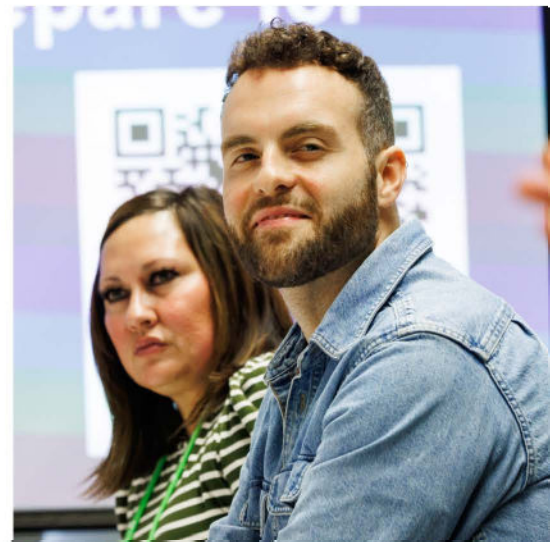


# STUDENT CATALOG

## 2025-2026

### SUMMER ADDENDUM





CLAREMONT LINCOLN  
UNIVERSITY

2025 – 2026  
Student Catalog  
*Summer Addendum*  
*Effective March 11, 2026*

*This addendum contains supplements and updates to the 2025-2026 Student Catalog.  
For the full listing of Academic Programs and University Policies and Procedures please  
refer to the 2025-2026 Student Catalog.*

By matriculating, all students agree to abide by the University's rules and regulations. Claremont Lincoln University reserves the right to change the conditions of admission or the course of study; revise degree requirements, academic policies, and procedures; and/or change or cancel courses currently scheduled for the program of study without prior notification. Any changes in the conditions for admission or in the program of study will be communicated to the student in writing.

### **Accreditation**

Claremont Lincoln University is a private non-profit university accredited by the WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, (510) 748-9001.

The Commission has confirmed that Claremont Lincoln University has satisfactorily addressed the Core Commitments to Student Learning and Success; Quality and Improvement; and Institutional Integrity, Sustainability, and Accountability and is found to be in substantial compliance with the WSCUC Standards of Accreditation.

To verify WSCUC accreditation, please go to:

<https://www.wscuc.org/institutions/claremont-lincoln-university/>



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Administrative Office Hours:

Monday - Friday

8:30 a.m. – 5:00 p.m. Pacific Time

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For the full listing of University Policies and Procedures please refer to the 2025-2026 Student Catalog.

## UNIVERSITY ACADEMIC STANDARDS

### *Credit by Course Challenge Policy*

Credit by Course Challenge or Credit by Local Examination allows students to demonstrate achieved learning in a specific course by completing an approved assignment demonstrating acquisition of the course learning outcomes. Successful credits earned are considered Claremont Lincoln University credits, and thus, applied to the degree residency requirement and toward degree completion. The credit and grade resulting from the course challenge are directly applied to the transcript.

Credit by Course Challenge is available if the course is identified as having the option for credit by paper. Course challenges are subject to the following requirements:

1. The course is approved for a course challenge and applies to the program the student is pursuing
2. A non-refundable fee must be paid prior to gaining access to the course
3. Undergraduate courses - \$170 per course
4. Graduate courses - \$550 per course
5. Residency requirements and graduate certificate course requirements may not be met through a course challenge
6. The student completes the course challenge with a score or grade equivalent to a C- or better for undergraduate courses and B- or better for graduate courses
7. The student has not previously failed the course at CLU
8. The student has met the prerequisites for the selected course challenge
9. The student is in good standing
10. A maximum of two courses may be challenged
11. Course challenges must be completed within one week of gaining access to the course module
12. Course challenges may not be reattempted

## STUDENT FINANCIAL SERVICES

### *Tuition, Fees, Payments, and Refunds*

#### **Tuition\***

All Undergraduate Degree Programs	\$270 per course
All Graduate Degree Programs	\$550 per unit

#### **Fees\*\***

Undergraduate Prior Learning Assessment (PLA) Portfolio Review Fee	\$170 per submission
Graduate Prior Learning Assessment (PLA) Portfolio Review Fee	\$550 per submission
Undergraduate Course Challenge Fee	\$170 per course
Graduate Course Challenge Fee	\$550 per course
SHRM-CP/SHRM-SCP Certification Preparation Course Fee	\$750
Undergraduate Application Fee	\$125

\*Tuition does not include textbooks or other required supplies. Students are required to obtain their own textbooks and any other supplies as directed or from the vendor of their choice.

\*\* These fees only apply to students who are working through the PLA and/or Course Challenge process, and for Graduate HR students seeking the SHRM-CP/SHRM-SCP Certification.

All fees beyond tuition are non-refundable.

## FINANCIAL AID

### *Student Budget*

The 2025–2026 Cost of Attendance (COA) is used to determine a student’s financial aid eligibility. Claremont Lincoln University (CLU) calculates the COA using a combination of its institutional tuition and fee structure, along with estimated allowances for books and supplies, transportation, and living expenses. These estimates are informed by national data provided by the College Board and reflect average annual costs for students enrolled at CLU.

### 2025-2026 Cost of Attendance\*

	Undergraduate w/Parent	Undergraduate Off-Campus	Graduate
Tuition	\$3,240	\$3,240	\$9,900
Books & Supplies	\$1,200	\$1,200	\$900
Room & Board	\$25,704	\$36,960	\$36,960
Personal Necessities	\$8,652	\$25,452	\$25,452
Transportation	\$11,802	\$14,904	\$14,904
	<b>TOTAL \$50,598</b>	<b>TOTAL \$81,756</b>	<b>TOTAL \$88,116</b>

\* All indirect expenses reflect a cost based on the number of months in the loan period estimated by the Economic Policy Institute (EPI) based on the institution’s region. The number of months in the loan period is taken from the academic year definition for each program. This budget information is used for Pell COA, FFELP and Direct Loan Programs.

Food and Housing, Personal Expense and Transportation are based on the Basic Family Budget Calculator from the Economic Policy Institute (EPI). The Family Budget Calculator provides estimates of costs by state, city, metropolitan or rural area. Personal expenses include costs such as childcare, clothing, toiletries, and other miscellaneous expenses.

## UNDERGRADUATE PROGRAMS

### Undergraduate Program Requirements

#### *Learning Outcomes*

CLU uses Learning Outcomes to define the knowledge and abilities that undergraduate students will achieve upon completion of a program of study. Learning Outcomes exist at the institutional, program, course, and weekly module level.

## Bachelor in Land Policy and Real Estate Development Program Learning Outcomes

By the end of the program, students will be able to:

1. ***Socially Responsible Real Estate:*** Support development processes that respond to market demands with particular attention to underserved populations.
2. ***Analytical Thinking:*** Engage effectively in real estate entitlement procedures and regulatory approvals.
3. ***Collaborative Relationships:*** Communicate with diverse stakeholders the dynamics and drivers of real estate markets.
4. ***Strategic Leadership:*** Apply strategies within public–private partnerships to generate shared value and balanced outcomes.
5. ***Integrate the Claremont Core®:*** Contribute to collaborative processes that enhance community design and livability.

## Undergraduate Program Requirements

### *Bachelor in Land Policy and Real Estate Development*

The Bachelor in Land Policy and Real Estate Development (BRE) prepares students to understand how housing, land use, and development decisions shape communities. Students explore how real estate markets, planning systems, and public policy work together to influence housing affordability, economic growth, and environmental sustainability. Unlike real estate programs that focus primarily on sales or licensure, the BRE emphasizes responsible development, land policy, and the creation of vibrant, livable places. Through coursework in real estate finance, market analysis, placemaking, law, and leadership, students gain the skills to analyze development opportunities, work with diverse stakeholders, and contribute to more equitable and sustainable communities.

### Program Overview

General Education/Transfer Credit	60 credits
Student Success Foundational Courses (2 courses)	6 credits
Claremont Core® Courses (6 courses)	18 credits
BRE Major Courses (6 courses)	18 credits
BRE Elective Courses (5 courses)	15 credits
CLU Senior Seminar (1 course)	3 credits
<b>TOTAL</b>	<b>120 credits</b>

### Student Success Foundational General Education Courses

BFC 3311 Learning Strategies for Career and Personal Growth (3 credits)\*

BFC 3312 Writing for Impact (3 credits)\*

### Claremont Core® Courses

BREC 3300 Awareness Techniques for Effective Leadership in Land Policy (3 credits)\*

BREC 4300 Strategic Leadership for Collaboration in Land Policy and Development (3 credits)\*

BREC 4301 Research Methods for Strategic Decisions in Real Estate Development (3 credits)\* \*\*

BREC 4302 Building Relations through Dialogue (3 credits)\* \*\*

BREC 4303 Creating a Thriving Workplace (3 credits)\* \*\*

BREC 4304 Leading Change in Dynamic Environments (3 credits)\*

**BRE Major Courses**

BREM 4300 Survey of Responsible Real Estate Development (3 credits)  
BREM 4301 Foundations of Real Estate Practice (3 credits)  
BREM 4302 Principles of Real Estate Finance (3 credits)  
BREM 4303 Elements of Real Estate Market Analysis (3 credits)  
BREM 4304 Fundamentals of Place-Making (3 credits)  
BREM 4305 Essentials of Real Estate Law and Entitlements (3 credits)

**BRE Elective Courses (BREE 4304 and 4 additional elective courses):**

BREE 3300 Conflict Resolution in Policy and Development (3 credits)  
BREE 3301 Project Management in Real Estate (3 credits)  
BREE 4300 Principles of Management in Land Policy and Real Estate Development (3 credits)  
BREE 4301 Advanced Financial Management (3 credits)  
BREE 4302 Operations Management for Real Estate Development (3 credits)  
BREE 4303 Strategic Management in Real Estate and Land Planning (3 credits)  
BREE 4304 Leadership through Innovation in Land Policy (3 credits)\*

**CLU Senior Seminar**

BRE 4310 CLU Senior Seminar in Land Policy and Real Estate Development (3 credits)\*  
(final term registration only)

\*Residency Requirement Courses

\*\*Eligible for replacement by graduate-level course for dual credit.

Detailed course descriptions may be found in the Catalog of Undergraduate Academic Courses section.

## CATALOG OF UNDERGRADUATE ACADEMIC COURSES

### *Bachelor in Land Policy and Real Estate Development Student Success Foundational Courses*

**BFC 3311 Learning Strategies for Career and Personal Growth (3 credits)** This course is designed to help students with skills and strategies for success in college, career, and life. Students will approach topics related to academic success and the challenges that might impede the path to graduation. With a strong focus on memory, self-management, study behaviors, motivation, and engagement with university support networks, students will develop the behaviors and skills necessary to achieve academic self-confidence and excellence. Upon completion, students should be able to manage their learning experiences to meet education and life goals.

**BFC 3312 Writing for Impact (3 credits)** This course focuses on how students become mindful, engaged, and inquisitive researchers able to support claims in support of positive change. Students will practice knowledgeable ignorance, seek out information about a given topic, and critically evaluate academic sources used in support of a claim.

Throughout this course, students will focus on a scholarly problem and develop a research system. The course will include lessons on how to read, summarize, synthesize, and cite academic writings when supporting a claim. The course materials will also prepare students to identify key elements in academic writing and ways to enhance their ethos with a target audience in mind.

### *Claremont Core® Courses*

**BREC 3300: Awareness Techniques for Effective Leadership in Land Policy (3 credits)** This course builds on the foundational elements of the Claremont Core® by examining how awareness techniques can strengthen leadership effectiveness in land policy, housing, and real estate development settings. Students explore how self-awareness and situational awareness support ethical decision-making, stakeholder engagement, and leadership in environments characterized by regulatory complexity, competing interests, and long-term community impact. The course emphasizes the application of awareness practices such as reflective inquiry, mindfulness, and intentional communication to real-world leadership challenges in land use governance and real estate organizations. Students examine the role of authentic leadership in navigating public-private relationships, community concerns, and organizational change. Particular attention is given to developing leadership qualities associated with a growth mindset, including authenticity, impermanence, and compassion, and how these qualities influence professional judgment, collaboration, and conflict management in land policy contexts. Through reflective exercises, applied scenarios, and leadership simulations grounded in real estate and land policy practice, students practice viewing organizational dynamics and workplace interactions through lenses of self-awareness and contextual understanding. By the end of the course, students will be able to apply awareness techniques to lead more effectively, ethically, and adaptively within real estate development and land policy environments.

**BREC 4300: Strategic Leadership for Collaboration in Land Policy and Development (3 credits)** This upper-division course prepares students for advanced coursework and the culminating senior project by examining collaboration as a strategic leadership competency in land policy, housing, and real estate development. Students analyze how leaders design and guide collaborative processes to address complex, real-world challenges involving land use, housing affordability, community development, and public-private coordination. The course emphasizes advanced leadership strategies for engaging diverse and often competing stakeholders, including public agencies, private

developers, nonprofit organizations, and community groups. Students critically examine organizational culture, governance structures, and power dynamics that shape collaborative outcomes in policy and development settings. Attention is given to leadership roles in facilitating dialogue, managing conflict, building trust, and aligning interests across sectors. Students synthesize theory and practice to develop collaborative strategies that address organizational or policy challenges in land policy or real estate development contexts. By the end of the course, students will be able to demonstrate leadership-level collaboration skills, apply stakeholder analysis tools, formulate team-building strategies, and produce a comprehensive collaborative plan suitable for inclusion in a senior project or professional portfolio.

**BREC 4301: Research Methods for Strategic Decisions in Real Estate Development (3 credits)**

This course examines the purpose and value of research as a problem-solving and decision-support tool for leaders and organizations involved in real estate development, land use, and land policy. Students are introduced to qualitative and quantitative research methods commonly used in real estate, planning, and policy analysis, with an emphasis on applying research to strategic and operational decision-making. Coursework emphasizes critical, interactive, and ethical approaches to identifying researchable problems related to real estate development and land policy. Students learn how to frame research questions, select appropriate research designs, gather and evaluate data, and assess the quality and relevance of existing research. Particular attention is given to developing literature review skills, including sourcing academic and professional materials, synthesizing findings, and identifying gaps in knowledge. Through applied assignments, students practice designing research strategies, analyzing real-world cases, and communicating research findings to support evidence-based decisions in real estate and development contexts. The course builds foundational research competencies that support advanced coursework, the culminating senior project, and professional practice.

**BREC 4302: Building Relations through Dialogue (3 credits)** This course introduces dialogue as a practice of mindful, intentional communication through which participants build knowledge, understanding, and relationships by engaging with diverse perspectives. In policy and professional settings related to land, water, housing, and real estate, students explore how dialogue differs from standard professional communication and negotiation, particularly in contexts involving conflict, power imbalances, and competing public and private interests. Students examine contemporary dialogue practices used in land policy, community planning, and resource governance, with an emphasis on inclusive stakeholder engagement and collaborative decision-making. Coursework focuses on developing skills in self-awareness, recognizing bias, perspective-taking, and active listening, as well as understanding how communication dynamics shape policy outcomes. Through reflective exercises, simulations, and applied case studies, students practice using dialogue to foster trust, navigate disagreement, and support constructive engagement among stakeholders. The course prepares students to apply dialogic approaches to complex land policy challenges and participatory processes.

**BREC 4303: Creating a Thriving Workplace (3 credits)** This course explores practical organizational and leadership concepts that influence the creation and sustainability of thriving workplaces within land policy, housing, and real estate development organizations. Students examine how organizational culture, leadership identity, and management practices shape employee engagement, collaboration, and effectiveness in environments characterized by regulatory complexity, public accountability, and market-driven pressures.

Emphasis is placed on leadership approaches that support collaboration across multidisciplinary teams, including planners, developers, policymakers, community stakeholders, and consultants. Students analyze strategies for building and reinforcing positive workplace culture during periods of organizational and sectoral change, with particular attention to challenges related to housing affordability, land use reform, and public-private collaboration. Through case studies, reflective exercises, and applied projects, students develop tools to lead with purpose, manage change, and foster inclusive, resilient, and high-performing organizational cultures. By the end of the course, students are prepared to promote ethical leadership and sustained engagement in real estate development and land policy settings.

**BREC 4304: Leading Change in Dynamic Environments (3 credits)** This course examines leadership approaches and change management strategies required to navigate dynamic, complex, and uncertain environments common in land policy, housing, and real estate development. Students explore how economic shifts, regulatory change, community pressures, technological innovation, and environmental challenges create conditions that require adaptive leadership and responsive organizational strategies. Emphasis is placed on understanding change as both a structural and human process, including how leaders anticipate disruption, engage stakeholders, and guide organizations through transition. Students analyze models of organizational change, systems thinking, and adaptive leadership, applying these frameworks to real-world scenarios in land use governance, development organizations, and public-private initiatives. Through case studies, reflective exercises, and applied projects, students develop skills to lead change ethically, communicate effectively during periods of uncertainty, and support resilient organizational and community outcomes.

**BRE 4310 CLU Senior Seminar in Land Policy and Real Estate Development (3 credits)** As the culminating course in the Bachelor of Arts in Organizational Leadership—and for students completing concentrations or coursework in land policy and real estate development—this senior seminar provides an opportunity to synthesize and apply program and institutional learning outcomes in an advanced, integrative project. The course is designed to prepare students to demonstrate leadership, analytical, and strategic competencies through applied research and professional practice relevant to land policy, housing, and real estate development contexts. Students complete a Senior Project that may take the form of a real-world, practice-based project conducted within a professional or organizational setting, or a research-informed reflective project that supports future leadership practice in land policy or real estate development. Building on prior coursework, students begin by developing and submitting a formal project proposal that identifies a complex leadership, policy, or development-related challenge. Students then conduct a literature review grounded in leadership studies, land policy, real estate development, or related interdisciplinary fields to inform their project design and analysis. Throughout the course, students expand their project into a new or more challenging area that requires higher-order analysis, strategic thinking, and ethical consideration. The Senior Project culminates in a comprehensive written report that includes an updated synthesis of relevant research, an in-depth analysis of the selected issue or project, strategic and evidence-based recommendations, and a reflective assessment of learning and leadership growth. The Claremont Core®—including mindfulness, dialogue, collaboration, and change—serves as a foundational framework guiding project development and reflection. Successful completion of the course demonstrates readiness for professional practice or further study in land policy, real estate development, and leadership-oriented roles.

**Course Prerequisites:** BFC 3311, BFC 3312, BREC 3300, BREC 4300, BREC 4301, BREC 4302, BREC 4303, BREC 4304, BREC 4304.

## ***BRE Major Courses***

**BREM 4300 Survey of Responsible Real Estate Development (3 credits)\*** This course introduces students to the principles and practices of responsible real estate development, with a focus on advancing development that is socially equitable, environmentally sustainable, and economically viable. Students gain an overview of the major types of real estate—including residential, commercial, industrial, and mixed-use—and examine the fundamental characteristics that influence development decisions, investment strategies, and community outcomes.

The course explores how changes in demographics, technology, economic conditions, and public policy shape real estate markets and development patterns. Students analyze the roles and responsibilities of developers, investors, public agencies, and community stakeholders in guiding development outcomes. Emphasis is placed on understanding how land use decisions, regulatory frameworks, and market forces intersect with issues of housing affordability, environmental stewardship, and long-term community vitality. Through case studies, applied exercises, and comparative examples, students develop a foundational understanding of how principles of social equity, environmental sustainability, and economic vitality can be integrated into real estate investment and development. The course prepares students to critically evaluate development proposals and to understand the broader impacts of real estate development on communities and regions.

**BREM 4301 Leadership Approaches to Modern Challenges (3 credits)** This introductory course familiarizes students with the real estate profession and the essential concepts that govern real estate activity in the United States. The focus is on understanding how real estate markets function, the roles of licensed professionals, and the legal, financial, and regulatory frameworks that support real estate transactions. Students are introduced to core real estate vocabulary, major property types, forms of ownership, and the structure of residential and commercial real estate markets. Rather than focusing on advanced financial modeling, development feasibility, or project execution, the course emphasizes professional practice, market participation, and regulatory compliance. Topics include the real estate marketing and sales process, agency relationships, basic valuation concepts, and introductory real estate finance, including mortgages and lending institutions. Students also examine the legal foundations of real estate practice, such as contracts, disclosure requirements, fair housing laws, and land use regulations. Students gain an understanding of the role real estate plays in communities and local economies. This course serves as a foundational overview and gateway to more advanced coursework in real estate finance, development, land policy, and investment analysis.

**BREM 4302 Principles of Real Estate Finance (3 credits)** This course provides students with a foundation in real estate finance as a tool for informed real estate decision-making. Students learn how financial analysis supports investment, development, and ownership decisions across residential, commercial, and mixed-use properties. The course guides students from basic pro forma development through fundamental discounted cash flow (DCF) analysis. Emphasis is placed on understanding cash flows, financing structures, risk and return measures, and valuation concepts commonly used in real estate. Students apply financial models using Microsoft Excel to analyze development and investment scenarios. The course also introduces public-sector financial tools and incentives such as tax increment financing, tax credits, and subsidies used to leverage private-sector investment in support of public objectives through public-private partnerships. By the end of the course, students will be able to evaluate real estate financial feasibility and understand the role of finance in aligning private investment with broader community goals.

**BREM 4303 Elements of Real Estate Market Analysis (3 credits)** This course introduces students to the analytical frameworks and quantitative and qualitative tools used to evaluate real estate markets. Students examine how economic conditions, demographic trends, land use patterns, and regulatory environments influence real estate demand, supply, pricing, and development feasibility. Emphasis is placed on interpreting market data, understanding cyclical behavior, and assessing property-level and submarket dynamics across residential, commercial, and mixed-use real estate sectors. Through applied exercises and case studies, students learn to conduct market and competitive analyses, evaluate site and location factors, and assess risk and opportunity in real estate decision-making. The course builds foundational skills used in brokerage, development, investment, appraisal, and public-sector planning contexts.

**BREM 4304 Fundamentals of Place-Making (3 credits)** This course provides an overview of placemaking principles that guide the creation of vibrant, inclusive, and sustainable public and private spaces. Students examine how understanding local context, history, and community needs inform successful placemaking strategies. Emphasis is placed on community engagement and participatory processes that incorporate diverse stakeholder perspectives into planning and design decisions. The course explores how multifunctional and adaptable spaces support social interaction, economic vitality, and environmental resilience. Students analyze the role of local character, cultural identity, and sense of place in shaping meaningful environments, while also considering how placemaking initiatives balance economic feasibility with social equity and environmental stewardship. Through case studies, applied exercises, and collaborative projects, students develop foundational skills for evaluating and contributing to placemaking efforts in urban, suburban, and rural contexts.

**BREM 4305 Essentials of Real Estate Law and Entitlements (3 credits)** This course provides students with a foundational review of the legal principles that guide due diligence and entitlement analysis throughout the real estate development process. Students examine the legal framework governing land ownership, property rights, contracts, and conveyance, as well as public regulations that affect land use and development.

Emphasis is placed on zoning, land use controls, environmental regulations, permitting, and entitlement procedures at the local, state, and federal levels. The course also introduces students to common legal risks, compliance requirements, and ethical considerations faced by real estate professionals. Through case studies and applied exercises, students develop the ability to interpret legal documents, assess entitlement feasibility, and understand how legal and regulatory factors influence real estate development decisions.

### ***BRE Elective Courses***

**BREE 3300 Conflict Resolution in Policy and Development (3 credits)** In this course, students will be able to learn about the different ways conflict impacts organizational behavior, especially related to intractable issues in housing and land policy. An introduction of the different types of conflict in the workplace will be explored and the negotiation process in conflict situations will be reviewed. The course materials in this class support the development of skills needed to make ethical decisions when addressing workplace conflict. By the end of the course, students will be able to identify the role conflict management plays when trying to minimize problems by encouraging collaboration, facilitating negotiations, and supporting employee motivation.

**BREE 3301 Project Management in Real Estate (3 credits)** This course introduces students to core project management concepts and tools as they are applied in land policy, housing, and real estate development contexts. Students examine how projects are initiated, planned, executed, monitored, and completed within environments shaped by regulatory requirements, stakeholder coordination, and market uncertainty. Emphasis is placed on understanding the full project life cycle and the roles and responsibilities of multidisciplinary project teams. Students learn strategies for organizing and managing project teams that may include developers, planners, public officials, consultants, and community stakeholders. The course covers key phases of project management, including scope definition, scheduling, resource allocation, risk management, and performance tracking. Students gain hands-on experience creating project schedules and applying common project management tools to support timely and effective decision-making. Through applied activities related to real estate or land policy, students practice integrating theoretical concepts with practical skills. By the end of the course, students will be able to apply common project management principles, tools, and strategies to plan, coordinate, and advance projects in real estate development and land policy settings.

**BREE 4300 Principles of Management in Land Policy and Real Estate Development (3 credits)** This course introduces students to foundational management principles and theories as they apply to contemporary organizations involved in land policy, housing, and real estate development in the United States. Students examine the role of managers in guiding organizations that operate within complex regulatory environments, dynamic markets, and diverse communities. Emphasis is placed on developing management skills that support effective decision-making, ethical leadership, and organizational performance. Students apply critical thinking to analyze classical and contemporary management theories through real-world scenarios related to housing, land use, and real estate development. The course explores the interrelated functions of management, including planning, organizing, leading, and controlling, and how these functions are carried out in multicultural, technologically savvy, and collaborative organizational settings. Attention is also given to communication, teamwork, and the use of technology in supporting managerial effectiveness. By examining the fundamentals of management through the lens of real-world practice, students develop a clearer understanding of the manager's role as a critical function in advancing organizational goals, how these practices shape organizational outcomes and influence policy and development processes in land policy and real estate development contexts.

**BREE 4301 Advanced Financial Management (3 credits)** This advanced undergraduate course provides an in-depth examination of financial management concepts as they apply to complex organizational and project-based decisions in land policy, housing, and real estate development. Building on prior coursework in basic finance or accounting, students analyze how financial information is used to guide strategic decisions in environments shaped by market volatility, regulatory constraints, and public policy objectives. Students engage in advanced interpretation of financial statements, financial performance analysis, and risk assessment as tools for evaluating organizational health and project feasibility. The course emphasizes the application of financial management techniques—such as budgeting, cash flow modeling, financial ratio analysis, and capital budgeting—to real-world policy and development scenarios. Students critically evaluate investment alternatives, funding structures, and financing strategies, including the implications of public incentives and long-term fiscal sustainability. Students synthesize conceptual knowledge and practical skills to support leadership-level financial decision-making. The course prepares students to assess trade-offs between economic feasibility, public policy goals, and community outcomes, and to contribute meaningfully to financial planning and strategic discussions within real estate development and land policy organizations.

**BREE 4302 Operations Management for Real Estate Development (3 credits)** This course is designed to provide students with a foundational understanding of key concepts, principles, and practical tools used to manage operations in organizations in housing and real estate. The content and activities throughout the course emphasize the strategic role of operations, common issues, ways to manage inventory, process design, and how service encounters can support effective customer interactions. By engaging in these topics in a variety of academic activities, students will gain the knowledge and skills necessary to contribute to organizational success in fields related to land policy.

**BREE 4303 Strategic Management in Real Estate and Land Planning (3 credits)** Students will examine how strategies are formulated using various strategic planning models and evaluate potential strategic directions through comprehensive internal and external assessments. The course emphasizes recommending the implementation of strategic plans with careful consideration of organizational implications in the fields of real estate and land policy. Additionally, students will practice developing a strategic plan, integrating theoretical knowledge with practical applications to enhance strategic decision-making and organizational effectiveness.

**BREE 4304 Leadership through Innovation in Land Policy (3 credits)** This course focuses on how students will develop an ability to look inward and drive change through analysis, collaboration, and strategic thinking in the area of land policy. This course will focus on students developing visionary leadership by expanding their perspective in thinking forward and broadly. Throughout the course, students will explore research in self-awareness, analytical thinking, collaboration, innovation, and strategic leadership and how to apply it to the context of real estate development and relevant themes. By the end of the course, students will have experience reflecting upon their leadership values, practicing presentation skills, applying, and visualizing new ideas. Students will also explore concepts related to the Senior Project as they plan to document their achievement of program learning outcome mastery in the degree program.

## GRADUATE PROGRAMS

Claremont Lincoln University offers the following graduate degree programs. For details, please refer to degree program requirements later in this catalog. Detailed course descriptions may be found in the Graduate Academic Courses section.

### **Master in City and Regional Planning**

The Master in City and Regional Planning includes the history, theory, and values of planning, focused on shaping the physical, social, economic, and environmental development of cities, towns, and regions. Courses in this program prepare students in planning and land use law, practical planning methods and spatial analysis, influencing the economy and public finance institutions in desirable ways, managing projects and negotiation processes, engaging the public in planning processes, and plan-making at all scales serving diverse interests and needs.

### **Master of Legal Studies in Land Policy: Land Use, Planning, and Development**

The Master of Legal Studies in Land Policy: Land Use, Planning, and Development degree starts with the foundations of the US legal systems. Other courses prepare students in planning and land use law; environmental, natural resources, and historic preservation law, urban development and redevelopment law, housing law; and local government law including foundations of administrative law.

Graduates of the MLSP will not be licensed attorneys, but they will be equipped to lead land use and development initiatives grounded in legal principles. Their training prepares them to assist in legal research, facilitate policy implementation, support litigation efforts, and serve as expert advisors in land use planning and regulation. Job trends in planning, land use, and development are on the rise, reflecting growing demand for professionals who can address housing, sustainability, and infrastructure challenges in rapidly changing communities.

## Graduate Program Requirements

### ***Master in City and Regional Planning***

The Master in City and Regional Planning (MCRP) bridges theory, practice, and purpose to prepare leaders to design, manage, and implement the policies shaping the built environment, urban growth, climate resilience, and equitable development. This education is critical for professionals seeking to advance into modern local government leadership where misunderstandings of land use, governance, or legal policy can delay projects, increase risk, and erode public trust.

In this program, students gain the knowledge and tools planners and administrators must have to guide communities effectively: planning history and theory, land-use law, development regulations, public finance, climate resilience, spatial and data analysis, and meaningful public engagement. Students learn to create sustainable and equitable land-use plans, conduct interdisciplinary research, analyze legal and economic frameworks, and assess the environmental and social impacts of planning decisions—skills that now form the foundational expectations for high-level city and county roles. Designed to be flexible and accessible for working adults, the MCRP equips students to step into impactful positions across public, nonprofit, and private sectors and to meet the next evolution of what effective local governance requires: a holistic, indispensable understanding of how communities are built, shaped, and led.

## Program Learning Outcomes

After completing the Master in City and Regional Planning, students will be able to:

- Develop land-based financing strategies, including property taxation and value capture mechanisms, to support infrastructure investment and equitable growth.
- Apply interdisciplinary research methods to investigate complex land use challenges and support evidence-based decision-making.
- Design comprehensive land use plans that promote sustainable, equitable, and efficient development in alignment with best practices in land policy.
- Analyze the legal, political, and economic frameworks that shape land use governance at local, regional, and national levels.
- Assess the long-term environmental and social impacts of urban planning decisions to ensure responsible land stewardship and climate resilience.

## Program Overview

Claremont Core® (3 courses)	9 credits
Required Degree Courses (6 courses)	18 credits
Capstone Project (1 course)	3 credits
<b>TOTAL</b>	<b>30 credits</b>

## Claremont Core®

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)

MSC 5320 Strategic Communication for Effective Leadership (3 credits)

MCC 5321 Activating the Core: Research Methods (3 credits)

## Required Degree Courses

MCRP 5301 Planning History, Theory, and Values (3 credits)

MCRP 5302 Planning Economics and Geography (3 credits)

MCRP 5303 Planning and Development Regulation Law (3 credits)

MPA 5305 Urban Sustainability (3 credits)

MPA 5322 Regional Planning (3 credits)

MPM 5310 Project Management (3 credits)

## Capstone Project

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

## *Master of Legal Studies in Land Policy: Land Use, Planning, and Development*

The Master of Legal Studies in Land Policy: Land Use, Planning, and Development (MLSPLP) is a non-JD graduate program that prepares professionals to interpret and apply the legal frameworks that shape planning and development. Students learn how land use, zoning, environmental policy, and development law guide decisions that influence communities and the built environment. The program builds practical legal literacy across planning and land use law, environmental and natural resources law, housing and redevelopment policy, administrative law, and local government processes. Learners develop skills in regulatory compliance, development approvals, and interpreting statutes, ordinances, and administrative procedures essential to planning and development work. The MLSPLP develops legally informed professionals who can support planning commissions, zoning boards, municipal agencies, developers, and legal teams. Graduates emerge

ready to champion thoughtful, responsible development and help shape communities where people and places can thrive.

### **Program Learning Outcomes**

After completing the Master of Legal Studies in Land Policy: Land Use, Planning, and Development, students will be able to:

- Interpret federal, state, and local laws governing land use, zoning, and development to assess their implications for urban and regional planning decisions.
- Communicate legal arguments and planning recommendations effectively to diverse stakeholders, including public officials, community members, and legal professionals.
- Apply principles of administrative law and statutory interpretation to real-world scenarios involving planning commissions, zoning boards, and municipal processes.
- Analyze complex legal cases and policy documents to inform equitable land use strategies and development decisions.
- Evaluate legal and regulatory frameworks to identify opportunities and constraints in sustainable land development and community planning.

### **Program Overview**

Claremont Core® (3 courses)	9 credits
Required Degree Courses (6 courses)	18 credits
Capstone Project (1 course)	3 credits
<b>TOTAL</b>	<b>30 credits</b>

### **Claremont Core®**

MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)

MSC 5320 Strategic Communication for Effective Leadership (3 credits)

MCC 5321 Activating the Core: Research Methods (3 credits)

### **Required Degree Courses**

MLSLP 5301 Foundations of Law and Legal Systems (3 credits)

MLSLP 5302 State and Local Government Law (3 credits)

MLSLP 5303 Planning, Land Use, and Development Control Law (3 credits)

MSL 5306 Environmental Policy and Law (3 credits)

MPA 5313 Legal Frameworks for Public Administration (3 credits)

MPA 5322 Regional Planning (3 credits)

### **Capstone Project**

MCC 5332 Applying the Core: CLU Capstone (3 credits, final term registration only)

## CATALOG OF GRADUATE ACADEMIC COURSES

### *City and Regional Planning*

**MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)** In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

**MSC 5320 Strategic Communication for Effective Leadership (3 credits)** In Strategic Communication for Effective Leadership, students will reimagine what effective communication looks like and will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. This course will also present students a historical perspective of the legacy and manifestation of structural inequities and other societal and cultural differences, including the unintended consequences of systemic exclusion in order to recognize and understand how to address them. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides in order to lead effectively.

**MCC 5321 Activating the Core: Research Methods (3 credits)** This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core®: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core®)

**MCRP 5301 Planning History, Theory and Values (3 credits)** This course surveys the history, theoretical themes and debates, values, and challenges facing the planning profession. This course traces the history of planning through key milestones but focuses on how planning has changed as the theory of planning has changed.

**MCRP 5302 Planning Economics and Geography (3 credits)** This course surveys elements of urban geography, urban economics, and public finance that are relevant to professional practice in city and regional planning and land policy. In addition to acquainting students with the key theories and concepts, it provides them with principles to guide professional practice to advance social equity.

**MCRP 5303 Planning and Development Regulation Law (3 credits)** This course explores the legal framework of comprehensive planning and its implementation through zoning, subdivision, development review, and related permitting processes at the local, state, and federal levels. It includes innovative or flexible land use regulation options. The course also provides an overview of environmental, preservation, agricultural, and aesthetic laws, as well as a review of private development controls.

**MPA 5305 Urban Sustainability (3 credits)** In this course students will gain an understanding of the principles of urban sustainability, global frameworks for sustainability, and how to apply them to specific cities and surrounding metro regions to understand why cities exist and how they grow. Through analyzing real world case studies that profile the challenges and sustainable solutions of specific cities, students will acquire the knowledge and skills to diagnose urban challenges, design interventions to make cities sustainable, and mobilize resources to implement them.

**MPA 5322 Regional Planning (3 credits)** In this course, students will learn how cities manage space, its different uses, and at different scales – local, regional, and mega regions, with sustainable human habitation and care for planet Earth. Tools such as GPS, remote sensing, and geofencing that support geographic mapping of the earth will be utilized in this course.

**MPM 5310 Project Management (3 credits)** This course covers the broad range of factors that the student needs to know to design, implement, and trouble-shoot high quality programs or projects. It details the phases of program development from design to evaluation and continuous quality improvement. Students will become familiar with several project management tools including GANTT charts, flowcharts, RACIS, and others. The course also provides students with various project documentation tools, both paper-based and electronic for team monitoring and communication. Case studies will augment the student's understanding of real-world application of project management tools.

**MCC 5332 Applying the Core: CLU Capstone (3 credits)** As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the Capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.

### ***Legal Studies in Land Policy: Land Use, Planning, and Development***

**MCC 5320 Invitation to Inquiry: Foundations of the Claremont Core® (3 credits)** In this university-wide foundational course, learners begin their engagement with the four domains that make up the Claremont Core® domains: Mindfulness, Dialogue, Collaboration, and Change. These four domains consist of transferable skills and resources that support leadership and facilitation capacities that accentuate students' professional work. Students become familiar with aspects of mindfulness and dialogue that will undergird their work. Concepts of collaboration and change leadership are also introduced, and students begin the process of locating their work in a

community where positive social change can be facilitated. Finally, students also determine the scope and aim of their Capstone Projects and begin to use resources from the four Claremont Core® domains to build their research repertoire and leadership acumen.

**MSC 5320 Strategic Communication for Effective Leadership (3 credits)** In Strategic Communication for Effective Leadership, students will reimagine what effective communication looks like and will build upon the principles learned in the Claremont Core® to create environments where difficult conversations can take place with both internal and external audiences. This course will equip students to tackle challenges with diverse teams using language which acknowledges and respects differences to create equitable outcomes. This course will also present students a historical perspective of the legacy and manifestation of structural inequities and other societal and cultural differences, including the unintended consequences of systemic exclusion in order to recognize and understand how to address them. In this course, students analyze self, personal strengths, and biases, and accumulate tools and communication skills in dialogue, collaboration, and bridging across divides in order to lead effectively.

**MCC 5321 Activating the Core: Research Methods (3 credits)** This course builds on the foundational aspects of the Claremont Core®, focusing on how students can become mindful, engaged, and inquisitive research practitioners for positive social change. Students will develop an ability to critically evaluate what research methods are best suited for certain types of research projects. This course will specifically focus on the role of research methods that can address, illuminate, or explain enduring and newly salient social problems.

Throughout the course students will consider the entire research design process, learning how to conceptualize, problematize, diagnose, understand, and translate findings across social, political, environmental, healthcare, and organizational contexts. By the end of this course, students will have had experience posing research questions, exploring their own research goals, understanding the primary components of the research design process, and consuming a variety of styles of inquiry and action. Students will also consider course concepts in the context of their own future projects and begin activating the research skills they will use in the Applying the Claremont Core®: CLU Capstone course. (Prerequisite: MCC 5320: Invitation to Inquiry: Foundations of the Claremont Core®)

**MLSLP 5301 Foundations of Law and Legal Systems (3 credits)** This course reviews the legal structure of legislative, executive and judicial branches of government, presents the general legal methodology along with the caselaw method, and introduces the adversary system of adjudication and the role of the legal profession in it. The course includes a review of administrative procedure, civil cases and criminal procedure, and constitutional law. It also provides an overview of contract, tort, property, and business law. Finally, it acquaints students with legal writing as well as the foundations of legal reasoning.

**MLSLP 5302 State and Local Government Law (3 credits)** This course provides an overview of local governments generally, their relationship to states and the federal government, local government powers, alternative models of local and regional government and governance, overview of review of state and local finances, decision-making processes, legislative drafting, the judiciary and judicial relief, and related.

**MLSLP 5303 Planning, Land Use, and Development Control Law (3 credits)** This course explores the legal framework of comprehensive planning and its implementation through zoning, subdivision, development review, and related permitting processes at the local, state, and federal levels. It includes innovative or flexible land use regulation options. The course also provides an overview of environmental, preservation, agricultural, and aesthetic laws, as well as a review of private development controls.

**MPA 5313 Legal Frameworks for Public Administration (3 credits)** Students will learn about historic and contemporary codified systems of rules that govern and regulate decision-making, agreements, policies, and laws for informing legal mandates and actions. Emphasis is placed on understanding how these legal frameworks shape the responsibilities, authority, and accountability of public administrators in real-world governance settings.

**MPA 5322 Regional Planning (3 credits)** In this course, students will learn how cities manage space, its different uses, and at different scales – local, regional, and mega regions, with sustainable human habitation and care for planet Earth. Tools such as GPS, remote sensing, and geofencing that support geographic mapping of the earth will be utilized in this course.

**MSL 5306 Environmental Policy and Law (3 credits)** This course explores the policies, laws, and politics of environmental protection and use of natural resources. Students will review the history of the U.S. natural resource policies and the shift from local and state governments to federal leadership on matters of environmental health and quality protection. The U.S. Environmental Protection Agency (EPA) along with key federal statutes are addressed such as the Administrative Procedure Act, Clean Air Act, the Clean Water Act, the Resource Conservation and Recovery Act, the National Environmental Policy Act (NEPA), and the Safe Drinking Water Act including the effects of the policies for sustainability. The roles of the three branches of the federal government are explored from a historical context in regard to natural resources acquisition, disposal, conservation, and preservation.

**MCC 5332 Applying the Core: CLU Capstone (3 credits)** As the culminating course in all programs, students apply skills, knowledge, and professional application learned throughout the degree. The planning for this course begins at the start of the program, continues through the evolution of learning as students design their projects, and peaks with students being prepared to implement the project during the Capstone course. The specific content in each student's degree program provides a foundation for the research and design. The Capstone Project demonstrates student mastery of program and institutional learning outcomes.