



**UNIVERSITY  
GRADUATE  
CATALOG**

**2022-2023**

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# Graduate University Catalog 2023-2024

The *Graduate Catalog* provides basic information about programs currently housed in the School of Graduate Studies. It describes admission standards and requirements, tuition, and other costs. In addition to brief descriptions of a comprehensive listing of all graduate courses, this Catalog includes a description of the Master's of Education (M.Ed.) degree program in Curriculum and Instruction. The program offers a concentration in Instructional Technology. Also included are policies that guide the graduate's journey, a current roster of graduate faculty members specializing in that area, and their specific research interests. For additional information on many of these topics, also please visit the School of Graduate Studies portion of the website at <https://www.leighton-edu.us/school-of-graduate-studies/>.

## Notice

Students attending, or who have attended, Leighton University are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g). However, FERPA allows the University to disclose education records or personally identifiable information from education records in the following circumstances: with the written consent of the student, if the disclosure meets one of the statutory exemptions, or if the disclosure is directory information and the student has not placed a hold on release of directory information.

## General Information

# Academic Calendar

## 2022-2023 Academic Year

Fall 6 Weeks Term		Fall 8-Weeks Term	
Term F6-1	Aug 16 - Sep 25	Term F8-1	Aug 21-Oct 17
Term F6-2	Sept 27 - Nov 05	Term F8-2	Oct 19-Dec 19
Term F6-3	Nov 08 - Dec 17		
Spring 6 Weeks Term		Spring 8-Weeks Term	
Term S6-1	Jan 10 - Feb 19	Term S8-1	Jan 10 - Mar 05
Term S6-2	Feb 21- Apr 02	Term S8-2	Mar 07 -Apr 30
Term S6-3	Apr 04-May 14	Term S8-3	May 03 -Jun 25
Term S6-4	May16- Jun 25		
Summer 6 Weeks Term		Summer 8-Weeks Term	
Term Su6-1	June 27 - Aug 06	Term Su8-1	Jun 27- Aug 20

# 2023-2024 Academic Year

Fall 6 Weeks Term		Fall 8-Weeks Term	
Term F6-1	Aug 16 - Sep 25	Term F8-1	Aug 21-Oct 17
Term F6-2	Sept 27 - Nov 05	Term F8-2	Oct 19-Dec 19
Term F6-2	Nov 08 - Dec 17		
Spring 6 Weeks Term		Spring 8-Weeks Term	
Term S6-1	Jan 10 - Feb 19	Term S8-1	Jan 10 - Mar 05
Term S6-2	Feb 21- Apr 02	Term S8-2	Mar 07 -Apr 30
Term S6-3	Apr 04-May 14	Term S8-3	May 03 -Jun 25
Term S6-4	May 16- Jun 25		
Summer 6 Weeks Term		Summer 8-Weeks Term	
Term Su6-1	June 27 - Aug 06	Term Su8-1	Jun 27- Aug 20

# Message from the Chancellor

Dear Leighton Students,

Welcome to Leighton University! Our AY2022-2023 Catalog is designed to orient you to our very new university, providing you critical information programs, services, and policies, and procedures related to the university in general and your academic program.

Over the coming weeks and months, you will be engaged - online - with a fantastic community of faculty scholar-practitioners and a diverse group of student peers, all of whom embrace Leighton's ethos and its values. Leighton University is driven forward by our commitment to grow inclusion, spark innovation and accelerate impact where it is needed most. Indeed, this commitment and your efforts will help further transform you personally, equipping you to go out into the world to help further positive social change in the communities you serve. Our faculty spend countless hours developing courses that will give our students the highest-quality and most relevant education for their field. You can, likewise, expect our staff to be welcoming and approachable. They will work with you to support, guidance, and resources to help you reach your full potential.

Additionally, Leighton University offers an immense number of support services, including academic advising, navigating our expansive digital library, and much more. I encourage you to get the most out of your studies by accessing the various resources available to you, starting with this updated Catalog. Still, know that our entire collective body of faculty, staff, and administration supports your academic journey.

I wish each of you, our students, the very best to continue your studies at Leighton University. These are going to be a great college year with tremendous potentials and possibilities.

Best regards,

James P. Takona, PhD  
Chancellor

## About Leighton University

As a private, nonprofit institution dedicated to meeting students where they are and transform them into lifelong learners, Leighton provides a student-centered education with a foundation of the liberal arts and the sciences while embracing a tradition of access, exceptional teaching, and commitment to student success that significantly contributes to the development of the region and beyond. Leighton University's entire online programs provide convenient opportunities for working adults to further their education without disrupting work and family commitments.

Leighton University's online program offerings allow students to earn associates and full degrees, including the Education degree at the graduate level, update their skills as they accelerate the completion of degree programs without the inconvenience and expense of commuting to class. Our online programs' design responds to today's information-intense, knowledge-based society while reaching a sizeable under-served adult student population that needs or wants the flexibility of completing a degree without having to attend traditional classroom sessions. Students can apply, register, attend class, and interact with their professors and fellow students without ever setting foot on a brick-and-mortar campus to meet that need.

# Mission Statement

Leighton University is a private nonprofit innovative institution with a focus on meeting students where they are through accessible, student-centered, quality higher education that blends the liberal arts with career-focused degree programs marked by individualized attention, civility, and respect for differences within a supportive space where students take ownership of their learning and are motivated to succeed in an environment that promotes inclusive excellence.

## Core Values

The institution's core values guide the university's commitment and aspirations to promote student learning and success, faculty scholarship and research, and community engagement. The following seven values what the university stands for and are, therefore, of intrinsic value expressed in its ethos and fundamental commitments:

### *Academic Excellence*

We are a community that pursues excellence in the academy whose commitment is vested in teaching, learning, and professional preparation to serve the local, national, and international communities. We treasure the institutional autonomy and the veracity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

### *Champion Student Success*

We are a community that strives to nurture students for success in their academic journey, graduate promptly, and fully realize their academic and potential as they benefit from their unsurpassed education and preparation rigor.

### *Acts of Integrity*

We are a community that strives to engage in honest communications, fairness, ethical manners, and accountability for words and deeds in all University activities and decision-making.

### *Commitment to Inclusivity*

We are a community that embraces inclusive excellence where all individuals' unique attributes and contributions are valued to enhance the richness of our academic environment regardless of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, political beliefs, spiritual perspectives or other ideologies.

### *Immersion in Innovation*

We are a community that dedicates its stakeholder to discovering and applying knowledge in teaching and learning and developing innovative products and processes to form collaboration across disciplines to stimulate and create positive transformation through teaching, research, and service.

### *Value of Added Engagement*

We are a community that encourages and supports its faculty, staff, and students in all forms of scholarship, including acts of discovery and expansion knowledge and truth.

### *Power of Technology*

We are a community that values the enduring power of technology and information systems and the resources entrusted to our care. With vigilance, we will maintain the integrity of these critical assets.

Guided by its mission, vision, and core values, Leighton University is committed to the belief that everyone should be given a high quality and accessible educational opportunity to acquire, develop, and extend his or her innate abilities for successful careers, be responsible citizenship, and be a lifelong learner to contribute and compete, with confidence, in a diverse and global community.



## Board of Trustees

	<b>Sam Talala, DPharm</b> Portsmouth, RI <i>President Board of Trustees</i>	
<b>Nicholas Alipui, MD</b> New Rochelle, NY <i>Trustee</i>		<b>Rudy Mattai, PhD</b> East Aurora, NY <i>Trustee</i>
<b>Rebecca Kigaita</b> Bartlett, TN <i>Trustee</i>		<b>Brenda Morgan</b> Memphis, TN <i>Trustee</i>

## University Administrators

	James P. Takona University Chancellor PhD Loyola University of Chicago MA Wheaton College Graduate School BA Columbia International University	
Ruby Burgess Senior Vice President for Academic Affairs EdD University of Massachusetts MA Pacific Oaks College BA Pacific Oaks College		Saman Hassan Vice President for Enrollment Management & Student Affairs EdD Spalding University MEd University of Louisville BA University of Louisville
	Clarence Williams PhD Higher Education Administration MS Troy University MS University of Maryland at College Park MS University of Maryland University College MS University of Maryland College Park BS Coppin State University	

## About the Catalog

The Graduate academic Catalog comprises current academic policy and curriculum information applicable to graduate and professional study at Leighton University. The Graduate Catalog is the document that conveys much authority for all students. The Catalog's information supersedes that any other University entity is issued if there is a conflict between the two. All graduate students are responsible for observing the institution's policies and regulations as published in this Catalog and other official publications where questions arise regarding current information addressed to the School of Graduate Studies.

## Admission Requirements

The School of Graduate Studies assists students throughout the entire admissions process. A prospective graduate student must meet the following minimum requirements:

- Must hold the minimum equivalent of an earned baccalaureate degree, consisting of 120+ semester credit hours, from a duly accredited college or University in the United States of America through a regional agency, or its equivalent from an accredited foreign institution or a Bologna bachelor's degree minimum of 180 European Credit Transfer System (ECTS) credits.
- Provide an official transcript and degree statement (with the date of award & title of degree awarded) for verification to the Leighton's School of Graduate Studies Admissions Office. Students who submit their respective department or program officially are still required to submit an additional transcript to the School of Graduate Studies Admissions Office immediately following enrolling. For more information, see Official Transcripts Requirements.

## Grade Point Average

- Have earned at least a 2.75 GPA (on a 4-point scale), obtained from a regionally accredited college or university in the U.S. or its equivalent from a foreign institution on the last 90 graded quarter credits or 60 graded semester credit hours from a baccalaureate degree.
- Have additional credits earned from an accredited institution after a degree may be included in calculating the GPA.
- With approval from the director of the School of Graduate Studies, a prospective graduate applicant may petition for admission when the earned GPA is below. Approval, in this case, may not be automatic, and the Director reserves the right not to consider the petition.

## English Proficiency

- A demonstration of proficiency in English is required of all non-native English speakers.
- Applicants admitted with proficiency scores in the 80 -91 range will be required to take additional English language classes during their graduate studies.
- Applicants not meeting the minimum level of English language proficiency will not be considered for admission. Conditional admission is not considered.

## Academic Program

### Program: Curriculum and Instruction

#### Master's of Education in Curriculum and Instruction

Leighton University currently offers a graduate degree program in Curriculum and Instruction via distance/ Online Learning. The graduate-level Master of Education (M.Ed.) program in Curriculum and Instruction is a 33 graduate credit hour program for individuals with teaching experience who wish to pursue new interests and extended study.

This program required formal admission to the University. Applicants must meet the University's graduate program's general admission requirements and those specified by the program. Complete your Master in Curriculum and Instruction, with a concentration on Instructional Technology, by enrolling in our fully online, asynchronous program. This asynchronous learning environment provides the flexibility ideal for busy educators. The program's fully online courses require no face-to-face, on-campus sessions, or required synchronous sessions. This accommodating modality consists of online elements that facilitate student interactions with the innovative content, the instructor, and other online learners. The program gives focus on the theory, research, and applications related to the field of Learning Designs and Technology is intended to help individuals:

- Productively use instructional technology (including computers, telecommunications, and related technologies) as resources for instruction delivery.
- Design learning and instructional materials in various media for other professional educators in their settings and/or districts.

- Serve as directors or facilitators of instructional technology in educational settings and/or be developers of instructional programs and materials for new technologies.

## Program Details

**Location:** Online

**Delivery:** 100% Online (with no required live online sessions)

**Length:** 12-18 months

**Start Dates:** Rolling enrollment with 14 start times.

**Cost:** View our affordable tuition rates Program Details

**Location:** Online

**Delivery:** 100% Online

**Length:** 12-18 months

**Start Dates:** August, January, May, June

**Cost:** View our affordable tuition rates

**Financial Aid:** With the institution's Cost of Attendance (COA) is competitively low, Leighton does not offer federal financial aid (Title IV funds). The University offers limited scholarships and a payment plan for students who desire to take advantage of it.

<b>Location:</b>	Online
<b>Delivery:</b>	100% Online
<b>Length:</b>	12-18 months
<b>Start Dates:</b>	Rolling enrollment with 14 starts times (see p.)
<b>Cost:</b>	View our affordable tuition rates Program Details

## Academic Policies

### Academic Standards

#### Good Standing

Students are considered to be in good academic standing with a cumulative G.P.A. of 2.00.

#### Academic Warning

Students are placed on Academic Warning when less than 12 attempted Leighton University credit hours are earned, and the cumulative grade point average is below the 2.00/4.00 scale. An academic warning does not



restrict registration, but students are encouraged to discuss their lack of satisfactory progress with a counselor.

## Academic Probation

Students are placed on probation when 12 or more Leighton University credit hours are attempted and earned less than a 2.00/4.00 cumulative and semester grade point average. Students must meet with a counselor to review their academic progress before enrollment for the following Term. A student on Academic Probation is restricted from registration until he or she complies with this requirement. A registration hold will stay on the student's record until the cumulative grade point average reaches 2.00 or higher. The student will be restored to good standing once their cumulative grade point average is 2.00 or higher.

## Academic Suspension

Students are placed on Academic Suspension after serving one semester on Academic Probation with a cumulative and semester grade point average of less than 2.00/4.00. After the Academic Probation semester, a student will be withdrawn from current semester courses and issued a refund when final grades are posted. The Suspension status will be in effect for 12 consecutive months. A registration hold will remain on the student's record until the cumulative grade point average reaches 2.00 or higher. Students will be reinstated to "Good Standing" once their cumulative grade point average is 2.00 or higher.

## Excessive Withdrawal Policy

Students with a recurring, overall withdrawal pattern from Leighton University courses will be periodically notified of the effect of withdrawal grades on progress toward degree completions. Students are asked to meet with an Academic Navigator, in the Academic Success Center, to discuss effective course selection and completion strategies.

## Appeals for Academic Reinstatement

Appeals relating to the Standards of Academic Progress policy should be made to the Vice President for Enrollment Management and Students Affairs.

## Online Tutoring Services

The Academic Success Center provides one-on-one tutoring services through the TutorMe platform in most subject areas; and specific major-based content. This online support service is available 24/7, and all students

are entitled to up to 7 hours of TutorMe in any given Term. TutorMe is accessible via the Student Services tab on Populi and in all courses.

## Academic Suspension

Students are placed on Academic Suspension after serving one semester on Academic Probation with a cumulative and semester grade point average of less than 3.00/4.00. After the Academic Probation semester, a student will be withdrawn from current semester courses and issued a refund when final grades are posted. The Suspension status will be in effect for 12 consecutive months. A registration hold will remain on the student's record until the cumulative grade point average reaches 3.00 or higher. The student will be restored to good standing once their cumulative grade point average is 3.00 or higher.

## Good Standing

The School of Graduate Studies requires its students to maintain a minimum graduate GPA of 3.00 in courses taken as graduate students (excluding research, audit, credit/no credit, and pass/fail courses). The School of Graduate Studies also considers Incomplete (I) grades unsatisfactory if they are not removed in the subsequent semester (spring/fall) of enrollment; however, the instructor may impose an earlier deadline. The School of Graduate School has the authority to put students on probation for incompletes grades not cleared within one Term following its issuance. Additionally, all incomplete (I) grades must be resolved before a degree is granted.

Upon review, if the student is admitted on probation and satisfies the conditions outlined at the admission time, the probationary status will be removed automatically. Once enrolled as a university student, the student is expected to make satisfactory progress toward their degrees.

## Enrollment Policy

Graduate students must maintain active status through continuous enrollment from the time of first enrollment until graduation. Continuous enrollment is satisfied when graduate students register for a minimum of 3 graduate credit hours in a one-term among three contiguous terms (each semester has two terms) until graduation. Contiguous terms include the Summer Terms.

## Graduate Credit Hour Time Equivalence

Leighton University uses the industry-standard Carnegie Unit to define credit hours for graduate levels courses.

Each credit hour required a minimum of 7 hours of active student engagement per 6-week week Term. Each hour in 8-week Term requires 5 clock hours of study per week. This time may on discussions, readings and lectures, study and research, and assignments.

Most Leighton's at the undergraduate and graduate level courses are three credit hours.

Instructional Equivalence Chart

Credit to be Earned	Hours per week for 6 Week Course	Hours Per Week for 8-Week Course
1 Credit	7 hours	5 hours
3 Credits	14 hours	15 hours
6 Credits	28 hours	30 hours
12 Credits	56 hours	60 hours

## Excessive Withdrawal Policy

Students with recurring patterns of withdrawing from Leighton University courses will periodically be notified of the effect that withdrawal grades can have on the student's progress toward degree completions. Students are advised and encouraged to meet with a counselor or advisor to discuss effective course selection and completion strategies.

## Purpose of the Policy

This policy intends to establish general and specific guidelines for a tuition and fees refund and ensure that refunds are considered for students who have extenuating circumstances according to the University's approved standards. The University's policy is to refund student tuition and fees if notified of a class change or dropped classes within an appropriate time. Students dropping courses before the first day of the Term will be entitled to have 100% of the tuition canceled through the end of the Add/Drop Day. Courses dropped on or after the Add/Drop Day day of the Term are subject to the refund schedules outlined in this policy, which govern the prorated cancellation of a Term tuition charges in cases of program adjustment or withdrawal. Students with documentable and extenuating circumstances may submit an appeal to be considered for an additional tuition refund. The refund appeals process is outlined within this policy.

## Statement on Academic Integrity

Violations of practices and academic integrity principles fall into two subcategories: (1) plagiarism and misuse of sources and (2) cheating.

## Upholding Standards

Leighton University is an academic community committed to academic freedom, rigor, and creativity in inquiry, intellectual intercourse, and a committed to core principles of academic freedom, academic integrity, and rigorous, creative thought. It is recognized that intellectual and artistic exchange depends on mutual respect for an independent inquiry, expression, and reflection. Faculty, staff, and students alike expect to advance an environment that upholds the highest standards of integrity, fairness, and respect in all their academic endeavors. Faculty and staff members are expected to meet these standards in all their work; students are subject to the policies and procedures described in the student handbook and summarized below.

In instructing students in the values, dispositions, and responsibilities of independent thinkers and scholars, the Leighton University faculty understands that certain scholarly practices suggest complex tasks that necessitate instruction and practice. Faculty are entrusted to teaching these critical practices. On the other hand, students bear the responsibility for learning and adhering to scholarly practices and ethos while demonstrating them in all their work; they are a means of showing learning and developing honest understanding, not only the mark of an independent scholar's way to become one.

## Violations of Academic Integrity

A violation of academic integrity is among the most severe offenses that students can commit. Procedures, findings, and consequences for a violation of academic integrity may depend on the severity, and specific circumstances, such as the student's classification, educational background, prior violation of academic integrity attempts made to cite, acknowledge, or give credit to sources, and the amount and type of work at issue. A bridge of these academic expectations may result in Severe penalties at both the course and the institutional level.

## Credit Hour Time Equivalence

Leighton University uses the industry-standard Carnegie Unit to define credit hours for both undergraduate and graduate levels courses.

Each credit hour required a minimum of 7 hours of active student engagement per 6-week week Term. Each hour in 8-week Term requires 5 clock hours of study per per week. This time may on discussions, readings and lectures, study and research, and assignments.

Most Leighton's at the undergraduate and graduate level courses are three credit hours.

Credit to be Earned	Hours per week four 6 Week Course	Hours Per Week for 8-Week Course
1 Credit	7 hours	5 hours
3 Credits	14 hours	15 hours
6 Credits	28 hours	30 hours
12 Credits	56 hours	60 hours

## Family Education Rights and Privacy

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that states: (a) that a written institutional policy must be established; and (b) that a statement of adopted processes covering the privacy rights of students must be made available. The law provides that the institution will preserve the confidentiality of student education records.

The University accords all the rights under this law to students who are declared independent. No one outside of the institution shall be permitted access to - nor will the institution disclose any information from - a student's educational records without his/her written consent. Exceptions include disclosure of necessary information to other personnel within the University; to officials of other institutions in which students seek to enroll; to persons or organizations affording students scholarships; to persons in amenability with a judicial order and persons in an emergency in order to guard the health or safety of the student or other persons; and, to accrediting agencies carrying out their accreditation function, All these exceptions are permitted under FERPA.

Within the Leighton University community, only those members (individually or collectively) acting in the student's educational interest(s) are allowed access to student education records. These members include personnel in offices defined by the institution, e.g.,

Admissions offices, Bursar's Office and Office of the Registrar and specific academic personnel within their need-to-know limitations.

At its discretion, the University may issue a directory of information per the FERPA provisions, including student name, hometown, address, date of birth, university address and telephone number, dates of attendance, class standing, major field of study, previous institution(s) attended, awards, honors (includes honor roll), degree(s) conferred (including dates) and participation in officially recognize institutional activities. Students may stipulate withholding their directory information by filing a notification to the Office of the Vice President for Enrollment Management and Student Affairs. Authorization to withhold the directory information must be filed annually in the Office of the Vice President for Enrollment Management and Student Affairs and Enrollment Management.

The law affords students with the right to inspect and review the information contained in their educational records, to challenge the content and accuracy of those records, to have a hearing if the outcome of the challenge is unsatisfactory and if they believe the decisions of the hearing panel are unacceptable, to submit explanatory statements for inclusion in their files. The institution has designated the University's Vice President for Enrollment Management and Student Affairs and enrollment management to coordinate inspection and review procedures for student educational records, including admission, personal, academic, and placement records. Students wanting to review their educational records must make written requests to the Office of the Vice President for Enrollment Management and Student Affairs listing the item or items of interest. Only records covered by FERPA will be made available to the student on a date no later than forty-five (45) days after the appeal. Students may request to obtain copies of their records with specific exclusions (e.g., a copy of their academic record for which a financial hold exists or a transcript of an original or source document exists elsewhere). These copies can be made at the student's expense, at the prevailing rates listed by the Office of Registrar.

Students may not scrutinize or review the resulting as outlined by the Act: financial information submitted by their parents, confidential letters and employment or job appointment, recommendations associated with admission, honors to which they have waived their rights of examination and review, or education records encompassing information on more than one student. In that case, the University will permit admittance only to the part of the record which pertains to the inquiring student.

A student who believes that his/her education records contain inaccurate or misleading information or otherwise violate their privacy or other rights may discuss that concern unofficially with the Vice President for Enrollment Management and Student Affairs (or the vice president's designee). If the decisions are in settlement with the student's requests, the appropriate records will be amended. If not, the student will be notified that the records will not be amended within a reasonable period. The vice president will then inform them of student affairs and enrollment management (or the vice president's designee) of their right to a formal hearing. Student appeal for a formal hearing must be made in writing to the Office of the Vice President for Enrollment and Student Affairs. Within a reasonable period after receiving such requests, the student will inform the date, location/link, and time of the hearing. Students may submit evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The Vice President for Enrollment Management and Student Affairs will appoint the panel, adjudicating such challenges.

The decision reached by the hearing panel will be final. It will be based solely on the evidence presented at the hearing. It will consist of written statements summarizing the evidence, stating the reasons for the decision, and shall be delivered to all parties concerned. The educational records at the University will be corrected or amended per the hearing panel's decision to favor the student. Suppose the decision is unsatisfactory for the student. In that case, the student may place comments on the information in the records or statements within his or her educational records, setting forth any reasons for disagreement with the hearing panel's decision(s). The statement will be placed in the educational records and maintained as part of the student's records. It will be released whenever the records in question are disclosed.

A student who believes the adjudications of his or her challenge was unfair or not keeping with FERPA provisions may request writing assistance from the University's president (or designee). Further, students who believe that their rights have been abridged may file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, Washington, D.C. 20201, concerning the alleged failure of Leighton University to comply with FERPA.

## Financial Policies

### Graduate Cost of Attendance

The Cost of Attendance (COA) for a graduate level degree, is an estimate of the cost of being enrolled per semester (Fall & Spring) as the typical student attending Leighton University (excluding other costs such as technology equipment and software, stationaries, housing, subsistence, etc.). The Cost of Attendance is based on the actual enrollment status for each student. Initial COAs and awards are assessed at full-time enrollment.

An education from Leighton University is both valuable and affordable. Be sure to check other fees and course fees in addition to basic tuition and University fees for a full picture of what you'll pay. Additional fees, such as honor society membership dues, graduation honor cords, and others are not included on the schedule of charges. Students are responsible for ensuring that all tuition and fees are paid. Registration is not complete until you have paid or made arrangements to pay for your tuition and fees. If you have an outstanding balance from prior terms, this must be paid/resolved before payment for the current term will be accepted.

	ITEM	ANNUAL COST
Direct Cost Estimates	Tuition (\$265.00/cr.hr. x18)	\$4, 770.00
	Fees	\$ 450.00
	<i>Subtotal</i>	\$4, 770.00
Indirect Cost Estimates	Books and Supplies	\$1, 900.00
	Computer and Cellphone	\$1, 220.00
	<i>Subtotal</i>	\$3, 120.00
	<b>Total</b>	<b>\$7, 890.00</b>

### Definitions

- *Week of Classes:* Monday through Sunday
- *Tuition:* Charge for instruction listed on the student account.
- *Mandatory Fees:* Fees mean fees charged to students for a specific purpose, activity, or service, including but not limited to technology, student record, and activity fees.
- *Service/Miscellaneous Fees:* Fees charged for specific services, including but not limited to language placement, graduation fines.

### Refund Schedule

Due Date	Refund Tuition Amount	Mandatory Fee Refund	Misc. Fee Refund
End of Add/Drop	100%	100%	100%

Due Date	Refund Tuition Amount	Mandatory Fee Refund	Misc. Fee Refund
After the last day of add/drop but by the end of the third week of classes	70%	0	0%
After the end of the third week of classes but by the end of the fourth week of classes	0%	0%	0%
After the end of the fourth week of classes	0%	0%	0%

Refund amounts above are for dropped courses. Students will be charged the standard part-time rate for all classes in which they remain registered.

## Exceptions to Policy

If, because of extenuating or other documented extraordinary circumstances, the student has withdrawn from the course(s) after the university's published deadlines, the student must complete the Tuition Appeal Form and submit it along with supporting documentation for consideration to receive a tuition and/or fee adjustment. A student pursuing an exception to the policy should contact the Office of Students Services at [StudentsServices@Leighton-edu.us](mailto:StudentsServices@Leighton-edu.us) to initiate the appeals process.

The University Tuition Refund Appeals Committee will not consider requests after the midterm of the succeeding Term as published in the Academic Calendar. Determinations are made exclusively at the discretion of the Committee and may not be appealed further.

## Refund Policy

Students may be qualified for a refund if they drop classes within the published refund period. In instances where a withdraw after the published refund period ends, the student will not be eligible for a refund. To get a refund, a course must be officially dropped by the refund deadline. Review the refund schedule that is applicable for all 8-week Sessions.

## Refunds for Course Canceled by the University

The university refunds 100 percent of tuition, technology, and registration fees for courses canceled by the university. The application fee is, however, non-refundable even when a course is canceled.

## Student Financial Accounts

Leighton University offers an interest-free payment plan for the students upon application approval. Students using the payment plan shall pay 50% of the term tuition seven (7) calendar days before the start of class, and the

balance of the term tuition shall be paid by the eighth (8th) week of each Term. Payment can be made online on Populi or mailed to Leighton University's Business Office. Payment can be made online by credit/debit card or by providing a cashier's check, money order, or personal check. There will be a \$35.00 return check fee. The Business Office of the University does not accept cash. Students may request an alternate payment plan in writing to the Business Office at [businessoffice@leighton-edu.us](mailto:businessoffice@leighton-edu.us).

## Student Records

### Grade Changes

Questions regarding grades in a course must be resolved within 90 calendar days following the grade's posting. The change of grade is approved only for the correction of errors in computing the grade. The course instructor completed the Change Form and submitted it for processing no later than the close of the semester/summer session following the grade's posting.

Grievance issues regarding grades, course requirements and classroom procedures can occur. The first and foremost contact for resolving the problem is with the course instructor. The university expects that most issues are resolved amicably and informally with the professor. If an informal resolution is not possible, students may file a written grievance on a General Petition Form, available online at [www.leighton-edu.us/academics/forms](http://www.leighton-edu.us/academics/forms). These forms must be submitted with the course instructor's signature within 90 calendar days of the Registrar's Office posting of the course's final grades.

Appeals may be contemplated at the following levels, as necessary: course instructor, departmental Chair, school dean, vice president for academic affairs. Faculty retain all evaluated student material not previously returned six months after the Term's last class evaluated.

### Grading System

Letter	Minimum Points	Direct Equivalent	Grade Points
A	93.00	100.00	4.00
A-	90.00	92.00	3.67
B+	87.00	89.00	3.33
B	83.00	86.00	3.00
B-	80.00	82.00	2.67
C+	77.00	79.00	2.33
C	73.00	76.00	2.00
C-	70.00	72.00	1.67
D+	67.00	69.00	1.33
D	63.00	66.00	1.00

Letter	Minimum Points	Direct Equivalent	Grade Points
D-	60.00	62.00	0.67
F	01.00	59.00	0.00

The following grades do not qualify to remove previous grades.:

AUD - Audit

CS - Continued Study

FN - Failure for Non-Attendance

I - Incomplete

TR - Transfer credits

W - Withdrawn

WF - Withdrawn while Failing

## Graduate Grading Computation

The acceptable grades and the corresponding points for GPA computations are as follows. All grades except I, S, UAD, XG, W and WA are used in calculating GPAs.

Grade	Points	Percentage
A	4.00 (Excellent)	93-100
A-	3.70	90-92
B+	3.30	87-90
B	3.00 (Good)	83-86
B-	2.70	80-82
C	2.00 (Poor)	70-76
E	0.00 (Fail)	BELOW 70
EX	0.00 (Fail)	Fail for Non-Attendance
FN	0.00 (Fail)	Fail for Non-Attendance
AUD	Not Calculated	Audit
I	Not Calculated	Incomplete
S	Not Calculated	Satisfactory - S/C/E
XG	Not Calculated	No Grade Reported
W	Not Calculated	Withdrawn
WA	Not Calculated	Administratively Withdrawn

### Satisfactory/E/Fail (S/C/E) Option

The Satisfactory/C/fail - (S/C/E) - option is intended to encourage exploration and experimentation in curricular areas where the student may have had little or no previous experience. A student may revoke the S/C/E election and opt for a regular letter grade until the course's 4th week.

Each undergraduate student may elect S/C/E grading in no more than four courses in his/her Master's degree program and no more than two courses for the Certificate's plan.

A student may choose only one S/C/E course per semester.

Any course for the major or the minor must be taken for a letter grade except if the course is offered only on a pass/c/fail basis. A required course is specified by number and title or selected to fulfill a specified number of department credits in this context.

To use the S/C/E option, a student must complete the S/C/E option form. This S/C/E Option Form must be presented to the Office of the Registrar before the end of the 2nd week of classes in the Term where the S/D/E credit is being taken.

- A student is allowed to rescind the S/C/E election and opt for a regular letter grade in the course until the end of the 4th week of classes (the same deadline for withdrawing from a course).
- Any student registered for S/C/E and earn a grade below a C at the end of the course will have that grade as an E) and calculated into their GPA. Grades of S are not computed into the cumulative GPA.
- A student intending to transfer to another school or department or enter a graduate or professional school is reminded that his/her admission may be affected by S/D/F coursework.

### Grade Changes

When filed with the Registrar Office, all grades are final except where an error of judgment has occurred, or an error has been made in computation or transcription. Any changes to the academic report must be completed no later than two weeks from the date when classes begin in the successive Term (Fall or Spring); hence, each student is advised to review each Term's record carefully and promptly. Prior to making changes to the record, the Office of the Registrar must receive a fully signed Change of Grade Form endorsed by the faculty member and the Dean of the School for which the course is offered.

### Policy on Grade Disputes

Disputed grades should be resolved directly between the individual faculty member and the student. If that is not possible, the department's chair and/or Dean of the School may intervene for mediation purposes. Failing resolution of the matter at the university level, the student may petition the Senior Vice President for Academic Affairs as described under "Students' Right to Petition." The Senior Vice President for Academic Affairs

will make the final resolution of the dispute. As a general rule, the authority to change a grade rests with the individual faculty member in charge of the course. Exceptions made by the Senior Vice President for Academic Affairs occur only for the most compelling reasons.

## Add/Drop Courses

During the first three days, [Wednesday of the first week] of the 6-Week or 8-Week Term, an already enrolled student may use the Add/Drop Form to add a course, drop a course, or swap one course for another. The form allows you to add, drop, or swap one course at a time, but you can, however, make multiple requests.

- Add/Drop requests are processed once a day, typically starting around noon.
- Results are typically emailed by the end of the business day.
- The deadline to request an add, drop, swap a section is the end of the business day (5:00 p.m.) on the 45th day of the Term. No exceptions will be made, even with the course instructor's permission.

## Course Withdrawal

A student may withdraw from an active course up to 4 weeks, for both the 6-week and 8-week Terms, after the first day of instruction and receive a grade of "W" (withdrawal) with no grade point value. Withdrawals may be made using the Add/Drop Form. The form may be obtained online under the Office of the Registrar webpage.

*NOTE: The mere inactivity or absence from class without receiving formal permission does not constitute withdrawal. A properly completed and approved Add & Drop Form must be used to effectuate all drops, add, withdrawals, change section, or course enrollment status changes. A student will be assigned a failing grade for courses in which discontinued attendance without formal permission for withdrawal is observed.*

## Repeated Courses

A student may repeat any course taken previously at Leighton University as long as it is still offered. A student who repeats a course must register for the course and pay tuition. Hours earned in repeated courses count toward graduation requirements only once. The higher grade received is used to compute the course grade point average. **The grade AU, I, W, and TR do not qualify to remove previous grades.** All but the last class is identified as a repeated course on your academic record.

The Office of the Registrar runs an end-of-term process after grades have been reported for the Term to post

repeats for undergraduate students. Check your unofficial transcript or degree audit report to confirm the prior grade(s) removal from calculating into the grade point average. If the grade point average (GPA) has not been recalculated, you may report repeated courses to the Office of the Registrar.

- Online: Complete a Repeated Class Notification Form and forward it to Registrar@leighton-edu.us.
- In-person: Visit the Office of the Registrar.

Cross-listed courses are subject to the repeated course policy and will reflect appropriately on your academic record. The Office of the Registrar has the right to adjust a student's academic record whenever a repeated course has not been recorded. This process does not apply to classes that may have previously been taken more than once for credit.

## Request for Incomplete Grade

The instructor approves, where appropriate, the Requests for Incomplete Grade form and emails the approved copy to the Registrar's Office by Friday, the week of the 5th for the 6-Week Term, or the 7th week for the 8-Week Term. All students must contact their advisor first to request an Incomplete. No incomplete form will be logged without a note forwarded from the Academic Advisement Center.

## Transcripts

A transcript is an official document that shows which classes you took at the University. It also shows all courses attempted and Leighton University, including those withdrawn from and those repeated. The transcript also includes a summary of all transfer credits accepted by the University. The Registrar's Office maintains a single, cumulative transcript of classes completed at the University and issues copies upon the student's signed request. Students who have completed at least one Term at Leighton University have access to Unofficial transcripts through My.Leighton (Populi). Transcripts may be obtained for personal use or forwarded to another party. To learn more about policies that guide the issuance of a transcript, go to <https://leighton-edu.us/requesting-a-transcript/>.

*Do I have to provide my Social Security Number?*

Disclosure of your social security number is not required to order a transcript. This is particularly true for students who were initially enrolled under their SSN. If you choose not to provide an SSN, your request's processing may be delayed, making it challenging to ensure that your record is complete.



You have the option of not having your SSN printed on your transcript. However, it may make it difficult for receiving institutions to match your records, or they may not accept transcripts without a printed SSN. If you choose not to supply your SSN, the University is not responsible for any problems that may arise.

#### *How do I get my transcript?*

You may obtain a transcript in any one of the following ways:

- Go to the Registrar's Office, located at 107 East Stateline Road, Southaven, MS 38671 between the hours of 8 a.m. and 5 p.m., Monday-Friday, and make your request in person.
- OR-
- Download and complete the Transcript Request Form (a PDF and requires Acrobat Reader) and mail it with your payment to the address below.

#### **The University Registrar Office**

Leighton University  
107 Stateline E. Road.  
Southaven, MS 38671

Please include the following information in your signed request:

- Name
- Any other name ever used
- Social Security Number (preferred) or other student ID number(s) used
- Birth Date
- Home Address
- Phone Number
- Complete address where the transcript should be mailed

Transcripts are \$10.00 per copy. Transcripts are \$21.00 per copy when sent overnight, UPS, within the continental United States. Transcripts sent overnight by the US Postal Service (USPS) are \$18 per copy. For delivery outside the continental United States, for either service, please call for a price. UPS will not deliver to PO Box numbers. Please provide a street address. USPS will deliver to PO Box numbers. Checks or money orders should be made payable to Leighton University.

**No credit card payments, fax requests, or e-mail requests will be accepted.**

#### *Is my information protected and secure?*

It is the policy of the University to manage and protect the privacy and Personally Identifiable Information of all students, consistent with federal and state privacy laws. Personally Identifiable Information is protected by federal laws including but not limited to the Gramm-

Leach-Bliley Act ("GLBA") for the safeguarding of non-public information, the Family Educational Rights and Privacy Act ("FERPA") for the protection of information contained in student records, and, to the extent applicable.

## University Credit Hour Policy

Leighton University complies with the federal definition of credit hour. Leighton's courses have been designed to expect students to spend approximately 6 hours on course-related work per credit per week. For each credit hour, the university requires, at a minimum, the equivalent of three hours of student academic work each week. Mathematically, a three-credit hours course in a Term of 8 weeks x 6 hours x 3 credits totals 144 clock hours on course-related work. Academic work comprises but is not limited to direct faculty instruction, laboratory work, fieldwork, practica, and internships. Other academic endeavors include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, collaborations, and electronic interactions. Student work reflects intended learning outcomes established by the university and the profession and is verified through student achievement evidence.

## Withdrawal from a Course

Once a student is formally enrolled and committed to attend class, he/she must formally drop his/her classes by the deadline. If the course is not officially dropped, the student will be charged full tuition and receive failing grades. If necessary, a student may withdraw his/her enrollment from a course by submitting a completed Course Withdrawal Form to the Director of Academic Success Center by the date specified in the Leighton University academic calendar.

A "W" grade is given for an authorized withdrawal. If an enrolled student withdraws from a course without authorization (stops attending class without complying with school procedure), a grade of "F" will be recorded on the student's transcript. Late withdrawals from a course will be considered only for extraordinary circumstances accompanied by appropriate documentation. If a course drop/withdrawal for a full-time student results in the student's course load dropping below 9 credit hours, the student will be judged as full-time for the full semester. No refund will be credited back into the student's account for the withdrawn course.

## Non-Degree and Visiting Students

Students without formal admission who are interested in enrolling in one or more courses at Leighton University may be eligible to take classes as non-degree seeking or "visiting" students. Students who wish to take Leighton's courses but are not currently admitted to a degree program at the University are classified as "nondegree-seeking students." An individual applying as a non-degree student must have completed a high school diploma or a high school equivalency credential. A student may remain as a nondegree-seeking student for no more than 12 credit hours. Upon which the student must convert their status to degree-seeking student. Non-degree applicants under the age of 22 currently not enrolled in high school must meet criteria similar to first-year students entering the University. To determine eligibility to apply as a nondegree-seeking student, applicants must submit an unofficial copy of their high school transcripts and ACT/SAT scores. Admission as a non-degree student does not guarantee future access to any degree program. Nondegree-seeking students may also enroll for courses on a pass/fail basis. Courses completed with pass/fail are counted toward credit hour as permitted by the rules of the University, and they achieve degree status once the student decides to pursue a degree program.

As a non-degree student, you will receive Leighton University course credit and a grade. If you decide to enroll at Leighton as a degree-seeking student at a later date, earned credits may be applied to your plan of study, depending on the degree program in which you are enrolled. Grades earned as a non-degree are included in your permanent Leighton GPA.

Once admitted, you should contact the Office of the Registrar for your Registration PIN, which will allow you to register for classes online. The Office of the Registrar can also provide additional information, such as course prerequisites, withdrawing, etc. Some courses are closed to non-degree students. As a non-degree student, you will receive Leighton University course credit and a grade. If you decide to enroll at Leighton as a degree-seeking student at a later date, earned credits may be applied to your plan of study, depending on the degree program in which you are enrolled. Grades earned as a non-degree are included in your permanent Leighton GPA.

## University Policies

### Absence from the University

Students who select academic programs and pay their tuition and fees (for the upcoming Term) or who have

sufficient financial aid to "trigger" their registration must effect total withdrawal promptly when, for whatever reason, they do not return to the university. Failure to attend classes or abandonment of them does not constitute official discontinuance or withdrawal. In all instances, the student should effect total withdrawal by requesting the Office of the Registrar to effect it on their behalf. In this way, such charges can be removed from their student account, and their scholarships, where applicable, can be canceled (and returned to source or origin) and/or personal monies refunded.

*NOTE: Under ordinary circumstances, in these types of cases, Student Accounts will not make refunds or other adjustments to a student's account after the end of the current academic year of the student's enrollment. The university will consider an exception to this deadline only in instances in which, for extraordinary reasons beyond a student's control, he/she cannot effect total withdrawal promptly from the university for the Term(s) for which he/she has officially elected registered. In short, students are obligated to transact business with the university in a timely and businesslike manner.*

Graduate students are required and expected to be in good academic standing with the School of Graduate Studies, their program, and their advisor. The School of Graduate Studies regularly reviews the record of any student who received grades of C, D, F, I, AW, and W in any course (irrespective of major) numbered 500 or above, or grades of AU for a course listed as audited. This review could result in academic probation. A hold on future enrollment and the student, himself/herself may be suspended from the graduate program.

## Appeals for Academic Reinstatement

Graduate students are placed on academic suspension for failing to maintain a grade point average of 3.0 (or above) in any given Term for two or more consecutive Terms. Suspended students may not return the following Term and must petition the School of Studies for reinstatement. The petition should explain previous academic difficulties, plans for improvement, and reasons for believing the strategies will be successful.

Restatement is the process for graduate degree-seeking and nondegree-seeking students: a) who may have been academically dismissed from an academic program or b) who are students fail to meet conditions because of an academic shortcoming, disciplinary or judicial suspension, or the termination of admission status, e.g., due to the failure to remove previously assigned conditions of a Provisional Admission or academic probation.

The graduate student may be reinstated only to the program or status they were previously enrolled in. When Reinstatement is granted in certain conditions or stipulations, it will be attached and a period to satisfy them. Cases of readmission or Reinstatement are considered on an individual basis and are not automatically granted.

Appeals related to the Standards of Academic Progress policy should be made to the Office of Vice President for Enrollment and Student Affairs.

## Cheating

This involves the act of contravening recognized norms and standards for academic inquiry or specific expectations established by faculty for specific assignments or using other methods (including technology) to gain academic advantage. Some examples of cheating include but are not limited to the following:

- Knowingly assisting another person who is attempting to cheat or plagiarize.
- Falsifying or Manufacturing data
- Using unauthorized materials during an exam, when writing a paper, or in completing other assignments
- Unauthorized collaboration
- Receiving assistance beyond what is permitted.
- Presenting the same work to fulfill the requirements of two distinct courses without securing permission from the course instructor of the second course or both instructors' permission if the same work is presented in two courses during a Term or in distinct Terms.

## Leave of Absence

A Leave of Absence (LOA) is designed to accommodate a student who desires a temporary study stop. A Leave of Absence (LOA) allows the graduate student in good academic standing to postpone his/her studies for a definite period, typically not to exceed two (2) years in the event of unavoidable circumstances (e.g., re-engaging active military duty, documented medical reasons, etc.). The student (requestor) will be required to submit the LOA form. All LOAs are reviewed and approved on a case-by-case basis. When approved, a student may be granted up to two (2) years for medical reasons and other emergencies. Financial hardship is not an approved LOA.

A graduate student who intends to request an LOA will submit to the School of Graduate Studies must first request and obtain a signature on the LOA form from the Department's Chair or Program Coordinator. The School of Graduate Studies receives the LOA before the first

classes for which the LOA is requested. However, a leave of absence cannot be granted retroactively after the Term/ Terms of Absence.

An approved Leave of Absence stands in place of registering for a minimum of 3 credit hours for each Term for which the leave of absence is granted. Students may not use Leighton's facilities, resources, or services designed or intended only for enrolled students or take any of Leighton's courses (undergraduate or graduate) during a leave of absence.

## Plagiarism and Misuse of Sources

Plagiarism is the use/misuse without proper attribution of someone else's words, ideas, or other work as if it were one's own. Failure to properly indicate and acknowledge others' work can lead a reader, listener, or viewer to think that information, ideas, research, words, images, data, artistic and creative elements, or other work are the student's hard work when they are not. Plagiarism substantially departs from accepted standards in the academic community and misleads others into thinking the work is the student's own.

Plagiarism and the misrepresentation of sources carry different consequences, as described in the University's Academic Integrity Procedures. Misuse of sources, like plagiarism, reflects a failure to credit others' work appropriately but involves mistakes, incomplete or inadequate attempts, and other errors in the citation, quotation, and give credit that would not likely mislead others into thinking the work is the student's own.

**Plagiarism and the misrepresentation of sources carry different consequences, as described in Leighton University Academic Integrity Procedures.** The obligation to attribute material that would not qualify as common knowledge applies to almost all types of assignments, papers, projects, and situations, not just papers or projects and finished works and submitted drafts. Works for which students must acknowledge sources and the contributions of others involves but is not limited to final versions of the following

- Artistic, musical, and other creative work.
- Exams, including in-class and take-home exams.;
- Lab reports;
- Problem sets;
- Talks and other oral presentations;
- Thesis, proposals, chapters, papers, literature reviews, abstracts, annotated bibliographies, and other writing;
- Visual aids, presentation slides, or other forms of media tools;
- Webcasts, Web pages, web pages, and other multimedia work.

## Procedures for Securing Student Records

All student records will be maintained in a protected location with controlled access. Regulated access to records is given based on job level and a certifiable need to view the record. Leighton's faculty and staff who have been given restricted access to view records will:

- Lock computer desktops and/or offices when departing a workstation.
- Make sure that all records are kept in a secure, locked location.
- Abstain from storing student records on the computer desktop. All student data should be warehoused on a secure network drive.
- Certify that Leighton University laptops are kept in a secure location, whether on or off-campus. Laptops must be secured and password protected whenever they are not in use.
- Attend periodic training to faculty and staff to ensure that up-to-date security guidelines are recognized and followed.
- Preserve student information confidentiality by being aware of their surroundings when discussing the student or others who have a confirmable need to know the information.

The university is mindful of the need to protect the confidentiality of student and student data. For that reason, access to confidential student data and databases is limited to duly authorized personnel. Leighton University requires that:

- Security log tables are monitored
- All users have individual accounts
- User permissions are controlled by user classifications that control access to data
- Shredding printed material that contains information not necessary for storage.
- Documentation of site security measures and end-user responsibilities are maintained.

These practices apply both to information in the university's electronic record systems, including admission, other student records including medical, conduct, and other records covered under HIPPA such as physician and mental health, fitness, disability, academic integrity violations, career services, and emails with confidential information.

## Title IX of the Educational Amendments

Title IX of the Educational Amendments of 1972 states:

*No person in the United States shall, based on sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or any activity receiving Federal financial assistance.*

To that end, Leighton University prohibits discrimination based on sex, including sexual misconduct, in its educational programs and activities. As an institution of her learning, Leighton is committed to fulfilling the Title IX of the Education Amendment Act of 1972 and guaranteeing that the university's education programs and activities are operated in a manner consistent with applicable regulations, provisions, and federal law.

## Discrimination Complaint Filing Complaint

Any person (the "complainant") at Leighton University who believes that he or she has been discriminated against based on sex by Leighton University students, faculty, staff, or external third parties is urged to take the following actions promptly:

1. Immediately communicate with the individual perceived as having engaged in the alleged discriminatory conduct (the "respondent") and request a proposed course of action to resolve the situation.
2. If the matter cannot be resolved at that level or if the complainant does not feel or wish to communicate directly with the respondent, the complainant may write within two weeks of the alleged discriminatory conduct to the vice president of Enrollment Management and Student Affairs. Suppose the Vice President for Enrollment Management and Student Affairs is involved in the complainant's acts to be discriminatory. In that case, the complaint should be made to the University's General Counsel.
3. The complaint should provide the following information.
  - The names, contact information that includes addresses, and telephone numbers, if available, of the petitioner and accused;
  - Specific acts alleged, plus dates, times, and locations;
  - Names of any probable witnesses, including addresses and telephone numbers, if available
  - Actions are taken by any party to address the discrimination if any.

## Investigation Procedures

The following procedures shall guide all investigations of complaints alleging violations of this policy. Leighton University reserves the right to depart from these procedures only when such deviation is necessary to ensure the investigation's appropriate processing.

1. Suppose the Vice Vice President for Enrollment Management and Student Affairs or his/her designee is involved in the alleged discrimination. In that case, the complaint will be investigated by Leighton University's General Counsel. The probe will begin within 10-work days of the receipt of the complaint. Should the Vice President for Enrollment Management and Student Affairs be unavailable within the time frame, his/her designee will act instead.
2. The Vice President for Enrollment Management and Student Affairs, or his/her designee(s), will investigate the allegations of this policy's violations.
3. In the instant that the complainant or the respondent is under 18 years of age, his/her parent or legal guardian will be informed of the complaint via phone, email, or U.S. mail.
4. The probe includes interviewing the complainant, the respondent, and any relevant witnesses suggested by the complainant and the respondent.
5. The probe should also include interviewing any additional witnesses or reviewing any relevant documents by the **Vice President for Enrollment Management and Student Affairs** or his/her designee(s).
6. The confidentiality of the probe will be maintained to the extent possible. Suppose a complainant submits a written request for confidentiality or asks that the complaint not be pursued. In that case, Leighton will evaluate the request for confidentiality against the following factors: the weightiness of the alleged aggravation, the complainant's age, whether there have been other harassment complaints about the same individual, and the alleged aggressor.
7. If witnesses cannot be reached or are not available, the complaint will be probed in their absence.
8. After the entirety of available information is reviewed and interviews are completed, the Vice President for Enrollment Management and Student Affairs or his/her designee(s) will:
  - Establish whether an infringement of this policy has occurred, and if so, the appropriate retort.
  - Notify the complainant and the respondent verbally and write the probe's outcome within five working days after completing the investigation.
  - Make sanctions to the appropriate supervisor regarding discipline, where necessary or warranted.
  - Partner with departments areas to take any corrective action as may be appropriate under the circumstances.
  - All complaints will be adjudged as expeditiously as possible and generally within 14 workdays.

## Student Services & Policies

### Complaint Procedures for Section 504

Any person (the "complainant") at Leighton University who believes that he or she has been discriminated against based on sex by Leighton University students, faculty, staff, or external third parties is urged to take the following actions promptly:

**STEP 1** - Immediately communicate with the individual perceived as having engaged in the alleged discriminatory conduct (the "respondent") and request a proposed course of action to resolve the situation.

**STEP 2** - If the matter cannot be resolved at that level or if the complainant does not feel or wish to communicate directly with the respondent, the complainant may make a complaint in writing within two weeks of the alleged discriminatory conduct to the Vice President of Enrollment and Student Affairs. If the Vice President for Enrollment and Student Affairs is involved in the complainant's acts to be discriminatory, then the complaint should be made to the University's General Counsel.

**STEP 3** - The complaint should provide the following information.

- The names, addresses, and telephone numbers, if available, of the complainant and respondent.
- Specific facts were alleged, including dates, times, and locations.
- Names of any potential witnesses, including addresses and telephone numbers, if available
- Actions are taken by any party to address the discrimination incident if any.

### Section 504 / American with Disabilities Act Compliance

The university is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies to facilitate equality of educational access for persons with disabilities. Leighton University responds to its responsibility under Section 504 and the Americans with Disabilities Act to prohibit discrimination in its policies and programs regarding students. Discrimination against any person with a disability will not knowingly be permitted at the

university. Under Section 504, Leighton has the responsibility to make reasonable modifications or accommodations to individuals with disabilities.

To be eligible for accommodation, the student must contact the University's **Office of Accessibility Services**. It is the student's responsibility to inform the **Office of Accessibility Services** promptly about his or her disability. Students may be required to provide documentation of the disability to provide suitable accommodations. Preferably, this contact should be made as early in the semester as possible. It is the student's responsibility to provide medical or other diagnostic documentation of disability and limitations. If documentation is not adequate, the student may be asked to participate in additional evaluation before receiving accommodations. The student will incur the cost of this testing. Students with disabilities are not exempt from following Leighton University policies and procedures, such as drug/alcohol policies, grade appeal procedures, etc.

Students who request academic accommodations will be required to provide the appropriate documentation to the ADA/Section 504 Coordinator will review the documentation and meet individually with the student to determine which accommodations will be permissible. The student will be issued an "ADA Accommodation Request" form, and the student is responsible for taking this form to each course/course instructor in which accommodations are requested. Accommodations services are provided on an individual basis according to the documentation provided by the student, tailored to individual needs, and may include, but are not limited to, the following:

- Extended time on exams (up to time and a half)
- Taped or digital text
- Extended time on reading material
- Enlarged material
- Distraction-free environment
- Graphic organizers

## Student Accessibility Services

Under Federal Law, students with disabilities are provided a "level playing field" to compete equally with their peers. Leighton University welcomes students with disabilities to participate fully in all aspects of the university's life. The institution's mission is to ensure that students with physical, learning, or psychological disabilities or chronic medical conditions are presented with equal access to all Leighton's academic programs, activities, and services. The **Office of Accessibility Services** staff counsel students about the university's policies, procedures, and resources, assess students' clinical and educational documentation, and collaborates

with students, faculty, and staff to coordinate reasonable accommodations that support students' individual needs. A Letter of Accommodation, based on documentation from a licensed physician, psychologist, diagnostician, or other healthcare professionals, is issued for students with disabilities when they have presented the necessary documented evidence or the receipt for the testing accommodation this Office. Students are urged to connect with the **Office of Accessibility Services** as early as possible before the academic Term in which they are enrolled or immediately thereafter; but no later than the second week of the Term.

## Testing Accommodations

Many courses in Leighton's programs required that certain course components are proctored. The Office Accessibility Services [OAS] partners with Academic Affairs to provide testing and accommodations. Where necessary, OAS provides a trained proctor for accommodated testing needs for each exam through the Term. By participating in this program, the Office provides students greater access to instructors during tests and eliminate delays in grading.

### Suitable candidates for the program:

While Leighton's courses are delivered remotely, we may not always be able to provide the suite of services often found in land-based institutions. None the less, OAS partners with course instructors to provide the necessary and reasonable accommodation services.

- Instructors of the course section may teach classes that may have students with disabilities and may, consistently need to receive support such as test accommodations.
- Instructors of course sections may not always be able to identify and have the expertise and availability to provide the necessary support.

### The process to provide testing accommodations in the department:

- Students reach out to the course instructors and present accommodation letters.
- Instructors contact OAS to express interest in scheduling a proctor and provide all test dates for the Term.
- The OAS staff confirms the proctor's availability or the contracted proctoring electronic service [ULearn.com] for test dates.
- Instructors communicate to students that an alternative option will be provided at a convenient time proctored electronically or by a trained proctor rendering service through the Office Accessibility Services.

- Instructors provide the test link and start time information for testing students.
- Alternate arrangements are made on a case-by-case basis for students with accommodations other than a low distraction environment and extended time.
- Instructors provide to OAS a test roster and detailed proctor instructions on the day of the test.
- Instructors may decide to personally release the tests and check-in periodically students' progress to see if they have questions.
- When appropriate, referrals will be recommended to community agencies and services.

## Student Rights Under FERPA

Students attending, or who have attended, Leighton University are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g). However, FERPA allows the University to disclose education records or personally identifiable information from education records in the following circumstances: with the written consent of the student, if the disclosure meets one of the statutory exemptions, or if the disclosure is directory information and the student has not placed a hold on release of directory information.

## Family Education Rights and Privacy

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that states: (a) written institutional policy that should be established; and (b) that a statement of adopted processes covers the privacy rights of students must be made available. The law provides that the institution will preserve the confidentiality of student education records.

The University accords all the rights under this law to students who are declared independent. No one outside of the institution shall be permitted access to - nor will the institution disclose any information from - a student's educational records without his/her written consent. Exceptions include disclosure of necessary information to other personnel within the University; to officials of other institutions in which students seek to enroll; to persons or organizations affording students scholarships; to persons in amenability with a judicial order and persons in an emergency in order to guard the health and safety of the student or other persons; and, to accrediting agencies carrying out their accreditation function. All these exceptions are permitted under FERPA.

Within the Leighton University community, only those members (individually or collectively) acting in the student's educational interest(s) are allowed access to student education records. These members include personnel in offices defined by the institution, e.g., Admissions offices, Registrar Services, Finance Office, and specific academic personnel within their need-to-know limitations. At its discretion, Leighton University may provide directory information per the FERPA provisions, including student name, hometown, address, date of birth, university address and telephone number, dates of attendance, class standing, major field of study, previous institution(s) attended, awards, honors (includes honor roll), degree(s) conferred (including dates) and participation in officially recognize institutional activities. Students may stipulate withholding their directory information by filing a notification to the Office of the Vice President for Enrollment Management and Student Affairs. Authorization to withhold the directory information must be filed annually in the Office of the Vice President for Enrollment Management and Student Affairs and Enrollment Management.

The law affords students with the right to inspect and review the information contained in their educational records, to challenge the content and accuracy of those records, is entitled to a hearing if the outcome of the challenge is deemed to have been unsatisfactory and if they believe the decisions of the hearing panel were unacceptable, to submit explanatory statements for inclusion in their files. The institution has designated the University's vice president for student affairs and enrollment management to coordinate inspection and review procedures for student educational records, including admission, personal, academic, and placement records. Students wanting to review their educational records must make written requests to the Office of the Vice President for Enrollment Management and Student Affairs. The request must include a listing of the specific item or items of interest or concern. Only records covered under FERPA will be made open within forty-five (45) days of the appeal. Students may also request to have copies made of their records with specific exclusions (e.g., a copy of the student's academic record for which a financial hold exists or a transcript of an original or source document exists elsewhere). These copies can be made at the student's expense, at the prevailing rates listed by the Office of Registrar.

Educational records do not include records of educational personnel, instructional material, and class administrative procedures, which are in the maker's sole possession and are not accessible or revealed to any individual except a temporary substitute, records of law enforcement unit, and student health, employment or alumni records. Personal documents such as Health records, however, may be reviewed by physicians of the



students choosing. Students may not scrutinize or review the resulting as outlined by FERPA: financial information submitted by their parents, confidential letters and sanctions associated with admission, employment or job appointment, honors to which they have waived their rights of examination and review, or education records encompassing information on more than one student, in that respect, the institution will authorize admittance only to the part of the student's record which pertains to the inquiring.

A student who believes that his/her education records contain inaccurate or misleading information or otherwise violate their privacy or other rights may discuss that concern unofficially with the Vice President for Enrollment Management and Student Affairs (or the vice president's designee). If the decisions are in settlement with the student's requests, the appropriate records will be amended. If not, the student will be notified that the records will not be amended within a reasonable period. The vice president will then inform them of student affairs and enrollment management (or the vice president's designee) of their right to a formal hearing. Student appeal for a formal hearing must be made in writing to the Office of the Vice President for Enrollment and Student Affairs, which, within a reasonable period after receiving such requests, will inform the student of the scheduled hearing, including date/link and place. Students may submit evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their own choice, including attorneys, at the student's expense. The Vice President for Enrollment Management and Student Affairs will appoint the panel, adjudicating such challenges.

The decision rendered by the hearing panel will be final. It will be based solely on the evidence presented at the hearing. It will consist of written statements summarizing the evidence, stating the reasons for the decision, and delivering it to all parties concerned. Suppose the decision is unsatisfactory for the student. In that case, the student may place comments or statements within his or her educational records, setting forth possible reasons for disagreement with the hearing panel's decision(s). When inaccuracy is discovered, the educational records will be corrected or amended per the hearing panel's decision to favor the student. The statement will be placed in the student's educational records and maintained as part of their records. It will be released whenever the records in question are disclosed.

A student who believes the adjudications of his or her challenge were unfair or not keeping with FERPA provisions may request writing assistance from the University's president (or designee). Further, a student who believes that his/her rights have been shortened or

abridged may file complaints concerning the alleged failure of Leighton University to comply with FERPA with:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

## Academic Success Center

### Academic Success Center

Academic Success Navigation is an integral part of your undergraduate or graduate education. The University strives to provide each student with the resources, guidance, and support to achieve your academic, career, and personal goals. As a student, you share responsibility for your success. Be aware of the various requirements, policies, and services.

Your Academic Navigator is available to help you with our course selections and to answer other academic questions you may have relative to areas that including:

- Degree Requirements -including General Education
- Appropriate Resources and Referrals
- Changing Major or Minor
- Course and Major/Minor Selection
- Guidance on Improving the GPA

### Declaring Your Major

Making a thoughtful decision in choosing a major is important. While you are not deciding on a single path for your future nor making decisions that cannot change at later points in life, it is critical to recognize that many majors enable you to develop the necessary skills to prepare for similar careers, work environments and graduate programs. When you are ready to declare your major, review the requirements for the major you have chosen and complete the online major declaration form. Be sure to check your email to confirm that the form was received and approved.

### Center's Advisors

Leighton Academic Success Navigators offer academic advising and guidance to empower students to realize their full potential. For this reason, each student has an assigned professional academic advisor so the student can establish a strong mentoring relationship with her or his advisor, whom he or she may consult on all academic and curricular issues.

## Career Development Services

The University's Career Development Services team helps students tap into all of the professional opportunities that are available. At Leighton, we add the term *Development* to Career Services Leighton because we want you to have more than just get a job – we want you to enter into your selected career area with a strong preparation.

### Mission

The mission of the Career Development Services Center is to empower students to create and achieve career goals by developing and enhancing relationships, promote student engagement, providing comprehensive career education in an ever-evolving market environment. For this process, students are provided workshops and seminars in image enhancements, and general topics that will prepare them for workplace experiences presented by the Center's staff, businesses and corporations.

### Vision

The Career Development Center inspires to empower student potential through the elimination of barriers induced by limitations of knowledge and experiences that will lead to a meaningful career.

### Center's Resources

Leighton's Career Development Service is a resource for students as it offers a host of tools meant to help you decide what career to pursue, complemented by services that prepare you to enter the job market in your chosen field. Our goal is to propel not only Leighton to a stellar reputation for producing quality graduates but, above all, to expose you and your background to many employers. While enrolled, an undergraduate at both the associates' and the bachelors' levels are encouraged to use the available complimentary career services.

### Available Student Services

Center implements effective data collection and analysis, and continue to explore reporting systems that demonstrate career-related outcomes. University's Career Development Services Center serves all current students and alumni with a variety of career exploration and preparation services, such as:

- Resume and cover letter development
- Workshops, presentations, and information sessions.
- Mock interviews
- Managing online presence.

- Partnerships with faculty to create a variety of opportunities for both career planning and company presentations in the classroom
- Professional shadowing and informational meetings
- Job search strategies
- Graduate school assistance

## Counseling & Advocacy Services

### Mission

The mission the Counseling & Advocacy Services (CAS) is focused on helping you gain greater knowledge about yourself and your relationships with others, identify your strengths, and face any challenges in making healthy and meaningful choices in your academic life and beyond.

### Vision

CAS goal is to provide you with the support you need in enhancing your personal and academic life at Leighton University.

### Services

The Counseling and Advocacy Services center provide confidential support and guidance for individuals who are going or have gone through a traumatic event(s) and are struggling to find a way out of the situation. We have a knowledgeable and experienced staff ready to provide or connect you to resources closer to your hometown or community. We offer confidential counseling based on a holistic view of individual development.

Our counselors offer assistance and coaching in areas that include :

- Career Planning
- Interpretation and guidance of Leighton's policies and procedures
- Conflict Resolution
- Learning Strategies/Study Skills
- Personal Challenges

When appropriate, referrals will be recommended to community agencies and services.

Appointments can be made by calling the University's Counseling & Advocacy Services at (662) 280 5444 or via email at [Cas@leighton-edu.us](mailto:Cas@leighton-edu.us).

## Office of Accessibility Services

Through the Office of Accessibility Services [OAS], the university provides reasonable access accommodations for students with documented needs. OAS verifies

eligibility for accommodations and works with eligible students to develop and coordinate plans to provide those accommodations. OAS is committed to ensuring equal access to quality education for qualified students with access needs by providing reasonable academic accommodations and auxiliary aids that support college standards and academic integrity.

As you may already know, an institution of higher education, Leighton University included, is legally required to provide reasonable accommodations for students with access needs. Faculty play a critical role in this process. A broad range of access needs can affect a student's performance in a course. The university, however, recognizes that each student's specific disability and academic needs are unique. Therefore, through the Office of Accessibility Services, Leighton University's policy provides reasonable accommodations for all qualified individuals with accessibility needs.

Students who happen to have accommodation needs based on the impact of a disability are encouraged to reach out to OAS at the earliest possible moment to arrange for a confidential discussion regarding the specific needs, register for services, and receive the Notification for Accommodations form. Communication with the student is vital to discovering methods of accommodation. Accommodations are made on a case-by-case basis to meet the student's individual needs based on the nature of the student's course of study. It is often most effective and beneficial when the student, course instructor, and OAS work together to provide the necessary accommodations so that students with access needs are allowed equal access to all the university has to provide.

The university observes the following holidays:

<b>Institutional Calendar 2021-2022</b>	
Holiday	Date
Labor Day	Monday 5th September
Columbus Day	Monday 11th October**
Veterans' Day	Thursday, 11th November
Thanksgiving Day	Thursday, 25th November
Christmas Day	Saturday, 25th December
New Year's Day	Saturday, 1st January
Martin Luther King Jr. Day	Monday, 17th January
President's Day	Monday 21st February*
Memorial Day	Monday, 30th May
Independence Day	Monday, 4th July 4

\*Moveable holiday. Observed contiguous with Christmas Day

\*\*Moveable holiday Observed the day after Thanksgivings

## Student Rights & Responsibilities

### Unlawful Discrimination

This Policy prohibits discrimination and harassment based on race, color, religion, gender, sex, sexual orientation, national origin, ancestry, disability, genetic information, age, and protected military or veteran status. Retaliation for reporting or participating in the complaint process is also prohibited

- *Right:* No student shall be subject to unlawful discrimination on the grounds of religion, age, gender, ethnicity, national origin, sexual orientation, or disability in any activity sponsored by the University.
- *Responsibility:* Students shall not engage in unlawful discrimination against other students or faculty members. Every student shall treat all college community members with respect and courtesy.

### Freedom of Expression and Inquiry

The First Amendment guarantees our right to free expression and association, which means that the government does not have the right to forbid us from saying what we like and writing what we want; we can form clubs and organizations and participate in demonstrations rallies. Students, faculty, and staff are obligated to respect freedom of inquiry and expression and to take appropriate action when illegal prevention or disruption of this right occurs.

- *Right:* Students have First Amendment rights to freedom of expression and inquiry. Such freedom is protected to build a community dedicated to the pursuit of truth, grounded in respect for diversity and civil discourse.
- *Responsibility:* Students must express themselves civilly and lawfully that does not materially or substantially disrupt the operation of the University or interfere with the rights of others.

### Academic Integrity

Academic integrity means that one should respect another person's work and efforts. Any activity undertaken to create or obtain an unfair academic advantage over other students' academic work, or inhibiting the progress of another person's academic work, violates academic integrity. The University strives

to create a learning environment that is both challenging and supportive. The University is committed to upholding the fundamental values of honesty, respect, and individual responsibility.

- *Right:* Students have the right to expect a learning environment where academic integrity is valued and respected.
- *Responsibility:* Students are responsible for demonstrating academic integrity and shall not engage in or condone acts of academic dishonesty.

### Freedom of the Press

Freedom of the press or freedom of the media is the principle that communication and expression through various media, including printed and electronic media, primarily published materials, should be considered a right to be exercised freely.

- *Right:* Students may publish news and commentary under established First Amendment standards.
- *Responsibility:* Students may not misuse University property (including computer resources) or the college name for unauthorized purposes. Students are responsible for adhering to appropriate state and federal law, including laws regarding defamation, obscenity, copyright infringement, invasion of privacy, prohibited harassment, ethnic intimidation, and threats of violence. Students shall adhere to established standards of journalistic ethics, including a commitment to honest reporting and a responsibility to allow diverse views to be heard.

### Freedom of Speech

Academic freedom is essential to higher education and to the University's goals of fostering critical thinking, moral discernment, and active citizenship among its members. It is the responsibility of the faculty and the administration to protect academic freedom. This Policy is intended to protect members of the University community from discrimination, not regulate protected speech. This Policy shall be implemented to recognize the importance of rights to freedom of speech and expression.

- *Right:* Students have the right to express their views on matters affecting University life per established procedures for University governance.
- *Responsibility:* Students are responsible for encouraging a diversity of views and following democratic procedures designed to create a climate of reasoned discourse and action.

### Freedom from Harassment

Harassment is a form of discrimination that is prohibited under our non-discrimination policy. Harassment includes unwelcome verbal, physical, or other actions that intimidate, harass, threaten, coerce, or otherwise endanger the health or safety of any person based upon a student's age, ancestry, arrest or conviction record, genetic testing, marital status, military service, national origin, political affiliation, color, religion or religious creed, disability, gender and gender identity, race, sex, sexual orientation, or any other protected class.

- *Right:* Students have the right to be free from unlawful intimidation or coercion, including sexual harassment.
- *Responsibility:* Students are responsible for respecting the rights of others to be free from unlawful intimidation or coercion, including sexual harassment.

### Freedom of Association

Freedom of association encompasses both an individual's right to join or leave groups voluntarily, the right of the group to take collective action to pursue the interests of its members, and the right of an association to accept or decline membership based on specific criteria.

- *Right:* Students have the right to freedom of association.
- *Responsibility:* Students are responsible for respecting the rights of others to freedom of association. When assembling and expressing their views, students must do so in a manner that does not materially or substantially disrupt the educational process or the college's operations.

### Freedom from Arbitrary and Capricious Grading

Student academic performance will be evaluated on an intellectual basis (including attendance) and the ability to apply skills, not on a student's opinions or conduct in matters unrelated to academic standards.

- *Right:* Students have the right to be free from arbitrary or capricious grading and seek appropriate review of legitimate grievances, as specified in University regulations.
- *Responsibility:* Students are responsible for achieving reasonable standards of performance and behavior established for each course.

### Right to Privacy

Students have the right not to be discriminated against by any agent or organization of Leighton University for reasons of age, creed, ethnic or national origin, gender, disability, marital status, political or social affiliation, race, religion, sexual orientation, gender identity, or

gender expression, or any other protected class as described by law. As members of student organizations, students are not responsible for discriminating against others.

- *Right:* Students have rights to privacy, inspection, and challenge of their educational records, as provided by the Family Educational Rights and Privacy Act of 1974 (FERPA).
- *Responsibility:* Students have the responsibility to respect the established privacy rights of others, including the privacy of educational records belonging to other students.

## Disability Accommodation

The University affords reasonable accommodations to students with disabilities admitted at the university. As the term is used in this publication, “reasonable accommodations” refer to those academic adjustments, services, and aids made available to otherwise qualified students with disabilities to facilitate equal access to University programs and activities. The Office for Accessibility Services (OAS) coordinates the University’s efforts to provide these reasonable accommodations.

- *Right:* Students have a right, under the Americans with Disabilities Act (ADA), to request for reasonable accommodation. It is also your right to decide whether or not to disclose a disability to an employer.
- *Responsibility:* In general, students have the responsibility to inform the university of their status as a person with a disability and their need for reasonable accommodations. Students with disabilities should direct their requests for reasonable accommodations. In order to be considered for reasonable accommodations, the student must meet the following requirements:
  - The student must secure from OAS, complete, and submit a completed Application for Services to OAS
  - The student must have a disability and provide documentation of a disability in accordance with the applicable documentation criteria.

## Library Resources

### The University Library

<http://www.leightonlibrary.us>

The University Library provides an extensive collection of full-text articles from a collective inventory of tens of hundreds of scholarly [ejournals](#), [databases](#), [ebooks](#),

and [audio/visual](#) media collection accessible 24/7 instruction and resources for researching all our programs. Please take some time to browse the Library’s site and familiarize yourself with our resource and services. We hope you’ll enjoy researching our online space.

## Mission

The Library supports and extends the University’s mission to focus on meeting students through accessible, student-centered delivery of quality resources and innovative services to promote creativity, intellectual curiosity, and lifelong learning and research the communities we serve.

## Vision

Leighton’s Library is an essential component of the academic and intellectual life of the University purposed to supports the University’s values of Student Success, Academic Excellence, Integrity, Inclusivity, Innovation, Engagement, Technology space to collect, preserve, and provide access to high-quality resources and services that support our constituents’ needs.

## Library Services

Students who can find, evaluate, and use information are more successful in their classes and will be more successful at life-long learning after graduation. The University Library is here to boost your confidence as a proficient information seeker and user, enabling you to work independently. Leighton Library makes readily available library materials that will meet all students, staff, and faculty informational, educational, and recreational needs. The growing collections at the Library reflects the strengths of the University across disciplines.

## Remote Access

No Matter Where You Go, Leighton’s Library Goes with You! Leighton University will always be there to provide you with Library access of digital academic resources, developing your research skills, as well as answering your questions by chat, email, and phone. Every Leighton University student - anywhere in the world, at any time - can find [ejournals](#), [ebooks](#), [databases](#), and much more.

## Faculty

### Graduate Faculty Roster

<p>AGU, PHILOMENA <i>Adjunct Instructor of Instructional Technology</i> PhD University of Houston MS Texas A &amp; M University MEd University of Houston BS University of Nigeria</p>
<p>BOWMAN, MARGARET <i>Adjunct Professor of Instructional Technology</i> EdD The Ohio State University MEd Tiffin University BS Ashland University</p>
<p>NJOROGE, SILAS <i>Dean &amp; Assistant Professor of Education</i> EdD The University of Memphis MS The University of Memphis BS LeMoyne-Owen College</p>

# Degrees Education

## Master of Education in Curriculum & Instruction

### Degree Type

Master of Education

The Master's program in Curriculum & Instruction has a Concentration in Instructional Technology that emphasizes the theoretical and practical grounding in educational technology methods and techniques while accenting theories of teaching and learning that support these methods. This combination ensures rigor, quality, and flexibility while preparing education, industry/business community, and health professionals to create and integrate technology into learning programs and improve the instructor's performance using practical technology tools. The learner will develop a thorough knowledge of the design and use of educational technologies and media and learning and instruction theories. Further, the program provides opportunities to learn new and innovative skills that integrate the latest technologies in teaching and learning. Graduates of this program will have acquired knowledge and proficiencies in use and application of technology in instructional settings. Teaching certification is not required for admission.

Pre-requisite: Bachelor degree from a regionally accredited institution.

Prospective graduate students must meet the following minimum requirements:

- Hold the minimum equivalent of a four-year baccalaureate degree from a **regionally accredited** college or university in the U.S. or its equivalent from an **accredited foreign** institution or a Bologna bachelor's degree with a minimum of **180 European Credit Transfer System (ECTS)** credits.
- All students confirming enrollment must provide an official (sealed) transcript and degree statement (with date of award & title of degree awarded) for verification to the Leighton's School of **Graduate Studies Admissions Office**. For more information, see Official Transcripts Requirements. Students who submit an official transcript to their admitting department are still required to submit an additional transcript to the Graduate Studies Admissions Office upon enrollment.
- Credential evaluation reports are not accepted as a substitute for official school transcripts.

### Grade Point Average

- Have earned at least a 3.0 GPA (on a 4 point scale) from a regionally accredited college or university in the U.S. or its equivalent from a foreign institution for the last 90 graded quarter credits or 60 graded semester credits from a baccalaureate degree.
- If you earned additional credits from an accredited institution after your degree, you may include these credits in calculating your GPA.
- Graduate programs may consider an applicant with a GPA below a 3.0. Graduate programs must submit an admission petition to the School of Graduate Studies Director and receive approval before an offer is made.

### English Proficiency

- Demonstration of English proficiency is required of all non-native English speakers.
- Applicants who do not meet the minimum required score will not be considered for admission. We do not offer conditional admission.
- Admitted students with scores in the 80 -91 range will be required to take additional English/language classes during their graduate studies.

### M.Ed. Curriculum & Instruction / Instructional Technology

The requirements below pertain to this Graduate Catalog year and are intended as a guide for academic planning. Students should consult with their Academic Navigator to discuss their individual plan of Study.

Minimum of 36 total credit hours required.

**Discipline:** Education

**Type:** Masters of Education in Curriculum & Instruction /Instructional Technology

### Foundation

Code #	Title	Credits
CUIN 501	Foundation of Educational Technology	3
CUIN 510	Foundations of Curriculum Design & Evaluation	3
CUIN 516	Digital Age Teaching and Learning Methods	3



## Educational Technology Concentration

<b>Code #</b>	<b>Title</b>	<b>Credits</b>
CUIN 503	Databases & Informational Retrieval Systems	3
CUIN 513	Instructional Design for Educational Technology	3
CUIN 527	Designing Technology and Optimize Learning	3
CUIN 538	Legal, Ethical, and Security Issues in Educational Technology	3
CUIN 558	Designing Interactive Multimedia Instruction	3
CUIN 570	Designing the Technology-Rich Curriculum	3
CUIN 600	Special Topics in Educational Technology	3

## Electives

<b>Code #</b>	<b>Title</b>	<b>Credits</b>
CUIN 540	Theory and Practice in Curriculum Development	3
CUIN 550	Instructional Design	3
CUIN 530	Educational Practices and Innovation	3
CUIN 520	Methods in Educational Research	3
CUIN 560	Assessments, Tests, and Measurements	3
	<b>Total Credits</b>	<b>36</b>

# Courses Education

## **CUIN 501 : Foundation of Educational Technology**

This course will examine educators' role in transmuting teaching and learning through technology integration. The changing culture will be explored through interaction with various school community members, developing the leadership qualities necessary to change education, and connecting with educational technology leaders in the local, regional, and national communities. The course introduces the learners to various computer-based tools and supports their instructional strategies that utilize these tools. Many of the tools presented in this course will be used in the delivery of the course. The course will also introduce the Common Core State Standards in change processes and technology integration as a case study.

**Credits 3**

**CIP Code**

13.0501

**Co-Requisite Courses**

CUIN 503

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Reflect on significant events in educational technology history and analyze its impact on the current and future trends in the field.
- Identify and discuss the theoretical and philosophical foundations of educational technology and have the ability to demonstrate how they apply to today's learners.
- Design a contemporary learning environment that engages students and meets the needs of diverse learners.
- Understand evaluates and implements emerging technologies based on current practices and their role within various learning environments.
- Adequately evaluate emerging educational technology trends and their impact on education today.
- Carefully develop and employ detailed strategies for understanding and solving problems in ways that leverage the power of technological methods that would allow development and test solutions.
- Select and use digital tools to broaden your perspectives and enrich the learning environment by collaborating with other professionals and working effectively in teams locally and globally.

## **CUIN 503 : Databases & Informational Retrieval Systems**

Emphasis on basic concepts and skills of databasing and experiencing ways that databases can be used in a teaching method to emphasize problem-solving. In this course, learners will gain familiarity with underlying technologies of modern information retrieval system, and obtain hands-on experience by using existing information retrieval toolkits to set up your own search engines and improving their search accuracy. Exploration beyond personal computer databases to using and integrating Internet resources into the classroom curriculum.

**Credits 3**

**CIP Code**

13.0501

**Co-Requisite Courses**

CUIN 501

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Accurately draw a system diagram of a database management system showing its structure and functions;
- Clearly describe the theory and functions of descriptive, administrative, and structural metadata in an information retrieval system.
- Define a model of information retrieval, and outline various measures of evaluation and effectiveness for a text-based information retrieval system.
- Describe the theory and practice of constructing indexes and abstracts, selecting appropriate index terms, and distinguishing among the different types of abstracts.
- Explain the need for different types of information retrieval systems in different contexts and organizations, in particular how enterprise information
- In an information retrieval system, articulate the theory and functions of subject retrieval metadata--including controlled vocabulary systems such as subject headings, classification schemes, and thesauri.
- Select and use appropriate design principles to create a database application for information retrieval.
- the kind of information environment determines management, the users' information requirements, and the nature of the information resource involved.

## **CUIN 510 : Foundations of Curriculum Design & Evaluation**

The course offers learners an overview of curriculum development and the use of the Instructional Systems Design Model (ISDM). Learners will design and evaluate the curriculum, develop instructional materials, assess student learning, and measure instructional outcomes for online classes from K-20 and beyond. Topics include preparing course outlines and course syllabi, developing lesson plans, designing evaluation instruments, and explaining how learning objectives & evaluation strategies affect selecting content and materials.

**Credits** 3

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 503

CUIN 513

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Develop instructional goals based upon best practices
- Construct measurable objectives that attend to cognitive, affective, social, and psychomotor development.
- Analyze appropriate procedures for reporting assessment results to parents, administrators, and other school constituents
- Apply research and the reflective process to make appropriate and sound instructional design decisions.
- Construct an assessment plan that effectively monitors diverse aspects of student learning.
- Demonstrate an understanding of how frameworks/models can be used to clarify and develop conceptions of curriculum.
- Demonstrate and understand how curriculum frameworks can guide the development of an educational program.
- Design instructional plans that address different domains and levels of learning.
- Integrate technology effectively in instructional planning.
- Articulate defensible criteria to support written contributions to online discussions.
- Use assessment data to modify instruction.

## **CUIN 513 : Instructional Design for Educational Technology**

This course will focus on principles that guide instructional designs in Educational Technology to solve instructional problems. Topics covered include developing professional development materials, courses, individualized instruction, websites, multimedia projects, workshops, and online instruction in the educational setting.

**Credits** 3

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 503

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Accurately identify, describe, and apply emerging technologies in teaching and learning environments.
- Confidently demonstrate knowledge, dispositions, and skills of digital age work and learning.
- Plan, design, and effectively assess learning environments and experiences.
- Confidently implement curriculum methods and strategies that use technology to maximize student learning.
- Develop technology-enabled assessment and evaluation strategies.
- Compare and contrast social, ethical, and legal issues surrounding technology.
- Facilitate instruction in the new literacies that emerge within digital/interactive learning environments.

## **CUIN 516 : Digital Age Teaching and Learning Methods**

Learners will explore how digital tools allow for new teaching and learning models in diverse learning environments that include the traditional classroom setting, coaching models, libraries, models industry training in this foundational course. Learners in the course will critically review how technology has been used and explore current educational settings trends. Learners will discuss relevant theories of cognition, explore access and equity issues, and consider how curriculum, instruction, and assessment might be designed to support technology. The course's learning environment will model various engagement, instructional, and assessment strategies, including readings, multiple modes of digital discussions and reflections, practical applications, design projects, and social networks.

**Credits 3**

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 503

CUIN 503

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Apply the best strategies when teaching in a technology-rich environment
- Awareness of emerging technologies, wherever possible.
- Ability to make a distinction among courses on approach - face-to-face, blended, or entirely online - using the science and research on teaching.
- Confidently evaluate the options for teaching and learning using MOOCs, OER, open textbooks.
- Implement high quality in teaching in a rapidly changing learning environment while managing your workload.
- Accurately make a distinction among and between all the available media, whether text, computer, audio, video, or social media, to benefit students and the subject you teach.
- Recognize the changing demographics of learners in the digital age and appropriately design courses and learner support strategies according to their needs.
- Understand the nature of the knowledge that results in different approaches to teaching.
- Appropriately select and use the most effective methods of teaching for blended and online instruction.

## **CUIN 520 : Methods in Educational Research**

The course exposes learners to various primary education research methods and scientific paradigms. The course introduces several themes and topics to the learners that include research strategies and designs, the nature of quantitative/qualitative research, quantitative/qualitative data collection and analysis. Conducting literature reviews, critiquing research, and designing a research proposal will be emphasized.

**Credits 3**

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 501

CUIN 513

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Apply multiple learning hierarchies to teaching and assessment of student progress.
- Demonstrate a comprehensive understanding of program theory and its articulation;
- Demonstrate a basic understanding of the uses and utilization of program theory and its application for evaluation planning and decision-making;
- Discuss and apply the criteria by which instruments are designed and assessed;
- Demonstrate a basic understanding of various concerns in testing and measurement.
- Discuss and apply ways in which reliability and validity are established;
- Explain the range of testing issues that educators confront and describe sound ways to handle those issues effectively.
- Design classroom-based tests that meet standards for the sound administration of assessment and testing.
- Explain how data from multiple frameworks are applied to inform decision-making about learning and teaching.
- Clarify the cognitive bases for learning and their connections to various forms of assessments of learning and learning activities.
- Analyze learning artifacts such as lesson plans, assessment reports, and others regarding their cognitive demands and determine the appropriate assessment of students' expectations.
- Describe the differences between the conceptual frameworks underlying classroom and system-level assessment data.
- Discuss and apply the use of criteria utilized in data collection procedures and how they are planned and assessed;
- Identify how data-driven decision-making is implied or made explicit in federal statutes and state assessment programs, particularly for the state where employed.

### **CUIN 527 : Designing Technology and Optimize Learning**

Leaders must be well-versed in technical systems planning, design, and evaluation processes to create and support sustainable, effective, and integrated technology systems. This course is designed for learners who seek to be leaders in approaching these technical concepts through a concept of aligning solutions and systems consistent with a learner-centered perspective on educational practices. Learners in the course will gain familiarity with strategies to engage stakeholders, develop budgets, and plan to evaluate technology investments.

**Credits** 3

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 501

CUIN 503

### **CUIN 530 : Educational Practices and Innovation**

In this course, learners examine curriculum, instruction, and assessment in the context of various professional standards and accountability and their relationships to improvement in student learning, based on sound pedagogical approaches. A particular focus will be given to the alignment to student learning outcomes, and the need for valid assessments will be discussed. Learners will gain familiarity with methods for collecting various assessment data; analyzing assessment data; creating campus curriculum and instruction goals; and implementing accountability, planning, and collaboration are addressed. The use of technology to support accurate assessments is presented.

**Credits** 3

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 501

CUIN 513

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Develop practical and innovative projects that provide an inventive solution to real-world questions based on inquiry, integrative collaboration, observing, critical analysis, and using technology.
- Evaluate materials relevant to advances in educational and professional settings based on case studies presented in course and explored independently.
- Analyze strategies for ingenious innovation, including product and pedagogical designs.
- Apply efficient strategies for designing innovative projects in collaboration with team members to develop practical and innovative projects, products, or practices, in conjunction with other organizational units.
- Apply the design of the innovative processes to educational experiences, instruction, and learning.
- Demonstrate knowledge of the basic vocabulary and concepts of creativity study.

### **CUIN 538 : Legal, Ethical, and Security Issues in Educational Technology**

This course is intended to give learners, aspiring to be technology leaders, a foundation that focuses on the following domains of digital citizenship: risks, law, and responsibilities and security. Course learners will engage in readings on conduct an analysis of policies, existing frameworks, and the review of case studies to learn more about the importance of social, ethical, and legal concerns of policy development and standards in the classrooms of today and tomorrow. Learners will also plan for collaboration with stakeholders in their organization to work towards legal, secure, safe, and ethical implementation of educational technology.

**Credits** 3

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 501

CUIN 503

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Demonstrate a clear understanding of the ethical issues associated with confidentiality and privacy relative to instructional and information technology.
- Understand the ethical implications of information and technology.
- Identify and navigate real-world problems encountered in instructional technology.
- Identify and discuss a broad range of ethical issues that arise in the media, in routine conversations, and, in particular, in personal everyday professional practice.
- Demonstrate knowledge, skills, and disposition to learn to make broad-minded, objective, and ethical decisions based on technical savvy and a sense of ethics.
- Understand the social, ethical, legal, and human issues surrounding the use of technology in instructional settings and apply those principles in practice.

### **CUIN 540 : Theory and Practice in Curriculum Development**

This course combines curriculum theory and practice. Understanding both is necessary to make sense of fundamental curriculum relationships and establish a framework to place specific instances in perspective. The curriculum's basic principles are included, applied, and adapted if necessary to various settings.

**Credits** 3

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 501

CUIN 513

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Identify and interpret factors influencing curriculum planning, development, implementation, and evaluation of the learning environment.
- Write a rationale for the selection of curricula materials for a given program and student population.
- Identify at least three curriculum perspectives and compare their strengths and limitations concerning a district or school program she/ he is familiar with.
- Define subject-centered, learner-centered, teacher-centered, and society-centered conceptions of curriculum, and describe their impact on instructional decision making in the classroom.
- Make a critical analysis of the process of curriculum change in a given state, district or school to highlight strengths and limitations and suggest lines of improvement.
- Use theories of curriculum evaluation to write a rubric for assessing learning outcomes of a familiar district, state, or school curriculum unit or program
- identify the underlying assumptions and features of different conceptions of curriculum and appraise various models of curriculum design, development, and evaluation;
- Analyze the forms of curriculum organization related to educational practice and explain the theoretical constructs that underlie school and classroom curriculum practices.
- Use curriculum planning and development theories to design a curriculum unit to be implemented in a familiar state, district, or school program.

### **CUIN 550 : Instructional Design**

This course explores Instructional Design from a practical perspective. Course participants will utilize a systems approach to design and develop instruction. The four principle phases of instructional design, analysis, design, development, and evaluation are examined. Emphasis is placed on technology-enabled curricula, designing for learning environments, and the curriculum's innovation role.

**Credits** 3

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 501

CUIN 513

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Articulate what it means to be a "person," being able to articulate multiple social theoretical perspectives on that question, as well as identify a range of social processes and structures that are relevant to the formation, disturbing, and changing of personal identities over the course of a lifetime;
- Critically assess the instrumentalization of global mass media and who is using it and how?
- Broad understanding of the role and impact of "media flows" from the Western world to the rest of the world, and the "counter-flow" from non-Western contexts;
- Critically discuss the main theoretical approaches to globalization and media and how these fundamental approaches relate to each other.
- Develop in-depth knowledge of contemporary theories of globalization, global communications, socialization, and identity formation;
- Examine the principal forms of global media, their main characteristics, and limitations;
- Form a basis for interdisciplinary, cross-cultural knowledge of the evolving, mutually influential relationship between global media, selfhood, and community belonging.
- Form a position of the sociology of the internet and its seemingly borderless platform for virtual identities, digital communities, and distinct cyberpsychological effects on a "glocal" level;
- Form an analysis, with fluency, on how globally mediated information contributes to socialization, identity formation, and the construction of knowledge.

### **CUIN 558 : Designing Interactive Multimedia Instruction**

Learners in this course examine the systematics approach to developing media and visual communication in a less intimidating interactive manner. Human-computer interaction, optimization and performance issues, content delivery, functionality, ease-of-use, design principles, and resources and tools are also examined. The course exposes learners to hands-on development opportunities that include scanning images, digitizing video and audio components, and exploring interactive multimedia products' design, development, and production. Learners are offered multiple opportunities to experience and evaluate user-interface designs across multiple platforms, including web, video, graphic, animated sequences, print media, software applications, along entertainment options to determine their usability and effectiveness.

**Credits** 3

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 501

CUIN 503

CUIN 513

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Describe various types of interface, interactivity, and input options
- Explain essential concepts in interactive design
- Demonstrate a good understanding of human interaction with computers
- Evaluate various interactive product designs and assess their effectiveness
- Assess a user's needs and recommend an appropriate design approach
- Apply effective user-interface designs across platforms
- Write clear goals, objectives, instructions, feedback, and help information
- Deliver interactive content across multiple platforms
- Examine the functionality, content, and usability of a finished product for interactivity
- Create an interactive product that meets acceptable standards of interactive design

### **CUIN 560 : Assessments, Tests, and Measurements**

This course engages learners to the study of varied approaches to the practice of assessment and evaluation with particular attention to a multicultural society, including introduction and history of testing and assessment; concepts of standardized and non-standardized testing and other assessment techniques; statistical and psychometric concepts, social and cultural factors related to assessment; and ethical issues related to assessment.

**Credits** 3

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 501

CUIN 513

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Use the results of standardized tests to help make decisions about students and educational systems
- Develop appropriate documentation to communicate the quality of an assessment properly.
- Incorporate meaning into test score scales using both norm-referenced and criterion-referenced procedures
- Develop a sense for the ethical issues in educational measurement and evaluation.
- Evaluate tests and items using statistical and qualitative methods.

### **CUIN 570 : Designing the Technology-Rich Curriculum**

This course is most appropriate for K-12 personnel interested in integrating technology into their existing curricula or designing new curricula that involve appropriate technology uses. While it is not a curriculum design class, this course is built on the notion that course participants have a solid working knowledge of planning curriculum at a level applicable to their current context. Prospective and practicing educators will most likely be focused on integrating technology into their instruction and audience. Simultaneously, administrators, curriculum support specialists, and others may consider curriculum more broadly at a school or district level. Regardless of the context, the issues associated with integrating technology into curriculum, teaching, and training are similar.

**Credits** 3

**CIP Code**

13.0501

**Prerequisite Courses**

CUIN 501

CUIN 503

**Course Outcomes**

After successfully completing the course, the learner will be able to:

- Applications of telecommunications in the classroom competency in your learning goals, informed by the learning sciences.
- Communicate clearly and express yourself creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to your goals.
- Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for yourself and others
- Develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- Integrating the use of technology into classroom instruction
- Issues involved in planning for effective technology integration
- Issues involved in preparing teachers to utilize technology
- Leverage technology to take an active role in choosing, achieving, and demonstrating
- Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and you act and model in ways that are safe, legal, and ethical.
- Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.



- Use digital tools to broaden your perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

### **CUIN 600 : Special Topics in Educational Technology**

Topics vary according to learners' interests and needs and faculty members' availability. The course offers learners the opportunity to pursue current educational technologies and classroom integration with these technologies. The course's specific topic will change as new tools and instructional approaches are developed and disseminated. Typical subjects include management systems, databases, computer logic, design, education, science analysis, microprogramming, and artificial intelligence (*Note: Students may receive credit more than once for this course as topics change*).

**Credits** 3

**CIP Code**

13.0501

#### **Course Outcomes**

After successfully completing the course, the learner will be able to:

- Read and critically evaluate relevant academic and scientific literature in the specific topic area of the colloquium section taken.
- Demonstrate gains in advanced levels of competency in the specific topic of an areas in instructional technology.
- Discuss the relationship of a specialized area of instructional technology to the broader context of the field and their research interests.
- Summarize current research and critically review the literature on a research project.