITHDRAWAL AFTER COMMENCEMENT OF CLASSES:** The effective withdrawal date for a student shall be when any of the following occur:

- 1) The date the student notifies College Unbound of withdrawal or the date of withdrawal, whichever is earlier.
- 2) The beginning date of any term in which a student fails to start classes.
- 3) The first business day following any 21 consecutive calendar days of absences (excluding scheduled breaks).
- 4) The date when College Unbound terminates the student's enrollment, or
- 5) The date that the student is scheduled to return from a leave of absence and fails to do so.

All refunds due will be made within 30 days of the student's effective withdrawal date. The last date of actual participation is used in calculating any refund amount. Students who are continuing or restarting their enrollment at College Unbound are subject to the College Unbound Refund Policy. Under this policy, the percentages of refundable charges are as follows:

### **Students Withdrawing**

Prior to the first day of the term  
During the first 6 calendar days of the first term  
During the first day through 10% of the term  
After more than 10% and through 25% of the term  
After more than 25% and through 50% of the term

### **Refund**

100% Tuition  
100% Tuition  
90% Tuition\*  
50% Tuition\*  
25% Tuition\*

After more than 50% and through 100% of the term  
\*Less \$100 Administrative Fee

0% Tuition

In case of prolonged illness, accident, death in the family, or other circumstances that make it impractical to complete the program, a refund that is reasonable and fair to both parties shall be made.

### **Additional Conditions**

- 1) College Unbound will not deny admission because of race, color, religion, ancestry, national origin, age, nondisqualifying disability, gender, sexual orientation, marital status, or veteran status.
- 2) This agreement, its addenda, and its attachments constitute the complete agreement between College Unbound and the student, and no verbal statements or promises will be recognized or enforced.
- 3) College Unbound does not imply, promise, or guarantee transferability of earned credits to any other institution.
- 4) College Unbound has the right, at its discretion, to make reasonable changes in program content, materials, schedules, sequence of courses, or locations in the interest of improving the student's education, or where deemed necessary due to industry changes, academic scheduling, or professional requirements. College Unbound is required to make changes in programs or policies when ongoing federal, state, or accrediting changes affect students currently in attendance.
- 5) College Unbound does not provide health services for students.

### **Standards of Satisfactory Academic Progress (SAP) for Financial Aid**

#### **Grade Point Average**

Students must maintain a cumulative minimum grade point average of 2.0 each semester.

#### **Pace**

Students must successfully complete 67% of the cumulative attempted credit hours each year. Attempted hours are determined by the number of credit hours registered for at the end of the sixth day of the semester.

Successful grade completions are: A, B, C, D, P

Unsuccessful grade completions are: F, W, INC

If students repeat a course, both grades will appear on the academic record, and the most recent grade will be used to calculate the grade point average.

<b>Attempted Credits</b>	<b>Required Completion Rate</b>
12	8 credits
15	10 credits
18	12 credits
21	14 credits

24	16 credits
27	18 credits
30	20 credits

### **Evaluation of Progress**

At the end of each term attended, academic progress will be evaluated based upon the standards above. Students who fail to meet any of the standards of academic progress will receive a notification letter from College Unbound.

### **Consequences for Failure to meet SAP**

After the first term in which Standards of Academic Progress are not met, students are placed on financial aid warning for one subsequent term. During the warning period, they remain eligible for federal financial aid. College Unbound requires that students in financial aid warning status meet with their academic advisor and submit a plan for meeting their educational goals.

After the second term in which Standards of Academic Progress are not met, students become ineligible for federal financial aid. In order to regain federal financial aid eligibility, students must pay for classes out-of-pocket until they reach the 67% completion rate and an appropriate cumulative GPA.

### **Appeal Process**

Students with unusual or mitigating circumstances may submit an appeal requesting to continue to receive federal financial 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 student is applying for continued federal financial aid.

If federal financial aid is reinstated as a result of the appeals process, the student is placed on probation for one term. During the probationary period the student must complete all registered courses and achieve the required grade point average to remain eligible to receive federal financial aid. Once the student is at a 67% completion rate for all attempted courses and a qualifying grade point average, good standing is reinstated.

### **Appeal Procedure**

**STEP ONE** Complete the Standards of Academic Progress Appeal form and submit it to the Financial Aid Office along with an explanation and documentation of the reasons for failing to comply with the stated academic standards. The explanation must include improvements made to ensure future academic success.

**STEP TWO** The Standards of Academic Progress Appeal Committee will review the appeal and render a decision.

**STEP THREE** The student will receive the written decision of the Academic Progress Appeal Committee within ten business days of the committee meeting. The decision of the Standards of Academic Progress Appeal Committee is FINAL.

### **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 semester 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 of school as matriculating students for one 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 from Enrollment Services.
- 2) Return the application, a written statement of academic activities since last semester of matriculation, and an official transcript of grades earned to Enrollment Services.  
\* Your transcript must show evidence of completion of a minimum of six credits post-dismissal, having earned at least a C grade in each course, or an overall grade point average of 2.0 post-dismissal.
- 3) The Provost will determine whether you are placed on probation or conditional status upon readmission.

### **Grading Policies**

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

### **Minimum Satisfactory Grade**

Students must receive a C grade or better in all courses within their major. College Unbound

will accept D grades in elective courses.

### 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.

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

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

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

AUS	Audit Successful
AUU	Audit Unsuccessful
IP	In Progress
N	Nonpass
P	Pass

The following marks may also appear on your transcript or permanent record. They are not grades, and (except for the second-grade-only option) will not affect your grade-point average.

I	Incomplete
O	No grade reported
W	Withdrawal

**You can calculate your grade-point average** by dividing the total number of grade points you have earned by the total number of credit hours you have taken, excluding courses with grades of AUS, AUU, IP, N, P, or marks of I, O. For example, if you are 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-

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

In other words: for each course you've taken, multiply the appropriate grade points you earned by the number of semester hours in each course, then add up all the grade points you've earned to date, and then divide this by the number of semester hours you've 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 you audit a course (i.e., take a course normally offered for credit for zero credit), you 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. You may register for the P/N grading option beginning the first day of classes up to the last day for undergraduates to add a course (date listed on the Registrar's Academic Deadlines calendar).

To take a class P/N, first ask the course instructor if he/she allows P/N grading. Then, print a grade option form and have both your academic advisor and the course instructor sign it. Submit the completed form to the Registrar's Office before the published deadline. You may not change your P/N registration after the deadline.

### **P/N course policies:**

- You may request P/N grading *only* in courses you are using as electives, so:
  - You may not use courses taken P/N to satisfy General Education Program requirements.
  - You 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 s.h. of P credit from College Unbound toward the bachelor's degree, and a maximum of 30 s.h. 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.

You may be granted a mark of "Incomplete" only if

- you have finished 2/3 of the coursework (exceptions may be made for research, thesis, or independent study courses), **and**
- you have an reason acceptable to the instructor for not completing the course, **and**
- your 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**, first consult with your instructor about the due date for the remaining work and to make sure you understand all the course requirements.

You must then complete the unfinished portion of the work, and your instructor must submit a final grade for you, by following the Registrar's change-of-grade procedure. This grade change must be submitted on or before grades are due for the **subsequent spring or fall semester**.

(Since the summer and winter sessions are not technically semesters, a student with an Incomplete from the spring semester is exempt from completing the work during the subsequent summer session; a student with an Incomplete from the fall is exempt from completing the work during that winter session.)

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

## **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 intermly 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

### 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>.

#### If Matters Are Not Resolved Internally

*Please follow the process outlined by the RI Office of the Postsecondary Commissioner printed below and on their website: [https://www.riopc.edu/page/student\\_complaint/](https://www.riopc.edu/page/student_complaint/)*

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

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

If your complaint deals with an online course or program, the Office can help you seek resolution.

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

## **Student Support Services/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 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 documentation and the rationale to support the need for accommodations is key to establishing adequacy of the documentation. However, in emergency and crisis management situations and in non-traditional circumstances the professional staff of Student Support Services will use their discretion in allowing flexibility in the standard protocol described in the working policy document. All such decisions made under these conditions are reviewed as soon as possible after the emergency situation subsides.

Students with disabilities are partners in their own academic success. They respond to the same expectations and assume the same responsibilities as their non-disabled peers, albeit WITH the support of Student Support Services and reasonable accommodations.

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

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

### **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 conditions(s).
5. **Description of the progression or stability of the disability** over time and in context.
6. **Description of current and past accommodations, services or medications.**
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):**

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

### **Liberal Studies Policy**

College Unbound is committed to preparing students to become lifelong learners. Our general education requirements ensure that students build the analytical and critical thinking skills and intellectual perspectives necessary to engage in ongoing action research that supports their goals. A minimum of 90 credits in the liberal arts is required in order to earn a Bachelor of Arts degree at College Unbound. 82 of these 90 credits are prescribed below. The remaining credits are open for student further exploration in liberal arts areas of interest. College Unbound's liberal arts requirements are in place to broaden student views of our increasingly global and diverse world.

A foundation in liberal studies ensures that students:

- 1) Develop and demonstrate effective uses of language.
- 2) Develop mathematical and information literacy.
- 3) Develop an understanding of the natural sciences and their contributions to human culture.
- 4) Develop an understanding of human behavior, society, and culture.
- 5) Integrate knowledge at an advanced level.
- 6) Develop the skills for personal and professional research.
- 7) Develop the lifelong learning competencies that employers and life in a complex society demand:
  - Accountability
  - Advocacy for Self and Others
  - Collaboration
  - Communication
  - Creativity
  - Critical Thinking
  - Intercultural Engagement
  - Problem Solving
  - Reflection
  - Resilience

## College Unbound Course and Competency Requirements

For graduation from College Unbound, students must complete all the requirements for General Education and the Major in Organizational Leadership and Change (OLC).

- Students must complete a minimum of 120 course credits and meet CU competency and learning outcome requirements in order to receive a bachelor's degree in Organizational Leadership and Change.
- 82 course credits are Liberal Arts credits achieved through the General Education Requirements (46 credits) and the OLC Major (36 credits).
- 10 credits are competency based—awarded as students demonstrate mastery of the skills of Leadership and Change.
- The remaining 28 credits are achieved through Elective Courses.
- Upon graduation students must have at least 90 credits in Liberal Studies. All courses in the College Unbound Academic Catalog are designed to fulfill Liberal Studies Requirements. Upon transfer, students will receive a report from the Registrar's Office informing them of transferred Liberal Studies credits.
- A minimum of 30 credits must be upper division credits (courses at the 300 level or higher).
- Up to 90 credits may be transferred into College Unbound from other accredited institutions of higher education, upon approval by College Unbound.
- At least 30 College Unbound undergraduate credit hours are needed in order to earn a bachelor degree. The following forms of credit **may not** be used to fulfill the 30 College Unbound credit requirement: transfer credit; proficiency exam and credit for prior learning.

### 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.

More information about prior learning assessment can be found in the College Unbound Admissions Policy on page 9 and on the website:

<https://www.collegeunbound.org/apps/pages/admissionspolicy>.

### Academic credit by the numbers

10	Leadership and Change (Big Ten) Competency credits
46	General education course credits
36	Major course credits
28	Elective credits
120	Credits to graduate
30	Must be upper division course credits
90	Must be Liberal Studies course credits
90	Maximum number of credits that can be transferred in

### **Successful Completion of Courses**

Any student taking courses from College Unbound is subject to the grading policies found on page 15.

### **Successful Completion of Competencies and Foundational Learning Outcomes**

College Unbound performance rubrics rate student performances across four levels: Novice, Apprentice, Practitioner, and Expert. Students must perform regularly at the Practitioner level (General Education Foundational Learning Outcomes) or Expert Level (Leadership & Change [Big 10] Competencies) by the time they graduate. Foundational Learning Outcomes and Big 10 competencies may be completed as part of a course or through direct assessment.

### **Leadership and Change Competencies – Big 10 (10 credits)**

The Leadership and Change Competencies (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 semester 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. Specific competencies are outlined underneath each of the Big 10 and students, professors, advisors, mentors, and peers use rubrics describing levels of proficiency to gauge student development.

Students must successfully complete the Big 10 Leadership and Change Competencies. These competencies are assessed through exhibitions followed by portfolio assessment. Students must perform at a level considered expert to receive credit. Successful completion of each competency is worth one credit. Students must successfully complete all of the Big 10 competencies in order to graduate.

Big 10 Leadership and Change Competencies (The Big 10):

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

### **General Education Distribution Requirements (46 credits)**

A total of 46 General Education Requirements are required for graduation. College Unbound's General Education 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.

The **Civics** courses 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.

The **Arts and Humanities** courses 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.

The **Science and Math** courses require the development of core competencies in quantitative research, data collection, and experimentation.

The **Social and Behavioral Sciences** courses are designed around place based research and group analysis.

**Integrated and Applied Learning** is the category for the required Workplace and World Lab that accompanies each course at College Unbound. The lab ensures integration of course theories and skills and their application to authentic action research projects as described in students' Personal Learning Plans. At least two semesters of Workplace and World Lab are required.

The College Unbound Organizational Leadership and Change major fulfills all of the Social and Behavioral Science requirements, as well as requirements for Integrated and Applied Learning. Students are required to also fulfill General Education Distribution Requirements in the areas outside their major's distribution area.

General education at College Unbound is designed so that that students complete both required courses and required foundational learning outcomes.

**Courses: General Education Distribution Requirements**  
(46 Liberal Arts Credits)

*Civics*

3 credits in Power and Difference

6 credits in Global Citizenship

*Arts and Humanities*

6 credits in Advanced Composition

3 credits in Literature and Fine Arts

3 credits in History

*Science and Math*

4 credits in Science with Lab

3 credits Science

3 credits in Math

*Social and Behavioral Sciences*

3 credits in Individual & Group Dynamics

6 credits in Research Methods

Integrated and Applied Learning

3 credits Workplace & World Lab A

3 credits Workplace & World Lab Z

**General Education Foundational Content and Process Learning Outcomes**

(These outcomes are fulfilled through the completion of College Unbound General Education courses.)

1. Empirical Reasoning
2. Digital Fluency
3. Ethical Reasoning
4. Historical Reasoning
5. Human Expression
6. Participatory Action Research
7. Quantitative Reasoning
8. Social Reasoning

**The Major (36 Credits)**

**Bachelor of Arts in Organizational Leadership and Change (OLC) Major**

<b>Organizational Leadership and Change – 36 credit Major</b>		
<b>TITLE</b>	<b>CODE</b>	<b>CREDITS</b>
<b>Required Courses (15 credits)</b>		
<b>Introduction to Organizational Leadership and Change</b>	OLC215	<b>3</b>
<b>Reframing Failure</b>	OLC355	<b>3</b>
<b>Contextualizing Work: Research Methods I</b>	OLC315/SBSCI305	<b>3</b>
<b>Learning from Experience (PLA Seminar)</b>	OL201	<b>3</b>
<b>Capstone</b>	OLC400	<b>3</b>
<b>Organizational Studies (Choose at least 1 (Registrar may approve substitutions – required))</b>		
<b>Social and Business Ethics</b>	OLC225/CVC225	<b>3</b>
<b>Strategic Management and Policy</b>	OLC360	<b>3</b>
<b>Human Resource Management</b>	OLC325	<b>3</b>
<b>Understanding Non-Profit Management</b>	OLC375	<b>3</b>
<b>Organizational Theory and Management</b>	OLC340	<b>3</b>

<b>Leadership Studies (Choose at least 1 (Registrar may approve substitutions – required))</b>		
<b>PAR Project 1: Leadership in Action</b>	OLC345/SBSCI325	<b>3</b>
<b>Communication Skills for Leaders</b>	OLC305	<b>3</b>
<b>Leadership and Motivation</b>	OLC330	<b>3</b>
<b>Leadership and Organizations</b>	OLC335	<b>3</b>
<b>Change Studies (Choose at least 1 (Registrar may approve substitutions – required))</b>		
<b>Sustainable Impact</b>	OLC370/SBSCI345	<b>3</b>
<b>Strategic Thinking and Change</b>	OLC365	<b>3</b>
<b>Grassroots Community Organizing</b>	OLC320/AH310	<b>3</b>
<b>Electives Within the Major (Choose 4 courses total either from below, from above, or transferring in substitutions from prior institutions or experience)</b>		
<b>Field Studies in Mentorship</b>	OLC210/SBSCI210	<b>3</b>
<b>Collaboration and Group Dynamics</b>	OLC203/SBSCI200	<b>3</b>
<b>Internship/Practicum</b>	OLC250/E200	<b>3</b>
<b>Creative Problem Solving</b>	OLC205	<b>3</b>
<b>Project Management</b>	OLC350	<b>3</b>
<b>Participatory Action Research Methods: PAR Project II</b>	OLC368/SBSCI330/CV325	<b>3</b>
<b>Conflict Resolution</b>	OLC200/CVC200	<b>3</b>
<b>Critical Writing for the Professions: Grant and Technical Writing</b>	OLC208/AH210	<b>3</b>
<b>Globalization and Community</b>	OLC212/ABCI215/CVC210	<b>3</b>
<b>Public Narrative: Identity, Agency, and Action</b>	OLC218/CBC220	<b>3</b>
<b>Community Assessment</b>	OLC310	<b>3</b>
<b>Interpersonal Skills for Virtual and Co-Located Teams</b>	OLC322/SBSCI320	<b>3</b>
<b>Studies in Community and Place</b>	OLC338/SBSCI335	<b>3</b>

The following 14 Foundational Learning Outcomes are completed through College Unbound courses required for the OLC major.

1. Organizational Theory
2. Mentorship
3. Contextualizing Work
4. Labor and Democracy

5. Writing for Careers
6. Adaptive Leadership
7. Reframing Failure
8. PA Research - Workplace
9. PA Research - Community
10. Community Development Theory
11. Place Based Reasoning
12. Public Narrative
13. Media & Message
14. Globalization

**Elective Courses (28 credits)**

Students work with academic advisors to choose courses appropriate to their interests for the remaining 28 credits to reach 120.

## **Course Offerings**

**(Intentionally Blank)**



## Course Offerings

AH = Arts & Humanities  
CVC = Civics  
E = Elective  
MTH = Math  
OLC = Organizational Leadership & Change (Major)  
SBSCI = Social & Behavioral Sciences  
SCI = Science  
WWL = Workplace & World Lab

## Course Descriptions

### CIVICS

#### **Black Studies – CVC235/AH215**

##### 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.

#### **Bodies, Power, & Community - CVC300 (3 credits)**

##### 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.

#### **Conflict Resolution - CVC200 (3 credits)**

##### POWER AND DIFFERENCE / MAJOR LEADERSHIP STUDIES

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.

### **Critical Care and Critical Generosity - CVC205 (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.

### **Emergent Strategy as Research - CVC230**

#### 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.

### **Globalization and Community - CVC210 (3 credits)**

#### GLOBAL CITIZENSHIP / GEOGRAPHY AND PLACE

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Globalization and Education - CVC215** (3 credits)

GLOBAL CITIZENSHIP

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Global Citizenship - CVC305** (3 credits)

GLOBAL CITIZENSHIP

In one way or another, College Unbound project work leans in the direction of creating stronger communities, justice in its many forms, a better world. One premise of this CU course is that exploring the cultural and economic basis of disengagement is essential if we are to reignite our passion for and faith in change. Secondly, helping individuals is not enough to address massive social and ecological problems, yet political campaigns and movements often seem disproportionately small compared to the scale of our challenges.

In this course we will surface and examine some of the disabling social patterns that obstruct change, then explore a variety of ways we might reframe our collective approach to service and strengthening communities. Through a conversational format inside class, and attention to project work outside of it, we will start by focusing on ourselves as concerned citizens, inquiring into the ways in which our mental health and work perspectives have been influenced by subtle yet powerful institutional and social undercurrents. This initial focus will serve as a stepping-off point for a larger inquiry into service and social change, with particular attention to student projects in formation.

**History of Immigration - CVC310** (3 credits)

GLOBAL CITIZENSHIP

Many people seem to have a romanticized idea of America's immigrant past. This syllabus 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.

**Imaging Identities:Autobiographical Narratives and the Representation of Others - CVC315**

(3 credits)

POWER AND DIFFERENCE / LITERATURE AND FINE ARTS

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.

**Immigration and the Law - CVC320** (3 credits)

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.

**PAR Project II: Participatory Action Research Methods - CVC325** (3 credits)

RESEARCH METHODS

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Public Narrative: Identity, Agency, and Action - CVC220** (3 credits)

POWER AND DIFFERENCE / GLOBAL CITIZENSHIP

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.

**Social and Business Ethics - CVC225** (3 credits)

**ETHICS**

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.

**Sustainable Economic and Community Development - CVC330** (3 credits)

**GEOGRAPHY AND PLACE / GLOBAL CITIZENSHIP/ MAJOR CHANGE STUDIES**

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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?

## **ARTS AND HUMANITIES**

### **American Labor History - AH200 (3 credits)**

#### **HISTORY**

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

### **Arts & Engagement – AH220**

#### **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.

### **Black Studies –AH215/ CVC235**

#### **HISTORY**

“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.

### **Creative Writing - AH205 (3 credits)**

#### **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.

**Critical Writing for the Professions - AH210** (3 credits)

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.

**Digital Storytelling - AH300** (3 credits)

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.

**Directed Readings in Critical Theory - AH305** (3 credits)

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.

**Grassroots Community Organizing - AH310** (3 credits)

MAJOR CHANGE STUDIES / HISTORY

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**History of Immigration - AH315/CVC310** (3 credits)

GLOBAL CITIZENSHIP

Many people seem to have a romanticized idea of America's immigrant past. This syllabus 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.

**Imaging Identities:Autobiographical Narratives and the Representation of Others**  
**AH320/CVC315**

(3 credits)

LITERATURE AND FINE ARTS

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.

**Violence and Nonviolence in American Culture - AH325** (3 credits)

MAJOR CHANGE STUDIES / HISTORY

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Writing for Change - AH330/OLC385** (3 credits)

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.

**Writing for Research – AH225**

ADVANCED COMPOSITION

Writing for Research will focus on furthering a student's applied personal and academic research project proposal. Moving beyond the proposal to a research paper that unpacks the context of your work-- this class takes the annotated bibliography as a starting point to write a literature review (or the equivalent if a project asks otherwise). Students will learn how to investigate and redact relevant information to present a research project to a diverse audience.

**SCIENCE & MATH**

**DIY: Laboratory Science - SCI105** (3 credits)

EXP SCIENCE

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.

**Environmental Science I - SCI200**

**Environmental Science II - SCI205**

(each 2 credits)

NATURAL SCIENCE

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 multi-disciplinary 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.

**Nutrition - SCI210** (3 credits)

NATURAL 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.

**Statistics for Problem Solving I (Data Collection & Assessment) - MTH200**

**Statistics for Problem Solving II - MTH205**

(each 2 credits)

MATH

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.

**SOCIAL AND BEHAVIORAL SCIENCES**

**Collaboration and Group Dynamics - SBSCI200** (3 credits)

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.

**Collective Decision Making - SBSCI300** (3 credits)

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?

### **Community Knowledge and Research Methods - SBSCI205** (3 credits)

#### RESEARCH METHODS / GEOGRAPHY AND PLACE

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.

### **Contextualizing Work - SBSCI305** (3 credits)

#### RESEARCH METHODS / MAJOR REQUIREMENT

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Digital Storytelling - SBSCI310/AH300 (3 credits)**

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.

**Field Studies in Mentorship - SBSCI210/OLC210 (3 credits)**

INDIVIDUAL AND GROUP DYNAMICS/MAJOR LEADERSHIP STUDIES

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 fostering 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.

**Globalization and Community - SBSCI215/CVC210 (3 credits)**

GLOBAL CITIZENSHIP / GEOGRAPHY AND PLACE

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Housing and Community - SBSCI315 (3 credits)**

GEOGRAPHY AND PLACE

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.

**Interpersonal Skills for Virtual & Co-located Teams - SBSCI320/OLC322 (3 credits)**

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.

**PAR Project I: Leadership in Action - SBSCI325/OLC345 (3 credits)**

RESEARCH METHODS / LEADERSHIP MAJOR REQUIREMENT

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**PAR Project II: Participatory Action Research Methods - SBSCI330/CVC325** (3 credits)

#### RESEARCH METHODS

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Public Speaking and Debates - SBSCI220** (3 credits)

#### INDIVIDUAL AND GROUP DYNAMICS / MAJOR ELECTIVE

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.

**Studies in Community and Place - SBSCI335/OLC338** (3 credits)

#### GEOGRAPHY AND PLACE / INDIVIDUAL AND GROUP DYNAMICS

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/OLC385), Intro to OLC (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.

**Sustainable Economic and Community Development - CVC330/SBSCI340 (3 credits)**

GEOGRAPHY AND PLACE / GLOBAL CITIZENSHIP/ MAJOR CHANGE STUDIES

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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?

**Sustainable Impact - SBSCI345 (3 credits)**

MAJOR REQUIREMENT CHANGE STUDIES / RESEARCH METHODS

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**MAJOR REQUIREMENTS:**

**Collaboration and Group Dynamics - OLC203/SBSCI200** (3 credits)

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.

**Collective Decision Making - OLC300/SBSCI300** (3 credits)

MAJOR ORGANIZATIONAL STUDIES / 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?

**Communication Skills for Leaders - OLC305** (3 credits)

MAJOR LEADERSHIP STUDIES

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.

**Community Assessment - OLC310 (3 credits)**

MAJOR ELECTIVE

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Conflict Resolution - OLC200/CVC200 (3 credits)**

MAJOR LEADERSHIP STUDIES / 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.

**Contextualizing Work - OLC315/SBSCI305 (3 credits)**

MAJOR REQUIREMENT / RESEARCH METHODS

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Creative Problem Solving - OLC205 (3 credits)**

## MAJOR ELECTIVE

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.

### **Critical Writing for the Professions - OLC208/AH210 (3 credits)**

#### 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.

### **Field Studies in Mentorship - OLC210/SBSCI210 (3 credits)**

#### INDIVIDUAL AND GROUP DYNAMICS/MAJOR LEADERSHIP STUDIES

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 fostering 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.

### **Globalization and Community - OLC212/SBSCI215/CVC210 (3 credits)**

#### GLOBAL CITIZENSHIP / GEOGRAPHY AND PLACE

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Grassroots Community Organizing - OLC320/AH310 (3 credits)**

CHANGE STUDIES, HISTORY

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/OLC385), IDS222 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.

**Human Resource Management - OLC325 (3 credits)**

MAJOR REQUIREMENT / ORGANIZATIONAL STUDIES

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.

**Internship/Practicum - OLC250/E200 (3 credits)**

ELECTIVE CREDIT

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.

**Interpersonal Skills for Virtual & Co-located Teams - OLC322/SBSCI320 (3 credits)**

**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.

**Introduction to Organizational Leadership and Change - OLC215 (3 credits)**

**MAJOR REQUIREMENT**

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 multi-media 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.

**Leadership & Motivation - OLC330 (3 credits)**

**MAJOR LEADERSHIP STUDIES**

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.

### **Leadership and Organizations - OLC335 (3 credits)**

MAJOR LEADERSHIP STUDIES / ORG STUDIES

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

### **Organizational Theory and Management - OLC340 (3 credits)**

MAJOR REQUIREMENT / ORG STUDIES

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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, or organizational change. We will examine workplace culture and infrastructure using Bolman and Deal's Frames—Structural, Human Resource, Political, and Symbolic.

**PAR Project I: Leadership in Action - OLC345/SBSCI325 (3 credits)**

MAJOR LEADERSHIP STUDIES / RESEARCH METHODS

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**PAR Project II: Participatory Action Research Methods - OLC368/SBSCI330/CVC325 (3 credits)**

RESEARCH METHODS

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Project Management - OLC350 (3 credits)**

MAJOR ELECTIVE

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.

**Public Narrative: Identity, Agency, and Action - OLC218/CVC220** (3 credits)

POWER AND DIFFERENCE / GLOBAL CITIZENSHIP

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.

**Reframing Failure - OLC355** (3 credits)

MAJOR REQUIREMENT

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

**Social and Business Ethics - OLC225/CVC225** (3 credits)

ETHICS

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.

### **Strategic Management and Policy - OLC360 (3 credits)**

#### **MAJOR REQUIREMENT / ORG STUDIES**

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.

### **Strategic Thinking and Change - OLC365 (3 credits)**

#### **MAJOR CHANGE STUDIES**

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.

### **Studies in Community and Place - OLC338/SBSCI335 (3 credits)**

GEOGRAPHY AND PLACE / INDIVIDUAL AND GROUP DYNAMICS

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/OLC385) , Intro to OLC (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.

### **Sustainable Economic and Community Development - OLC342/CVC330/SBSCI340 (3 credits)**

GEOGRAPHY AND PLACE / GLOBAL CITIZENSHIP/ MAJOR CHANGE STUDIES

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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?

**Sustainable Impact - OLC370/SBSCI345** (3 credits)

**MAJOR REQUIREMENT CHANGE STUDIES & RESEARCH METHODS**

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/OLC385), IDS222 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.

**Sustainable Economic and Community Development - CVC330** (3 credits)

**GEOGRAPHY AND PLACE / GLOBAL CITIZENSHIP/ MAJOR CHANGE STUDIES**

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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?

**Understanding Non-Profit Management - OLC375** (3 credits)

**MAJOR ORGANIZATIONAL STUDIES**

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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 semester.

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.

### **Violence and Nonviolence in American Culture - OLC380 (3 credits)**

#### **CHANGE STUDIES / HISTORY**

Prerequisite: Expository Writing (E100) AND Critical Writing for the Professions (AH210) or Writing for Change (AH330/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.

### **Writing for Change - OLC385/AH385 (3 credits)**

#### **MAJOR REQUIREMENT / 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.

## **DEGREE REQUIREMENTS**

### **Capstone A - OLC400**

### **Capstone B - OLC405**

(each 2 credits)

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.

### **Learning From Experience - OLC220 (3 credits)**

DEGREE REQUIREMENT, PRIOR LEARNING

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.

### **Workplace and World Lab A-Z**

**OLCWWL-A200**

**OLCWWL-G206**

**OLCWWL-M300**

**OLCWWL-B201**

**OLCWWL-H207**

**OLCWWL-M301**

**OLCWWL-C202**

**OLCWWL-I208**

**OLCWWL-N302**

**OLCWWL-D203**

**OLCWWL-J209**

**OLCWWL-O303**

**OLCWWL-E204**

**OLCWWL-K210**

**OLCWWL-P304**

**OLCWWL-F205**

**OLCWWL-L211**

**OLCWWL-Z400**

(each 1.5 credits)

Each term at College Unbound requires a lab component that allows the course to be fully integrated into the student's life and work. Rather than assuming that students will apply and practice principles and theories learned in their coursework, the lab requires that they do so. Lab work intentionally addresses our metacognitive lifelong learning competencies (the Big 10), requiring deliverables that demonstrate growth and learning in each as they relate to course

goals. Within lab students develop and maintain a learning plan, reflect on how course theories and ideas tie to the workplace and their current action research projects, hold and document conversations with professional mentors concerning application of course theories, implement and document the work of their action research project, and prepare and deliver a learning exhibition. This lab course increases in complexity as the students advance through their degree program.

### **ELECTIVES:**

#### **Expository Writing - E100** (3 credits)

##### PRE-ENROLLMENT REQUIREMENT

This foundational course will prepare the College Unbound student to use expository writing as a tool for learning and communicating. Students will become adept at using writing to effectively explain, describe, and inform. They will take advantage of the real world opportunities that surround them to identify and use the expectations of the discourse communities with which they choose to engage—engineering, politics, academia, etc. Understanding the discourse community determine how, when, and where to use which expository style to achieve their purpose.

Students draft a minimum of four revised essays and complete a course portfolio. Students must submit a satisfactory portfolio and earn a C-or higher in the course in order to enroll in WTNG 200 or 220.

#### **Gateway - E101** (3 credits)

##### ELECTIVE CREDIT

In this course students will work with an academic support team to develop and maintain a personal learning plan that includes personal, academic, and career goals. The Personal Learning Plan is a living document that coheres around their learning goals and that courses and workplace learning experiences become an interconnected whole. They will tackle the logistics (financial, curricular, and personal) that come with enrolling in a degree program. The course also introduces students to the principles and methodology of assessing college level knowledge acquired outside the traditional classroom. Students analyze personal learning in terms of adult learning theory. They identify, articulate and document personal learning outcomes and relate that to the knowledge components of college courses. Students complete a prior learning portfolio challenging one course applicable to the student's degree to submit for assessment with a partner university or CAEL.

**Internship/Practicum - E200** (3 credits)

ELECTIVE CREDIT

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.

**Lifelong Learning - E102** (3 credits)

ELECTIVE CREDIT

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 semester. 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.

**Teacher Education - E201** (3 credits)

ELECTIVE

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.

## **College Unbound Competencies and Foundational Learning Outcomes**

*The competencies and foundational learning outcomes described on the next pages provide the foundation for the courses in this academic catalog. College Unbound is currently a course-based system that is competency-influenced. Looking forward, College Unbound intends to use a system of direct assessment, decoupling competencies from time-based individual courses. College Unbound views learning as integrated, applied, and largely non-linear. Demonstrating competence requires performances in multiple contexts over time. When competencies are “unbound” from courses, students have greater autonomy to tailor learning experiences in ways most relevant to their personal, professional, and life goals.*

Competencies and outcomes are spiraled throughout the curriculum in the degree program so that progress toward criteria is demonstrated through various performances in multiple contexts and in response to different content. Students are required to consistently score at the Expert level for each of The Big 10 Leadership and Change competencies by the time they graduate and receive their bachelor’s degree. They are required to demonstrate competence at least at the Practitioner level in each of the 70 foundational outcomes in the categories of Self, Career, and World by the time they graduate and receive their bachelor’s degree.



**Big 10 – Leadership and Change Competencies (10)**

Intentionally applies the Big 10 skills to learning projects that develop the habits of practice and mind necessary for employment and life in a complex society.

**B10-1AC – Accountability:** Demonstrates the ability to meet or exceed agreed upon expectations, taking ownership of all that happens as a result of personal choices and actions, and looking for solutions when there is a problem.

**Indicators:**

- Demonstrates personal responsibility.
- Practices integrity—walks their talk.
- Effectively prioritizes and manages life and learning goals.
- Is accountable for deadlines, results, and end products.
- Seeks feedback and is open to constructive criticism.
- Demonstrates preparedness.
- Is punctual and honors meeting commitments.
- Demonstrates financial accountability.

**B10-2Ad – Advocacy for Self and Others:** Actively negotiates positive change for self and/or others, clearly seeing both sides of the issue and proposing new processes or parameters that more effectively meet the needs of all stakeholders.

**Indicators:**

- Makes own decisions about short and long term plans.
- Practices assertive communication.
- Actively engages in multiple communities.
- Works for positive change.

**B10-3Col – Collaboration:** Deliberately partners with others, negotiating, challenging, and being challenged on issues of partnership, in order to produce something together.

**Indicators:**

- Engages effectively with the members of his/her Personal Learning Network.
- Ensures contributions of self and others.
- Objectively listens to dissent and alternate points of view, engaging in dialogue rather than debate.
- Negotiates and manages conflict.
- Offers and receives constructive criticism.

**B10-4Com – Communication:** Constructs sustained, coherent argument or presentation on issues and processes in more than one medium for general and specific audiences, adapting behaviors and goals to meet the needs of interaction and achieve shared meaning.

**Indicators:**

- Uses knowledge of audience and context to shape communication.
- Articulates and defends a compelling controlling idea clearly and effectively
- Uses sources and evidence effectively
- Demonstrates control over organization, voice, word choice, and conventions of

English.

- Determines the extent of information needed.
- Accesses the needed information.
- Evaluates information and its sources critically.
- Accesses and uses information ethically and legally.

**B10-5Cr – Creativity:** Consistently brings into being products, processes, or thoughts that did not previously exist, merging ideas and making connections between seemingly unrelated phenomena to generate solutions.

**Indicators:**

- Demonstrates imagination and innovative thinking, suggesting new solutions to old problems.
- Takes risks.
- Demonstrates fluency and flexibility in brainstorming.
- Embraces contradictions.

**B10-6CT – Critical Thinking:** Engages in evidence-based practice, able to identify the issue/dilemma/problem, frame it as a specific question, explore and evaluate information relevant to the question, and draw conclusions, applying conscientious, explicit, and judicious use of current best evidence

**Indicators:**

- Accesses, analyzes, and connects information, considering its relationship to context and evidence.
- Identifies and considers the influence of bias and others' assumptions.
- Develops an informed and effective position based on relevant criteria.
- Reconstructs one's beliefs on the basis of wider experience.

**B10-7IAL – Intercultural Engagement:** Continuously improves capacity to identify own cultural patterns, compare and contrast them with others, engage in respectful dialogue, and adapt empathically and flexibly to unfamiliar ways of being.

**Indicators:**

- Understands own cultural identity
- Demonstrates openness to others.
- Considers multiple worldviews.
- Challenges cultural misperceptions.
- Actively advances social justice.

**B10-8PS – Problem Solving:** Identifies and analyzes problems and uses prior knowledge, logic, and imagination, weighing the relevance and accuracy of information to develop, recommend, and implement alternative solutions.

**Indicators:**

- Asks the right questions.
- Identifies strategies for solving the problem.
- Proposes, evaluates and selects from among alternative solutions.

- Implements solutions.
- Evaluates outcomes.

**B10-9Ref – Reflection:** Engages in an intentional process of continuous learning, consciously analyzing personal decision-making and actions as well as the reactions they prompt in themselves and others, drawing on theory and experience, and modifying actions as for the benefit of themselves and the communities they serve.

**Indicators:**

- Connects learning experiences and growth, acknowledging and articulating changes in perspectives.
- Engages in honest self-appraisal, analyzing performance with the goal of improving.
- Displays curiosity.
- Manages impulsivity.

**B10-10Res – Resilience:** Able to maintain effectiveness, remaining focused, composed, and optimistic when faced with time pressures, adversity, disappointment, or opposition, and recovers quickly from setbacks and failures.

**Indicators:**

- Persists in finding necessary resources to accomplish goals.
- Demonstrates flexibility and adapts readily to change.
- Develops and accesses a system of supports.
- Breaks an initially complex task into manageable steps.
- Uses humor to maintain perspective.

## **Leadership and Change Outcomes for Lifelong Learning (Self) (20)**

### **Gateway Outcomes**

**G1- Analyzes and Documents Prior Learning:** Assesses college level knowledge acquired outside the traditional classroom.

**Indicators:**

- Distinguishes between learning experiences and learning outcomes.
- Analyzes personal learning experience in terms of adult learning theory.
- Identifies and documents personal learning outcomes.
- Summarizes knowledge components.
- Presents a completed prior learning portfolio of met competencies applicable to the degree.

**G2 – Plans for Financing Education:** Examines personal finances, determines need, explores options, and develops a plan for funding and repayment.

**Indicators:**

- Reviews personal finances, current debt, and cost of education.
- Understands that financial decisions have long-term impact on life and lifestyle.
- Is aware of main sources of financial aid—federal government, state government, colleges and universities, private organizations.
- Recognizes the differences between loans, grants, and scholarships.
- Knows how to find sources of unbiased advice on loan terms and options.
- Understands rights and obligations in case of default.
- Completes and submits FAFSA.
- Completes a plan/timeline for loan repayment.

**G3 – Develops and Maintains a Personal Learning Plan:** Develops, maintains, and uses a learning plan to guide the accomplishment of personal and professional goals.

**Indicators:**

- Identifies, reviews and analyzes personal and career goals.
- Identifies, reviews, and analyzes personal core values, passions, and interests.
- Assesses knowledge and skills gaps necessary to address for goal achievement.
- Determines essential questions to be addressed.
- Plans learning experiences, deliverables, assessments, and timelines.
- Engages in ongoing reflection concerning progress toward goals, adjusting the plan as needed.

## **Foundational Learning Outcomes for Personal Growth**

### **Systems Thinking – Self**

Systems thinking is a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time and within the context of larger systems. This deep understanding of personal underlying structures helps develop the self-awareness, self-regulation, self-motivation skills necessary for self-directed, lifelong learning.

**ST-S1 – Conducting Personal Inventories:** Examines aptitudes, skills, values, and preferences to understand the personal DNA that influences decisions, behaviors, and productivity.

#### **Indicators:**

- Identifies the core beliefs and values
- Demonstrates enhanced self-awareness regarding aptitudes, personality, cognitive style, conflict style, learning preferences, work preferences, and interpersonal orientation.
- Assesses personal strengths and weaknesses and analyzes their impact on decisions, behaviors, and productivity.
- Describes the challenges of managing diversity in terms of individual differences in aptitudes, personality, cognitive style, conflict style, learning preferences, work preferences, and interpersonal orientation.
- Uses self-assessment techniques, to understand and develop one's own style and performance capabilities.
- Understands the social, economic, political, and cultural structures and constraints that have shaped us.

#### **ST-S2 – Setting Personal Goals:**

- Develops individualized academic, career, and personal development strategies.
- Sets development goals consistent with assessments and other feedback.
- Determines projects and activities with measurable goals, standards, and timelines.

## **Human Expression**

Students will demonstrate through performance, creation, and/or analysis the ability to interpret and explain the arts and literature from personal, aesthetic, cultural, and historical perspectives.

### **HE1 – Appreciating Non-Verbal Forms of Understanding and Expression:**

- Explains meaning of presentations, written work, arts and media in different contexts.
- Synthesizes existing ideas, images, or expertise in original ways.
- Demonstrates aesthetic valuing through analysis and judgment about works of art of a given form.

**HE2 – Understanding Historical and Cultural Dimensions of Creative Artifacts:**

- Considers perspectives, experiences, and cultural differences to understanding historical contributions and cultural dimensions of a given art.
- Access and evaluates information about art from a variety of sources and contexts, including technology.

**Historical Reasoning** Students will recognize how past events are studied and how they influence today's society and the human condition.

**HR1 - Considers Many Points of View to Interpreting Historical Events / Creates Historical Account Using Diverse Primary and Secondary Sources:**

- Analyzes, synthesizes, and evaluates historical information from multiple sources.
- Distinguishes between fact and fiction while understanding there is no one historical truth.
- Produces well-researched written work that engages with both primary and secondary sources.
- Employs a range of techniques and methods used to gain historical knowledge.
- Demonstrates understanding of cause and effect along with knowledge of general chronology of human experience.

**Quantitative Reasoning**

Quantitative Reasoning is understanding and using quantitative measures and inferences that allow one to function as a responsible citizen, productive worker, and discerning consumer.

**QR1 – Posing Problems:** Regards mathematics as a way to reason and conceptualize, posing and defining problems for quantitative analysis.

**Indicators:**

- Generates new problems and questions aimed at exploring a given situation.
- Uses quantitative reasoning to help evaluate alternatives, test conjectures, judge the validity of arguments, recognize questionable assumptions, and make decisions.
- Recognize and use connections within mathematics and between mathematics and other disciplines.

**QR2 – Solving Problems:** Solves quantitative problems from a wide array of authentic contexts and everyday life situations.

**Indicators:**

- Chooses and uses appropriate arithmetic, algebraic, geometric, technological, or statistical methods to solve practical problems.
- Performs calculations successfully to solve problems.
- Draws appropriate conclusions and makes judgments based on the quantitative analysis of data while recognizing the limits of the analysis.
- Evaluates important assumptions in estimation and data analysis.

**QR3 – Communicating Quantitative Evidence:** Expresses sophisticated arguments supported by quantitative evidence, communicating both the reasoning and results.

**Indicators:**

- Expresses quantitative evidence in support of the argument or purpose of the work.
- Converts relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- Explains information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

**Empirical Reasoning**

Empirical Reasoning is using available empirical evidence (facts and data gathered through observation and experimentation) to make sound decisions under conditions of uncertainty—e.g., choosing medical treatments, deciding whether to support policy, determining guilt or innocence as juror—and to evaluate the empirical claims of others.

**ER1 – Designing Inquiries:** Designs inquiries that rely on empirical evidence and testable theory to describe, predict, understand, and draw informed conclusions.

**Indicators:**

- Understands how findings and ideas in science can be applied to explain phenomena and events.
- Formulates a scientifically testable question that relates to the context or data provided.
- Plans and implements a scientific investigation, including what, when, and how to measure variables.
- Recognizes the power and limitations of the science process.

**ER2 – Testing Hypotheses:** Demonstrates a problem-solving orientation, applying scientific reasoning within authentic contexts and everyday situations to test hypotheses and gather evidence.

**Indicators:**

- Uses qualitative and quantitative techniques to test hypotheses with scientific rigor.
- Demonstrates understanding of the broad principles of science and the ways scientists in a particular discipline conduct research.
- Makes observations, understand the fundamental elements of experiment design.
- Generates and analyzes data using appropriate quantitative tools,

**ER3 – Communicating Empirical Evidence:** Communicates about science using appropriate oral and written means.

**Indicators:**

- Organizes data by creating a table, chart, or other representation to facilitate interpretation.
- Demonstrates proficiency in applying abstract reasoning to interpret scientific data.
- Makes inferences and predictions and uses the data to defend or refute conclusions.
- Applies empirical evidence to decisions.

## **Social Reasoning**

Social Reasoning is paying attention to diverse perspectives and contexts to better understand social issues and problems.

**SR1 – Demonstrating Social Perspective:** Situates and analyzes social questions beyond their immediate environment and time, analyzes social change and social problems, recognizing how the world influences humans and how humans influence the world.

### **Indicators:**

- Analyzes multiple causes and effects of events and interprets them.
- Analyzes change and continuity within time periods.
- Recognizes that human actions change the environment, and the environment also impacts human systems in the use and distribution of important resources.
- Considers many points of view when interpreting historical events and can create an historical account using diverse primary and secondary sources.
- Understands and uses a wide range of humanistic, qualitative, quantitative, theoretical, or philosophical methods for recording and explaining human experience.
- Demonstrate critical thinking about arguments in the social and behavioral sciences and evaluate an argument's major assertions, its background assumptions, and the evidence used to support its assertions.

**SR2 – Appreciating Cultural Diversity:** Understands and articulates how culture, society, and diversity shape the role of the individual within society and human relations across cultures.

- Investigates the variety of human cultures and demonstrate an understanding of the ways in which cultures have changed.
- Analyzes concepts, societal issues, and implications of diversity.
- Use appropriate technologies to conduct research on, evaluate, manage information, and communicate about diversity.
- Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.

**SR3 – Demonstrating Civic Engagement:** Enhances and promotes the quality of life in a community through both political and non-political processes, working within and learning from democratic citizenship.

### **Indicators:**

- Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
- Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
- Examines contemporary issues and their historical contexts, making informed

choices regarding personal community involvement, social justice issues, and leadership roles.

- Recognizes and values multiple perspectives in civic life.
- Understands how actions are shaped by multiple forces, including values and economic and social inequity.
- Works collaboratively with diverse partners to solve problems for a common good.
- Tailors communication strategies to establish relationships to further civic action.

### **Ethical Reasoning**

Ethical Reasoning is the ability to reflect on moral issues and to identify, assess, and develop ethical arguments from a variety of positions.

**ETH1 – Applying Ethical Decision Making:** Able to reason about right and wrong human conduct, analyzing different ethical perspectives, assessing personal ethical values, and applying them to ethical dilemmas.

#### **Indicators:**

- Analyzes and discusses both core beliefs and the origins of the core beliefs with depth and clarity.
- Recognizes ethical issues when presented in a complex, multilayered (gray) context and recognizes cross- relationships among the issues.
- Applies ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.
- Effectively states a position and defends against the objections to, assumptions and implications of different ethical perspectives/concepts.
- Understands the challenges of organizational ethics, legal ethics, and political ethics.
- Understands ethical issues of dissenting behavior.
- Understands comparative ethical standards from other nations/cultures.

### **Digital Fluency**

Digital Fluency is the aptitude to effectively and ethically interpret information, discover meaning, design content, construct knowledge, and communicate ideas in a digitally connected world.

**DF1 – Gathering Information:** Apply digital tools to gather, evaluate, ethically interpret and use information in a digitally connected world.

#### **Indicators:**

- Applies a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.
- Searches, finds, and retrieves information in digital environments.
- Locates, organizes, evaluates, synthesizes, and ethically uses information from a variety of sources and media.
- Evaluates and selects information sources and digital tools based on the appropriateness to specific tasks.
- Conducts a rudimentary and preliminary organization of accessed information for retrieval and future application.

- Interprets and represents information by using information and communication technology tools to synthesize, summarize, compare, and contrast information from multiple sources.
- Judges the currency, appropriateness, and adequacy of information and information sources for a specific purpose (including determining authority, bias, and timelines of materials).

**DF2 – Communicating Ideas:** Designs content, constructs knowledge, and communicates ideas in a digitally connected world.

**Indicators:**

- Adapts, applies, designs, or invents information in digital environments to describe an event, express an opinion, or support a basic argument, viewpoint or position.
- Communicates, adapts, and presents information properly in its context (audience, media, format) in various digital environments and for various audiences.
- Collects various learning artifacts into an effective electronic portfolio.
- Uses digital tools to create and deliver an effective media rich presentation (e.g. powerpoint, prezi, video, webinar).

**DF3 – Collaborating Across Geographic Boundaries:** Uses digital media and environments to communicate and work collaboratively, including at a distance, to support personal learning and contribute to the learning of others.

**Indicators:**

- Builds networks and coalitions across time and geographic boundaries, *ad hoc* groups as well as an ongoing Personal Learning Network.
- Interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media (e.g., e-mail, wikis, e-portfolios, video conferencing, social media, Skype, Google apps, Twitter, Vimeo).
- Develops, maintains, and collaborates around a digital Personal Learning Plan and digital portfolio available to necessary networks.

**Participatory Action Research – Self as Researcher**

Participatory Action Research emphasizes participation and action, seeking to understand the world by trying to change it collaboratively following reflection.

**PAR-S1 – Surfacing Assumptions:** Recognizes the personal assumptions, world views, and biases brought to the research project.

**Indicators:**

- Prepares for reflexivity in research, addressing personal subjectivity as a researcher.
- Understands interaction between self and reality in the research process.
- Is aware of personal characteristics (e.g. learning preferences, communication preferences) that shape the research process.

- Views self as a contributor to the knowledge base.
- Demonstrates a disposition of openness to outside views, questions, and critique.

**PAR-S2 – Preparing for Research:** Prepares for a transparent and systematic research process, determining a research question reflective of personal interest and impact goals.

**Indicators:**

- Identifies an area or issue in which to influence, implement, and analyze change.
- Determines a research question that defines the problem or issue and guides the research process for an ongoing project.
- Conducts a review of knowledge for action of the concepts comprising the research question.
- Selects and uses multiple information resources in different media and evaluates the relative merits of competing resources.

## **Foundational Learning Outcomes for Field Impact (Workplace) (20)**

### **Systems Thinking – Organizations**

Applies a systematic and critical analysis of how an organization's underlying structures affect an organization's effectiveness and how people behave.

**ST-01 - Applies Organizational Theory:** Applies organizational theory to actual organizations in order to solve real-life problems.

#### **Indicators:**

- Applies current management, business, and social science knowledge to practical situations.
- Thinks systematically, clearly, and creatively about organizational problems and possibilities.
- Describes how to design and change organizations' structures to achieve optimal effectiveness.

**ST-02 – Diagnoses Problems:** Identifies problems within organizational structures that lead to ineffectual behaviors.

#### **Indicators:**

- Analyzes relationships within the organization and the larger system within which it sits.
- Identifies preliminary problems or issues of concern.
- Specifies preliminary root causes for each problem or issue of concern
- Assesses processes and receives feedback to confirm diagnosis.

**ST-03 – Designs, Implements, and Evaluates Changes:** Designs appropriate strategies and interventions that will lead the organization to appropriate outcomes or organizational goals and implements a successful organizational change project using participatory action research methods.

#### **Indicators:**

- Assesses organizational readiness for change.
- Recognizes the forces of change and examines the characteristics associated with resistance to change in individuals, small groups, and organizations.
- Analyzes the impact of organizational culture on change.
- Applies systems methodology to formulate a situation specific method of attack.
- Takes advantage of a broad range of concepts, principles, models, methods, and tools.
- Describe and evaluate strategies for evaluating interventions.

### **Mentorship**

Moves comfortably between the roles of mentor and mentee, understanding the complexities of that working relationship, the ability to discern and articulate strengths

and skills gaps, build and maintain rapport, give and receive critical feedback, maintain the appropriate balance between stretch and nurture, and determine next steps.

**M1 – Applies Mentoring Theories:** Applies a systematic review of organizational roles and relationships, identifies mentoring needs, and recommends action.

**Indicators:**

- Analyzes current work environment in relationship to theories of mentorship.
- Understands that different definitions of mentor and mentee exist among differing approaches to mentorship.
- Surfaces and examines mentorship experiences in the workplace to facilitate the design and creation of an action research project.
- Studies characteristics and theories of successful mentorship relationships and applies those characteristics in mentorship roles with fellow students and colleagues.
- Discuss some of the challenges that may arise in a mentoring relationship and explore strategies to prevent or address such challenges.
- 

**M2 – Practices Simultaneous Leadership and Learnership:** Moves comfortable between the roles of mentor and mentee recognizing self as both leader and learner.

**Indicators:**

- Listens on all levels (physical, emotional, intellectual, intuitive).
- Shares responsibility for managing the mentoring relationship.
- Demonstrates commitment to own learning and the learning of others.
- Demonstrates self-awareness and understanding of others.
- Actively seeks critical feedback for own performance, and is comfortable offering critical feedback to others.
- Is aware of and allows for differences in style, culture, and language.
- Recognizes and reconciles different and perhaps conflicting purposes

**M3 – Applies Effective Coaching Skills:** Mentors others in the role of coach and facilitator, modeling and fostering personal responsibility and self-directed learning in mentees.

**Indicators:**

- Discerns and articulates the gap between levels of skill demonstrated and next skill level to attain.
- Discerns and articulates areas of growth, competency use, and skill level using competency-based language and specific behavioral examples.
- Creates a safe and trusting space for the delivery of feedback, using a respectful, clear, judgment free tone.
- Articulates with specific detail and examples, what is being observed and the specific development needed to move to the next skill level, delivered with sensitivity to the impact of the feedback.
- Recognizes strengths as well as potential growth areas.
- Listens on all levels: physical, intellectual, emotional and intuitive.

### **Contextualizing Work**

Investigates work considering personal context, the larger context of the organization, and the larger context of the world.

**CW-1 – Uses Personal Experience to Examine the Workplace:** Engages in a disciplined examination of what is known about the workplace and what is known about the knower.

#### **Indicators:**

- Uses personal experience as a tool for understanding and critique of the workplace.
- Uses personal experience to create space for dialogue and debate that instigates change.
- Interpret observational data in the workplace to inform questions for research.
- Examines and analyzes observational data to determine how they can inhibit or facilitate the creation of an autoethnography (a form of writing connecting the autobiographical story to wider cultural, political, and social meanings and understandings).
- Collaborates with peer mentors to compare personal reflections with broader research findings between developing autoethnographies of work.

**CW-2 – Applies Sociological and Anthropological Concepts of Work:** Examines the system of interrelationships connecting individuals in the common culture of the workplace.

#### **Indicators:**

- Investigates industry through the study of workplace culture.
- Surfaces workplace values—ideas that workers share about what is good, bad, desirable, and undesirable.
- Analyze the degree to which forms of human difference shape a person’s experience of and perspective on work (as well as the world more broadly)
- Surfaces workplace norms—behavioral rules or standards for social interaction.
- Develops and tests research methods to investigate and uncover community and personal knowledge. This includes interview techniques, theories of ethnography, and field study.
- Interprets observational data in the workplace to inform questions for research interviews.
- Analyzes workplace norms and customs to uncover workplace power dynamics.
- Implements an actionable project in the workplace.

**CW-3 – Understands Community, National, and Global Systems Affecting Work:**

Examines the workplace within the context of the local community, the nation, and the global community.

#### **Indicators:**

- Examines how the community impacts workplace decisions and how workplace decisions impact the community.

- Explains how cultural diversity affects the workplace.
- Identifies common cultural differences, taboos, and customs that may be practiced in the workplace, and discuss ways to navigate and honor such differences.
- Contextualize research and daily practice into a theory of national and global systems affecting work.

### **Labor and Democracy**

Recognizes the relationships and dependencies between labor and democracy.

#### **LD1 – Applies the History of U.S. Labor and Economics to Present Day Policies and Practices:**

Analyzes major events, personalities, and themes in the history of U.S. labor and economics

##### **Indicators:**

- Understands the changing nature of work, workers, and the emergence of precarious labor.
- Recognizes the need to reconcile good jobs with firm competitiveness, productivity and profitability.
- Analyzes the tension between labor market flexibility and healthy communities, families, and citizenship.
- Links global and local dynamics to labor policies and practices.
- Recognizes both the promise and limits of legal labor reforms.
- Analyzes issues of social justice across local and global contexts.
- Develops a solid understanding of labor movements' causes, contours and effects.

**LD2 – Understands Collective Bargaining:** Recognizes freedom of association and collective bargaining as crucial components of a well-functioning democracy.

##### **Indicators:**

- Analyzes impact of inclusion and equality in the workforce.
- Recognizes the impact of economic inequality on democracy.
- Describes the importance of worker voice in the political process.
- Explains the contributions of labor to the health of a democracy.

### **Writing for Careers**

Recognizes and implements the forms and qualities associated with effective business writing, particularly the hallmarks of correctness, conciseness, coherence, and clarity.

**WC1- Writes in a Variety of Workplace Genres:** Writes in a variety of workplace genres including resumes, letters, emails, memos, presentations, proposals, white papers, and reports

##### **Indicators:**

- Creates effective professional reports for a specific purpose and designated audience in connection with an action-research project.

- Selects and applies formats, page design, and visuals to communicate effectively in writing.
- Adapts and revises messaging for different workplace contexts and audiences.
- Conducts research using a broad range of sources, synthesizing and judging the quality of collected information.
- Uses research effectively in professional reports, grant proposals, and research studies.

**WC2 – Applies Ethics and Rules of Standard English in Workplace Communications: Indicators:**

- Communicates ethically in all workplace communications.
- Applies consistently the rules of standard written English that govern grammar, sentence structure, and paragraph structure.
- Uses clear, effective written, visual, and oral styles for a variety of audiences.
- Avoids plagiarism by understanding the ethical issues of information technology, such as intellectual property and copyright.
- Uses technology to effectively present messages.
- Adapts and revises messaging for different contexts and audiences.
- Uses multiple editorial strategies for revising and improving documents.

**WC3 – Discovers and Proposes Grants:** Locates funding sources and describes organizational needs and effectively advocates for organization within grant parameters.

**Indicators:**

- Identifies, locates and evaluates appropriate research and funding sources.
- Contacts and cultivates potential funding organizations.
- Reviews various foundations' Requests for Proposals and compares to organizational needs.
- Describes organizational needs and effectively advocates for organization or business within the parameters of a Request for Proposal.
- Writes a professional proposal that includes an Executive Summary, Statement of Need, Project Description, Budget, Organization Information, and Conclusion as well as the other necessary sections of a successful proposal.

**Adaptive Leadership**

Uses an adaptive leadership model to influence behavioral habits and cultural practices and policies in organizations and communities.

**AL1 – Applies Theories of Leadership:** Analyzes historical, theoretical, and practical leadership concepts and applies those appropriate to the context.

**Indicators:**

- Leads even without title or authority.
- Faces adaptive challenges—those for which there are no obvious answers.
- Admits when wrong and alters or abandons a non-productive course of action.

- Builds team’s capacities to learn, transform structure, change culture, and adapt technology.
- Encourages through policy and example a “can do” mindset to find solutions.
- Understands the consequences of power for leadership effectiveness.
- Uses relevant leadership concepts to analyze and assess change.
- Focuses on value-added outcomes.
- Entertains diverse and divergent views before making major decisions.

**AL2 – Defines and Solves Problems:** Operates from a stance of continuous improvement, surfacing and defining problems, facilitating and implementing solutions, and reviewing the results.

**Indicators:**

- Recognizes when the organization’s goals demand responses outside current capacities.
- Recognizes adaptive challenges in a complex and ever-changing world—challenges for which the expertise to address the challenge doesn’t readily exist.
- Identifies the differences between the technical and adaptive elements of the challenge.
- Engages the public, designing and sequencing civic engagement to make effective use of public knowledge.
- Designs tools for evaluating outcomes.

**AL3 – Designs and Implements a Collaborative Network:** Designs and implements inclusive, collaborative planning processes to help stakeholders move from their current situation to their desired future state.

**Indicators:**

- Designs a collaborative network with the key stakeholders/necessary players at the table.
- Structures governance for a collaborative group, identifying and using essential strategies and skills for helping groups solve problems, resolve conflict, and build alignment.
- Designs results-focused agendas, group processes, and implementation plans.
- Develops and communicates a vision in a way that inspires and engages network members.
- Reaches consensus and facilitates key agreement building meetings.
- Designs tools for evaluating the outcomes of collaboration.

**Reframing Failure**

Views failure as intentional iteration, a way of building knowledge through experimentation.

**RF1 – Plans for, Analyzes, and Learns From Failure:** Applies an iterative process of prototyping, testing, analyzing, and refinement.

**Indicators:**

- Develops a mission and guiding vision flexible enough to anticipate and accommodate inevitable pivots and adaptations.
- Identifies, analyzes, and optimizes the learning experiences from failure.
- Identifies potential and actual failures in their early stages.
- Uses shared experiences to analyze potential paths to mitigate emotional and financial losses.
- Develops, evaluates, and implements recommended options for preventing, reducing, and responding to failure.
- Manages the tension of wanting to “do it right” and launching early to get feedback.
- Applies a process of reflection, feedback, and correction.

### **Participatory Action Research – Career**

Develops basic Participatory Action Research practices, examining the organization as both participant and researcher.

**PAR-W1 – Identifies Power Structure:** Identifies and uses decision-making infrastructures to further action research.

#### **Indicators:**

- Maps how and where decision-making happens in their field/workplace.
- Applies PAR theories of power and influence to identify key stakeholders for an action research project.
- Determines needs/wants of those in power and uses that information to shape their communication.

**PAR-W2 – Engages in Action Research:** Applies tools of Participatory Action Research to identify and solve problems.

#### **Indicators:**

- Implements the theories and practices of Participatory Action Research and other relevant research methods.
- Applies and properly uses the principal research terms in the field, both historical and contemporaneous.
- Develops new research questions in response to findings from field activities, and from examining perspectives and scholarship from the student’s major field.
- Composes an action research project portfolio based on his/her field-based work, integrating feedback from peers and instructor and applying participatory action research theory

## **Foundational Learning Outcomes for Community/Global Impact (20)**

### **Systems Thinking – Communities**

Understand the needs of the local system and translate them into actions that can be used directly by the community

**ST-C1 – Applies Community Development Theory:** Applies community development theory to actual communities in order to solve real-life problems.

**Indicators:**

- Analyzes the characteristics of group behavior.
- Applies capacity building techniques.
- Identifies cases of marginality.
- Plans for sustainable development.
- Applies a process of test, reflect, and adapt.

**ST-C2 – Analyzes Cause and Effect:** Uses systems thinking to describe cause and effect—how a system operates and how it might react to change.

**Indicators:**

- Is both strategic and systemic, breaking down the parts of the system in order to understand it, and then reconstructing in in the context of the larger whole.
- Assesses community infrastructure.
- Develops evidence-based decision-making tools.
- Analyzes factors driving change as well as constraints.

**ST-C3 – Applies Participatory Techniques:** Works with community members, organizations, and governing bodies to surface problems, identify key drivers of change, and propose solutions, building collective efficacy.

**Indicators:**

- Understands that values emerge from the interaction of systems.
- Chooses and applies the appropriate participatory technique for the situation (contractual, consultative, collaborative, collegiate).
- Focuses on locally defined priorities and tries to capture and understand multiple perspectives
- Gets diverse groups to discuss problems and the key drivers affecting them in an open and non-confrontational way.
- Ensures that the community considers they are doing something that really matters.
- Helps individuals realize that systems are complex and there is no one person who has the knowledge of the whole system; let alone the answers to the problems being faced by those who are part of it.
- Assists people to enquire about each other’s assumptions and biases in a non-confrontational manner.

### **Place-Based Reasoning**

Uses local knowledge to develop localized horizontal solutions.

**PBR1 - Theories of Place:** Applies theories of place to action research project, becoming active citizens and stewards of the place in which they live.

#### **Indicators:**

- Identifies and focuses on the assets and needs of a single community.
- Recognizes that local systems are nested within larger systems.
- Conducts a landscape analysis.
- Apply the phases of place-based research.

**PBR2 - Cultural Practices of Place:** Understands the cultural processes, behaviors, and priorities of a community and honors those practices.

#### **Indicators:**

- Uses community input and negotiates collaboration between disparate groups.
- Works alongside community members to shape the future of their social, physical, and/or economic environment.
- Facilitates community visioning.
- Uses community knowledge to build community capacity.

### **Public Narrative**

Applies the tools of public narrative as leadership practice, translating values into action.

#### **PN1 – Develops and Publicly Shares Story of Self:**

##### **Indicators:**

- Understands how personal experiences shape goals.
- Employs first person point of view to create an effective narrative.
- Integrates personal perspectives and experiences into a coherent expression of personal values.

**PN2 – Develops and Publicly Shares Story of Us:** Uses public narrative to link own calling to that of a community.

##### **Indicators:**

- Identifies and uses common experiences and values to shape message.
- Expands first person point of view from “I” to “we” to create an effective narrative.
- Attempts to move others to join in collective action in order to experience values they share.

#### **PN3 – Develops and Publicly Shares Story of Now:**

##### **Indicators:**

- Identifies and applies essential elements of a call to action.
- Crafts a story of now to move others to join with purposeful action in response to an urgent challenge to shared values.
- Applies values, emotion, and deliberate structure to move others.

### **Public Debate - 3**

Applies propositions, evidence, practical reason and general rhetorical strategies to promote and advance one's public or civic interests.

**PD1 – Analyzes Audience:** Determines audience values, interests, and propositions related to the issue.

**Indicators:**

- Identifies and assesses the interests and influence of stakeholders.
- Finds points of potential agreement.
- Anticipates and addresses potential counter-arguments.

**PD2 – Frames Issue:** Identifies and uses key points and examples to persuade.

**Indicators:**

- Uses clear propositions
- Clarifies and persuades community of the potential impact of community specific project-based intervention.

**PD3 – Applies Skills of Argument and Persuasion:** Uses the fundamental skills of rhetoric and argumentation as a critical producer of public argument as part of a reasoned process of collective decision-making.

**Indicators:**

- Attempts to mobilize public opinion in support of change.
- Delivers a persuasive speech demonstrating traits of effective advocacy.
- Employs active listening skills as evidenced in debate rebuttal.

### **Media and Message**

Demonstrates how media technologies can be used to promote positive change.

**MM1 – Analyzes media messages:**

**Indicators:**

- Critically assesses messages encountered in the media.
- Explains how the media defines, shapes, reinforces, and transforms Americans' political ideas, economic ideologies, and policy preferences.
- Analyzes how public officials, candidates, political organizations and interest groups use the mass media to communicate with the public.

**MM2 – Uses social media strategies:** Uses social media strategies and tactics to draw people to an issue.

**Indicators:**

- Formulates a social-media marketing plan.
- Develops a collaborative culture to support and spread awareness of a project through social media.
- Creates, maintains, and manages a public online presence.

- Sets up policies to manage a public social media account and the distribution of information.
- Applies principles of digital storytelling.

**MM3: Analyzes and Reaches Audience:** Uses audience values to build a supportive community.

**Indicators:**

- Examines why people choose to participate in certain types of social networks or social media.
- Applies understanding of how media and technology impact individuals and groups across cultures, socioeconomic status, and geography.
- Describes how the choice of social network and social media tools affects the distribution of the message and the audience reached.
- Applies theories that describe how people process information about politics and the effects of this processing on their attitudes, beliefs, and behaviors.
- Demonstrates how theories from psychology (including persuasion, attention, social influence, cognition, engagement, and emotion) apply to technologies.
- Monitors and responds to the community that forms around the message.

**Globalization**

Understands how a globally networked world influences our understanding of others and ourselves.

**GL1 – Welcomes Difference and Diversity:** Demonstrates increasing comfort and skills in working with difference and diversity in its many forms (race/ethnicity, nationality, class, gender, sexual orientation/preference, age, and ability).

**Indicators:**

- Demonstrates adaptability and resourcefulness in new and challenging environments.
- Functions well in multiple, dissonant environments.
- Works well in difficult and ambiguous settings.

**GL2 - Analyzes Problems and Issues from a Global Perspective:** Analyzes one or more global issues, problems, or opportunities facing the human race.

**Indicators:**

- Defines and properly uses the principle terms/concepts of globalization, immigration, and diaspora, and global systems thinking.
- Examines qualitative, quantitative, and ethnographic data connected to Global Studies in their own community, selecting meaningful pieces to apply in their project.
- Identifies and uses elements of a political or economic system.

**GL3 – Places Action Research Project in a Global Context:** Produces independently or collaboratively an actionable project engaging in theories of globalization.

**Indicators:**

- Examines and demonstrates the potential impact of globalization, immigration, and diaspora upon their project.
- Considers issues of corporate social responsibility, social business, and human rights.

**Participatory Action Research – Communities**

Develops basic Participatory Action Research practices, examining the community as both participant and researcher.

**PAR-C1 – Analyzes Power Structure:** Applies PAR theories to map how and where decision-making happens in the community.

**Indicators:**

- Maps out where decision-making happens in the community.
- Applies PAR theories of power and influence to identify key stakeholders for an action research project.
- Determines needs/wants of those in power and uses that information to shape their communication.

**PAR-C2 – Facilitates Stakeholder Discussion:** Facilitates discussion among stakeholders involved in/impacted by change project.

**Indicators:**

- Applies participatory techniques to engage stakeholders in problem identification.
- Applies participatory techniques to engage stakeholders in proposing solutions.
- Facilitates a discussion among stakeholders evaluating an action research project's implementation and sustainability.

**PAR-C3 – Engages in Action Research:** Applies tools of Participatory Action Research to identify and solve community problems.

**Indicators:**

- Determines how to tailor PAR practices to a particular community.
- Implements the theories and practices of PAR and other relevant research methods.
- Applies research skills necessary for the identification of themes, sites, and goals of an action research project—these skills include finding, reading, and analyzing complex documents; conducting an interview; managing data collection; analyzing data; synthesizing information gathered from primary and secondary sources; negotiating with stakeholders; developing research questions; and observation.