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FOR MORE INFORMATION

ABOUT	OFFICE	CALL
Academic Policies	Academic Affairs Office	(563)588-6406
Admissions	Admissions Office	(563)588-6316
Alumni	Alumni Relations Office	(563)588-6553
Development	Development Office	(563)588-6405
General Information	Marketing and Communication Office	(563)588-6318
General Information	Enrollment and Student Affairs Office	(563)588-6313
Records, Transcripts	Registrar's Office	(563)588-6314
Scholarships, Loans, Work Opportunities	Financial Aid Office	(563)588-6327

This catalog is provided by Clarke University as a source of information about programs available at the university. If you have questions that are not answered here, please call the admissions office at (563)588-6316.

You can also email us at admissions@clarke.edu and visit our website at clarke.edu. This catalog is published for general information purposes only and does not constitute a contract between the student and the university. The university reserves the privilege to change, without notice, any information in this catalog. This catalog is an official record of Clarke University's policies and programs, including course descriptions, graduation requirements and listing of university officials and faculty. For the most current information, please visit clarke.edu or call the Clarke University Academic Affairs Office at (563)588-6406.

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INTRODUCTION TO CLARKE UNIVERSITY

Clarke University is a Catholic, coeducational, liberal arts university known for graduating learners prepared academically, morally, and spiritually to become leaders in our evolving, diverse society.

Founded in 1843, Clarke University serves approximately 962 students at its 55-acre campus in Dubuque, Iowa. Academics have always been the central focus of the university, and Clarke's strong liberal arts programs help students gain valuable experience in critical and creative thinking and advance their abilities to speak and write effectively. Students are challenged to analyze situations, solve problems, interact with people and be open to new ideas.

Clarke's liberal arts curriculum empowers students to understand the principles that underlie the major fields of knowledge — spirituality, philosophy, fine arts, humanities, social sciences, mathematics, natural sciences, and human diversity. Most importantly, students learn how all these fields of knowledge are related to each other.

Clarke is a student-centered university and an ideal atmosphere in which to learn and grow. With a 10:1 student to faculty ratio, a committed and highly qualified faculty challenge students to think, search and explore. Students indicate that their close relationship with faculty is the most valuable and influential part of their Clarke career.

THE MISSION

Clarke University is a BVM Catholic academic community that believes learning is lifelong and life-changing. We inspire intellectual curiosity, cultural engagement, professional preparedness, spiritual exploration, and a commitment to contributing to the good of all in a global society.

VISION STATEMENT

Clarke University distinguishes itself as a compassionate and inclusive community. We educate and inspire through our core values of Freedom, Education, Charity, and Justice. Through our BVM Catholic and liberal arts traditions, we graduate leaders who make a positive difference in the world.

CORE VALUES STATEMENT

The Clarke University community lives by four core values: Freedom, Education, Charity, and Justice. These values emanate from our founder Mary Frances Clarke, the Sisters of Charity of the Blessed Virgin Mary, and those who follow their example to provide learning experiences that are relevant and forward looking.

FREEDOM: As a community seeking authenticity, we invite all to be open to God's love and to be true to their best selves.

EDUCATION: As a community valuing wisdom, we embrace learning opportunities that enable each person to develop their true potential.

CHARITY: As a welcoming community, we look upon ourselves, each other and creation with love and promote the good of all.

JUSTICE: As a community standing in solidarity with others, we strive to create a society that recognizes the dignity, equality, and rights of all.

INSTITUTIONAL LEARNING OUTCOMES

Students navigate their own personal and professional growth, leading toward success in the contemporary world. The institutional learning outcomes are grounded in a Catholic vision of education, particularly as we express it in the BVM Core Values of freedom, education, charity, and justice. The outcomes integrate the liberal arts, essential academic and professional skills, experiential learning, and major courses of study in order to prepare students for whatever awaits them.

Clarke University graduates will demonstrate competency of the institutional learning outcomes in a variety of ways, including coursework and experiences.

Spirituality
Students will demonstrate an ability to engage in a process of spiritual growth in a dialogue which includes the Catholic tradition.

Communication
Students will demonstrate and articulate appropriate communication of thoughts and ideas in a variety of contexts.

Thinking
Students will demonstrate critical and creative thinking skills informed by knowledge, experience, and reflection.

Knowledge
Students will develop a depth and breadth of knowledge integrated across the curriculum and experiences.

Global Awareness and Social Responsibility
Students will develop awareness of others' lived experiences and diverse perspectives in order to take an active role in local, national, and global concerns and issues.

Professional Preparedness
Students will acquire knowledge, skills, and experiences applicable to a professional context.

THE HISTORY OF CLARKE UNIVERSITY

Clarke University has moved into the 21st century with an impressive tradition of excellence in education. Established in 1843, the university is named for an Irish woman, Mary Frances Clarke, who founded a congregation of religious women, the Sisters of Charity of the Blessed Virgin Mary (BVMs). When the community arrived in the river town of Dubuque in 1833, it was pioneer territory; though the city has changed radically in succeeding years, its vibrancy and Mississippi River beauty continue.

The antecedent institution of Clarke University, St. Mary's Academy, was established in 1843 by BVM sisters, three years after Iowa became a state. After occupying several locations in its early years, the school was renamed Mount St. Joseph Academy and moved permanently in 1881 to its present location. The academy became Mt. St. Joseph College, a liberal arts institution, in 1901 and was chartered by the State of Iowa in 1910. First accredited by the North Central Association of Colleges and Secondary Schools in 1918, the institution was named Clarke College in 1928 and was renamed Clarke University in 2010.

In 1884, Mary Frances Clarke wrote to her community of sisters, almost all of whom were teachers: "Let us . . . keep our schools progressive with the times in which we live . . . . In teaching, we must . . . endeavor to make [students] think." These directives of over a century ago have continued to inspire a faculty and staff of dedicated women and men to offer a challenging and growth producing education to all Clarke students. Academic excellence has persisted as a goal in a variety of new programs and degrees that have been developed over the years. Graduate studies were added in 1964 and evening programs for non-traditional students began in 1968. In 1979, the university became a co-educational institution, admitting both women and men in full-time undergraduate programs. In 2004, the Doctor of Physical Therapy became Clarke's first doctoral program.

On May 17, 1984, a devastating fire destroyed four historic campus buildings. Undaunted by the disaster, students hung a banner the next day proclaiming "Clarke Lives!" This spirit sustained the university community through a period of vigorous rebuilding. In October 1986, a dedication was held for a new library, music performance hall, chapel, bookstore, administrative offices and central atrium, which now constitute the core of the campus. In more recent years additional buildings were added to accommodate a growing student population: a recreation and sports complex in 1994; a student apartment building in 1998; the Student Activity Center in 2000; the Marie Miske Center for Science Inquiry in 2013; and the addition of an athletic competition field and practice field in 2018.

Throughout its growth and change, Clarke University has been "progressive with the times." As new programs have developed, the faculty has continued to challenge and support students in their intellectual and personal growth. In an institution known for its long tradition of excellence in education, students, faculty, and staff work together to maintain and strengthen that heritage.

BVM PRESENCE

Respected for conducting one of the most rigorous educational programs in the nation, the BVM Sisters remain an integral part of Clarke University. The congregation is committed to lifelong learning and teaching. Their leadership and dedication as faculty, staff, administrators and trustees continue to shape the vision and future of the university. The BVMs' respect for education is manifested in the personal interest that they and their Clarke University colleagues take in their students' potential, progress and achievements.

FACULTY

The faculty at Clarke University is genuinely dedicated to teaching, to students and to the University community. Its members are excellent teachers and bring research and practical experience to the classroom. Full-time faculty members are responsible for academic advising and serve as mentors in and out of the classroom.

ACCREDITATION

Clarke is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. The following organizations accredit some of its academic programs:

- Commission on Accreditation in Physical Therapy Education
- Commission on Collegiate Nursing Education
- Council of Social Work Education
- Iowa Department of Education

In addition to these accrediting bodies, Clarke University has multiple affiliations with educational organizations.

ACADEMIC CALENDAR

FALL SEMESTER 2025

AUGUST

21	Thu	CONNECT; New Student Move-in; Navigator: First Year Seminar begins *Late Registration Deadline for New Students
25	Mon	Classes begin
27	Wed	For Session I: Late Registration Deadline (Returning Students)
29	Fri	For Semester-Long: Late Registration Deadline (Returning Students)
29	Fri	For Session I: Last day to add/drop for Registered Students

SEPTEMBER

1	Mon	Labor Day (no classes)
3	Wed	For Semester-Long: Last day to add/drop and convert an incomplete grade
12	Fri	Convocation
12	Fri	File for internship credit, file for audit
19	Fri	For Session I: Last day to withdraw, file S/U grade option
30	Tue	Focus Learn and Engage Day

OCTOBER

10	Fri	Autumn Free Day (no classes)
13	Mon	Midterm for semester-long courses
16	Thu	Session I ends
20	Mon	Session II begins
21	Tue	Midterm and Session I grades due
22	Wed	For Session II: Late Registration Deadline (Returning Students)
24	Fri	For Session II: Last day to add/drop, file audit for Registered Students
27	Mon	Academic Advising Begins (through Nov 14)

NOVEMBER

3	Mon	For Semester-Long: Last day to withdraw, file S/U grade option
14	Fri	For Session II, Last day to withdraw, File S/U grade option
17	Mon	Spring Registration begins (see campus calendar for designated registration dates)
26-28	Wed-Fri	Thanksgiving Break

DECEMBER

2	Tue	For Intersession: File for Internship credit
8-11	Mon-Thu	Finals Week
11	Thu	Session II ends

SPRING SEMESTER 2026

Intersession (for those to whom it applies)
Dec. 12, 2025 - Jan. 9, 2026 (no classes Dec. 19 - Jan. 5)
Last day to add/drop Tues Dec. 16
Last day to withdraw Thurs Dec. 18
Intersession grades due Jan. 20

JANUARY

12	Mon	Classes begin
14	Wed	For Session I: Late Registration Deadline (Returning Students)
16	Fri	For Semester-Long: Late Registration Deadline (Returning Students)
16	Fri	For Session I: Last day to add/drop for Registered Students
19	Mon	Martin Luther King, Jr. holiday (no classes)
21	Wed	For Semester-Long: Last day to add/drop and convert an incomplete grade
30	Fri	File for Internship credit, file for audit

FEBRUARY

6	Fri	For Session I: Last day to withdraw, file S/U grade option

MARCH

2	Mon	Midterm for semester-long courses
5	Thu	Session I ends
9-13	Mon-Fri	Spring Break
10	Tue	Midterm and Session I grades due
13	Thurs	For Semester-Long: Last day to withdraw, file S/U grade option
16	Mon	Session II begins
18	Wed	For Session II: Late Registration Deadline (Returning Students)
20	Fri	For Session II: Last day to add/drop, file audit for Registered Students
23	Mon	Academic Advising begins (through April 10)
23	Mon	Focus Learn and Engage Day

APRIL

2-6	Thu-Mon	Easter Break (classes resume April 7)
9	Thu	Fall Registration begins (see campus calendar for designated registration dates)
10	Fri	For Session II: Last day to withdraw, file S/U grade option

MAY

4-7	Mon-Thu	Finals Week
7	Thu	Session II ends
9	Sat	Commencement
12	Tue	Final and Session II grades due by Noon
15	Fri	File for Summer Internship credit

SUMMER SESSIONS

Session 1: 5/11 - 7/3; Session 2: 6/29 - 8/21

** Clarke University reserves the right to make adjustments to the posted academic calendar as needed due to factors that may or may not be beyond the University's control*

ACADEMIC DEGREES

Clarke University offers comprehensive undergraduate and graduate programs leading to Associate of Arts (AA), Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), Bachelor of Social Work (BSW), Master of Arts in Education (MAE), Master of Business Administration (MBA), Master of Social Work (MSW), Doctor of Nursing Practice (DNP), and Doctor of Physical Therapy (DPT) degrees.

The academic catalog serves as a notification to students of degree requirements. It is the student's responsibility to become familiar with all requirements upon entry to the University.

ASSOCIATE OF ARTS DEGREE REQUIREMENTS

The requirements for this degree are under construction. Contact the Dean of Academic Affairs for more information.

BACCALAUREATE DEGREES REQUIREMENTS

To qualify for a Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), or Bachelor of Social Work (BSW) degree a student must:

- Earn 120 semester hours at the 100 course level or above.
- Achieve a cumulative grade-point-average of at least 2.00 in all course work.
- Complete the requirements for the general education program.
- Complete required course work in a major field of study with a grade of C- or higher depending on program requirements.
- Earn at least 15 semester hours from Clarke University in the major field of study.
- Achieve the required cumulative grade-point-average in major courses as specified by the academic program (see the program section of this catalog).
- Complete the major Capstone course through a senior performance as specified by the major field.
- Earn at least 30 of the last 36 credit hours before graduation at Clarke University.

Each academic program offers a capstone course that integrates the knowledge, skills and values of the major discipline. Academic program outcomes are integrated, emphasized, and assessed through teaching and learning. Descriptions of specific Capstone courses may be found in each academic program. The program prefix will be followed by 400 or 499.

Degrees are not automatically awarded when requirements are completed. It is the responsibility of the student to submit an application for graduation to the Registrar's office a minimum of one semester prior to the expected date of degree completion. The graduation application is available in the student's CU hub account.

Clarke's undergraduate curriculum offers more than 40 academic fields of study, including preparation for the following professional programs: chiropractic, dentistry, engineering, law, medicine, pharmacy and veterinary medicine. In addition, interdisciplinary majors are available. The university also offers a second bachelor's degree program and coursework leading to teaching certification.

Ordinarily, students complete their undergraduate degrees in no more than six (6) years from the date of application to a major field. After that time, the university will require students to complete the major and/or minor requirements as outlined in the most recent university catalog. Exceptions to major requirements must be approved by the department chair and the academic dean.

GRADUATE DEGREE REQUIREMENTS

Clarke University offers graduate programs in five disciplines: business (MBA), education (MAE), nursing (DNP), physical therapy (DPT), and social work (MSW). To qualify for a post-baccalaureate degree at Clarke University a student must:

- Earn the designated number of credits for completion of the program selected.
- Maintain a cumulative grade-point-average of at least 3.00 in all course work.
- Demonstrate synthesis and scholarly activity in a capstone experience as outlined by the department.
- Meet all departmental and general degree requirements within seven years of the graduate program start date. Some programs may have an abbreviated timeline due to eligibility for certification, licensure, and/or examination. Please refer to the department's specific graduate handbook for additional guidelines.

Ordinarily only six semester hours are accepted from other post-baccalaureate institutions prior to matriculation. For additional information see the Graduate Studies section of this catalog.

Degrees are not automatically awarded when requirements are completed. It is the responsibility of the student to submit an application for graduation to the Registrar's office a minimum of one semester prior to the expected date of degree completion. The graduation application is available in the student's CU hub account.

UNDERGRADUATE ACADEMIC PROGRAMS

THE UNDERGRADUATE CURRICULUM

The Clarke University curriculum offers students a liberal education comprised of general education courses, a major course of study and elective courses. Additional courses may be required of some students as a prerequisite or complement to required courses.

All undergraduate students must engage in intellectual inquiry and the acquisition, application, and integration of broad learning and skills. Students engage in these practices within their majors by collecting, analyzing, and communicating information. Within their programs of study, students establish habits of mind and intellectual frameworks that allow them to contribute to and/or advance their discipline's discourse and work. The skills students acquire in their majors prepare them for the evolving environments they will encounter after graduation.

In order to facilitate student success in their time at Clarke, students may be required to enroll in one or more preparatory courses. Courses that may be required include Elementary Algebra (MATH 005) and Intermediate Algebra (Math 090). These courses do not count toward the 120 total credits required for graduation.

FIRST-YEAR PROGRAMS

Clarke University has a number of programs to welcome students into our student-centered learning community and assist them in their transition to college. CU Registration takes place in the summer prior to the start of a student's first semester at Clarke. During CU Registration, students meet one-on-one with an advisor to register for classes and answer student questions or discuss specific student situations.

CONNECT is a mandatory orientation program which precedes the official start of the academic semester. Students participate in a variety of academic and social activities designed to ease their transition to university by meeting one another and interacting with members of the faculty and staff. Clarke's introductory course, CU Seminar, starts during CONNECT.

CU Seminar is a one-credit course designed to assist students to build a successful undergraduate experience. The small-group structure facilitates active participation and the development of relationships with members of the faculty and staff and other students. This course helps students feel a sense of belonging to Clarke and the Clarke community, assists students in setting career and life goals, and allows students to learn the expectations and responsibilities of being a college student. CU Seminar is required of all full-time students, new to Clarke.

PROGRESS EVALUATION

Students are responsible for tracking their academic progress and knowing whether the courses they select meet their degree requirements. All Clarke University students have electronic access to their academic records in CU hub, including class schedule, grades, unofficial transcript, and My Progress evaluation. My Progress is a detailed record of a student's degree requirements and includes all planned, registered, in progress and completed course work. The academic requirements on My Progress reflect the requirements listed in the academic catalog at the time of matriculation.

GENERAL EDUCATION

Program Mission

Clarke University's General Education program grounds students in the liberal arts for the purpose of building a broad base of foundational knowledge and fostering the skills for informed, responsible, and compassionate global citizenship.

The General Education Program provides a strong foundation in the liberal arts to create a pathway for lifelong learning. After students complete the General Education program, they will be able to demonstrate 1) engagement with the BVM Catholic Tradition, 2) development in critical and creative thinking skills, 3) ability to assess and implement effective modes of communication, and 4) recognition of the complexities of responsible global citizenship.

Student Outcomes

Students will:

- Reflect upon the intersections among faith, theology, and spiritual practice in light of the BVM Catholic tradition.
- Develop critical and creative thinking skills in order to synthesize information and construct effective arguments.
- Examine and apply a range of effective communication methods, technologies, and techniques.
- Develop an awareness of how human, cultural, and ecological interdependence support a just and thriving world.

Clarke University's 37-credit General Education program is divided into two categories of coursework:

- Foundations courses lay a strong foundation for students' studies at Clarke University
- Perspectives courses provide students with a broad grounding in the liberal arts.

Foundations (13 credits)

- GNED 101 CU Seminar (1 credit) or
  GNED 102 CU Seminar Transfer or Non-Traditional (1 credit)
- GNED 115 Writing Seminar I (3 credits)
- GNED 116 Writing Seminar II (3 credits)
- RELS 100 Foundations of the Spiritual Life (3 credits)
- PHIL 110 Fundamentals of Philosophy (3 credits)

Students are strongly encouraged to complete the Foundations courses within their first three semesters.

Perspectives in the Liberal Arts (24 credits)

- Communication (6 credits) - COMM, ENGL, SPCM, SPAN, WRTG, MATH
- Arts (6 credits) - ART, MUSC, DRMA, ARHS
- Humanities (6 credits) - HIST, PHIL, RELS, POLI, SOC
- Sciences (6 credits) - BIOL, CHEM, PHYS, NTFS, ENVS, PSYC

Students must take a minimum of 6 credits (typically two 3-credit courses) in each perspective area from two different subjects.

Perspectives in the Liberal Arts courses are 100-level courses. 200-level courses in subjects in the Perspectives in the Liberal Arts category may be used for Gen Ed credit when all course pre-requisites are met by courses in the Foundations category (i.e., RELS, PHIL, and select ENGL and WRTG).

Students may count up to 6 credits of Gen Ed Perspectives courses toward the supporting courses required for a major.

4-credit lab courses in the sciences and three 1 credit music courses in the Arts are exceptions to the general rule of two 3-credit courses in each perspective area.

ACADEMIC TERMS AT CLARKE UNIVERSITY

Majors are a focused area of study within a degree program, typically requiring 30-60 credit hours, providing depth and specialization. Every undergraduate student is required to declare at least one major to earn an undergraduate degree.

Double majors allow undergraduate students to earn one bachelor's degree with two separate majors. Students who declare double majors must fulfill the requirements for two distinct academic majors. Double majors require at least 30 credits of coursework in each major for a total of at least 60 credits of coursework between the two majors.

Minors are a secondary academic focus, requiring 18-21 credit hours, designed to complement a major or explore an additional area of interest.

Concentrations are a subset of courses within a major, 9-15 credit hours, that allow students to specialize further in a specific aspect of the discipline.

Teaching endorsements are add-on certifications to teaching licenses offered through the Education department that are recognized by the Iowa Department of Education. Teaching endorsements indicate the grade levels and subject areas a teacher is qualified to teach. The requirements to earn each endorsement recognized by the Iowa Board of Educational Examiners.

Specializations are a focused subset of courses within a graduate degree program, usually 9-15 credit hours, enhancing expertise in a specific area.

Academic Certificates are a course of study requiring 9 – 15 credits, offering opportunities to explore and gain knowledge in a defined subject area. A certificate may include courses required in certain undergraduate majors and minors or graduate degree programs. The subject areas of academic certificates are distinct from undergraduate majors or minors and graduate degree programs and do not lead to a bachelor's, master's, or doctoral degree.

COURSE LEVELING POLICY

Clarke University is a Catholic academic community that believes learning is lifelong and life changing. Therefore, to inspire intellectual curiosity, Clarke University sets high standards for student learning across the curriculum. Students will participate in a series of experiences that develop understanding, challenge them to integrate learning both within and across disciplines, and prepare them to succeed in an increasingly complex world.

Clarke University establishes the following definition of rigor:
A rigorous curriculum:

- Requires students to synthesize and apply course ideas.
- Reflects views and content that are relevant to current thought and practice.
- Provides a platform for students to demonstrate knowledge.
- Requires students to take active responsibility for learning.

Substantive evidence that a program meets these standards may include assessment reports, program reviews, and/or standards set by the discipline or external accrediting agencies. At the course level, evidence should include a combination of examples from the following: program outcomes, course outcomes, course assignments, exams, and/or descriptions of student activities. For both programs and courses, evidence to demonstrate rigor should be selected as appropriate to the discipline.

Programs shall ensure that courses meet the Clarke University standards for rigor. In the ordinary course of curricular review, departments may be called upon to demonstrate to the next level(s) of review (i.e., Assessment and Program Review committee, VPAA, etc.) that programs and courses meet these standards.

DEFINITION OF COURSE NUMBERS

Course Numbering System
001-099 Preparatory-Level
100-299 Lower-Level
300-499 Upper-Level
500-799 Graduate-Level

PREPARATORY-LEVEL COURSES
Preparatory-level courses are courses which are offered below the 100 level (001-099), and do not count as college credit towards the 120 credits needed for graduation. See the Students in Transition section of the catalog for more details.

LOWER-LEVEL COURSES
Lower-level courses are courses which are offered at the 100- and 200-levels, and generally do not have extensive college-level prerequisites (aside from preceding courses in the same sequence). These courses usually are not limited to students majoring in the field in which the courses are offered.

UPPER-LEVEL COURSES
Upper-level courses are courses which are offered at the 300- and 400-levels, and which require substantial college-level preparation on the part of the student. Ordinarily this should be indicated in the course description by a discussion of the recommended background which will describe to both students and advisors what is expected. Recommended background can be indicated in several ways, among them:

Specifying University courses (or their equivalents, or a course sequence) which should have been completed prior to enrollment.

Specifying a certain number of credits in specified areas which should have been completed prior to enrollment.

Specifying the level of academic progress (such as third-year or fourth-year standing) or specifying a certain number of total college credits which should have been completed prior to enrollment.

Specifying permission after some sort of direct assessment of the student's qualification is made.

GRADUATE-LEVEL COURSES
Graduate-level courses are courses which are offered at the 500-, 600-, and 700-levels, and which are appropriate following completion of an undergraduate degree. Some 500-level courses may count for an undergraduate degree as well as for a graduate degree; see the Undergraduate Students in Graduate Courses policy for more details. Graduate courses must also conform to the requirements of their accrediting body.

ACADEMIC MAJORS

An academic major allows for in-depth study in a particular area of specialization. It also provides students with the necessary skills, knowledge and values for entry-level work in a profession. A single discipline major requires at least 30 semester hours of course work. At least 15 credits of coursework toward the major must be completed at Clarke. All majors include a Capstone course.

Students must earn a grade of C- or better in all required courses in the major. Specific requirements for each major are listed in the course offering section of this catalog.

Students must successfully complete the Capstone course in the major discipline. This course is intended to:

- Serve students as a means of integrating the knowledge, skills, and values acquired through the courses in the major field of study.
- Enable students and their instructors to assess the level of personal competence achieved in the major field.
- Provide students with an opportunity to demonstrate the ability to satisfy expectations that may be encountered in future professional and academic settings.

ACADEMIC MINORS

Academic minors permit students to study a particular subject beyond the introductory courses, but not with the depth required for a major. The number of required credit hours for a minor varies from 18 to 21, depending on the program. Refer to the academic programs section of this catalog for information on specific minors.
Clarke University students desiring a minor must:

- Complete all course work listed in the catalog for a minor.
- Earn a grade of C- or better in all required courses in the minor.
- Meet all applicable accreditation requirements for the chosen minor.
- Complete a minimum of 6 semester hours of the course work for a minor through Clarke University.

UNIVERSITY ELECTIVES

Courses chosen as electives allow students to pursue individual interests and/or to acquire the necessary preparation to succeed in higher-level courses. University electives include:

- Courses not designated for General Education;
- Courses beyond the credit hours required for General Education.

ASSESSMENT

As a result of its emphasis on student learning outcomes and in accord with regional and national accreditation agencies, Clarke University has developed a comprehensive assessment plan for all its programs. Such assessment takes place in all disciplines and at all levels of the curriculum.

All academic programs have developed an assessment plan to measure student learning and program effectiveness. Courses incorporate the assessment of knowledge, skills, and values that are derived from major program outcomes. Student performance in the Capstone course provides evidence of student success and program effectiveness.

SPECIAL ACADEMIC PROGRAMS

Clarke University offers several additional programs that broaden and enrich the academic experience.

Scholars Program

The Scholars Program is an outgrowth of both Clarke's robust liberal arts philosophy and the institution's commitment to prepare career-ready and life-ready learners. The program serves as a unique, innovative, and flexible platform from which exceptional students can prepare for their futures as they explore their potential in the present.

Students in the Scholars Program prepare for their futures as they explore their potential by challenging themselves and each other intellectually, developing formative academic and professional relationships, and actively engaging with the larger academic community.

Tri-College Exchange Program
Three liberal arts colleges in Dubuque (Clarke University, Loras College and the University of Dubuque) form a community of nearly 4,500 students and 250 faculty members. The three institutions participate in a consortium that offers cooperative programs and provides students with the opportunity to cross-register for selected courses on any of the three campuses. Clarke University students who register for classes and attend activities at Loras College and the University of Dubuque do so on a space-available basis. Adult program courses and graduate courses are excluded from this exchange program.

Students must pursue their major on their home campus. In exceptional circumstances, students may request approval to pursue a second major or minor on another campus. In such cases, approval must be granted by the academic deans on both the home and host campuses. Students pursuing a major on a non-home campus will be charged a $500 per semester administrative fee by the host campus. Additional rules governing this program are explained in the Academic Rules and Procedures section of this catalog.

Summer School
Students who enroll in a Clarke University Summer School Program may choose from a variety of undergraduate and graduate courses offered at an accelerated pace. A reduced tuition rate applies for summer courses at Clarke University. Non-credit workshops, conferences, and youth camps in a variety of disciplines are also held during the summer. A listing of courses to be offered in the summer is available on the Clarke University Website.

Internship for Credit Program
The Internship for Credit Program provides opportunities for students to acquire professional work experience related to their academic majors or areas of career interest. Participation in the Internship for Credit Program gives students opportunities to apply theories learned in the classroom to the workplace. Students acquire a better understanding of the professional demands and requirements of a particular career field while gaining confidence in making the transition from the academic atmosphere to the world of work. Students can earn academic credit while working in a variety of settings in the private and public sectors.

A student is eligible to apply for an Internship for Credit placement when she/he has earned at least 30 credits with a minimum grade point average of 2.0. A student must have a faculty sponsor who assists in the development of a learning contract for the experience, meets periodically with the student during the placement, and evaluates the student's performance.

A maximum of 15 elective credits earned in Internship placements may be applied toward graduation. Each academic program specifies the number of internship credits that may be counted toward completion of the major.

Students studying abroad on Clarke or Clarke-affliated programs are eligible to earn credit for approved internships. Interested students must contact the Director of General Education

Study Abroad and International Education
Clarke University students have opportunities for study and travel as well as for internships and service-learning throughout the world. Those who wish to learn more about other cultures and/or improve their proficiency in a second language are encouraged to consider a summer, semester or academic year abroad. Several academic programs sponsor group trips to other countries. Students have the opportunity to choose from programs offered through Clarke University or from an approved list of programs sponsored by institutions affiliated with Clarke University for study abroad purposes.

In order to study abroad, a student not only must be accepted by a particular program, but must also be a full-time student for at least the last three consecutive semesters and have been accepted to the major. First-semester transfer students are not eligible. At the time of application, the student's cumulative GPA at Clarke must be 2.5 or higher.

Foreign study takes careful planning. Therefore, those students who are interested in pursuing this type of experience are urged to meet with their advisors and with the Director of General Education at least two semesters in advance. Students receiving financial aid may be able to apply all or part of those funds to help pay for their studies abroad for one semester as long as they select a program offered through Clarke or one of the affiliated programs.

Students seeking more information about study abroad, including short-term learning experiences abroad, should contact the Director of General Education.

University Credit for High School Students
Through the state-mandated and funded Post-Secondary Enrollment Options (PSEO) Act, Dubuque area high school students may enroll in selected university courses for which they may receive university credit. Students interested in participating in this program should visit their high school guidance offices for information. For requirements and regulations governing a PSEO course, and other high school partnerships, refer to the Admissions section of this catalog.

Professional and Adult Studies Programs
Clarke recognizes that the needs of professionals and/or non-traditional students* differ significantly from those of traditional-aged students. Through the Accelerated Education program, the Second Degree Bachelor of Arts Program, and graduate studies programs, professional and adult students have the opportunity to enroll in coursework designed to enhance their personal and professional goals. Admission, advising processes, and courses are tailored to the adult's academic needs. Convenient course schedules allow students to balance the demands of work, family, community, and academic study. Coursework is designed to draw from the rich experiences that adults bring to the classroom.

**Typically, a non-traditional student is a student who has not enrolled directly from high-school; has not attended college or university full-time; and has major life and work responsibilities (e.g., a full-time job or dependents).*

CIC Online Course Sharing Consortium

The CIC Online Course Sharing Consortium, a network of accredited colleges and universities that share online course offerings, provides Clarke University students with access to additional, flexible online course options to support students' timely academic progress. Summer and winter courses offered through the consortium have been pre-approved by Clarke University for students and mapped to Clarke university course equivalents, which means that consortium courses may count toward major, General Education, or elective requirements. Course credits earned through the consortium will automatically appear on students' Clarke transcripts after completion of the consortium courses. The varying sessions within multiple terms offered through the consortium reflect Clarke University's commitment to ensuring students have access to the courses they need to complete their degrees. It is important to note that a consortium course will affect the student's grade-point average just like a Clarke University course.

Second Bachelor's Degree

A person who holds a bachelor's degree from Clarke University or from a comparable accredited institution may obtain a second bachelor's degree from Clarke University by fulfilling the following requirements:

- Be admitted or readmitted to Clarke University.
- Be admitted to a major program other than the major program of the original degree.
- Earn at least 30 hours beyond the granting of the original degree in residence at Clarke University; ordinarily, the 30 hours will be in the new major field.
- Complete all of the requirements for the major. If previous courses satisfy some of the major requirements, the academic program will designate courses from other areas that will enhance the major.

A person who holds a bachelor's degree from Clarke University may apply for an additional major, complete the requirements, and have that major added to their transcript.

Graduate Programs

The graduate programs at Clarke are designed to provide an opportunity for personal and academic development that will enhance skills needed for career transitions and leadership growth. The programs that offer graduate studies include business, education, nursing, physical therapy and social work. Degree descriptions and requirements can be found in the Graduate Programs section of this catalog.

Programs are designed to accommodate the roles and responsibilities of professionals in today's world. Each curriculum is attentive to the particular needs of the individuals it serves. A variety of schedules and delivery systems are utilized to accommodate student needs, such as weekend, weekday, late afternoon, evening, immersion, and blended online course work.

Clarke offers a supportive environment and opportunities to explore ideas and values that promote reflective professional practice. Clarke graduate programs foster the mission of the university by:

- Encouraging the personal and intellectual growth of professional leaders.
- Promoting reflective professional practice within the context of a diverse, global community.
- Advancing decision making that is rooted in spiritual and ethical principles.

These guiding principles are incorporated from beginning core courses through the culminating integration and synthesis in each graduate program. Therefore, Clarke University envisions graduates of its graduate programs to be persons who believe in and demonstrate:

- Comprehensive integration of theory and practice in the profession.
- Effective communication skills in both traditional and electronic formats.
- Collaborative teamwork and leadership in the workplace and community.
- Appreciation of the global, social, spiritual, and cultural forces influencing professional practice and ethical decision making.
- Scholarship and professional action research.

ACADEMIC SERVICES

Academic Advising

Mission: Academic Advising is an intentional, educational relationship between advisors and student advisees, and is consistent with the institution's mission that believes learning is lifelong and life changing.

Goals & Outcomes: Advisors create a supportive and empowering learning environment as they provide tailored, holistic guidance toward the advisee's academic, professional, and life goals.

Advising Roles: A staff member on the Academic Advising Team will serve as a student's academic advisor from new student registration through their first year at Clarke. At the start of their second year, students will transition from First-Year/Open Advisor to Major/Minor Advisors. A faculty member within the student's intended major will serve as their academic advisor from second year through degree completion. A faculty member within the student's intended minor will serve as a student's academic advising support. At any point, students without an intended major (open) will be advised by the Academic Advising Team. Graduate students are assigned an academic advisor in the graduate program of study to which they are admitted by the chair of the department or their designee.

The Nicholas J. Schrup Library

Located on the second floor of the Wahlert Atrium, the library contains a wide variety of print and electronic resources for the use of Clarke faculty, staff, and students. Library staff are available for consultation and help. See the library web page for full information on the library. The library staff may be reached via email at library@clarke.edu or by calling the circulation desk at 588-6320 or virtually through Teams.

Library Services

- The library contains a variety of resources including ebooks, online databases, books, digital streaming services, and other types of resources.
- 24/7 access to all online databases, books, journals, and the Clarke online catalog to any current Clarke student.
- Interlibrary loan, course materials for class, reference and research consulting services are available from staff.
- Long term and short term laptop checkout.

Facilities Housed in the Schrup Library

- The Music Library
- The Instructional Resource Center (IRC) containing education curriculum materials
- Open computer lab with computers, printing
- O'Connor Rare Book and Special Collections Room
- University Archives

Clarke students are able to use other college libraries located in the Dubuque area by presenting a Clarke I.D. Clarke University and Loras College have shared book catalog and specific reciprocal agreements allowing access to resources on either campus. For more information, contact the library director.

Academic Support for Students

Academic resources are available for all Clarke students to help them succeed with their courses at Clarke. Successful students seek and use these resources early and often. These resources can be found in the new space in the Academic Support Center (adjacent to the Lingen Technology Commons) and include:

- Academic Coaching for learning and writing
- Guided group study
- Mentoring from professional staff
- Accommodations for students with disabilities

Lingen Technology Commons

Located in the lower level of Clarke University's Nicholas J. Shrup Library, the Lingen Technology Commons provides a technology-rich learning space that seamlessly incorporates technology into teaching and learning. The LTC provides the following:

- Two large teaching classrooms with laptop carts, and dual projectors with tables that are easily reconfigured.
- A flexible use seminar room which features an 80" interactive touchscreen and rolling casters for easy reconfiguration and flip-up for easy storage.
- The learning commons also has a variety of technology supported study spaces to encourage collaborative learning. These study spaces have a dedicated flat panel TV's set up to interface with a wide variety of digital devices. Cables and cords for a variety of technology that plug into the flat panels are available at the Library Service desk for usage. Assistance using the technology is available from library staff or the Help Desk.

Keller Computer Center

Clarke has a long history supporting student and instructional computing. Infusion of technology into the teaching and learning environment provides opportunities to fulfill Clarke's educational mission to advance student performance through campus-wide accessibility to information technology resources.

The Keller Computer Center, named for Mary Kenneth Keller, BVM, who founded Clarke's computer science program in 1965, provides computing and telecommunications support to the students, faculty, and staff members of the Clarke community.

TECHNOLOGY RESOURCES

Students have access to more than 300 networked computers from programmatic and public labs. WiFi network access is available across campus. Information technology staff support network servers, network infrastructure, student labs, faculty/staff workstations, and administrative systems.

Open Labs

- Business Classroom/Lab
- Commuter Lounge
- Decker Classroom/Lab
- Library - main floor
- Lingen Technology Center
- Residence Hall 24-hour Labs
- Student Activity Center

Academic Program Labs

- Chemistry Computational Lab
- Collaboratory
- Communication Lab
- Graphic Design Studio
- Lucilda O'Connor, BVM Language Learning Center
- Music Education Lab
- Nursing Lab
- Physiology Lab
- St. Isidore Virtual Reality Lab

In addition all teaching classrooms are equipped with desktop computers, digital projectors, and WIFI access. Clarke provides a quality campus network system with easy and ample access to state-of-the-art computers for all students. Various technologies including Moodle and Microsoft Teams provide the faculty and students with an interactive teaching and learning environment.

Clarke University information technology staff supports over 600 networked computers in labs, classrooms, residence halls, library, and faculty and staff offices. Additional campus technologies include the ID card system, door access chip system, internet, security cameras, Moodle, administrative databases and campus phone system.

ADMISSIONS

The Clarke University admissions staff helps prospective students explore their life and educational goals, and introduces them to the university's curricular and co-curricular programs. The admissions team is passionate about its work with individual students who are searching for the right college. Students who visit the Clarke University campus meet with their admissions counselor, with other students, and with faculty and staff in their areas of interest. After campus visits, prospective students leave with a sense of the vibrant and welcoming spirit that pervades the Clarke University community.

Every applicant for admission to Clarke University is considered on an individual basis. Because past academic success is an indicator of future success, a student's high school record is of primary importance in the evaluation process. Particular attention is paid to grades achieved in college preparatory subjects. Scores from either the ACT or SAT are accepted. However, Clarke is test-optional and can render decisions if tests are not submitted. Students seeking admission to the first-year class should pursue a college preparatory program. Below is an example of a college preparatory course plan:

- 4 years of English
- 2 years of one foreign language
- 3 years of history/social science
- 3 years of mathematics (2 years algebra, 1 year geometry)
- 3 years of science (including 2 years lab science)
- Electives

CAMPUS VISITS

Clarke welcomes prospective students and their families to in-person, group, or virtual visit options throughout the year. Current visit options can be found at clarke.edu/visit. During visits, Clarke offers guided tours of the campus, meetings with Clarke faculty, students, and coaches, and meetings with financial aid professionals. Clarke may also offer the option of attending a class, overnight visits and open houses throughout the academic year.

Visit can be scheduled online at clarke.edu/visit or by calling the admissions office at (563)588-6316. We appreciate 3-4 days notice in order to appropriately schedule a visit tailored to the student's interests. For questions, please call or email admissions@clarke.edu.

ADMISSION TO UNDERGRADUATE STUDIES IN THE DAYTIME PROGRAM

FIRST-YEAR UNIVERSITY STUDENTS

Students may apply for admission to Clarke for the fall and spring semesters. Students usually apply early in their senior year for the following fall term, but may do so as soon as they have completed six semesters of high school work. Admissions preference is given to prospective students who achieve a cumulative GPA of a 2.5/4.0 scale, and a 2.5/4.0 in core courses as displayed above. Additionally students below a 2.5/4.0 scale may be considered via conditional review.

Application Process

1. Complete the application form at clarke.edu/apply.

2. Request high school transcripts to be sent directly to Clarke University.

   Application transcripts will document:
   - Student's full name and school name
   - Cumulative grade-point-average (GPA)
   - Academic coursework in progress during senior year

   Mail to:
   Admissions Office
   Clarke University
   1550 Clarke Drive
   Dubuque, IA 52001-3198

   Email to: admissions@clarke.edu
   Fax to: 563-584-8666

   Students must submit an official high school transcript certifying graduation prior to enrollment.

3. Clarke University follows a test optional undergraduate admissions policy. Should a student wish to have standardized test scores reviewed as a part of their admission file, they can request that either ACT or SAT scores be sent in the form of an official score report from the testing agency. Clarke's code is 1290 for ACT & 6099 for SAT. Students may also send the pdf of their ACT or SAT Student Score Report or provide it on their high school transcript.

   Student files may be reviewed by the Admissions Committee, and students may be invited to interview with the committee or submit a personal statement, when entrance requirements warrant additional consideration.

   Admission as a Clarke University student does not imply admission to a specific academic major. Admission to the major is determined by the academic program after the student has completed the requirements for acceptance in the program.

Application Process for International Students and Students from United States Territories

1. Complete the application form at clarke.edu/international.
2. Request high school transcripts to be sent directly to Clarke University.
   Application transcripts will document:
   - Cumulative grade-point-average (GPA)
   - Academic coursework in progress during senior year

Mail to:
Admissions Office
Clarke University
1550 Clarke Drive
Dubuque, IA 52001-3198
United States

Email to: admissions@clarke.edu
Fax to: 563-584-8666

In addition, an international processing fee may be required to cover transcript evaluation costs.

Students must submit an official high school transcript certifying graduation prior to enrollment.

3. Students whose first language is not English, complete the following:
   - Submission of a minimum Duolingo score of 105, minimum TOEFL score of 550 on the PBT, or 75 on the IBT, or a minimum IELTS score of 6.
   - Or an individual oral interview in English, if required by the Admissions Office.
   - Additionally, admissions may use completed coursework from previous US institutions to determine English proficiency.

4. Additional requirements for international students include, but are not limited to:
   - Complying with current immigration law.
   - Completion of the Financial Plan and Financial Support forms, which will be sent to the student by Clarke University. These forms along with most recent bank statements provides documentation of adequate financial recourses for education and living expenses.
   - Submission of a confirmation deposit upon committing to the University.
   - Completion of an I-20 form, which will be emailed once an offer of admission has been made.
   - International transfer students will be required to submit their transcripts to InCred (incredevals.org), complete the Course-By-Course Evaluation.

Admissions Decisions and Policies for First-Year and Transfer Students
Clarke University admits students on a rolling basis. Applicants are informed about the status of their application approximately three weeks after all required credentials are on file in the admissions office. The last day new students can enroll is the second day of classes for any given term.

Accepted students must submit a deposit to confirm their intention to enroll. This deposit is applicable to the student's bill and is refundable only when a written request is made prior to May 1 for fall semester and December 1 for spring semester. If applicable, on-campus housing is guaranteed for all accepted applicants who have deposited.

Official Transcripts
Clarke University must receive required final official transcripts prior to the priority registration days for the upcoming term. Should required final official transcripts not be received the student's file will be re-reviewed for admissibility and credit equates.

Reverse Transfer
Students transferring to Clarke University have the opportunity to participate in a reverse transfer credit agreement. An eligible student must be pursuing an associate of arts or associate of science degree with 21 or fewer credits remaining. A student must indicate their interest in reverse transfer at the time of application for admission to Clarke University and complete the required form. Students who do not indicate their interest in reverse transfer at the time of admission may do so during their first semester enrolled at Clarke. The student should submit the reverse transfer form to the Academic Dean for review and approval. By doing so, the student agrees to have their university transcript sent back to their community college after completing credits at Clarke. Credits must be transferred back to the community college for review within the first year at Clarke. The community college will then evaluate this coursework to determine if degree, diploma or certification requirements are met. The community college makes the decision on whether a degree or other credential will be granted. Any credential will be awarded in the semester/year all final requirements are met. The sending of the university transcript to the community college does not guarantee the granting of a degree or other credential. This is at the discretion of and subject to the degree and residency requirements of the community college, which is the degree granting institution.

Undergraduate Appeal Process
Students denied acceptance to Clarke University can appeal their admissions decision. To initiate the appeal process the student must submit a Spark questionnaire to the admissions office before the second day of classes. Appeals are considered based on new information submitted to the original application file, and can include an interview and updated transcripts. The admissions committee will look for substantial information showcasing college preparedness and a desire to persist in college.

Students admitted after an appeal may be enrolled with mandatory support conditions required in their first semester. These requirements can include the following in the first semester:

- Living on campus during the first semester of enrollment
- Attending a virtual registration with at least one parent / guardian (if able)
- Enroll in a limited number of credits (13) as determined by your academic advisor
- Agreeing to limit work on or off campus if deemed necessary by the Spark support team
- Agreeing to limit participation in curricular, co-curricular, and/or extra-curricular programs if deemed necessary by the Spark support team. this includes students participating in athletics not traveling to away games during the first spark semester.

- Meeting the terms of the individualized academic success agreement. The agreement will include regularly scheduled meetings with a learning specialist and advisor
- Spark students will be entering Clarke University under academic probation. If they do not earn a 2.0 or higher in the first semester, then they may be dismissed from the institution.

TRANSFER STUDENTS

Clarke University accepts applications for admission from transfer students who have attended two-year and four-year colleges and universities accredited by the Higher Learning Commission or similar regional associations. Course work completed at a school not regionally accredited will be evaluated on a case-by-case basis, with ordinarily no more than 16 credits accepted. Clarke University accepts the Associates of Arts and Associates of Science degrees from institutions accredited by the Higher Learning Commission (HLC) or its nationally affiliated equivalent accrediting associations. For students who have not completed the AA or the AS degrees, a maximum of 64 semester hours earned in a two-year institution or 90 semester hours earned in a bachelor's degree program may be accepted provided the student is in good academic standing, i.e., has a cumulative GPA of 2.0 or above. Courses with grades lower than C- do not transfer.

After a student has enrolled and transferred the maximum number of credits, no additional credits will be accepted. However, exchanges may be made for previously accepted courses. Internship, independent study, test-out credit and preparatory courses are not transferable to Clarke University. At least 15 credit hours in the major field of study and a minimum of 6 credit hours for the minor must be earned at Clarke University. At least 30 of the last 36 credit hours before graduation must be earned at Clarke University.

An official credit evaluation will be performed for each transfer applicant as soon as a completed application and official transcripts are received. Official transcripts from all colleges and universities must be provided. Also, if Advanced Placement and CLEP credits are requested for transfer, official score reports must be sent from College Board. Transfer students seeking admission must complete the following application process.

Application Process for Transfer Students

1. Complete the application form at clarke.edu/apply.

2. Submit transcripts from each college regardless of whether credit was earned. In addition, a high school transcript may be requested by Clarke University. If an incoming transfer student has a college degree (associates or bachelors) or has a minimum of 24 transferable credit hours, the high school transcript is not required for the admission process. However, students who have already earned a degree may wish to provide their high school transcript if they took two or more years of foreign language and wish to complete the world language proficiency utilizing these credits.

Mail to:
Admissions Office
Clarke University
1550 Clarke Drive
Dubuque, IA 52001-3198

Email to: admissions@clarke.edu
Fax to: 563-584-8666

3. International transfer students must comply with additional requirements, as stated under "Application Process for International Students and Students from United States Territories."

Student files may be reviewed by the Admissions Committee, and students may be invited to interview with the committee or submit a personal statement, when entrance requirements warrant additional consideration.

Admission as a transfer student does not imply admission to a specific academic major. Admission to the major is determined by the academic program after the student has completed the requirements for acceptance in the program. Transfer students are encouraged to consult with faculty from the appropriate academic program during the admission process regarding admission to the major. Admissions staff will be pleased to facilitate these visits.

Students who have been placed on probation or who have been academically dismissed from their previous school may have their application reviewed by and have a personal interview with the Admissions Committee.

Students who are dismissed from another college for disciplinary reasons may be asked to provide documentation regarding the nature of the dismissal.

ADMISSION TO UNDERGRADUATE STUDIES IN THE PROFESSIONAL AND ADULT STUDIES PROGRAMS

Clarke University welcomes all adult students who seek to complete an Associate of Arts or baccalaureate degree as part of their educational and personal goals. Applications are accepted year-round for entrance into the Professional and Adult Studies academic programs. Clarke reviews every application for evidence of commitment, academic readiness, and maturity.

Please reference the First-Year and Transfer Students sections in this catalog for additional information about admission policies and procedures for degree-seeking applicants.

ADMISSION TO GRADUATE PROGRAMS

Students admitted to a graduate program at Clarke University are responsible for meeting all regulations and requirements described below as well as the specific department requirements described in the Graduate Studies section of this catalog.

Application Process for Graduate Students

All applicants to a program of study leading to a graduate degree at Clarke University must:

1. Hold a baccalaureate degree from a regionally accredited institution in the U.S. or an equivalent baccalaureate degree from a comparable university in another country.

2. Complete the application form online at clarke.edu/apply.

3. Request transcripts of undergraduate and graduate academic credits received from all post-secondary institutions attended. Transcripts will document undergraduate cumulative grade-point-average (GPA) required for admission. Students admitted on the basis of unofficial transcript must submit final official transcript(s) prior the second day of classes.

4. If needed, request required entrance test scores be sent to Clarke University.

5. When applicable, provide two or three letters of recommendation, at least one of which relates to academic ability.

6. Complete additional departmental requirements as outlined in graduate section of this catalog.

7. Students whose first language is not English, complete the following:
   - Submission of a minimum Duolingo score of 120, minimum TOEFL score of 570 on the PBT, or 87 on the IBT, or a minimum IELTS score of 6.5.
   - Or an individual oral interview in English, if required by the Admissions Office.
   - Additionally, admissions may use completed coursework from previous US institutions to determine English proficiency.

8. Submit a non-refundable deposit upon admission to graduate admissions. Deposit must be received prior to course registration. This deposit is applied toward the student's bill.

GED/HISET ADMISSIONS

Students who have not completed high school but who have received certification through and scored satisfactorily on the General Educational Development Test (GED) or on the HISET exam may also apply for admission to Clarke.

POST-SECONDARY ENROLLMENT/COLLEGE CREDIT FOR HIGH SCHOOL STUDENTS

Through the state-mandated and funded Post-Secondary Enrollment Options (PSEO) Act, Dubuque-area high school students may enroll in select college courses for which they may receive college credit. Students interested in participating in this program should visit their high school guidance offices for information. Students who have graduated from high school are not eligible.

The following requirements and regulations apply to students taking a PSEO course, according to the Postsecondary Enrollment Options Act.

Students entering their junior or senior year in high school must:

1. Complete the application, including selecting desired courses, that is available through their high school guidance office.
2. Solicit signatures from the guidance counselor or principal and a parent, stating that permission to take courses is granted.
3. Contact the admissions office at (563)588-6316 to make an appointment to register for courses. Bring form to registration appointment.
4. Enroll in no more than nine credits per semester. Cost for additional courses will be paid by the student, not the school district.
5. Assume cost of tuition, textbooks, materials, and fees for failed courses.

There will be no charge to the student for tuition, textbooks, materials or fees. However, a student may be required to purchase equipment that becomes the property of the student. The student will receive the required course textbooks free of charge and will be responsible for returning the books to the Student Accounts Office once the course is complete. If the course books are not returned, the student will be charged accordingly.

Registration is limited to courses at the 100 level. If the student wishes to take a course at a higher level, a written request must be submitted to the Dean of Academic Affairs who, in consultation with the academic program chair, will make the final determination regarding admission. Enrollment is limited to courses on a space-available basis.

In addition to formal PSEO offerings Clarke may offer college credits to other partnering high schools.

JOINT ADMISSION WITH COMMUNITY COLLEGES

Community college students enrolled in institutions that have formal agreements with Clarke University are eligible for joint admission. Interested students meet with a Clarke University transfer counselor to start the joint admission process.

Students applying to the joint admission program will be admitted based on the criteria outlined in the partnership agreement with their community college. Full acceptance to Clarke University will be based on traditional transfer admissions requirements.

Information about course-equivalency for community colleges which have articulation agreements with Clarke University is available on the Clarke University website. When making application to Clarke University, students must meet the requirements stated in the agreement between the two institutions. Courses in the student's major field taken on the community college campus must meet the specific agreement guidelines for that major. When detailed transfer guidelines do not exist for a given course in the articulation agreement, the course specifications of the major program at Clarke University must be met.

Students participating in the joint admission program will receive a Clarke identification card to provide access to the Nicholas J. Schrup Library, athletic and fine arts events at Clarke University. Upon their transition, participating students will be able to take part in the current registration period at Clarke University, provided that there is no hold on transcripts at the community college.

ADMISSION FOR RETURNING STUDENTS

See "Withdrawal, Leaves and Readmission" under the "Academic Rules and Procedures" section of this catalog.

INTERNATIONAL BACCALAUREATE

Students may receive up to 30 hours of credit toward graduation for higher level courses passed with a score of 4 or higher in the respective disciplines. The registrar, in consulation with academic department chairs, determines how international baccalaureate coursework applies to specific Clarke degree programs on a course-by-course basis.

VETERAN STUDENT SERVICES

Questions regarding access to veteran student services may be directed to the Registrar or the Office of Admission for Graduate and Adult Programs.
Among the many benefits to Clarke students, the following provide specific assistance for military students:

- **Tuition Assistance** – Clarke University is an approved program for Department of Defense (DOD) tuition assistance, National Guard Education Assistance Program (NGEAP), Veteran Administration Vocational Rehabilitation, the Montgomery and Post 9/11 GI Bills. Students may access eligible military benefits from their appropriate service provider. Once the appropriate documentation is received from the VA, student enrollment is reported each semester by the registrar's office and tuition assistance is disseminated per the policies of the assistance program.

  Recipients of military tuition assistance are required to file the Free Application for Federal Student Aid (FAFSA) application each academic year. Prior to receiving military assistance, all federal and state grant aid must be applied to the student's account. Residual tuition and fee balances are then submitted to the VA for processing.

If a military student is eligible for living and/or book expenses, these amounts are paid separately in accordance with their assistance program's requirements.

Clarke is an active Yellow Ribbon Program participant. Post 9/11 (Chapter 33) students with 100% eligibility who have a residual balance after VA benefits are applied may qualify for Yellow Ribbon assistance. Under the Yellow Ribbon program, tuition and fee balances may be further reduced through matching funds from Clarke and from the VA. Eligible veterans and dependents may contact the financial aid office for more information.

- **Section 103 Compliance Policy** – All students who have completed the Clarke-VA Education Benefit Enrollment Form, submitted their COE and have been certified by the University, will not be restricted in any way for the first 90 days of a semester if the reason for the delay in making payments for the certified semester is due to a delay in receipt of benefits from the VA. This will include assessing late fees, placing restrictions or registration holds. After the 90 days, the University will treat each veteran on a case by case basis. Students also have the option of agreeing to a payment plan, which will allow for additional time for payment to be received. Students may submit the military form DD-214 for acceptance of Basic Training. This is recommended in cases where basic training credits are not included on the JST or other military transcript.

- **Transfer of Military Credit** – Clarke University follows the American Council on Education (ACE) recommendations for the transfer of military credit for military training and previous college coursework. Students must request a Joint Services Transcript (JST) to be sent to the Clarke University registrar's office. The JST is formatted with ACE recommendations as to course equivalencies and credit hours earned. Credit hours will be applied to the student's transcript in keeping with these recommendations.

  Veteran students may also be eligible for college credit for experiential learning through Clarke's Prior Learning Assessment program. See the section on Prior Learning Assessment, Credit by Examination, and PLA Portfolio Assessment elsewhere in this catalog.

- **Flexible Military Leave** – See Military Service Leave of Absence

Additional Veteran Resources

- Clarke University is a Participating Institution in the Department of Defense Tuition Assistance program and is affiliated with Defense Activity for Non-Traditional Education Services (DANTES) and the American Council on Education (ACE).

- Clarke registrar and financial aid staff are all trained and dedicated to ensuring that veteran and dependent students receive the support services they need to be successful in their degree program. In addition, Clarke's counseling center delivers excellent first point of contact services to provide the necessary support for veteran students seeking assistance.

- The Registrar's Office maintains a list of local and state resources for students with veteran-specific questions regarding education benefits or other services available in the community.

- Veteran students may request tuition and fee cost planning information from the Financial Aid office. This information will help military students and dependents in identifying their actual cost of attendance. Separate information is available from Financial Aid for textbook and living expenses.

- Web links to additional planning resources may be obtained from the Office of Admission for Graduate and Adult Programs office.

COSTS AND FINANCIAL AID

As a private university, Clarke receives most of its operating revenue from student tuition, gifts and grants, rather than from taxes like many state universities or community colleges. Consequently, tuition reflects regional and national economic trends. The university reserves the right to increase or decrease fees and charges according to changes in economic conditions.

BASIC FEES

The tuition and fees below represent those for the 2025-2026 academic year. All fees and charges are posted annually on the Clarke University Website. Published notice of changes will normally be given in advance. Charges for students attending one semester will be one-half the stated rates for the academic year.

Full-time Resident Student:	**One Semester**	**Academic Year**
Undergraduate Tuition	$20,500.00	$41,000.00
Student Services Fee	$385.00	$770.00
Technology Fee	$325.00	$650.00
Double Room**	$3,027.00	$6,054.00
Board (200 or 275 meals per semester)***	$3,100.00	$6,200.00
Total	$27,337.00	$54,674.00

Full-time Commuter Student:	**One Semester**	**Academic Year**
Undergraduate Tuition*	$20,500.00	$41,000.00
General Fee	$385.00	$770.00
Technology Fee (full-time students)	$325.00	$650.00
(Part-time students pay $35 per credit hour)		
Total	$21,210.00	$42,420.00

*Course loads below 12 hours are assessed by the credit hour. A per credit- hour charge is added to the basic fee for each credit that exceeds the 18 hour credit load. The student services fee is not subject to tuition exemption.

**The standard rate for rooms in the Clarke University residence halls is based on double occupancy. A limited number of single rooms, doubles as singles, suites, rooms with private baths, and apartments are available at an extra charge.

***The board plan is based on a semester pass system. Students may choose from a variety of carefully prepared food items on an unlimited basis. Several optional board plans are available, including 275, 200 or 75. All plans are “flex” plans and can be used either in the Student Dining Room or Café 1843.

ADDITIONAL COSTS AND FEES

Application fee (Graduate) $35.00
(required with initial application, non-refundable)

Confirmation deposit (Undergraduate) $200.00
(required of all new students, non-refundable, applicable to tuition)

Confirmation deposit (Masters programs) $150.00
(required of all new students, non-refundable, applicable to tuition)

Doctor of Nursing Practice confirmation deposit $300.00
(required of all new students, non-refundable, applicable to tuition)

Physical Therapy Program confirmation deposit $300.00

Undergraduate tuition per semester hour $920.00
(less than 12 and more than 18 hours)

Graduate Tuition (MBA) per semester hour $575.00
MAE per semester hour $325.00
DNP per semester hour $880.00
MSW per semester hour $775.00
DPT per semester hour $830.00

Audit charge per semester hour $100.00
(for accepted courses)

Room deposit $100.00
(Required of all returning second-year resident students, non-refundable if a room selection has been made and student does not return, held on account while in residence, applied to account or refunded upon graduation or other approved termination of residence)

Graduation fee for undergraduate and masters degrees $210.00
(required of all students receiving a degree, non-refundable)

Graduation fee for doctoral degrees $250.00
(required of all students receiving a degree, non-refundable)

Transcript of student record $15.00

Art and Graphic Design fees (per semester) ..... varies

Private instruction in drama (per semester) ..... varies

Private music lessons (per semester, ½ hour weekly) $225.00
(per semester, 1 hour weekly) $550.00

Class music lessons (per semester) $100.00

Chemistry lab fee ..... varies

Biology lab fee ..... varies

Nursing lab fees ..... varies

Nursing graduate lab fees ..... varies

Physical therapy lab fees (dependent on course, years 1-4 only) ..... varies

Physical therapy and nursing clinical liability insurance (per year) $100.00

Parking permit fee $0.00

100 extra printing pages $5.00

EDUCATION FEES

Student teaching (6 credits) $100.00

Student teaching (12 credits) $200.00

Teaching credentials (per set) $3.00

Other fees may apply. The University reserves the right to change fees. A link to course fee information is available online at clarke.edu/academics, Academic Resources, Search for Classes.

PAYMENT OF FEES

Clarke University students are billed each semester in advance. The billing for the fall semester will normally be prepared and available through CU hub by the end of July and is due by August 20. The billing for the spring semester will normally be prepared around December 15 and is due by January 20. Student registration is not complete until the account has been paid or a payment plan is established online. A number of payment plans, including a monthly payment option, employer tuition assistance, loans, credit cards (Mastercard, Visa or Discover) are available in through your CU hub account online.

Checks should be made payable to Clarke University and addressed to:

Student Accounts Office
Clarke University
1550 Clarke Drive
Dubuque, Iowa 52001-3198

Financial clearance is required for course registration, class attendance, residency at Clarke University, and participation in Clarke activities. No grades, diploma, certificate, transcript, or recommendation will be granted to students who have an outstanding debt to Clarke University. Students with outstanding balances are not eligible to participate in Commencement.

Tuition Refunds

Students may add classes during the first week of the semester and drop classes during the first two weeks of the semester. Full tuition refunds, however, are not available after the start of classes. The university refund schedule for each semester and summer terms is available on the Clarke University Website.

Refunds for fifth- and sixth-year students in the physical therapy program for the summer sessions will be pro-rated after official notification of withdrawal from the program is received. In order to qualify for a tuition refund after the designated post-registration date and before the last day to withdraw from a course, the student must complete appropriate forms for each applicable course. Students who wish to withdraw from the university, must submit a written statement or complete an exit interview with the appropriate Academic Dean who establishes the official date of withdrawal. The cancellation of tuition, general fees, room and board charges, and the forfeiture of financial aid are generally calculated and prorated based on attendance up to 60 percent of the semester. This practice is in accordance with the federal guidelines in the Higher Education Amendments of 1992 (Sec. 484B) and established university policy as outlined in the Residence Contract and the Financial Policies and Procedures brochure.

Military Deployment Refund Policy

As specified by Iowa Code Section 261.9(1)g, Clarke offers these options for a student who is a member, or the spouse of a member if the member has a dependent child, of the national guard or reserve forces of the United States and who is ordered to state military service or federal service or duty:

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.

Section 103 Compliance Policy
All students who have completed the Clarke-VA Education Benefit Enrollment Form, submitted their COE and have been certified by the University, will not be restricted in any way for the first 90 days of a semester if the reason for the delay in making payments for the certified semester is due to a delay in receipt of benefits from the VA. This will include assessing late fees, placing restrictions or registration holds. After the 90 days, the University will treat each veteran on a case by case basis. Students also have the option of agreeing to a payment plan, which will allow for additional time for payment to be received.

Clarke University Unearned Tuition Assistance Policy – Return of Unearned TA
Clarke University will return 100% of tuition assistance (TA) funds to the government if a student withdraws within the first four weeks of the term. Unearned TA funds will be returned according to the following calculation on a proportional basis through at least the 60% portion of the period for which the funds were provided.

# of calendar days enrolled / # of calendar days in term = Percent of return of funds

Breaks of five days or more are excluded from the calculation. The following breaks are five days or more.

Thanksgiving, 5 days
Spring break, 9 days
Easter break, 5 days

Please refer to the university academic calendar for term dates.

Student Aid Refund Policy
Section 168.21 of the fiscal and administrative standards regulations requires that if a refund is due to a student under the institution's refund policy and the student received financial aid under any Title IV program, other than University Work-Study (UWS), a portion of the refund must be returned to the Title IV program(s). An institutional refund is the amount paid for institutional charges for the award period by aid and/or cash payments minus the amount retained by the institution for the student's enrollment in that award period. The actual dollar amount to be returned to the programs is determined through a formula specified by federal government regulations. Title IV programs at Clarke include Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Perkins Student Loans (NDSL), Federal Stafford Student Loans, Federal Unsubsidized Stafford Student Loans, Federal Graduate PLUS loans, Teacher Education Assistance for University and Higher Education (TEACH grants), and Parent Loans for Undergraduate Students (PLUS).

Music Fees Refund Policy
Prorated refund is based on the number of lessons completed.

Other Refunds

A refund may be requested from the student accounts office after the last day to add/cancel classes for an actual credit balance on a student's account. A check or direct deposit, which is strongly encouraged, is issued within two weeks after the request is approved. A credit balance from a federal loan is automatically refunded after the last day to add/cancel classes or within two weeks.

INSURANCE

Personal Property Insurance

The university does not carry insurance on personal property of faculty members, students or workers, and is not responsible for the loss or damage of such property. A student's personal property located on campus is often insured under a parent's homeowner's policy.

Health Insurance Information and Resources

Clarke University requires that students have health insurance. Medical bills due to accident, injury or illness can create a financial burden for students who are uninsured or underinsured. Some students may be covered under their parents' or spouses health insurance plans. It is essential to check with the health insurance company to determine eligibility. A student living away from home needs to be sure that they can be covered by out-of-network providers in Dubuque. Students must have health Insurance coverage before beginning classes and/or practices, in the case of a student athlete.
Students who are not covered under a parent or spouse for health insurance should purchase a health insurance plan for themselves. Currently, Clarke University does not endorse a specific student insurance plan. There are many web-sites that offer student and/or individual health insurance plans. Below please find information to help you in your search.

If you have questions, please contact the staff in Health Services at 563-588-6374 or during June and July the Enrollment and Student Affairs Office at 563-588-6313.

Student Health Insurance Resources

- Independent Health Insurance Providers
  1. Ludovissy & Associates Insurance
     Contact: Jerry Till 563-556-6661 Office
     jtill@ludovissyandassociates.com 563-599-4333 Cell

  2. Goodman Insurance
     Contact: Alicia Ehlers 563-556-3232 Office

  3. O'Connor & English Insurance
     Contact: Tammy Klein 563-557-7440 Office
     tklein@english-insurance.com

- Iowa Health Insurance Marketplace
  healthcare.gov or Call Center 1-800-318-2596

Who can enroll?

- Adults aged 19-64
- Personal income that doesn't exceed 133% of the Federal Poverty Level ($15,282 for family of 1 person)
- Resident of Iowa (local or Clarke University address) and be a U. S. citizen.
- Not be otherwise eligible for Medicaid or Medicare.
- Cannot be claimed as a dependent on parent(s) tax form.
- Cannot be currently enrolled in another health plan.
- Flexible enrollment dates with change in current health care coverage.

Health Insurance for International Students

- This policy is mandatory for international students attending Clarke University and will be charged to your student account every semester.
  - Geo Blue

Nursing and Physical Therapy Student Insurance
Physical therapy and nursing students participating in clinicals will be required to pay a $100.00/year liability insurance fee. The university cannot accept proof of insurance as a substitution for the fee. This fee protects the individual as well as the university only during times when the student participates in institutionally sponsored clinicals.

FINANCIAL AID

Clarke awards financial aid based on demonstrated financial need and academic credentials. Complete information about financial aid programs is available from the financial aid office at (563)588- 6327 or clarke.edu/financialaid.

Applying for Financial Aid

To apply for financial assistance, the student must:

1. File the Free Application for Federal Student Aid (FAFSA) electronically at fafsa.gov. Be sure to list Clarke University when you fill out the form. The code for Clarke is 001852. Also indicate your housing preference. In order to be eligible for Iowa Tuition Grants and other state programs, Iowa residents must complete the FAFSA by the state-established deadline.
2. Respond promptly to any requests for clarification or additional information (verification).

After a student has been accepted at Clarke University and the FAFSA information has been received, the financial aid office will prepare a financial aid package.

Financial Assistance Decisions
After a student is accepted for admission and the FAFSA information has been received, the financial aid office will prepare an individualized financial aid package. Depending on student eligibility, this package may include scholarships, grants, loans or federal work study. The student has the option of accepting all or part of the package. Financial aid awards are determined annually after a current FAFSA is submitted. Students receiving financial aid must maintain satisfactory academic progress. A copy of the policy and procedures is listed at clarke.edu/financialaid.

Clarke Scholarships and Grants
Clarke University offers a variety of scholarships and grants. A list of current awards is available on the Clarke financial aid website.

Federal and State Financial Aid Programs
Federal Pell Grants are for undergraduate students who complete the FAFSA and are enrolled for at least one credit. Because these are grants, no repayment is required. The Student Aid Report tells students if they are eligible for a Pell Grant. The amount of a grant depends on the number of credits for which a student is enrolled, how many semesters a student plans to attend each year and the need as determined by the FAFSA.

Federal Supplemental Educational Opportunity Grants (SEOG) are for undergraduate students with exceptional financial need. Because these are grants, repayment is not necessary. Students receive a flat rate each year determined by the availability of SEOG funds at Clarke University.

Federal Direct Loans are low-interest loans for undergraduate and graduate students. The amount a student may borrow is determined by need, other financial aid received and federal loan limits. The amount of Direct Loan for which a student may apply will be indicated on the Clarke University financial aid package.

Federal Parent PLUS Loans are for parents of undergraduate students. These are not need-based, but a FAFSA must be filed to receive them. PLUS loan applications are available online at clarke.edu/parentplus.

Federal Graduate PLUS Loans are for graduate students. These are not need-based, but a FAFSA must be filed to receive them. Graduate PLUS applications are available at clarke.edu/gradplus.

State of Iowa Programs

- A current list of State of Iowa programs can be found online at iowacollegeaid.gov.

Special Assistance

- The Iowa Vocational Rehabilitation Services or similar divisions in other states make assistance available to physically and mentally challenged students who are residents of the state. More information is available from the Iowa Vocational Rehabilitation Services, 510 East 12th St, Des Moines, IA 50319, or from the student's home state office.
- Veterans or dependents of veterans planning to enroll should contact their Regional V.A. Office and the registrar's office at Clarke University to ensure proper certification of status and benefits. A veteran is required by the V.A. to maintain satisfactory progress in pursuit of his or her educational program. (See section on Academic Status.) Benefits are payable only for course work that counts toward the degree objectives of the recipient; therefore the V.A. will not pay for courses in which F or W grades are earned. Thus the veteran/student will be billed for these courses. For more information, contact the registrar's office.
- Children of veterans may continue to receive compensation until their 21st birthday if evidence is provided to the Veterans Administration that they are enrolled full time. Inquiries should be directed to the adjudication officer of the Veterans Administration Regional Office who has been processing claims for pension and compensation.

COST AND FINANCIAL AID FOR GRADUATE STUDENTS

Tuition and Fees

Graduate tuition and fees vary depending on the degree program. Some programs are offered on a cost-by-credit-hour rate, whereas other programs use a program rate. Current tuition rates can be found online at clarke.edu/studentaccounts.

Financial Aid

The financial aid office staff assists graduate students at Clarke University by providing information about loan programs and FAFSA applications. Students who are accepted into a graduate program and who enroll for a minimum of four and one half graduate credits per semester may be eligible for Federal Direct Student Loans, Graduate PLUS and alternative creditworthy loans.

The same refund/withdrawal policies apply to graduate and undergraduate students at Clarke University. For more information, consult the refund policy described earlier in this catalog.

STUDENT AFFAIRS

In alignment with the Clarke University mission, and in the spirit of the Core Values, the division of enrollment and student affairs partners with the academic community to facilitate the growth of the whole student.

Student Affairs departments strive to provide learning opportunities, role models, services, and facilities that challenge and support students in reaching their fullest potential, resulting in the development of skills that are transferrable to future career, social, and civic responsibilities.

ENGAGEMENT

Connect Orientation
A four-day program designed to welcome new traditional-aged freshmen and transfer students precedes the first day of classes in the fall semester. New students learn about Clarke's services and programs, meet with faculty advisors, and have fun through a variety of social activities. Parents are invited to join us on Thursday to learn about services and programs and have opportunities to meet faculty, administrators and staff. Upper-class students are selected each year to serve as Tuckpointers to assist new students and parents as they transition to life at Clarke. More details can be found online: clarke.edu/connect.

Commuter Life
The office of engagement and intercultural programs is charged with developing and maintaining supportive programs and events for the development and advancement of commuter students.

Involvement Opportunities and Student Organizations
Clarke students are encouraged to be involved in co-curricular activities, student organizations and events that are social, cultural, intellectual, spiritual and recreational. There are a variety of groups and organizations that provide leadership opportunities for students.

- **Student Government**
  Every student who pays a student activities fee is a member of the Clarke Student Association (CSA). The leadership of CSA is the Senate. The Senate is comprised of elected positions including four executive board officers and all class senators. They meet regularly during the academic year. Students serve on various campus committees. A copy of the CSA Constitution is available on the Clarke Student Association website.

- **Student Publication**
  The opportunity to work on campus publications is open to all students. Media serving the university community include the Tenth Muse, an annual literary publication and The Crux, interactive media for students by students.

Multicultural Center

In an increasingly diverse American society and in the midst of a growing sense of global awareness, students and graduates will be called upon to interact with people of many races, cultures, and backgrounds. Clarke University strives to foster an environment that encourages the development of cultural appreciation, social responsibility, and the acceptance of diversity. The Multicultural Center is designed to promote the intercultural exchange and community involvement that is the backbone of such development. Anyone with culture is welcome to participate in the Multicultural Center, and everyone has culture! The Multicultural Center is located in the Gallagher Lounge in the Student Activity Center.

INTERCOLLEGIATE ATHLETICS, INTRAMURALS AND RECREATION

The Clarke Pride are nationally affiliated with the NAIA (National Association of Intercollegiate Athletics), and competes in the Heart of America Athletic Conference and the Kansas Collegiate Athletic Conference (lacrosse). Clarke fields teams in men's and women's basketball, bowling, track and field, cross country, football, dance and cheer, esports, golf, lacrosse, soccer, volleyball, and baseball and softball.

RESIDENCE LIFE

Living in campus residence halls plays an integral role in a student's emotional, intellectual, and social growth while at Clarke. This living opportunity provides potential for learning how to balance one's rights as an individual to act, speak, and live as he or she chooses, with the responsibility to create a respectful, engaged, and courteous living environment as a member of a community. Resident students agree to abide by a certain set of expectations that are necessary for the safe and smooth operation of the halls, and to the development of an environment conducive to learning. Information on specific and general policies is listed in the Student Handbook (clarke.edu/studenthandbook). Resident students are expected to respectfully voice their objections when others infringe on their rights, to work with staff and other residents to establish the necessary norms and standards for living together, and to assist staff in their efforts to hold residents accountable to those norms and standards which they are expected to help create and live by. Full-time, unmarried students who are 20 years old and younger (prior to the beginning of the academic year), except those living with parents or guardians, are required to live in university residence halls and participate in the meal plan unless an exception is granted.

STUDENT ENGAGEMENT AND RESIDENCE LIFE

The Office of Student Engagement and Residence Life encourages personal and intellectual growth, global awareness and cultural competency through social, cultural, recreational and leadership programs. The office coordinates new student orientation, leadership development, commuter life, campus-wide programming, and student organization involvement. The office oversees the Student Activity Center, Multicultural Center, and advises the student government (Clarke Student Association) and campus activities board (Clarke Activities Board). The office also provides support for International students and students with marginalized identities.

WELLNESS CENTER

The mission of the wellness center is to enhance the student's educational experience by promoting wellness of mind-body-spirit and empowering students to make informed choices regarding their overall health and well-being.

Campus Ministry

Rooted in Catholic tradition and welcoming people of all faiths, Campus Ministry fosters the spiritual life of each member of the community. We build and empower the community of faith through our ministry of presence and programming. Students, staff and faculty join campus ministry staff in serving the university community through Mass, spiritual enrichment experiences, retreats, service opportunities, faith sharing groups, social justice programs, global awareness opportunities, social gatherings, spiritual direction, and prayer experiences.

Health Services

The health services office promotes health in body and mind while assisting students to be successful during their university career. By maintaining good health, students are better able to succeed academically and learn balanced independent life skills. Students are served through direct services, referrals, and health education. A completed health form with a record of immunizations is required and kept on file in the health services office. Records are confidential. If the student is an athlete, they will have additional health forms to fill out on the athletic website.

Life Coaching and Counseling

Counseling Services assists students in their pursuit of contented and balanced lives as they strive for academic, personal, and intellectual growth. For many students, this is a time of new challenges as they learn to balance scheduling academics, work, and athletics with leisure activities, relationships, and quiet time. Taking the time to address these issues in a comfortable and confidential setting can have a positive impact on academic, physical, and personal performance.

ANNUAL TRADITIONS AND EVENTS

Student-organized annual traditions at Clarke include Homecoming, Family Fun Days, Christmas Dinner, Christmas Tree Lighting Ceremony, Clarke Fest, Convocation and Tree-Planting Ceremony.

Convocation and Tree Planting

Convocation is an assembly that introduces the new school year for all students. This is a formal academic event with full academic procession of administration and the faculty. New students are presented with a tassel and plant a class tree. The senior class names their tree.

Fine Arts and Cultural Events
The Edward J. and Cathy Gallagher Arts at Clarke Series features performers from across the country and around the world. Events are open to the Clarke University community of faculty, staff, and students, as well as to the general public.

The Arts at Clarke series also highlights outstanding performances and exhibits by the Clarke University visual and performing arts department.

The Mackin-Mailander Lecture Series is an endowed lecture series that annually features distinguished guest speakers, as well as a faculty lecture and alumni lecture.

Honors Banquet
The Honors Banquet is a Clarke University tradition recognizing students for their academic, athletic, leadership and service achievements.

ACADEMIC RULES AND PROCEDURES

ACADEMIC POLICIES

University policies and requirements as outlined in the Academic Catalog and other official documents exist to protect the integrity of the academic experience and the curriculum. The Curriculum and Assessment Committee (CAC) formulates, evaluates, and modifies academic policies affecting students and programs. Proposals concerning academic policies should be directed to the chair of the CAC.

In special circumstances, students may submit requests for exceptions to academic policies. These requests must present a compelling and clear case and, in some cases, be supported by appropriate documentation. Requests and documentation must be submitted by the student to the Registrar's Office. All requests for exceptions to academic policies will be evaluated according to the standards and principles of Clarke University policies along with consideration of fairness and equity for all students.

Academic Credit Hour Policy

Academic credit is awarded based on student achievement resulting from instruction and out-of-class student work. For every credit received in a semester (fifteen weeks or the equivalent), undergraduates should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of two addition hours of student work per week. The federal government requires this minimum standard for instruction and corresponding student work to be used in awarding Federal financial aid (34 CFR 600.2).

Example:

- A three-credit hour undergraduate course would require a minimum of 9 hours of student work (instruction and homework) weekly.
- A three-credit hour graduate course would require a minimum of 12 hours of student work (instruction and homework) weekly.

Academic Forgiveness Policy

Under certain conditions, students who reenroll at Clarke University after an absence from the institution may request to have their grade point average calculated from the point of readmission. The academic forgiveness policy applies to former Clarke students who have not attended Clarke for a period of five or more consecutive years. In order to benefit from this policy, students must be pursuing their first undergraduate baccalaureate degree. They must complete a minimum of 30 credits at Clarke after readmission and maintain good academic standing through graduation.

Students who wish to request academic forgiveness may do so after completing one semester at Clarke. The request must be addressed to the vice president for academic affairs in writing. A decision will not be made until the student completes a minimum of two consecutive semesters and a minimum of 12 credits with a 2.5 term grade point average or higher for both semesters. The application must be submitted before the student's last semester at Clarke University.

If the student's request is granted, his or her grade point average will be calculated from the point of readmission. All grade points earned before readmissions will be disregarded. All previously earned grades will appear on the student's academic transcript with a notation to indicate the academic forgiveness policy has been applied.

In order to be eligible for academic honors at commencement, the student must earn a minimum of 45 credits after readmission. Academic forgiveness may impact a student's athletic eligibility, financial aid, or loan repayment. It is the student's responsibility to verify the implications of academic forgiveness.

The Clarke academic forgiveness policy will not be applied more than once. Clarke reserves the right to reverse the original granting of forgiveness if, after being granted academic forgiveness, the student decides to transfer to another institution and then return.

Academic Integrity Policy

Clarke University's mission and Catholic tradition call for us to act in ways that foster a more just world. Thus, we recognize academic integrity is fundamental to our work together. As a caring, learning community committed to academic excellence, we cannot tolerate academic dishonesty because:

1. A community is built on personal relationships. Any breach of trust disrupts these relationships and weakens our community.
2. When caring individuals recognize value in another's words or ideas, their choice is to acknowledge and even celebrate it, rather than misrepresenting ownership of the work.
3. Academic excellence depends on a commitment to follow through on our learning. We cannot pretend to be excellent. We must work hard to achieve excellence, and we must assume responsibility to do so.

Students and faculty are expected to be aware of and abide by specific principles of academic integrity. In general, academic misconduct is defined as any action, intentional or not, which gains, attempts to gain, or assists others in gaining or attempting to gain, unfair academic advantage. Academic integrity specifically prohibits the following forms of academic conduct:

- Cheating
  Cheating includes but is not limited to:
  - Giving or receiving unauthorized assistance to complete academic work (e.g., copying another person's work or using unauthorized notes during an exam, sharing one's work with another student, presenting work done in cooperation as an individual's own work).
  - Consulting another student's work from previous academic terms or checking homework or test answers from academic terms.

- Using unauthorized materials to complete academic work (e.g., hidden notes, electronic recording devices, cell phones, cameras, text messages, computers, or other equipment). It is important for students to clearly understand the expectations and policies regarding the use of assistive materials for each course in which they are enrolled, and to only use these materials in the work when authorized by the instructor.

- Plagiarism
  Plagiarism, or the representation of the words or ideas of another as one's own in any academic work, includes but is not limited to:
  - Using another's exact language without the use of quotation marks or proper academic citation.
  - Re-arranging another's ideas or material and presenting them as one's original work without providing proper academic citation.
  - Submitting another's work as one's own work. This includes purchasing work from other sources (e.g., from another person or through the internet).
  - Submitting a translation of someone else's original words, presenting them as one's own.

- Other Forms of Academic Misconduct
  Beyond cheating and plagiarism, other forms of academic misconduct that are considered violations of Clarke University's Academic Integrity Policy include:
  - Submitting a previously graded assignment without the current instructor's permission.
  - Falsifying, fabricating, or distorting information (e.g., providing an erroneous source, taking a test for another student, altering university documents, or forging an instructor's or advisor's signature).
  - Engaging in misrepresentation (e.g., lying to improve one's grade, turning in another student's work as one's own; falsely claiming to have attended an assigned function such as a theatrical performance, public lecture, job interview, home visit, etc.).
  - Seeking unfair advantage on an assignment or course (e.g., requesting an extension using a falsified or fabricated excuse, obtaining an exam prior to its admission, etc.).
  - Denying access to information or materials to others (e.g., stealing or defacing print or non-print materials).
  - Stealing, abusing, or destroying academic property (e.g., stealing library materials, vandalism of academic property).
  - Bribing (e.g., offering materials or services of value to gain academic advantage for oneself or another).
  - Engaging in misconduct in research or creative endeavors (e.g., failure to adhere to federal, state, municipal, or university regulations for the protection of human and other subjects).
  - Making unauthorized copies of copyrighted materials, including software and any other non-print media.

Statement on Artificial Intelligence (AI)
Generative AI tools should not be used to complete course assignments unless specifically authorized by the course instructor. Some instructors may entirely prohibit the use of AI tools, while others may allow their use. It is important for students to clearly understand the expectations and policies regarding AI use for each course in which they are enrolled, and to only use AI as a learning tool when clearly and explicitly given permission to do so by the instructor. Unauthorized use of AI tools may be considered as cheating (receiving unauthorized assistance to complete academic work), plagiarism (representing the words of another as one's own without quotation marks or proper academic citation), or one of the other forms of academic misconduct.

Any violation of the Academic Integrity policy will be treated as a serious matter. Instructors will report cases of academic dishonesty to the Academic Affairs office. Penalties that course instructors may impose range from failure of the assignment or exam to failure of the course. In cases of repeated or flagrant violations, the university may impose additional sanctions, including suspension or dismissal from Clarke University. Substantiated instances of academic dishonesty remain part of a student's permanent academic record, regardless of whether they withdraw from or later retake the course in which the violation(s) occurred.

Academic Dishonesty Reporting Process
The process for responding to and handling instances of academic dishonesty are as follows:

Faculty Actions

1. Communicating with the student
   When a course instructor believes that a student's work or conduct violates the academic integrity policy, they should meet with the student outside of class to discuss the alleged violation and evidence thereof. Meeting with the student as a preliminary step reflects the educative nature of the Academic Integrity policy and the process. Students may need to be educated about how to comply with the policy, and so the purpose of the meeting is to determine what kind of responses their work or behavior warrants.

   Educative response: An educative response is appropriate when a student's work unwittingly violates the Academic Integrity policy. An unwitting violation is one where it is reasonable to conclude that the student did not know what they were doing was wrong or did not intend to cheat or mislead. Conversation with the student is the way to ascertain a student's level of understanding about academic integrity and whether a violation is unwitting or intentional. In a primarily educative response, the faculty member will explain academic integrity and its breach, academic dishonesty, to the student and will discuss how they can do their academic work to maintain academic integrity and avoid academic dishonesty. If the faculty member determines that the violation was committed unwittingly and is satisfied that the student understands how to avoid violation in the future, the student receives only a verbal warning (no other penalties or consequences), and no formal academic dishonesty report is filed.

Corrective response: A corrective response is appropriate when a student's work knowingly and/or intentionally violates the Academic Integrity policy. A conscious or intentional violation is where a student knew, or reasonably should have known or suspected, that what they were doing was wrong. In other words, the student intended to cheat, mislead, or gain unfair academic advantage. Conversation with the student is the best way to ascertain whether the student knew what they were doing was wrong. A corrective response should also include an educative component in which the faculty member explains how the student's work violates the Academic Integrity policy, and what they should do to avoid violation in the future.

A corrective response also includes the imposition of consequences by the faculty member. Typically, penalties for academic dishonesty range from failure of the assignment to failure of the course. Faculty may offer the student the opportunity to re-do the assignment but are not obligated, or even encouraged, to do so.

Any time a faculty member takes corrective action by imposing consequences for academic dishonesty, they must file an Academic Dishonesty Report with the Academic Affairs Office.

2. Filing an Academic Dishonesty Report
   When a faculty instructor believes that a student's work violates the Academic Integrity policy in a manner that warrants the imposition of consequences, they must file an Academic Dishonesty Report form with the Academic Affairs Office. This form is found on the Academic Affairs page of my.clarke.edu. Completed Academic Dishonesty Report forms and supporting documentation are submitted via email to the Dean of Academic Affairs and Assistant Dean.

   Timelines: To ensure that cases of academic dishonesty are handled in a timely manner, faculty members have 4 weeks from the assignment due date printed in the syllabus to identify and initiate communication with students about instances of academic dishonesty. If a student does respond to an instructor's attempts at communication about an alleged policy violation, the instructor may proceed with filing an Academic Dishonesty Report and should include record of their attempts to engage the student with the they submit to the Academic Affairs Office.

Academic Affairs Actions

The Academic Affairs office maintains official records of all reports of academic dishonesty.

Upon receipt of an Academic Dishonesty Report form and required documentation, the Academic Affairs Office sends an official communication (email) to the student containing notification that an Academic Dishonesty Report has been received. The official communication includes the instructor's name, course name, and specific allegation; points to the Clarke University Academic Integrity Policy in the Academic Catalog; and provides information about the student's right to appeal the charge and the process for initiating appeal. The co-chairs of the Academic Integrity Board (AIB) are cc'ed on the notification.

First Violations
The first time a student is found in violation of Clarke University's Academic Integrity Policy, the Academic Affairs Office places a notation in the student's academic file and enrolls the student in Clarke University's "Academic Integrity 101" online micro-course. The student is informed that they have 30 days to successfully complete the course. If the student does not successfully complete the course within 30 days, a notation is placed on the student's permanent academic record (i.e., transcript). In cases of first violations that are particularly flagrant, the notation will remain on the student's permanent academic record even after successful completion of the course. Students will be informed in the official communication if their violation reaches this level of severity.

Subsequent Violations
All subsequent violations of Clarke University's Academic Integrity Policy are handled by the Academic Integrity Board (AIB). The Academic Affairs office will notify the AIB co-chairs that a student has been reported for multiple instances of academic dishonesty and will forward all received reports. Upon receipt and review of the materials, the AIB co-chairs will convene a hearing committee and will notify the student of the date, time, and location of the AIB hearing. Every effort will be made to hold the AIB hearing within 14 business days of the notification from Academic Affairs.

Academic Integrity Board (AIB) Hearings
When an AIB hearing is held, the AIB co-chairs will determine the composition of the hearing committee, communicate the date, time, and location of the meeting to all parties, and review all pertinent documentation of the alleged violation. The student may provide additional material for the board to review. Additional material must be presented to the co-chairs at least 24 hours before the AIB meeting.

Participants in AIB hearings include at least one of the AIB co-chairs and designated AIB board members. The instructors who have reported allegations are encouraged to attend, and in some cases may be required by the AIB to attend. The involved student(s) are encouraged to attend, but hearings may proceed without the students in attendance if they choose not to participate. Students who attend AIB hearings may be accompanied by a support person. Support persons for students are not involved in the conversation and will be required to sign a confidentiality agreement prior to the meeting.

The AIB co-chairs convene AIB hearings. During the hearing, the student and the reporting faculty may be asked questions by the AIB hearing committee. At the conclusion of questions and conversation, the AIB will deliberate privately. They will share their perspective, outcome of the deliberations, and recommendations to the Academic Dean in writing within 5 business days. The Academic Dean will consider the AIB's findings and recommendations and communicate a decision to the student in writing, cc'ing the AIB co-chairs, the Vice President for Academic Affairs, Assistant Dean, the reporting faculty member, and, as appropriate, the Registrar's office, the student's academic advisor(s), and athletic coach(es) (if applicable).

A permanent notation is placed in the academic file of students who engage in a pattern of academic dishonesty. Students with multiple academic dishonesty violations may be suspended from Clarke University for one or more semesters or may be academically dismissed. Dismissals for academic dishonesty are noted in a student's academic transcript.

Right to Appeal an Allegation of Academic Dishonesty
Students have the right to appeal all allegations of academic dishonesty within the appeal timeframe stated in the communication from the Academic Affairs Office (i.e., 5 business days). Appeal hearings are held by the Academic Integrity Board. See "AIB hearings", above.

If a student successfully appeals, the violation is removed from their record and any consequences imposed by the faculty are removed. If the appeal is not successful, the violation remains on the student's record and the consequences imposed by the faculty member stand.

Class Attendance Policy
Clarke University's class attendance policy is consistent with the institution's focus on students as key contributors to the learning that takes place in each class. To maintain places in the courses in which they have registered, students must attend class within the first five days of the semester (or day three for intersession and summer terms). Students are expected to attend all classes and must be present during finals week (See Final Exam/Assessment Policy). Students who do not attend class by day five of the semester (or day three for intersession and summer terms) may be administratively dropped from any course(s) they have not attended. For online courses, students who do not engage in online academic activity in the learning management system within the first five days may be administratively dropped from the course. However, Clarke University recognizes that students may sometimes need to miss class.

Clarke University recognizes the following types of absences:

Instructor-Excused Absences
Instructor-excused absences are handled between the student and the course instructor. Each course syllabus outlines the expectations for attendance, which may vary among different instructors and classes.

Examples of absences that an instructor may excuse at their discretion include when students miss class due to any of the following:
- a family commitment
- severe weather conditions
- a death in the student's extended family

Examples of absences that individual instructors may not excuse include:
- Vacations
- Late arrivals to Clarke at the beginning of an academic term
- Early departures from Clarke at the end of the academic term

Process for requesting an instructor-approved absence: Students who desire this type of absence should inform their professor of their absence in writing via email as soon as possible, preferably before the absence (when possible). Instructors may ask for documentation and will use their judgement concerning whether or not to grant the request to excuse the absence. Instructors are not required to grant requests for excused absences. When an instructor-excused absence is granted, the student may be required to make up the missed material; complete appropriate substitute material; or to submit scheduled assignments or take scheduled quizzes or exams before the missed class.

Officially Excused Absences
Officially excused absences are granted by the Academic Affairs Office of Clarke University when an unexpected event or situation beyond a student's control prevents them from attending class(es). When an officially excused absence is granted, the Academic Affairs Office assists students by directly notifying their instructors that the student has been granted an officially excused absence.

Examples of officially excused absences include:
- Significant illness or injury to the student that requires hospitalization
- A death in the student's immediate family

Process for requesting an officially excused absence: Students seeking an officially approved absence should notify the Academic Affairs Office of their situation as soon as possible—in advance of the absence, when possible; or as soon as they are able—and provide appropriate documentation of the precipitating event. The Academic Affairs Office then contacts the student's instructors. Instructors accommodate students granted such absences by allowing them to submit late work and/or make up missed assignments or exams.

Approved Absences
Approved absences are absences for participation in scheduled, university-sponsored events in which students serve as representatives of Clarke University.

Examples of approved absences include:
- Musical or dramatic performances
- Academic conferences
- Athletic competitions (for academically eligible team members)

Approved absences do not include:
- Athletic practices
- Rehearsals
- Paid employment

Graduate students should refer to their department's handbook for specific details about what constitutes approved absences.

Process for requesting an approved absence: Students seeking an approved absence must inform the instructor in writing via email at least one week in advance of the planned absence. When unforeseen circumstances prevent advance notification, the student must notify the instructor as soon as possible. Instructors will use their discretion in making reasonable accommodations to minimize the disruption to the student's educational experience. Accommodations may include requiring students to complete substitute assignments for experiences that happen in class. When possible, instructors may require that scheduled assignments, quizzes, or exams be completed prior to the absence. Students bear the responsibility for all missed class material.

Unexcused Absences
Unexcused absences are absences that are not approved or excused. Instructors are under no obligation to allow students to complete work missed from unexcused absences. Course syllabi may outline attendance policies that result in a penalty for unexcused absences that may negatively impact course grades.

Credit by Special Examination Policy
Advanced Placement
Students who have taken high school- or university-level courses and who score a 3, 4 or 5 on the University Entrance Examination Board (UEEB) Advanced Placement Test in a particular course may apply for credit at Clarke University. Credit will be awarded based on American Council on Education recommendations.

Composition Courses
Students entering with AP credit in English (language and composition), will be awarded 6 credit hours.

Dual Credit
Composition Courses

- First-year students transferring in 6 dual credits in English Composition are exempt from GNED 115 Writing Seminar I and GNED 116 Writing Seminar II.
- First-year students with 3 dual credits in English and Composition will be placed in GNED 116 Writing Seminar II.

Prior Learning Assessment (PLA)
Students may apply for credit by alternative means such as transfer credit from previous university work, and nationally standardized tests including College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST), through military experience and training, evaluation from the American Council on Education (ACE), or through PLA portfolio assessment of expertise developed outside the classroom. A student may apply for credit for prior learning for most Clarke University catalog courses, except for internship, practicum, and field placement courses, and the following general education courses: GNED 101, GNED 102, and GNED 103. Students who apply for departmental credits toward a major should follow the specific PLA guidelines which appear in the Clarke University Catalog under the corresponding department requirements. In addition, some courses may be ineligible for PLA if an accrediting body prohibits it. The maximum combined credits granted by Clarke University for PLA is 30 credit hours. These credits may not be used toward the last 30 of 36 semester credit hours at Clarke University. For information about the PLA process, please contact the Dean of Academic Affairs who is the university's PLA officer. The PLA officer can provide information on standards, procedures and fee structures.

PLA Portfolio Assessment
Non-traditional students may apply for credit through Prior Learning Portfolio Assessment. Students may develop a portfolio of evidence, documenting the learning that has occurred through work, community activities, and/or non-credit training experiences. The acquired learning is validated against course/program outcomes by subject matter experts. Documentation that sufficiently addresses all prescribed outcomes may be eligible for university credit toward major requirements, General Education, or university electives.

For information about the PLA process, please contact the Dean of Academic Affairs who is the university's PLA officer. The PLA officer can provide information on standards, procedures and fee structures.

Before applying for PLA portfolio assessment credit, students must review the PLA resource materials. The student must apply for the catalog course(s) they wish to challenge. Appropriate syllabi will be obtained and presented to the student. An appointment with the academic program faculty may be required in order to conduct a preliminary assessment of the student's potential to successfully challenge the course(s). The student will develop a portfolio that documents the learning gained from work and life experience. When the portfolio is completed, it must be reviewed by the faculty assessor and the Dean. In addition to the portfolio, specific programmatic requirements must be met. Portfolios are evaluated and (1) accepted for credit, (2) accepted for less credit than requested, or (3) rejected for credit. PLA portfolio assessment may not be requested in subjects in which CLEP or DSST exams are available and accepted by the program. Fees are assessed for the credit attempted through this program regardless of the outcome.

Pursuant to Iowa state law implemented in 2024 concerning options for student teachers, students in the education major and Accelerated Teaching Certification (ATC) program who meet certain qualifications specified in the law may be able to PLA portions of their student teaching requirements. For information about the qualifications to PLA student teaching requirements, please contact the Chair of the Education Department or the ATC coordinator.

College-Level Examination Program (CLEP)
The College-Level Examination Program (CLEP) is a series of general education exams students can take to earn college credit based on knowledge previously attained. Clarke University permits passing scores on CLEP exams to satisfy up to 9 credits of 100-level general education requirements.

Students must pass the CLEP exam to earn credit. Clarke University uses The American Council on Education's (ACE) credit-granting score, a scaled score that is equivalent to earning a C in the relevant course, to determine a passing score for each CLEP exam. A passing score on a CLEP exam is recorded as an S grade.

Clarke University CLEP exclusions:
Clarke does not accept CLEP credit for a World Language CLEP exam if the language tested is a student's first/native language. Students may not use CLEP exam credit to replace a failing grade in an attempted college course, regardless of where that course was taken. Students may not repeat a CLEP exam that they previously failed.

Current Clarke students must receive approval from the Dean of Academic Affairs prior to registering to take any CLEP exam. The Petition for CLEP/DSST Exam form is available from the Registrar Forms page of my.clarke.edu. The decision on the petition will be communicated by the Registrar's Office.

DANTES Subject Standardization Test (DSST)
DANTES Subject Standardization Test (DSST) exams are a series of exams in six subject areas. Clarke University permits passing scores on DSST exams to satisfy up to 9 credits of 100-level general education requirements.

Students must pass the DSST exam to earn credit. Clarke University uses The American Council on Education's (ACE) credit-granting score, a scaled score that is equivalent to earning a C in the relevant course, to determine a passing score for each DSST exam. A passing score on a DSST test is recorded as an S grade.

Clarke University DSST exclusions:
Students may not use DSST exam credit to replace a failing grade in an attempted college course, regardless of where that course was taken. Students may not repeat a DSST exam that they previously failed.

Current Clarke students must receive approval from the Dean of Academic Affairs prior to registering to take any DSST exam. The Petition for CLEP/DSST Exam form is available from the Registrar Forms page of my.clarke.edu. The decision on the petition will be communicated by the Registrar's Office.

Commencement Participation Policy

Seniors who are within six (6) credit hours of meeting graduation requirements may participate in the May Commencement ceremony in the following circumstances:

1. They are in good academic standing (a cumulative GPA of 2.0 or higher); and
2. Their remaining credits will be completed at Clarke University during the summer session; and
3. The remaining credits do not include Capstone and/or senior performance; and
4. They have been informed and understand that participation in the commencement ceremony does not guarantee degree completion. The diploma is granted only when coursework is successfully completed.

Final Exam/Assessment Policy

The last week of the term is designated as Finals Week. During this week, final exams or assessments in courses (i.e. "finals") are scheduled for two-hour periods. Finals must be given and classes must meet at the time indicated for the course on the Final Examination Schedule, except by special permission from the Dean of Academic Affairs.

Students must be present for and take their finals at the time period scheduled for their courses. Students may not request to be excused from course finals because of early travel arrangements. Students who are not present to take their final exams at their scheduled times will earn a 0 on missed finals.

When a student has three or more finals scheduled on the same day, they may request special permission from the instructor to take one exam on a different day during finals week. Requests to modify an overloaded exam schedule should be made two weeks before the scheduled exam.

FINAL COURSE GRADE APPEAL POLICY AND PROCESS

Students who wish to appeal a final course grade that they believe is arbitrary, capricious, or has been calculated inaccurately must follow this process. The scope of final grade appeals is limited to ascertainment of whether a final course grade was determined accurately and in a non-arbitrary and non-capricious manner. It is not within the scope of a final grade appeal to evaluate grades on individual assignments. Students must initiate Step 1 of the process within five business days after the official date that final course grades were posted for the term in which the course was taken. (See Academic Calendar for more information.)

Step 1
Students must meet with the instructor who assigned the grade (If a face-to-face meeting is impossible or impractical, this meeting may take place by video conference or phone call). During the meeting the student should:

1. Explain the details of the issue;
2. Share specific and relevant information which supports the final course grade appeal state;
3. Clearly the specific desired outcome.

If an agreement about the final course grade is not reached, students may proceed to Step 2.

Step 2
Students must contact the Department Chair within 3 business days of completing Step 1 and:

1. Explain the details of the issue;
2. Share specific and relevant information which supports the final course grade appeal;
3. State clearly the specific desired outcome;
4. Describe, in detail, the communication that occurred in Step 1.
5. The student, instructor, and Department Chair may meet to discuss the complaint, if necessary.

If the Department Chair is the instructor for the course in question, the student must contact the Dean of Academic Affairs to complete Step 2.

Step 3
If an agreement about the final course grade is not reached in Steps 1 and 2, students must submit a written appeal to the Vice President for Academic Affairs within 3 business days of completing Step 2. The written appeal should:

1. Explain the details of the issue;
2. Share specific and relevant information which supports the final course grade appeal;
3. State clearly the specific desired outcome;
4. Describe, in detail, the communication that occurred in Steps 1 and 2.

The Vice President for Academic Affairs will communicate a decision to the student in writing within 3 business days of receiving the written appeal.

If a grade change is indicated, the faculty member will submit a grade change form to the Registrar.

The decision of the Vice President for Academic Affairs is final.

*Under unusual circumstances, deadlines may be extended. If the University representative, at any step, fails to review and/or respond within the time limits

Repeated Course Policy
Ordinarily, students may repeat a course only once. In exceptional cases accompanied by evidence of financial hardship, the chair of the department in which the course is offered, in consultation with the Dean of Academic Affairs, may allow a student the opportunity to repeat a course for a second time.

TRANSFER CREDIT POLICY
Undergraduate Credit
The transfer of credit policy applies to students who transfer from two-year and four-year institutions as well as to Clarke University students who take summer courses elsewhere.

Clarke University students who plan to transfer credits from other two-year or four-year accredited institutions earned during summer school or other special sessions, must complete a transfer credit request form and submit it to the registrar's office prior to beginning the course. Upon completion of the course, students must request a transcript be sent to the registrar's office prior to the Add/Drop deadline during the following semester. Failure to do so may result in additional required coursework.

Clarke University accepts transfer credit provided the credit was earned at a two-year or four-year university or university accredited by any of the six regional accrediting bodies, the course is appropriate to a baccalaureate program, and the student earns a grade of C- or better.

Clarke University accepts the Associates of Arts and Associates of Science degrees from institutions accredited by the Higher Learning Commission (HLC) or its nationally affiliated equivalent accrediting associations. These students will enter Clarke with junior status, and fulfill the General Education requirements with the AA or AS degree in addition to completing the following courses: GNED 102 CU Seminar: Transfer and Non-Traditional (1 credit) and RELS 100 Foundations of Spiritual Life (3 credits).

A student from a two-year program who has not earned an associate degree, may transfer a maximum of 64 semester hours. Bachelor's degree program students may transfer a maximum of 90 semester hour. The grand total of all combined transfer credit is not to exceed 90 credit hours. A student must earn at least 30 of the last 36 credit hours at Clarke University, except for students pursuing an Associate of Arts degree. Students must complete a minimum of 15 credit hours in the major at Clarke and fulfill all programmatic requirements to be eligible for graduation.

After a student has transferred the maximum number of credits, no additional credits will be accepted. However, exchanges may be made for previously accepted courses.

A summary of credit hours transferred from each institution previously attended will be recorded on the student's Clarke University transcript. Grade points are recorded for any graduate coursework completed at any institution.

Transfer courses will be evaluated to determine if they meet the equivalent Clarke University course requirements. Course descriptions will be reviewed and course syllabi may be requested.

Math Courses

- Intermediate Algebra courses, regardless of numerical designation, do not transfer to Clarke. It is considered a preparatory course equivalent to Intermediate Algebra (Math 090) at Clarke.
- Transfer of 100 level math courses in "college Algebra" or other "college-level" math courses will satisfy proficiency.

Other Courses Satisfying General Education

The following courses from regionally accredited institutions will be accepted as general education credits.

- College level courses from universally accepted liberal arts disciplines that are 100 or 200 level courses.
- Fine Arts "hands-on" courses, e.g., art or drama laboratory courses, music ensembles (not to exceed 3 credits).
- Religious studies courses from non-Catholic institutions may satisfy humanities requirements.

NOTE: In cases where courses have generic titles such as humanities, the registrar's office, in consultation with the director of general education, will make a determination based on course description if the course best suits Clarke's requirements.

A student's grade point average (GPA) for a degree will be computed on Clarke courses and cross-registered courses from Loras College and the University of Dubuque as well as courses completed through CIC Online Course Sharing. Transfer courses with a grade of C- and above are listed as S on the transcript. Courses with grades below C- are neither accepted, nor listed on the transcript.

Graduate Credit

Credits of graduate study taken at another accredited institution may be accepted. Transfer courses must have been completed within the past seven (7) years with an earned grade of B or higher and equate to a required course in the student's degree program at Clarke. Acceptability of courses will be evaluated on an individual basis by the department chair or their designee and approved by the Dean of Academic Affairs.

The departmental designee also determines if the transfer credit replaces required coursework or if it serves as elective credit. Ordinarily, documented transfer credits are evaluated and posted at the time of matriculation or in the first semester of study at Clarke. The number of credits earned for the transfer course will be the number of credits allowed toward the equated course. When the number of transfer credits exceeds the number of credits for the equated course, the transfer credits will be accepted, but will not change the number of courses or credits required for the program. For any transfer credit consideration, a copy of the syllabus may be requested to assess substance of the course for equivalency.

UNDERGRADUATE STUDENTS IN GRADUATE COURSES

Undergraduate students who desire to enroll in graduate program coursework should communicate directly with those programs about their specific requirements. Full-time undergraduate students enrolled at Clarke University may be admitted to graduate courses under one of the following conditions:

1. The student has applied to and been accepted in one of the university's early access programs and will follow the course load requirement of the particular program.
2. The student is a senior (minimum of 90 completed credits) and has earned a minimum 3.00 cumulative grade point average, or has instructor consent. In this case, enrollment in graduate-level courses may not exceed a total of 6 credit hours, unless allowed by the program. Enrollment is limited to courses that are open to undergraduate students (i.e. those with a UG section designation). The university reserves the right to change a student's registration if space is needed for students already accepted in the program, including those in the early access program.

Credits and grades earned in graduate courses will be computed toward the graduate and undergraduate programs and GPAs. Undergraduate students enrolled in graduate courses are not classified as graduate students.

ACADEMIC STATUS

Academic Credit

To graduate from Clarke, students must earn 120 semester hours credit with a minimum 2.0 GPA. Students earn points for each credit hour according to the value of the grades received. Course grades are based on achievement measured by examinations, class participation, papers, projects, performance, or other criteria set by the instructor at the beginning of the semester in the syllabus.

Class Level of Undergraduate Students

Class level is determined by the number of credit hours a student has earned. Class levels are updated once per year during the summer. Discrepancies over class levels should be addressed to the Registrar. The minimum number of credit hours required for each class is listed below.

- Class 1 (First Year) = 1-29 credits
- Class 2 (Sophomore) = 30-59 credits
- Class 3 (Junior) = 60-89 credits
- Class 4 (Senior) = 90+ credits

Grades

Grades are recorded by the Registrar at the end of each semester. Grades earned at Clarke University indicate the following:

A	(4.00 pts.) Outstanding performance
A-	(3.67 pts.)
B+	(3.33 pts.)
B	(3.00 pts.) Above average performance
B-	(2.67 pts.)
C+	(2.33 pts.)
C	(2.00pts.) Average performance
C-	(1.67 pts.)
D+	(1.33 pts.)
D	(1.00 pts.)
D-	(0.67 pts.) Passing but less than satisfactory performance
F	(0.00 pts.) Failure – Minimum achievement level not met
FA	(0.00 pts.) Failure due to non-attendance
S	Satisfactory; C-or higher grade
U	Unsatisfactory; D+ or lower grade
W	Withdrawal
I	Incomplete
AU	Audit

Grades of W, S, and U are not computed into a student's GPA.

Failures

Students who fail a course (earn a grade of F, FA, or U) receive no credit hours; therefore, 0.00 grade points are recorded on their transcript. The hours failed are computed into their GPA. When students discontinue attending class and fail to complete the formal withdrawal process, a grade of FA (failure due to non-attendance) will be assigned. The FA grade is computed as 0.00 grade points. In situations where a student fails all courses, the financial aid office will use the last day of attendance or of substantial academic activity to make any federally required financial aid adjustments.

Repeating D and F Courses

Students who have earned grades of D or F the first time taking a course may replace these grades if they repeat the course and earn a higher grade. The prior grade remains on the student transcript as part of the student's historical record, but the higher grade replaces the grade points of the first grade in the calculation of the student's GPA.

Satisfactory/Unsatisfactory Option

The S/U option encourages students to explore courses in fields for which they have not yet demonstrated competence. S is defined as a grade of C- or above. Credit is received for the course, but points are not counted in the student's grade point average. U is defined as a grade of D and below. No credit is received for the course and the hours attempted are not counted into the student's grade point average.

Requests for an S/U grade must be made to the Registrar by filling out a Satisfactory/ Unsatisfactory Request form. This form is found on the Registrar Forms page of My.Clarke.edu. See the academic calendar for designated S/U dates during the fall and spring semesters. For summer and other short academic terms, the final date for requesting S/U is calculated on completion of 60% of the term. Students may take no more than two optional S/U courses per academic semester. The maximum number of S/U credits allowed for graduation is 18 semester hours. This limit excluded courses automatically graded as S/U.

Not all courses are open to the S/U option. These courses include General Education foundational courses, most courses required for a student's major(s) or minor(s), and courses in the teacher education program. Students should consult with their academic advisor to make sure the courses they are requesting can be taken S/U in their academic program.

Courses completed through use of CLEP and DSST will be graded using S/U. See the Credit-by-Examination Programs section for details.

Withdrawal Grades
After the add/drop deadline of an academic term, students who are unable, unwilling, or otherwise do not plan to complete a course should complete the form to withdraw from a course. To withdraw from a course, a student must file a Withdrawal From Course form with the Registrar's Office. The Withdrawal From Course form is found on the Registrar Forms page of My.Clarke.edu. The withdrawal dates for each academic term (fall semester, spring semester, Intersession, and summer) and academic session (Session 1 and Session 2) are found on the Clarke University academic calendar.

Students who withdraw from a course receive a course grade of W. No academic credit is earned in withdrawn courses, and grades of W do not affect a student's GPA; however, W grades may have a negative impact on the student's financial aid and athletic eligibility.

Incompletes
When extraordinary circumstances prevent a student from completing the required work for a course by the end of the term, they may request an Incomplete (I) grade in the course. To be eligible for an Incomplete, a student must have done passing work, D- and above, in the course at least through midterm of the academic term. An incomplete grade in a course is not an opportunity to redo previously submitted unsatisfactory (i.e., failing) work. Students and instructors negotiate a date before the add/drop date of the next academic term by which the student will submit all outstanding work. Students who receive incomplete grades during a given semester are not eligible for the Dean's List that semester.

Steps for requesting an Incomplete:

1. Consult with the course instructor to see if they are willing to grant an Incomplete grade. Instructors can grant requests at their discretion for eligible students. Instructors may decline Incomplete requests if they are unwilling or unable to accommodate them.
2. After an instructor has given permission for an Incomplete, the student must file a completed Incomplete Grade form with the Registrar's Office. The Incomplete Grade form is found on the Registrar Forms page of My.Clarke.edu.

The deadline for submitting the completed Incomplete Grade forms with all required signatures is the last day of classes of the current academic term.

After the outstanding work is submitted and graded, the instructor must submit a final grade using the Grade Change Form. If the Incomplete grade is not replaced by a final grade by the deadline established in the Incomplete Request form, the Incomplete grade will be replaced by an F (fail) grade.

Under extraordinary circumstances, students may be granted one extension to their Incomplete deadline. Extensions must be agreed upon by the instructor and the student and requested before the original Incomplete deadline. To request an Incomplete extension, the instructor submits a written request by email to the Dean of Academic Affairs for an Incomplete Grade Deadline Extension and specifies a new due date by which the student will submit outstanding work and the final grade entered. If approved, the Dean of Academic Affairs informs the Registrar's Office of the new due date. If not approved, the original Incomplete deadline holds.

Mid-semester Grades

Mid-semester grades are calculated for students enrolled in undergraduate courses as an indication of academic progress and performance in a course. They are not considered official grades, but a mid-term progress report. Instructors post mid-semester grades on students' CU Hub accounts each semester by the deadline listed on the Academic Calendar.

Academic Standing

The Dean's List

The Dean's List recognizes full-time undergraduate students who earn a GPA of 3.65 or above, computed on a minimum of 12 graded hours (i.e., excluding S/U grades) during the previous semester. Students who receive Incomplete grades during a given semester are not eligible for the Dean's List that semester.

Good Academic Standing

Students are in good academic standing at Clarke University when they earn at least a 2.0 cumulative GPA. Specific majors may have higher GPA requirements for acceptance to and continuation in their programs.

Academic Notice
Students are placed on Academic Notice when their academic performance indicates their cumulative GPA is at risk of falling below a 2.0. Such risk is indicated when:

- A first year student earns a semester GPA between 1.0 and 1.99 in their first semester.
- A returning or transfer student has a cumulative GPA of 2.0 or higher but earns a term GPA below 2.0.

Students placed on Academic Notice have the opportunity to improve their academic performance during the following term to return to good academic standing.

Academic Probation
Students are placed on Academic Probation when their cumulative GPA falls below 2.0. First year students are placed on Academic Probation after their first semester if their semester GPA is between .1 and 1.0.

Students placed on Academic Probation will receive a letter from the Dean of Academic Affairs informing them of this status at the conclusion of the semester. Students on Academic Probation are allowed to continue the following term provided they follow the terms for continuation that are specified in their letter. These terms for continuation are interventions designed to assist students in achieving and sustaining good academic standing. Minimally, these terms include limiting their courseload to 15 credits the following semester and creating an Academic Success Plan with an academic advisor (professional or faculty), learning support specialist, or designated person in Enrollment and Student Affairs and following the terms of their plan. Additionally, Academic Probation may impact a student's athletic eligibility.

Academic Probation is not intended as a long-term academic status. Ordinarily a student can remain on Academic Probation no longer than one year (two consecutive semesters). After a year on Academic Probation with no substantial progress toward good academic standing, the Dean of Academic Affairs may place a student on Academic Suspension.

Academic Suspension
Students who have not achieved good academic standing (defined as a minimum cumulative GPA of 2.0) at the end of the probationary term and are not making steady and sustained progress toward achieving this status or who do not comply with the terms and associated deadlines of the terms of their Academic Probation will be placed on Academic Suspension by the Dean of Academic Affairs. Normally, students placed on Academic Suspension will receive a letter from the Dean of Academic Affairs informing them of this status at the conclusion of the semester; however, students who have not complied with the terms and associated deadlines of their Academic Probation may be academically suspended after the academic term is underway before the last day to withdraw from semester-long courses. Academic suspension will impact a student's athletic eligibility and Financial Aid.

For more information, see 'Academic Suspension' under the section Administrative Separation from University. To appeal an Academic Suspension, see the 'Appeals of Administrative Separations from University' under the section 'Administrative Separation from University'.

Academic Dismissal

Students may be academically dismissed from Clarke University when they no longer have a viable path for achieving good academic standing. Indication of no viable path for good academic standing may include the following:

- A student's GPA in their first semester at Clarke University is 0.
- A student's GPA decreases further in the first semester returning to Clarke following an Academic Suspension.
- A student has not made significant, sustained progress toward good academic standing at the conclusion of two consecutive semesters following an Academic Suspension.

Students who are academically dismissed will receive a letter from the Vice President of Academic Affairs informing them of the decision.

For more information, see 'Dismissal from Clarke University' under the section 'Administrative Separation from University'.

Academic Honors

Academic Honors at Commencement

Academic honors at commencement are awarded to candidates for baccalaureate degrees who have earned a cumulative GPA of at least 3.5 on Clarke University coursework. Candidates are expected to have completed a minimum of 45 graded institutional credit hours by their degree completion date. Honors printed in the commencement program are calculated at the end of Spring Session I grades. Diplomas and transcripts will reflect final honors.

3.80 or above	Summa Cum Laude
3.65 - 3.79	Magna Cum Laude
3.50 – 3.64	Cum Laude

Honors at commencement are also awarded to candidates for baccalaureate degrees who have successfully completed the Scholars Program.

Valedictorian

Class valedictorian is the highest academic award Clarke University confers each year on its undergraduate students. The title of valedictorian is conferred on one or two individuals who have achieved the highest level of academic performance in their class. In order to be eligible, a student must have earned 60 credit hours at Clarke University; grades for these credit hours must be posted by the time of the selection.

All undergraduate students graduating in the upper three percent of their class will be evaluated for this honor. Comparison of academic performance will take into account the following:

1. Overall grade point average
2. Amount of transfer credit
3. Number of withdrawn and repeated course
4. Number of courses take as Satisfactory/Unsatisfactory
5. Breadth of educational experience

In order to be selected as valedictorian, a student must commit to speak at the University's commencement ceremony. The name(s) of the student(s) selected as valedictorian will be made public at the spring Honors Banquet.

Clarke Commencement Legacy Program
The Commencement Legacy Program is designed to honor students and alumni as well as encourage their families to become part of the University's proud commencement tradition. This Legacy is offered to encourage the Clarke spirit in students who are parents, children, grandchildren, siblings, or spouses of Clarke graduates by providing a blue/gold cord to the regalia worn by Legacy Graduates. Cords are provided at commencement practice, along with Legacy buttons for spouses, children, parents, grandparents, and/or siblings who are Clarke alumni to wear the day of commencement. These individuals are also honored during the commencement ceremony.

REGISTRATION AND MATRICULATION

The Registration Process
At the scheduled time each semester, students, in consultation with their academic advisors, schedule courses for the next academic semester. Incoming first-year students have the flexibility to register for classes on a rolling basis prior to the start of the academic year or term. New students may select specific days and times for their appointments. The advising and registration meetings take place virtually with advisors.

The Clarke University portal (my.clarke.edu) provides students with access to a number of resources, including videos, FAQs and registration directions to help prepare for registration. Each Clarke University student has a CU hub account where the class schedules, unofficial transcripts, grades, and progress evaluations are available.

Registration may not be completed until registration holds are resolved. Review the Student Planning Registration Procedure found on my.clarke.edu CU hub, Student Resources. Students who register during the priority registration days have the greatest number of course options.

To maintain places in the courses in which they have registered, students must attend class within the first five days of the semester (or day three for intersession and summer terms). Students may add or drop courses at the beginning of each term in accordance with the deadlines published in the academic calendar. Adding and dropping take place via CU hub until the Late Registration Deadline on the academic calendar. After that time, students may submit the Add/Drop Form found on the Registrar Forms page of my.clarke.edu until the Add/Drop deadline. While this option is designed to give students adequate opportunity to make needed changes in their course selection, students are responsible for all assignments, including those required prior to their admission to the course.

At the end of the course drop deadline, tuition is adjusted to reflect the number of credit hours for which students have enrolled. If a deferred payment plan has been arranged, it may be necessary to adjust the billing to reflect the changes in charges.

Course Load and Tuition Assessment
Students should be aware of the direct relationship between the number of hours for which they register and the cost of education. In general, students need to maintain a minimum load of 30 credits per academic year to progress toward degree completion in a timely way and to qualify for the appropriate amount of financial aid. Timely graduation in some programs may require completion of more than 15 credits per semester.

Tuition is assessed according to the number of credit hours for which the student is registered, with a basic full-time charge for a semester load of 12 to 18 credit hours. All types of for-credit courses will be included in making the tuition assessment, e.g., applied music, independent study, individual instruction, internships, etc. Course loads below 12 hours are assessed by the credit hour. Course loads above 18 hours will be assessed for each credit that exceeds the 18 credit hour load. Approval from the academic affairs office is required for students who wish to register for more than 18 credits.

Faculty and Student Responsibilities
Course syllabi provide and explain instructors' expectations for each course. Students are responsible for knowing and complying with these expectations. Copies of course syllabi are distributed to the students in the class or posted electronically, and filed with the vice president for academic affairs and the department chair by the post registration day of each semester.

Instructors are responsible for determining if sufficient cause exists to grant student requests for extensions of time or other adjustments for assigned work, tests, or other course requirements. When a student is not achieving a minimal level of expectation, the instructor may recommend that the student withdraw from the course.

If, in the opinion of the student, an instructor is not performing according to the expectations mutually agreed upon in the syllabus, the student is encouraged to discuss any concerns with the instructor. If the concern persists, the student is encouraged to address the issue with the appropriate department chair or academic dean.

Auditing Courses
Clarke welcomes current students, alumni, and community members as non-credit auditors in many courses, typically 100 or 200 level courses for which they have received instructor consent. Lab courses, performance/studio courses, and private instruction courses are not open to auditors. The cost of auditing a class is $100 per credit.

If a course for which an auditor is enrolled is full and has a waitlist, auditors may be removed from the course prior to the start of the semester by the department chair/faculty to make room for degree-seeking students. Auditors do not count toward the minimum number of students in under-enrolled courses.

Auditors are expected to attend all class sessions, but they are not responsible for papers, quizzes, or examinations, and they do not earn a grade for the course. Auditors are expected to purchase all required course materials (i.e., books or software). If an additional course fee is applied to the class, auditors are also responsible for paying the fee.

To audit a course, current students must file a completed Course Audit Request form found on the Registrar Forms page of my.clarke.edu by the add/drop deadline. Alumni and community members must file a completed Non-degree Seeking Inquiry form.

Application to Major
Clarke students may apply to a major field after having completed 30 semester hours of academic work. Ordinarily, applications to majors should be made during the sophomore year. At the time of application to major, students must have completed the requirements for admission to the program as set by the major program.

Transfer students who enter Clarke University with 60 or more semester hours of credit should apply for their majors within the first semester of attendance.

NOTE: transfer students must complete at least 15 credit hours in the major and fulfill all programmatic requirements at Clarke University to be eligible for graduation.

Application to Major forms are available online. Completed forms should be returned to the program chair of the student's intended program.

Students wishing to earn a minor in an academic program should indicate their intent on the Application to Major form. For requirements for a minor, please refer to the section on academic minors.

For programmatic requirements, consult the specific academic program section in this catalog.

Course Overloads
A full-time course load for undergraduate students is 12-18 credits per semester. Students who wish to take a course overload, which is defined as a courseload that is greater than 18 credits in a semester, must have a minimum cumulative GPA of 3.0.

Students who qualify to take a course overload must fill out the online Course Overload Approval Form, obtain signatures from their academic advisor and the Academic Dean indicating approval of the proposed overload, and submit the completed form to the Clarke University Registrar's Office at registrar@clarke.edu

Course loads above 18 hours will be assessed for each credit that exceeds the 18-credit hour load.

Add/Drop Process
Courses may be added to a student's schedule with the approval of the advisor and the course instructor during the the designated add dates at the beginning of each term as noted in the academic calendar. There is no fee, other than any applicable tuition, for adding a course. Students may drop courses by the designated drop date at the beginning of each term as noted in the academic calendar. Adding and dropping courses can be completed online via CU hub until the Late Registration deadline. After that time, until the Add/Drop deadline, complete the Add/Drop form for on the Registrar Forms page of my.clarke.edu. See the academic calendar for designated deadline dates during the fall and spring semesters. For summer and other short terms, consult the Registrar's Office or the Clarke University website for designated dates for add/drop deadlines.

Withdrawal from Course(s)
A student may withdraw from a course by the established deadline on the academic calendar. To withdraw from a course, a student must inform their instructor, receive approval from their advisor, and file a Withdrawal From Course Form found on the Registrar Forms page of my.clarke.edu. A student who withdraws from a course receives no credit hours and the hours attempted are not computed into their GPA. Failure to complete the formal withdrawal process by the established deadline will result in a failing grade. An undergraduate student withdrawing from more than four (4) credit hours of courses in a single semester may be automatically placed on academic probation.

If a student wishes to withdraw from a course that has a lecture and laboratory component, the student must withdraw from both lecture and lab.

Students facing allegations of academic dishonesty may not withdraw from the course or courses where the alleged violations occurred. Those students should continue to attend classes and meet course requirements at least until a final sanction has been determined. Unauthorized withdrawals, or those posted before the violation is discovered, will be reversed. In a particular situation the appropriate bodies decide there was no violation of the policy or the sanction was unwarranted, the student will have the option of withdrawing from the course after the deadline.

Withdrawing from courses may have an adverse effect on financial aid, campus residency, and athletic eligibility. Students are encouraged to check with appropriate staff prior to withdrawing from courses. See academic calendar for designated withdrawal dates during the fall and spring semesters. For summer and other short terms, consult the Registrar's Office or the Clarke University website for designated dates for withdrawal. Course withdrawals from the following courses must be requested in writing to the academic dean and supported by documentation of extreme hardship: GNED 101: CU Seminar: First-Year; GNED 102: CU Seminar:Transfer and Non-Traditional; GNED 103: CU Seminar Foundations of Success; GNED 115: Writing Seminar I; and GNED 116: Writing Seminar II.

Independent Study

Students capable of doing significant independent work may choose to pursue independent study. Independent study provides students with an opportunity to undertake a program of supervised reading, research, or artistic production not provided within existing courses. Independent study is open only to undergraduate students who have attained junior or senior standing and have a cumulative grade point average of at least 2.50, and to graduate students who have a cumulative GPA of at least 3.0. Independent study courses must be sponsored by a member of the faculty in the academic program within which the study is being conducted, or by a person designated by the chair of that department. These courses must be undertaken with close faculty supervision and guidance both in defining the project and pursuing it to a satisfactory completion. A maximum of three credits will be allowed for any independent study course. A student may not take more than one independent study course in any semester or summer session. Students may use no more than three independent studies in any degree program. Each independent study course must be approved by the faculty sponsor, the chair of the department in which the study is undertaken, the student's academic advisor, and the Dean of Academic Affairs. "Independent Study" appears on the student's transcript after the catalog-listed course number (290/390/490) and before the title (e.g., MATH 290 Ind. St.: History of Mathematics).

Tutorial

Courses listed in the catalog and offered for credit may not be taken as independent study. In some cases, class scheduling may preclude a student from taking a required course when it is offered. In those cases, students with junior or senior standing may take the required course as a tutorial. A student-requested tutorial will be approved only if there is an irreconcilable conflict between scheduled courses, both of which are needed for major, minor, or degree requirements, or if a course needed for such a requirement is not offered during the semester in which it is needed and there has been and will be no reasonable opportunity for the student to take it when regularly offered. An academic program or administration-requested tutorial may occur when the number of registered students in a course does not reach the minimum threshold for course enrollment. Decisions on tutorials are made no later than the last day in the semester when courses can be cancelled (that is, post-registration day).

The number of credit hours must correspond to that officially listed for the course. In most cases, the tutorial is taught by an instructor who normally offers the course.

A student-requested tutorial must be approved by the instructor, the chair of the department in which the course is offered, the student's academic advisor, and the Dean of Academic Affairs. When available and necessary, Clarke University will offer alternatives through the Tri-College Agreement or Regis Online Consortium Agreement at no extra cost to the student. A student may not request to take more than one such tutorial in any semester or summer session. Tutorials will be reflected on the transcript as the catalog-listed number and title.

Tri-College Course Registration
Clarke University students may cross-register for courses at Loras College and the University of Dubuque provided that:

- The course is not in the Clarke University catalog.
- The course is not offered on the Clarke University campus.
- The class enrollment limit specified by the other university is not exceeded.
- The course is open for cross-registration among the three colleges.

Exceptions to this policy must be approved by the academic dean on the Clarke University campus. Forms may be obtained in the registrar's office. Courses in the student's major field taken on another campus must meet the specifications of the major program at Clarke University.

Registration priorities differ between required courses and elective courses. For required courses, a student has priority in courses when they are:

- Offered on the home campus.
- Offered by a home campus instructor, but on another campus.
- Offered on another campus by special arrangement of the colleges.

Students for whom the course is required have priority over students who choose the course as an elective.

- Required by another institution but not offered on the home campus by arrangement of the colleges.
- Taught by an instructor from another campus.

Students who cross-register must have their accounts paid at their home institution. A university may refuse to accept the cross-registration of a student who has been dismissed for academic or other reasons, or of a student previously refused admission to that university. Appeals to these policies are to be made to the academic dean of the institution offering the course. Students register for courses on their home campus. Because courses taken at Loras College and the University of Dubuque are treated as Clarke credit, they are not considered transfer credit. Cross registration does not apply to adult studies or graduate programs.

Students who cross-register must follow the academic policies and academic calendar of the institution offering the course. Students must abide by the college/university catalog or bulletin and course syllabi for courses offered at another institution.

GRADUATION, COMMENCEMENT, AND FINAL TRANSCRIPTS

Degree Conferral

Clarke University confers degrees three times a year, in December, May, and August. These three options for when degrees are conferred to students who have completed all degree requirements for their programs of study are known as graduation dates.

Application for Graduation

The Registrar's Office emails senior undergraduates and graduate program students every fall semester with information about applying for graduation. Students should submit their graduation applications no later than the semester before degree completion or Commencement. The application for graduation is found in CU hub.

The application for graduation includes a graduation fee that is required of all students earning a degree. This fee is assessed by the Business Office. The student's account balance must be paid in full in order to receive graduation attire.

Graduation Requirements

Students who have applied for graduation are responsible for completing all degree requirements by published term deadlines. Students' progress evaluations, available in their CU Hub account, list all outstanding degree requirements.

Commencement

Clarke University holds one commencement ceremony each year in the month of May. All students who have completed their degree requirements since the following year, did not participate in the previous year's commencement ceremony, and have paid their account balance in full are eligible and encouraged to participate as candidates in the commencement ceremony.

The Commencement Participation policy (found in Academic Policies) outlines the conditions under which students who have applied for graduation but have not yet completed all degree requirements may participate as candidates in the May commencement ceremony. However, in general, graduation candidates with progress evaluations that do not reflect requirements as anticipated complete may not participate as graduates in the May commencement ceremony. Students removed from the graduation list due to unmet degree requirements are responsible for completing these requirements and reapplying for graduation in a future term by the application deadline.

Transfer Transcripts and Final Grades
All grades and final transcripts must be received by the Clarke University Registrar's Office by the following dates:

May degree conferral: On or before June 15
August degree conferral: On or before September 15
December degree conferral: On or before January 15

Transcripts for credits completed at other institutions must be received by the Registrar's Office and posted to the student's Clarke University transcript by the student's published graduation date.

Diplomas and Final Transcripts
Graduates receive electronic and mailed diplomas after their degree conferral date and after their account balance is paid in full. Diplomas are mailed to the address submitted on the graduation application or the address added to their Parchment account. Graduates have access to their CU hub accounts after graduation and can access and download their final, unofficial transcript. Official transcripts may be requested by visiting clarke.edu/registrar to start the ordering process.

EARLY SEPARATION FROM UNIVERSITY

Clarke University admits each student with the expectation that they will make steady academic progress toward the goal of graduation from the university. The university nevertheless recognizes that circumstances can arise that defer or altogether prevent the realization of that goal.

Elective Separation from University
The following are types of student-elected separation from Clarke University:

Withdrawal from University
"Withdrawal" is the act of discontinuing enrollment either before or during an academic term. Withdrawing from the university means that a student will leave Clarke University without specifying a semester return date and will file an application for readmission if they wish to re-enroll. It is presumed that no university services are provided after a withdrawal, unless a Leave of Absence is also granted (see Leave of Absence from University, below).

A student who desires to withdraw from Clarke University must give official notice to the Office of Academic Affairs and complete the withdrawal procedure. The Withdraw/Leave of Absence (Non-Medical) From University form is found on the Registrar Forms page of my.clarke.edu.

When students complete the withdrawal procedure before the term deadline for withdrawal listed on the Academic Calendar, grades of W will be posted on their transcript for each withdrawn course. When students do not complete the withdrawal procedure before the term deadline, they may earn FAs or Fs in all unfinished courses. See the section 'GRADES' for information on how W, F, and FA grades impact GPA and other student statuses.

When a student withdraws from the university during an academic term, their effective date of withdrawal is determined by the last date of class attendance. The last date of class attendance is used to determine the amount of tuition and fees a withdrawing student owes. Students should contact Financial Aid to discuss the financial implications of withdrawal and Enrollment and Student Affairs to discuss implications for on-campus housing and access to other university services and programs.

Leave of Absence

"Leave of Absence" (LOA) is a withdrawal from Clarke University with a specific pre-approved return date, within one year (two consecutive semesters). Students who withdraw with a Leave of Absence and return to Clarke within the agreed upon time do not need to file an application for readmission when they re-enroll. If the student does not return to Clarke University after the agreed upon time, the Leave of Absence will expire and their status will be adjusted to withdrawal.

Leaves of Absence may be sought for military service (see subsequent section), participation in other public or civil service programs, participation in a study abroad program not associated with Clarke University, or for personal reasons (such as hardship resulting from death of a family member or catastrophic illness in the family). In general, students who have completed at least one semester at Clarke and are making satisfactory academic progress (defined as maintaining good academic standing – See Academic Standing) are eligible for a Leave of Absence. A student who desires to take a Leave of Absence from Clarke University must complete a Leave of Absence Request form, and submit any documentation supporting the rationale for the request. The Withdraw/Leave of Absence (Non-Medical) From University form is found on the Registrar Forms page of my.clarke.edu.

When a Leave of Absences is granted after the add/drop period of an academic term, grades of W are posted on a student's transcript for each withdrawn course. See the section 'GRADES' for information on how W grades impact GPA and other student statuses.

Students should contact Financial Aid to discuss the financial implications of withdrawal with a Leave of Absence and Enrollment and Student Affairs to discuss implications for on-campus housing and access to other university services and programs.

Military Service Leave of Absence

Clarke University offers several options for students who are members, or the spouse of a member if the member has a dependent child, of the U.S. National Guard or reserves and are ordered to state military service or federal service or duty. These options include:

1. Military Service Leave of Absence: A student is withdrawn from all courses. Grades of W will be entered in the withdrawn courses.
2. Finish all enrolled courses: A student makes arrangements with all of their instructors for course grades or for Incompletes that shall be completed by the student at a later date.

3. Finish some enrolled courses: A student makes arrangements with only some of their instructors for grades or for Incompletes that shall be completed by the student at a later date. Any courses for which arrangements cannot be made for grades or incompletes shall be considered withdrawn. Grades of W will be entered in the withdrawn courses.

The financial implications of each of the above options are found in the Military Deployment Refund Policy found in the "Costs and Financial Aid" section of the catalog.

To request a Military Service Leave of Absence, students should fill out the Military Deployment form, found on the Registrar's Forms page of My.Clarke.edu. An official copy of the military orders or other official military documentation, including the date the student needs to report for duty, are required for processing.

Eligibility
Qualifying students for a Military Service Leave of Absence must be members of the United States military or National Guard prior to initial enrollment at Clarke University. Students who enlist for initial service when an academic term in which they are enrolled in courses is under way are not eligible for a Military Service Leave of Absence.

Medical Withdrawal
When physical or mental illness or injury prevents a student from completing the semester and an incomplete grade or grades in the student's courses are not warranted or are not feasible, a student or guardian may request a full or partial medical withdrawal from school. The need for a medical withdrawal must be thoroughly documented, and must include a written recommendation from an appropriate healthcare provider. The Withdraw/Leave of Absence (Medical) From University form is found on the Registrar Forms page of my.clarke.edu.

Full medical withdrawal
A full medical withdrawal is a withdrawal from all classes in an academic term due to documented medical circumstances. Full medical withdrawals may be granted with or without a Leave of Absence. Regardless of which type of full medical withdrawal is granted, medical clearance is required for a student to re-enroll or resume classes at Clarke after a full medical withdrawal. The deadline for full medical withdrawals is the last day of the final exam period.

A full medical withdrawal with a Leave of Absence is a withdrawal from Clarke University with a specific return date within one year (two consecutive semesters) of the form submission date that is approved by the Dean of Academic Affairs. Students who are granted a full medical withdrawal with a Leave of Absence and return to Clarke within the agreed upon time do not need to file an application for readmission when they re-enroll. If the student does not return to Clarke University after the agreed upon time or does not provide evidence of medical clearance, the Leave of Absence will expire, and their status will be adjusted to withdrawal.

A medical withdrawal without a Leave of Absence means that a student will leave Clarke University for medical reasons without specifying a semester return date and will file an application for readmission when they wish to re-enroll. It is presumed that no university services are provided after a full medical withdrawal.

Students approved for a full medical withdrawal (with or without a Leave of Absence) receive grades of W in all courses for which they are registered at the time of the withdrawal. See the section 'GRADES' for information on how W grades impact GPA and other student statuses.

Medically withdrawing from school (with or without a Leave of Absence) may have financial implications. Students should contact Financial Aid to discuss the financial implications of a full medical withdrawal and Enrollment and Student Affairs to discuss implications for on-campus housing and access to other university services and programs.

Partial medical withdrawal
A partial medical withdrawal is a withdrawal from one or more classes in an academic term due to documented medical circumstances. Students seeking a partial medical withdrawal must provide a rationale to justify partial rather than full medical withdrawal. The deadline for partial medical withdrawals is the last day of classes. Students granted a partial medical withdrawal receive grades of W in all withdrawn courses. See the section 'GRADES' for information on how W grades impact GPA and other student statuses.

A partial medical withdrawal may have financial implications. If a partial medical withdraw causes the total number of credit hours in which a student is enrolled to go below full-time status (12 credits), "Partial Medical Withdrawal" must be selected on the Withdraw/Leave of Absence (Medical) From University form. Students should contact Financial Aid to discuss the financial implications of withdrawal.

A partial medical withdrawal may also impact athletic eligibility.

Retroactive Withdrawal
When extenuating or traumatic circumstances are present, students may petition for a Retroactive Withdrawal from all (full) or one or more (partial) classes from a previous semester or term. Students have up to one year from the last day of the semester or term from which they wish to retroactively withdrawal to complete the request for a Retroactive Withdrawal.

Eligibility: For both full and partial Retroactive Withdrawals, documentation is needed of significant extenuating circumstances. For partial Retroactive Withdrawal, additional compelling reasons are needed to support withdrawing from only some but not all courses.

A Retroactive Withdrawal may be granted only when a student could neither function normally nor be reasonably expected to complete a regular medical or non-medical withdrawal during the academic period due to extenuating circumstances such as an incident leading to a major psychological or mental trauma, or similar circumstances as determined in the sole discretion of the University. The following issues are not adequate circumstances for a retroactive withdrawal:

- Lack of time management
- Dissatisfaction with the grades earned in a course or courses
- Ignorance of Clarke University policies (such as add/drop or withdrawal deadlines)
- Participation in non-academic activities that limit time for academics
- Failed relationship or roommate issues
- Suspension or dismissal

Petition Process: Requests for Retroactive Withdrawals are made in writing to the Dean of Academic Affairs and contain three elements:

1. Letter of request: The student submits a formal letter to the Dean of Academic Affairs requesting a Retroactive Withdrawal.
2. Personal statement: The formal letter should include a personal statement written by the student that provides a full account of why they were unable to satisfactorily complete the semester. The extenuating or traumatic circumstances must have been of major proportion and beyond their control. The personal statement must:
    - Be clear and concise, yet fully explain the situation
    - Include important reference dates
    - Adequately explain the circumstances that prevented the student from satisfactorily completing the semester
3. Supporting documentation: Supporting documentation must:
    - Clearly support and amplify the personal statement
    - Be verifiable, and on letterhead or other official documentation
    - Include specific dates noted in the personal statement
    - Documentation may also include any appropriate letter of support from faculty or advisors

The most convincing evidence will be from professionals who worked with the student during the course of the illness or crisis and not from professionals who saw them after the trauma.

When all elements of a full Retroactive Withdrawal request are received, the Dean of Academic Affairs will confer with the Vice President of Academic Affairs and other Clarke University administrators to determine approval or denial of the petition.

When a decision is made about the request, the Dean of Academic Affairs will inform the student. The request and documentation of approved petitions will be forwarded to the Registrar's Office for processing. The grade(s) will be retroactively removed and replaced by grades of W for each withdrawn course. The transcript will include "Withdrawal" and the retroactive effective date. See the section 'GRADES' for information on how W grades impact GPA.

Administrative Separation from University

Clarke University students are expected to attend and engage in their classes in a manner that is conducive to their own learning, as well as that of their peers'. Students who either cannot or should not attend classes due to medical or mental health reasons, do not comply with the terms of academic probation, show poor attendance, behave in a manner that is disruptive, or do not make serious academic effort may be administratively withdrawn from one, several, or all of their classes.

Except where noted below, a student who is administratively withdrawn must reapply in order to re-enroll at Clarke University. The university reserves the right to deny readmission or to impose conditions beyond medical clearance before the student is readmitted.

The process for appealing administrative separations from Clarke University is found at the end of this section. The following are types of administratively-elected separation from Clarke University:

Administrative Medical Withdrawal

When a physical or mental illness or injury prevents a student from completing the semester and an incomplete grade is not warranted or feasible, an appropriate Clarke University administrator (Dean of Student Affairs, Dean of Academic Affairs, Vice President for Enrollment and Student Affairs) may request that a student be fully medically withdrawn from the university by the Vice President of Academic Affairs. Students who are administratively withdrawn for medical reasons (Administrative Medical Withdrawal) receive grades of W in all courses in progress at the time of the withdrawal. See the section 'GRADES' for information on how W grades impact GPA and other student statuses.

In situations of Administrative Medical Withdrawals, Clarke University may impose specific conditions for returning to the university. These conditions may stipulate that the student undergo medical or psychiatric evaluation by an appropriate licensed health professional and that the results be disclosed to appropriate university personnel prior to readmittance. Medical clearance is required for a student who has been administratively medically withdrawn to re-enroll at Clarke.

Administrative Withdrawal for Nonattendance
In exceptional circumstances, students who are chronically absent (defined as not having attended classes for two weeks or more where there is not medical or other documentation) or, for online courses, have not logged into the learning management system for two weeks or more, may be administratively withdrawn from such courses. Before initiating an Administrative Withdrawal for Nonattendance, the instructor should attempt to contact the student to inform them that they are at risk of being administratively withdrawn from the course.

Administrative withdrawals due to non-attendance may affect student statuses connected to financial aid and athletic eligibility.

Academic Suspension
Academic Suspension is the penultimate stage of an academic support and/or disciplinary process that is utilized when a student does not achieve or maintain good academic standing. Students who receive academic suspension usually have already been placed on Academic Probation and/or Academic Notice for several semesters without satisfactory progress toward achieving the minimum GPA for good academic standing. Students found in violation of Clarke University's Academic Integrity Policy may also be academically suspended.

Normally, students who receive academic suspension will receive a letter from the Dean of Academic Affairs at the conclusion of the semester that informs them of this status and its dates of effect; however, students who have not complied with the terms and associated deadlines of the terms of their Academic Probation may be placed on Academic Suspension after the academic term is underway. The phrase "Academic Suspension" is included in the student's official university permanent record, which includes the official transcript.

The length of an academic suspension is typically one to two semesters. Students placed on academic suspension are not allowed to enroll in classes, earn credits, receive financial aid, live on campus, or participate in athletics at Clarke University during the suspension period.

Students who are academically suspended may return to Clarke University at the end of the suspension period without reapplying for admission. Upon return, they will continue on Academic Probation for a minimum of one semester and a maximum of two consecutive semesters. Students who do not return to Clarke University at the end of the suspension period will be administratively withdrawn from the university. If they wish to return to Clarke in the future, they will need to formally apply for readmission.

Disciplinary Suspension
Disciplinary Suspension is the penultimate stage of a support and/or disciplinary intervention with a student that is utilized when a student's behavior in class, on campus, or towards other Clarke students, faculty, or staff (on or off campus) is highly and/or persistently disruptive, disrespectful, dangerous, or otherwise in violation of Clarke University's Standards of Student Conduct in the Student Handbook.

Students can be disciplinarily suspended by an appropriate Clarke University administrator (Vice President of Academic Affairs, Vice President for Enrollment and Student Affairs, or Dean of Academic Affairs) at any point in the academic year when circumstances warrant. Students placed on Disciplinary Suspension will receive a letter from the appropriate administrator informing them of this status and its dates of effect.

The length of a disciplinary suspension is typically one to two semesters. Disciplinarily suspended students are not allowed to enroll in classes, earn credits, receive financial aid, live on campus, or participate in athletics at Clarke University during the suspension period.

Students placed on disciplinary suspension may return to Clarke University at the end of the suspension period without reapplying for admission, provided they are prepared to abide by all Clarke University rules, policies and stated expectations for students and agree to meet any additional conditions for continuance contained in the letter of Disciplinary Suspension. Students who do not return to Clarke University at the end of the suspension period will be administratively withdrawn from the university. If they wish to return to Clarke in the future, they will need to formally apply for readmission.

Dismissal from Clarke University
Dismissal, or being asked to leave Clarke University, is the final stage of support and/or disciplinary intervention with a student that is utilized for egregious or persistently poor academic performance when a student no longer has a viable path for achieving good academic standing, the commission of repeated and/or flagrant academic integrity violations, or severe and/or persistent behavior issues on campus. Dismissal from Clarke University does not mean a student can never go to college again or cannot finish their degree; but it indicates that Clarke University has decided to no longer enroll them as a student at this time.

Students who are dismissed from Clarke will receive a separation letter from the Vice President of Academic Affairs informing them of the decision. Normally, dismissals occur at the conclusion of the semester or term but may be initiated at any time in egregious circumstances that call for more immediate action. Dismissals 'Dismissed for Academic Reasons' are included students' official university permanent record, which includes the official transcript.

Dismissal decisions are final and are not eligible for appeal.

Students who have been dismissed from Clarke University and wish to re-enroll may re-apply for admission after two full years from their dismissal. Academically dismissed students are advised to enroll at another institution and demonstrate the ability to maintain a full course load in good academic and community standing before reapplying to Clarke University. Students who were dismissed for disciplinary reasons should be prepared to provide evidence of the actions they have taken to address and resolve the issues occasioning their disciplinary suspension.

Appeals of Administrative Separations from University
Students may appeal all forms of administrative separations from university except for Dismissal from Clarke University.

1. Appeals must be initiated in writing (email) within one week (seven days) from the date of the separation letter from the Clarke University administrator (Vice President for Academic Affairs, Vice President for Enrollment and Student Affairs, or Dean of Academic Affairs) informing the student of their administratively-elected separation from Clarke University.
2. The written appeal should be addressed to the Clarke University administrator who wrote their separation letter and should state the student's desire to appeal their administrative separation.
3. When an appeal is received, that administrator will schedule an appeal hearing with an appeals committee. Appeals committees are comprised of at least four members, each of whom is familiar with the student's situation and are chaired by the Vice President or Dean of Academic Affairs or the Vice President or Dean of Student Affairs. Members of appeals committees may include students' academic advisor(s), athletic coach(es), course instructor(s), Director of Learning Services; Coordinator of Disabilities Services; Director of Wellness, Life-coaching, and Counseling Services; the co-chairs of the Academic Integrity Board; the Registrar; Clarke university administrators; or others as appropriate to each student's unique situation.
4. At the appeal hearing, the student will have the opportunity to request reconsideration of their separation from Clarke University and request to continue their enrollment. The student's presentation to the appeals committee should include an explanation of any significant extenuating circumstances or additional information relevant to their academic performance or general conduct, and a compelling plan for academic improvement or personal accountability for their conduct towards others. In hearing the case, the appeals committee attempts to balance concern for the individual student against concerns for equity across the student body.
5. The appeals committee will deliberate the student's appeal in private. The committee chair will communicate the appeals committee's decision to the student in writing. Appeals decisions are final.

When an appeal is granted, the student is required to comply with the guidelines outlined by the appeals committee. If they do not, the type of administratively-elected separation from Clarke University originally applied will take effect. Students granted an appeal are not eligible to appeal subsequent suspensions or dismissals.

Admission for Returning Students

Previously enrolled students who left Clarke University with an approved Leave of Absence and return within the agreed upon time do not need to file an application for readmission when they re-enroll; however, they are asked to complete a Returning Student Reactivation form to update their demographic information and academic record. All other returning students will need to reapply for admission.

Students should file the Returning Student Reactivation form if they meet the following criteria:

- They have an approved, unexpired Leave of Absence on file.
- Their separation from Clarke University is one of the types of administratively-elected separations from university that specifies reapplication for admission is not necessary to return to Clarke (i.e., Academic and Disciplinary Suspension)

Returning students who meet the above criteria may also be required to provide medical clearance or meet other requirements specified in their terms of separation from university before their student status is re-activated.

Students should apply for readmission if they meet the following criteria:

- They withdrew from Clarke University during or after a previous academic term and do not have an approved, active Leave of Absence on file.
- Their separation from Clarke University is one of the types of separation from university (whether student-elected or administratively-elected) that requires reapplication for admission to return to Clarke.
- They are an undergraduate student returning to Clarke after leaving for more than one semester; or a graduate student returning to Clarke after leaving for a year or more.

The Office of Admissions and the Office of Academic Affairs reserve the right to deny re-admission to applicants who were previously administratively withdrawn from Clarke University or to impose conditions that must be satisfied before readmission. Medical clearance is required for former students who left Clarke University under any type of medical withdrawal.

Returning students must submit official transcripts for all post-secondary institutions attended during the separation period. The Registrar's office will evaluate the credits earned at other colleges based on the most recent catalog at the time of re-entry. The student's progress evaluation will be adjusted to reflect the degree requirements as stated in that catalog.

STUDENT CONCERN AND COMPLAINT PROCESS

Clarke University seeks to resolve all student concerns in a timely and effective manner. To that end, the complaint process serves as an ongoing means for students to discuss or register concerns about their experience as a Clarke student and complaints that pertain to alleged violations of state consumer protection laws that include but are not limited to fraud and false advertising, alleged violations of state laws or rules relating to the licensure of postsecondary institutions, and complaints relating to the quality of education or other state or accreditation requirements.

Resolution Process

A student who believes they have been subject to unjust actions or denied their rights should make a reasonable effort to resolve the matter before seeking formal resolution. To that effect, Clarke University recommends the student request a meeting with the parties directly involved. During the meeting, the student should describe the nature of the complaint and a desirable resolution. The parties are encouraged to work together to try to find a fair and satisfactory resolution.

If a student's concern or complaint is the result of one of the following:

- Unfair teaching practice
- Misinformation from Clarke University personnel applying a University policy or procedure, or
- An administrative, advising, or clerical error

Then the student should provide documentation from the appropriate academic, administrative, or advising unit.

If the parties involved are unable to find a satisfactory resolution, the student must follow the procedures for the specific type of complaint outlined in this Catalog or the Student Handbook. If a student has a complaint and is unsure with whom to address the concern, they may complete the Student Complaint Assistance form, which can be found on the Clarke University website.

Complaints Addressed to External Agencies

If on occasion students believe that the administrative procedures outlined above have not adequately addressed the concerns identified under the Program Integrity Rule, students may contact the appropriate external agencies. It must be noted that external agencies rarely review or act on complaints that have not been processed through all appropriate channels at the University. See the Clarke University website for a list of agencies where this type complaint may be addressed.

Clarke University is registered by the Bureau of Iowa College Aid, Iowa Department of Education (Iowa College Aid), to operate in Iowa and to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. In addition to the grievance policy stated in the Student Rights and Code of Conduct section, students may contact the Iowa College Aid by visiting educate.iowa.gov.higher-ed/student-complaints#two-student-complaint-options

The Higher Learning Commission ("HLC") of the North Central Association of Colleges and Schools is an independent body responsible for the accreditation of programs offered by Clarke University. HLC relies on constant contact with the University to ensure quality higher learning. Accredited institutions are required to submit progress reports, monitoring reports, contingency reports, and annual reports, as well as to participate in focus visits. Each year, HLC receives a number of complaints from students or other parties. When a complaint raises issues regarding an institution's ability to meet accreditation criteria, HLC will forward a copy of the complaint to the institution and request a formal response. Complaints may be filed with the Higher Learning Commission.

GRADUATE ASSISTANTSHIPS

Description of a Graduate Assistant

A graduate assistant (GA) is a graduate student who:

1. Has been accepted in an approved graduate degree program at Clarke University.
2. Is actively enrolled in the degree program and demonstrates potential for good progress toward the completion of the degree.
3. Has maintained a minimum 3.00 GPA and has academic preparation and expertise (license as needed) in the area of service.
4. Completes the appropriate application by the assigned date.
5. Has participated in GA training sessions.
6. Will assist in the direct support of enrolled students. (Clerical work will be included, but it is neither the primary purpose nor principal activity of the graduate assistant.)
7. Maintains standards of academic honesty and integrity. (GAs report violation of these to the faculty mentor.)
8. Is well-informed about departmental and university regulations and follow them consistently.
9. Is supervised by the assigned mentor, and is evaluated by students, appropriate departmental personnel and mentor.

Duties of Graduate Assistants

Instructional:

- Lab instructor and evaluator
- Discussion session leader
- Grader

Non-instructional:

- Counseling Center (MSW)
- Lab assistant
- Lab preparer
- Technical assistant
- Coaching assistant
- Student support services assistant

CAMPUS FACILITIES AND RESOURCES

Clarke's 55-acre campus is situated on a bluff in a wooded, residential area that overlooks the city of Dubuque and the Mississippi River. Our unique blend of modern architecture and historic buildings symbolizes the university itself, its long history of educational excellence and its commitment to foster lifelong learning.

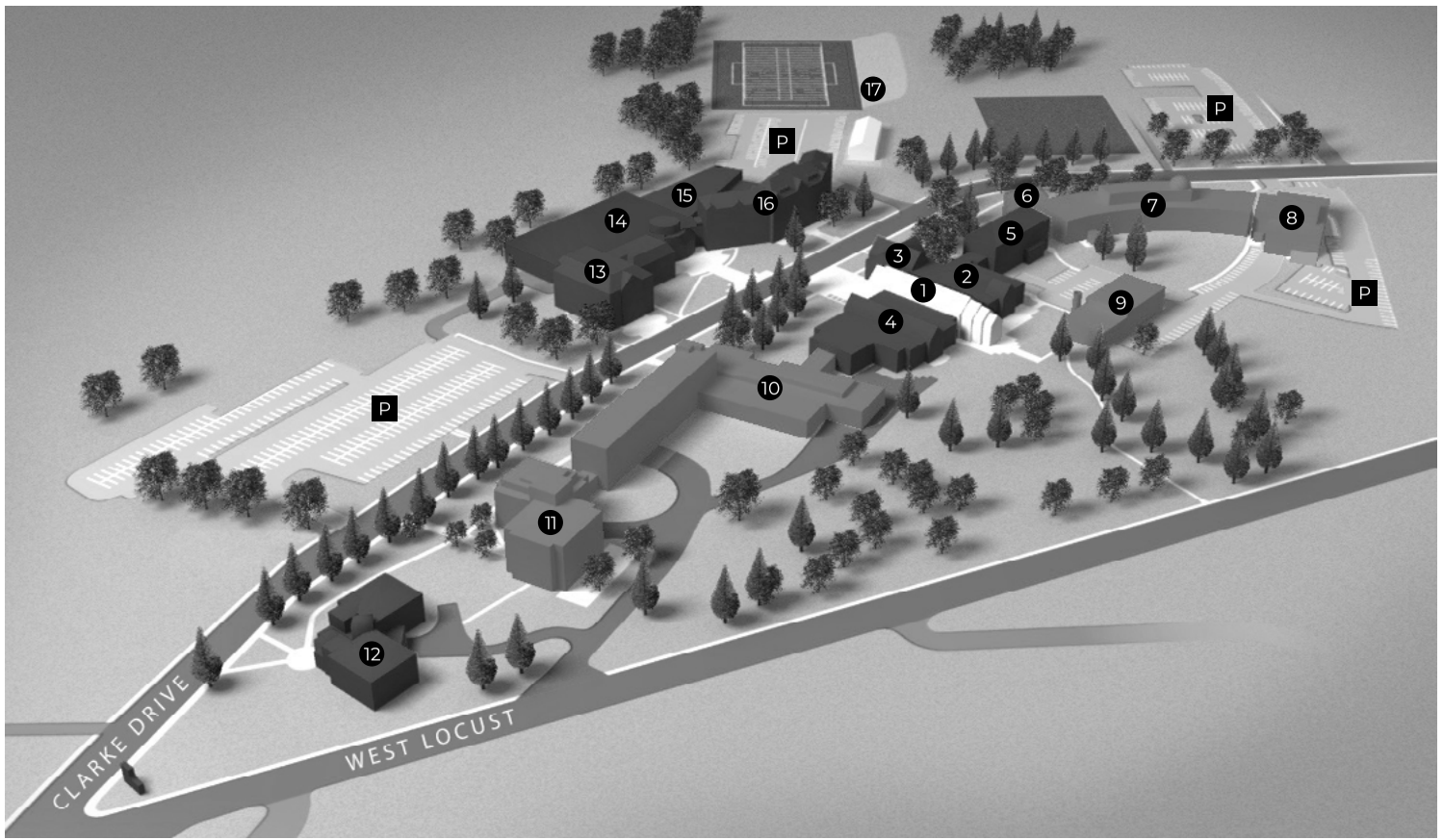
1. R.C. and Celeste Wahlert Atrium
2. Haas Administrative Offices
   Jansen Music Hall
   Quigley Gallery
   Fabiano Conference Room
3. Sacred Heart Chapel
4. Nicholas J. Schrup Library
5. Eliza Kelly Hall
6. Alumnae Lecture Hall
7. Catherine Byrne Hall
8. Marie Miske Center for Science Inquiry
9. Keller Computer Center
10. Mary Josita Hall
11. Mary Benedict Hall
12. Catherine Dunn Apartments
13. Terence Donaghoe Hall Theatre
14. Robert and Ruth Kehl Center
15. Student Activity Center
    Café 1843
    Whitlow Campus Store
    Barwick Eppel Mail Center
16. Mary Frances Hall
    Stoltz Student Life Wing
17. R.C. Wahlert Sports Complex

P Parking

The prominent **Wahlert Atrium**, a 56-foot-high glass structure, is the main entrance to the university and is the scene for many campus activities, including special dinners, dances and cultural events.

The Atrium complex contains the Haas Administrative Offices, including academic affairs, financial aid, registrar, student accounts, business office, Lott Board Room, president's office, institutional advancement, and adult and graduate programs. The Schrup Library, Music Education Lab, Jansen Music Hall, the Electronic Piano Studio, Art Print Studio, Two-Dimensional Art Studio, Quigley Gallery 1550, Admissions Office, and Sacred Heart Chapel are also within the Atrium complex. The Nicholas J. Schrup Library houses the Margaret Mann Academic Resource Center and the Lingen Technology Center. Also located in the library are the Art Slide Collection, Music Materials Collection, Archives and Rare Books/Special Collections.

CAMPUS MAP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CLARKE DRIVE
WEST LOCUST

Marie Miske Center for Science Inquiry Clarke's 46,000-square-foot, three-story Center for Science Inquiry opened in August of 2013 and is named for Marie Miske, a 1942 graduate. The facility provides flexible and modern spaces designed to seamlessly integrate lecture and lab areas while fostering a collaborative, hands-on learning environment. The result will be access to the most update-to-date teaching practices implemented by Clarke's top-notch faculty. The science facility was designed with not only formal learning spaces, but also informal gathering spaces to enhance collaboration. It will create an atmosphere in which you can move from a casual study group in a common area to a very specific research project in an advanced lab with little transition. It is a state-of-the-art facility that offers everything you need to achieve academic success in the sciences.

Jansen Music Hall is an impressive performance hall that features state-of-the-art acoustics for the music program productions, cultural events, lectures and music classes. The 235-seat hall is named for long-time trustee and friend of Clarke, Evangeline K. Jansen.

Quigley Gallery 1550 features art exhibits throughout the academic year, including those by faculty, students and guest artists from around the world. The gallery is named for friend and supporter, Margaret Quigley.

Sacred Heart Chapel is the location for liturgy, communal prayer, other ecumenical and spiritual events, or individual prayer and contemplation. The chapel honors Carol Klauer, alumni, trustee, and friend, and her husband William Klauer.

Catherine Byrne Hall is the main classroom building and houses the Alumnae Lecture Hall, faculty offices, greenhouse, planetarium, language laboratory, science laboratories, nursing simulation center, gross anatomy lab, Sims lab, Food Science lab, and multimedia physical therapy classrooms. This building was named after one of the five founding members of the Sisters of Charity of the Blessed Virgin Mary.

Eliza Kelly Hall was completed in 1908 and is named for a member of Clarke's founding community. Eliza Kelly Hall, originally called the Fine Arts Building, is the home to art studios, electronic graphic design studio, computerized drama set and scenery lab, music studios, music practice rooms, faculty offices, classrooms and a sculpture garden.

Mary Benedict Hall, built in 1965, was named for Sister Mary Benedict Phelan, BVM, who served as president of Clarke from 1957 to 1969. Originally known as West Hall, it houses approximately 230 female students. Mary Ben, as it is called, has five floors that include the Lion's Den and a rooftop sun deck.

Mary Frances Hall, built in 1924 to house over 125 students, was named for foundress Mother Mary Frances Clarke, BVM. Designed by a student of Frank Lloyd Wright, the hall has a character all its own. Today, it houses approximately 100 upper-class students. The Stoltz Student Life Wing houses the offices for engagement and intercultural programs, athletics, Clarke Activities Board (CAB), and multicultural student center.

Mary Josita Hall, named in honor of Mary Josita Boschnagel, BVM, superior general and president of the Sisters of Charity of the Blessed Virgin Mary from 1943 to 1955, was built in 1955 to house 220 students. It now houses approximately 120 male and female students on three floors and contains faculty offices on the first floor. The hall's ground level includes the Student Dining Room, residence life, security, art studio, and drama costume shop. The ground floor is host to the Wellness Center including health services, counseling services, campus ministry, a cardio room, exercise space and a prayer/ meditation room.

The Catherine Dunn Apartment Complex, completed in 1998, contains 16 apartment suites that can accommodate up to 96 students. Each unit contains six bedrooms, two bathrooms and a common living/dining/kitchen area.

Keller Computer Center, named for Mary Kenneth Keller, BVM, who founded Clarke's Computer Science Program in 1965, provides computing, telecommunications, communications, and A.V. support to students, faculty, and staff member of the Clarke University community. Facilities is located in the lower level.

The Robert and Ruth Kehl Center is Clarke's sports/recreation complex. The 54,000-square-foot facility houses three basketball/volleyball courts, a racquetball court, 1/10th-mile elevated running track, locker rooms, training room with whirlpool, weight room, athletic offices, conference room and the Allendorf Classroom. Adjacent to the Kehl Center is the Physical Activity Center.

Clarke's Student Activity Center, completed in January 2000, contains Café 1843, Whitlow Campus Store, Campus Mail Center, Conlon Game Room, Gallagher Movie Lounge and Kehl Terrace. The activity center is the location for a wide variety of activities such as dances, concerts, entertainers and other student gatherings.

Terence Donaghoe Hall, a 700-seat theater is the primary performance venue for drama productions. Named after Father Terence Donaghoe, friend and advocate for the founding members of the Sisters of Charity of the Blessed Virgin Mary.

Wahlert Sports Complex, named after the R.C. Wahlert family, longtime friends and benefactors to Clarke University, consists of the soccer and lacrosse field and practice field.

Gantz Athletic Practice Center, Clarke recently acquired a new athletic practice center with more than 14,400 square feet and 2.4 acres to work with. This space, named the Jack and Rosemary Gantz Athletic Practice Center serves as an indoor practice area, offices for coaches, equipment storage and space for athletic camps.

CONFERENCE AND EVENT SERVICES

The conference and event services office, located in Mary Josita Hall, offers a wide range of planning services to private and public organizations seeking a venue for their workshops, seminars, social events, conferences or retreats. The office coordinates facility rentals, overnight accommodations, food services, campus security, audio visual, and room configurations. The conference and event services office also co-sponsors programs with other institutions and organizations.

UNDERGRADUATE DEGREE PROGRAMS

ACCOUNTING AND BUSINESS

MISSION

Consistent with the mission and purpose of Clarke University, the accounting and business department promotes ethical and collaborative scholarship and business practice. Our purpose is to advance the work of the university community through business education, collaborative projects and community linkages. We encourage those affiliated with the accounting and business program (students, faculty, staff and colleagues) to grow intellectually and spiritually and to value lifelong learning.

PROGRAM OUTCOMES

1. Communication Skills - demonstrate effective oral and written communication in a global business environment.
2. Knowledge - critically evaluate principles and practices applied to global business solutions.
3. Leadership - apply standard principles in collaborative environments to achieve positive transformation of the individual and the organization.
4. Technology - integrate information literacy skills in the global business environment.
5. Spirituality & Values - examine the role of spirituality, ethics, and values to guide personal and organizational actions.

APPLICATION TO MAJOR IN ACCOUNTING/BUSINESS ADMINISTRATION

Prior to applying to the Accounting and Business Administration major, a student must have:

- Completed 30 hours of university work, including BUMG 112 Principles of Management, BUEC 221 Principles of Economics I, and BUEC 222 Principles of Economics II.
- Achieved a grade of at least a C- in all major courses.
- Achieved an overall GPA of at least 2.0.

CORE REQUIREMENTS

All program majors are required to take General Education courses, as well as the business core, in addition to their major courses.

30 hours of business core courses:

- BUMG 112 Principles of Management*
- BUMG 204 Leadership (2 credits)
- BUMG 205 Business Law
- BUMG 251 Business Communications (1 credit)
- BUMG 499 Capstone: Strategy and Policy
- BUMK 120 Principles of Marketing
- BUFN 210 Finance I
- BUEC 221 Principles of Economics I

- BUEC 222 Principles of Economics II
- BUAC 225 Principles of Financial Accounting
- BUAC 226 Principles of Managerial Accounting

*BUMG 112 is now required for:

- BUMK 120 Principles of Marketing
- BUMG 204 Leadership (2 credits)
- BUMG 205 Business Law
- BUFN 210 Finance I
- BUMG 251 Business Communications (1 credit)
- BUMG 499 Capstone: Strategy and Policy

Additional general education courses required by the Business Program (9 hours):

- CS 120 Data Analysis in Business
- Math 120 Statistics
- Ethics Course (PHIL 225, 212, or RELS 218 preferred)

MAJOR REQUIREMENTS: ACCOUNTING

For a **Bachelor of Arts (BA) Degree in Accounting**, a student completes the core requirements and an additional 24 credit hours, including the following courses. (15 of these hours must be completed at Clarke):

- BUAC 331 Intermediate Accounting I
- BUAC 332 Intermediate Accounting II
- BUAC 343 Cost Accounting I
- BUAC 348 Personal Income Tax
- BUAC 350 Accounting Information Systems
- BUAC 446 Auditing
- BUAC 455 Advanced Accounting
- Internship (1 credit hour minimum)
- Choose one elective course from the following:
- BUAC 349 Corporate Income Tax
- BUAC 356 Accounting for Governmental and Not-for-Profit

The CMA exam requires 120 hours of course work. Most states require 150 hours of completed coursework to sit for the CPA exam. Clarke students may earn the additional hours by obtaining a double major (for example, computer information systems) as an undergraduate; by entering the Clarke graduate business program; or by receiving a master's of accountancy degree from the University of Iowa. Currently, Clarke has an articulation agreement with the University of Iowa. Students must meet the criteria set by the University of Iowa before acceptance into the program.

A student must earn a minimum of C- in any required courses in the Accounting and Business Administration Program. In addition, a student must earn a minimum 2.0 cumulative GPA in all required Accounting and Business Administration courses, including those Accounting and Business Administration courses in any optional track.

MAJOR REQUIREMENTS: BUSINESS ADMINISTRATION

For a **Bachelor of Arts (BA) Degree in Business Administration**, a student completes the core requirements and an additional 16-18 hours in one area of concentration from the following three:

Marketing concentration:

- BUMK 321 Sales Management
- BUMK 323 Consumer Behavior
- BUMK 326 Marketing Management
- BUMK 327 International Marketing
- Business Elective
- Internship (1 credit hour minimum)

Management concentration:

- BUMG 320 Organizational Behavior
- BUMG 344 Operations Management
- BUMG 354 Human Resource Management
- BUMK 327 International Marketing OR BUFN 415 International Finance
- Business Elective
- Internship (1 credit minimum)

Finance concentration:

- BUEC 300 Money & Banking
- BUFN 311 Finance II
- BUFN 412 Investments & Portfolio Management
- BUFN 415 International Finance
- Business Elective
- Internship (1 credit hour minimum)

Majors outside of the Accounting and Business Administration Program Fulfillment: Any approved major from Clarke University earned outside of the Accounting and Business Administration majors may be used for fulfillment of the concentration requirement.

A student must earn a minimum grade of C- in any required courses in the Accounting and Business Administration Program. In addition, a student must earn a minimum 2.0 cumulative GPA in all required Accounting and Business Administration courses, including those Accounting and Business Administration courses in any optional track.

NOTE: The program reserves the right to accept courses offered by other campuses to fulfill major requirements. Courses must be approved in advance by the program for Clarke students wishing to take courses elsewhere. Students transferring to Clarke may be required to take an accounting placement test.

MINOR REQUIREMENTS: ACCOUNTING

For a **Minor in Accounting**, a student completes 24 hours, including:

- BUEC 221 Principles of Economics I
- BUEC 222 Principles of Economics II
- BUAC 225 Principles of Financial Accounting
- BUAC 226 Principles of Managerial Accounting
- BUAC 331 Intermediate Accounting I
- BUAC 332 Intermediate Accounting II
- BUAC 343 Cost Accounting
- BUFN 210 Finance I

MINOR REQUIREMENTS: BUSINESS ADMINISTRATION

For a **Minor in Business Administration**, a student completes 18 hours, including the following (This option is not available to accounting majors):

- BUMG 112 Principles of Management
- BUEC 221 Principles of Economics I
- BUAC 225 Principles of Financial Accounting
- BUMK 120 Principles of Marketing
- BUMG 205 Business Law
- BUFN 210 Finance I

A student must earn a minimum of C- in any required courses in the Accounting and Business Administration Program. In addition, a student must earn a minimum 2.0 cumulative GPA in all required Accounting and Business Administration courses, including those Accounting and Business Administration courses in any optional track.

BUSINESS TEACHING ENDORSEMENTS

For a **Bachelor of Arts (BA) Degree in Business with Secondary Endorsement in Business Marketing/Management**, students need to complete a 30-credit teaching major that includes completion of 24 hours in business with a minimum of six hours in marketing, six hours in management and six hours in economics.

For a **Bachelor of Arts (BA) Degree in Business with Secondary Endorsement in Business**, students need to complete a 30-credit teaching major that includes completion of 24 hours in business with CS 120 Data Analysis in Business and BUMG 112 Principles of Management.

EXPERIENTIAL EDUCATION/INTERNSHIPS

Experiential education and/or internship experiences are goals of the program. These experiences give students the opportunity to apply classroom theory to job situations. Students have returned from these placements with valuable experiences, a better understanding of the practical applications of their coursework, and they are able to add another dimension to class discussions and their class work. Recently, students have held experiential education/internship positions as bank tellers, office accountants, camp business managers, assistant managers of retail stores, and marketing representatives.

ART AND DESIGN

MISSION

The Clarke University Art and Design Program offers comprehensive undergraduate Bachelor of Arts degrees in studio art, graphic design, and digital media studies, and an education certification leading to licensure in K-12 art teaching for the studio major. The program guides students for life-long involvement in the fine and applied arts through preparation for a studio art practice, in the design field, teaching, graduate study, museum and gallery work. To develop expertise, students concentrate studies in the areas of ceramics, drawing, graphic design, painting, printmaking, or sculpture. The study of art history provides students with an understanding of their heritage and the relationship of art to the past, themselves, and contemporary culture. Through exhibitions in Clarke's Quigley Gallery, students are exposed to new ideas and art forms to develop and strengthen their professional and critical sensibilities.

PROGRAM GOALS

1. Diversity and Openness
   The Art and Design Program cultivates an atmosphere where diversity is welcomed. Program flexibility creates opportunities for openness and receptivity to new and innovative ideas.
2. Life-long Learning in the Arts
   The program guides students for life-long involvement in the fine and applied arts through preparation for a studio art practice, in the design field, teaching, graduate study, museum and gallery work. The liberal and fine arts provide a broad foundation for the student artist to develop technical expertise, aesthetic sensitivity, critical artistic judgment, and the ability to question and experiment with creative ideas.
3. Develop Creative Potential
   The Art + Design Program is designed to encourage and develop the creative potential of each student in disciplines of art and design.

STUDENT OUTCOMES

1. Acquire knowledge and technical expertise in studio art media to demonstrate creativity, aesthetic sensitivity and critical artistic judgment.
2. Develop an openness to respond to and interact with new and diverse people and ideas.
3. Explore the relationship of artistic and cultural heritages in order to understand oneself, the past and contemporary society.
4. Develop and demonstrate critical seeing, writing, speaking and thinking skills through a study of the visual arts.
5. Extend artistic involvement beyond studio and classroom exercises to juried exhibitions, volunteer work, commissions, internships, independent study and/or travel.
6. Prepare for life-long involvement in the fine and applied arts: studio practice, graduate study, classroom teaching, museum and gallery work, graphic design and related careers.

REQUIREMENTS FOR PROGRAM ACCEPTANCE

To be accepted for a **Bachelor of Arts Degree in Art**, a student must:

1. Maintain a minimum of a C grade in the following courses:
    - ART 102 Drawing I
    - ART 105 Art and Design Methods
    - ART 109 3D Design
    - ARHS 133 Art of the Western World I
    - ARHS 134 Art of the Western World II
    - ART 201 Life Drawing I
2. Present a portfolio for faculty review.
3. Submit an application form, personal assessment of meeting program outcomes and a letter of intent.

NOTE: Transfer students must present an official transcript of courses taken elsewhere and a portfolio representative of their work, skills and abilities.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Art**, a student completes 45 hours, including:

- 30 hours of studio courses:
    - 9 hours of drawing:
        - ART 102 Drawing I
        - ART 201 Life Drawing I
        - ART 205 Drawing II
    - 6 hours of core courses:
        - ART 105 Art and Design Methods
        - ART 109 3D Design
    - 9 hours in a studio concentration:
        - Ceramics
        - Drawing
        - Painting
        - Printmaking
        - Sculpture
        - Graphic Design
    - 6 hours of studio electives

- 12 hours of art history courses (no more than 9 hours at 100-level courses), including:
    - ARHS ART 133 Art of the Western World I
    - ARHS ART 134 Art of the Western World II
    - 6 hours of art history electives

- 3 hours of ART 499 Senior Performance Seminar and 499R Senior Performance Review
- Sophomore and junior portfolio reviews

For a **Bachelor of Arts (BA) Degree in Graphic Design**, a student completes 45 hours, including:

- 33 hours of studio courses:
  - 9 hours of core courses:
    - ART 102 Drawing I
    - ART 105 Art & Design Methods
    - ART 109 3D Design
  - 3 hours studio electives:
    - Choose from:
    - ART 104 Basic Photography
    - ART 205 Drawing II
    - ART 209 Painting I
    - ART 213 Sculpture I
    - ART 223 Printmaking I
    - ART 225 Book Arts
  - 21 hours Graphic Design courses:
    - ART 230 Form & Communication
    - ART 240 Typography & Layout
    - ART 330 Publication Design / Print & Screen
    - ART 340 Branding & Identity Systems
    - ART 430 Interactive Media & Web Design
    - ART 440 Media in Motion & Senior Studio
    - ART 395 Internship (1-3 credit hours)
    - Graphic Design electives (0-2 hours)
  - 9 hours of art history courses, including:
    - ARHS 133 Art of the Western World I
    - ARHS 134 Art of the Western World II
    - ARHS 251 Art Since 1940
  - Sophomore and Junior Portfolio Review
  - 3 hours of ART 499 Senior Performance Seminar and ART 499 R Senior Performance Review
  - Recommended courses:
    - COMM 130 Visual Literacy
    - PHIL 205 Living Out Loud: Art Creativity and Self-Discovery

MINOR REQUIREMENTS

A **Minor in Art** consists of 21 hours of courses, including:

- ART 102 Drawing I OR ART 105 Art and Design Methods
- ART 201 Life Drawing I
- 9 hours of studio electives
- ARHS 133 Art of the Western World I OR ARHS 134 Art of the Western World II
- 3 hours art history elective

A **Minor in Graphic Design** consists of 21 hours:

- ART 102 Drawing I
- ART 105 Art and Design Methods
- ART 109 3D Design
- ARHS 134 Art of the Western World II
- ART 230 Form and Communication
- ART 240 Typography and Layout
- ART 330 Publication Design/Print and Screen OR graphic design elective

TEACHING ENDORSEMENT

Clarke University offers teaching endorsements in Art at the elementary (K-8) and secondary (5-12) levels. Contact the Education Department Chair for specific details of course requirements for earning a teaching endorsement in Art.

EXPERIENTIAL EDUCATION AND INTERNSHIPS

Art and Graphic Design majors may take advantage of internship and experiential education opportunities through work experience with local businesses and organizations. These experiences are intended to supplement classroom learning by allowing application of art and design skills and techniques. A student may earn credit beyond program requirements and apply it toward graduation requirements. Graphic Design majors must complete at least one internship for credit. Credit may vary (1-3 hours).

SENIOR PERFORMANCE REQUIREMENTS

The BA degree in Art and Graphic Design culminates in a group exhibition in Quigley Gallery. The senior performance is independent body of work initially developed in the context of the Senior Performance Seminar but overseen by a faculty mentor, as well.

The Art + Design faculty has discretion to approve or disapprove the Senior Performance Exhibition based on quality of work or missed deadlines. This may result in delayed graduation. Art and design work is subjective but the Art + Design faculty has the expertise to make judgements in quality of student work. The final decision is generally made once the exhibition is displayed in Quigley Gallery, although in some circumstances it may be made earlier if little progress is made throughout the previous semester

For senior performance, seniors register for both ART 499 Senior Performance Seminar and ART 499R Senior Performance Review.

BIOLOGY

MISSION

In accordance with the history and tradition of Clarke University and the BVM congregation, the Biology program provides a challenging yet supportive learning environment to foster personal and intellectual growth. We educate our students to be scientifically literate as well as socially and environmentally responsible citizens.

PROGRAM GOALS

1. Ensure that our biologists are prepared for the challenges of the future.
2. Educate students across the institution by offering courses in the basic disciplines of biology, including molecular, cellular, organismal, ecological, and evolutionary, with emphasis on the interrelationships among these fields.
3. Train scientists by providing the opportunity for students to perform scientific research, writing and presentations.
4. Prepare students for graduate programs in the life sciences and professional programs in health care, as well as for highly competitive entry-level positions requiring a BS-level background in biology.

STUDENT OUTCOMES

Students will demonstrate:

1. Biological knowledge appropriate for course level.
2. A working knowledge of the scientific method.
3. The ability to communicate scientific concepts and findings, both in oral and written format.
4. An awareness of ethical issues in the life sciences.
5. Proper use of equipment, technology, and materials appropriate for the discipline.

APPLICATION TO MAJOR

Prior to application for a Bachelor of Arts Degree or a Bachelor of Science Degree in Biology, a student must have completed BIOL 115 Fundamentals of Cell Biology and Genetics and BIOL 116 Ecology, Evolution and Diversity, with a minimum grade of C in each.

MAJOR REQUIREMENTS

For a **Bachelor of Science (BS) Degree in Biology**, a student completes a minimum of 33 to 36 hours of biology courses with a grade of C or better in BIOL 115 and BIOL 116 and at least a C - or better in the remaining required classes:

- 14 hours of biology core courses:
  - BIOL 115 Fundamentals of Cell Biology and Genetics
  - BIOL 116 Ecology, Evolution and Diversity
  - BIOL 270 Genetics
  - BIOL 385 Scientific Information
  - BIOL 499 Capstone: Biology Seminar

- 3 hours of BIOL 486 Biological Research
- 5 additional biology elective courses at or above the 200 level. At least two courses must be at or above the 300 level.
  Choose from the following electives:
    - BIOL 204 Environmental Biology (4 hours)
    - BIOL 211 Anatomy & Physiology I (4 hours)
    - BIOL 212 Anatomy and Physiology II (4 hours)
    - BIOL 225 Animal Behavior (4 hours)
    - BIOL 230 Vertebrate Structure and Function (4 hours)
    - BIOL 240 Plant Biology (4 hours)
    - BIOL 320 Subtropical Ecology (3 hours)
    - BIOL 325 Conservation Biology (4 hours)
    - BIOL 332 Microbiology (4 hours)
    - BIOL 335 Immunology (2 hours)
    - BIOL 350 Advanced Cell Biology (3 hours)
    - BIOL 365 Evolution (4 hours)
    - BIOL 451 Molecular Biology (4 hours)
    - ENVS 300 Climate Change (3 hours)
    - BIOL 510 Human Gross Anatomy (4 hours)
    - BIOL 520 Human Physiology (4 hours)
    - BIOL 525 Exercise Physiology (4 hours)
    - BIOL 545 Neuroscience (4 hours)
- 28 hours of required supporting courses:
    - CHEM 110 General Chemistry I
    - CHEM 111 General Chemistry II
    - CHEM 221 Organic Chemistry I
    - CHEM 222 Organic Chemistry II
    - MATH 125 Calculus I
    - PHYS 110 Physics I
    - PHYS 111 Physics II

For a **Bachelor of Arts (BA) Degree in Biology**, a student completes a minimum of 31 to 34 hours of biology courses with a grade of C or better in BIOL 115 and BIOL 116 and at least a C - or better in the remaining required classes::

- 14 hours of biology core courses:
    - BIOL 115 Fundamentals of Cell Biology and Genetics
    - BIOL 116 Ecology, Evolution and Diversity
    - BIOL 270 Genetics
    - BIOL 385 Scientific Information
    - BIOL 499 Capstone: Biology Seminar
- 5 additional biology elective courses at or above the 200 level. At least two courses must be at or above the 300 level.
- 16 hours of required supporting courses:
    - CHEM 110 General Chemistry I
    - CHEM 111 General Chemistry II
    - CHEM 221 Organic Chemistry I
- One math course at the pre-calculus level or higher

For a **Bachelor of Arts (BA) or Bachelor of Science (BS) Degree in Biology with an Endorsement in Secondary Education**, a student completes the requirements for a bachelor of arts or a bachelor of science degree in biology as well as the education department requirements for secondary education.

MINOR REQUIREMENTS

For a **minor in Biology**, a student completes 20 hours in biology courses with at least a C- including:

- BIOL 115
- BIOL 116
- At least 12 more hours of additional biology courses above BIOL 116.

TEACHING ENDORSEMENTS

Clarke University offers a teaching endorsement in Biology at the secondary (5-12) level. Students earning a BS or BA in Biology with a Secondary Education teaching endorsement must complete the requirements of the Biology major (BS or BA) as well as the Education Department requirements for a Secondary Education major. Contact the Education Department Chair for specific details of course requirements.

LECTURE/LAB WITHDRAWAL POLICY

If a student wishes to withdraw from a course that has a lecture and laboratory component, the student must withdraw from both lecture and laboratory.

EXPERIENTIAL EDUCATION/INTERNSHIPS

Students are encouraged to learn by observation and participation at off-campus laboratory or field settings through internships and experiential education ventures. Arrangements for these are made in consultation with the biology faculty and on an individual basis with the appropriate administrative office. A major effort is directed toward providing experience in various career areas. Internships and experiential education usually facilitate entrance into the job market and are highly recommended for acceptance into some graduate programs. A maximum of six hours will be accepted as biology credit and a maximum of 15 hours is allowed toward graduation.

CHEMISTRY

MISSION

The mission of the Chemistry Program at Clarke University is to provide excellent chemistry and biochemistry programs as well as offerings in the other physical sciences within a liberal arts tradition in an atmosphere of individual attention and personal concern. Chemistry is a "central science" that overlaps and permeates the other natural sciences. We build this foundation in a context that helps student learners become scientifically responsible citizens with the knowledge, skills, attitudes and values that will allow them to be successful in scientific and non-scientific professions.

PROGRAM GOALS

In the context of the University Mission the Chemistry Program goals are to:

- Prepare our chemistry and biochemistry majors to be work and career ready.
- Foster an appreciation of scientific concepts among a varied group of learners, including students whose major incorporates a strong chemistry component and students who wish to broaden their knowledge of the physical world.
- Provide laboratory opportunities for developing skills required to become independent inquirers regarding the physical world.

STUDENT OUTCOMES

Students will demonstrate:

- Understanding of the structure and dynamics of matter at the atomic and molecular level. (Knowledge)
- Competency in the acquisition and interpretation of scientific data. (Analytical Skills)
- Ability to find and evaluate scientific information, formulate questions, and design experimental procedures. (Research Skills)
- Effective communication of scientific information through oral, visual, and written forms. (Communication)
- Ethical sensitivity and knowledge of ACS standards for professional ethics, including laboratory safety. (Ethics and Values)

*ACS is the American Chemical Society

APPLICATION TO MAJOR

Students may apply for a chemistry major after successful completion (grade of C or higher) of CHEM 110 General Chemistry I and CHEM 111 General Chemistry II. Students who do not successfully complete these courses may apply upon attaining an overall C or above in the chemistry core courses, CHEM 221 Organic Chemistry I and CHEM 333 Analytical Chemistry.

MAJOR REQUIREMENTS

The **Bachelor of Science (BS) degree in Biochemistry** prepares students for direct employment in chemical industry or for graduate programs in biochemistry, molecular biology, pharmacology, genetic engineering or bioinformatics. Graduate programs in chemistry usually require additional course work in Physical and Inorganic chemistry. This degree is also excellent preparation for entrance into professional schools of medicine, dentistry or pharmacy.

For a **Bachelor of Science (BS) Degree in Biochemistry**, a student completes 59-60 hours in chemistry and support courses:

- 36-37 hours of chemistry courses:
  - CHEM 110 General Chemistry I (4 hours)
  - CHEM 111 General Chemistry II (4 hours)
  - CHEM 221 Organic Chemistry I (4 hours)
  - CHEM 222 Organic Chemistry II (4 hours)
  - CHEM 333 Analytical Chemistry (4 hours)
  - CHEM 340 Biochemistry (4 hours)
  - CHEM 347 Biochemical Methods (2 hours)
  - CHEM 372 Physical Chemistry Principles (4 hours)
  - CHEM 385 Junior Seminar I: Chemical Literacy (1 hour)
  - CHEM 386 Junior Seminar II: Writing and Ethics (1 hour)
  - CHEM 487 Laboratory Research (1 hour)
  - CHEM 446 Advanced Biochemistry: Metabolism (3 hours)
  - CHEM 499 Chemistry Capstone (1 hour)
- 23 hours of support courses:
  - BIOL 115 Fundamentals of Cell Biology and Genetics (4 hours)
  - BIOL 270 Genetics (4 hours)
  - BIOL 350 Advanced Cell Biology (3 hours)
  - MATH 125 Calculus I (4 hours)
  - PHYS 110 Elements of Physics I (4 hours)
  - PHYS 111 Elements of Physics II (4 hours)

*CHEM 487 may be waived if the student completes an approved summer research experience.

The **Bachelor of Science (BS) Degree in Chemistry** is a contractual major that prepares student for direct employment in chemical industry or for graduate programs in chemistry. It is available with cross-registration for some upper division courses subject to availability such as: Inorganic Chemistry, Physical Chemistry, and Science and Engineering Physics. Contact the department chair for specific details.

The **Bachelor of Arts (BA) degree in Biochemistry** can be combined with other majors. It allows pre-PT students to complete all of the requirements for the DPT program in three years and, in addition, to complete the chemistry prerequisites for application to medical school if the career path changes in the future.

For a **Bachelor of Arts Degree in Biochemistry**, a student completes 43-44 hours of chemistry and support courses:

- 32 hours of chemistry courses:
  - CHEM 110 General Chemistry I (4 hours)
  - CHEM 111 General Chemistry II (4 hours)
  - CHEM 221 Organic Chemistry I (4 hours)
  - CHEM 222 Organic Chemistry II (4 hours)
  - CHEM 333 Analytical Chemistry (4 hours)
  - CHEM 340 Biochemistry (4 hours)
  - CHEM 347 Biochemical Methods (2 hours)
  - CHEM 385 Junior Seminar I: Chemical Literacy (1 hour)
  - CHEM 386 Junior Seminar II: Writing and Ethics (1 hour)
  - CHEM 446 Advanced Biochemistry: Metabolism (3 hours)
  - CHEM 499 Chemistry Capstone (1 hour)
- 11 or 12 hours of support courses:
  - BIOL 115 Fundamentals of Cell Biology and Genetics (4 hours)
  - BIOL 270 Genetics (4 hours)
  - MATH 117 Pre-Calculus OR MATH 125 Calculus I (4 hours)

The **Bachelor of Arts (BA) Degree in Chemistry** provides a general education with a concentration in fundamental chemistry. Students interested in entry-level careers in chemistry that do not require graduate work, or those wishing to combine a strong chemistry background with other majors such as biology or pre-physical therapy, should consider the bachelor of arts degree in chemistry.

For a **Bachelor of Arts Degree in Chemistry**, a student completes 34-36 hours of chemistry and support courses:

- 23 hours of chemistry core courses including:
  - CHEM 110 General Chemistry I (4 hours)
  - CHEM 111 General Chemistry II (4 hours)
  - CHEM 221 Organic Chemistry I (4 hours)
  - CHEM 222 Organic Chemistry II (4 hours)
  - CHEM 333 Analytical Chemistry (4 hours)
  - CHEM 385 Junior Seminar I: Chemical Literacy (1 hour)
  - CHEM 386 Junior Seminar II: Writing and Ethics (1 hour)
  - CHEM 499 Chemistry Capstone (1 hour)
- 8-9 additional hours in chemistry from the following:
  - CHEM 310 Medicinal Chemistry (3 hours)
  - CHEM 340 Biochemistry (4 hours)
  - CHEM 347 Biochemical Methods (2 hours)
  - CHEM 372 Physical Chemistry Principles (4 hours)
  - CHEM 435 Molecular Spectroscopy (2 hours)
  - CHEM 436 Chemical Separation Methods (2 hours)
  - CHEM 446 Advanced Biochemistry: Metabolism (3 hours)
- 3 or 4 hours of support courses:
  - MATH 117 Precalculus with Algebra (3 hours) OR MATH 125 Calculus I (4 hours)

MINOR REQUIREMENTS

For a **Minor in Chemistry**, a student completes 20 hours:

- CHEM 110 General Chemistry I (4 hours)
- CHEM 111 General Chemistry II (4 hours)
- CHEM 221 Organic Chemistry I (4 hours)
- CHEM 222 Organic Chemistry II (4 hours)
- CHEM 333 Analytical Chemistry (4 hours)

For a **Minor in Chemistry with a Secondary Education Endorsement**, students must also take CHEM 340 Biochemistry (4 hours).

TEACHING ENDORSEMENTS

Clarke University offers teaching endorsements in Chemistry at the secondary (5-12) level. Contact the Education Department Chair for specific details of course requirements for earning a teaching endorsement in chemistry.

COMMUNICATION

MISSION

The Clarke University Communication program offers a comprehensive curriculum that broadly examines the creation of messages and media artifacts and their influence across personal, professional, and civic life. Students learn foundational communication and media theories; they study communication from historical, critical, humanistic, and social scientific approaches in order to uncover how, why, and with what effects people communicate. Upon completing the program, career-ready graduates will cultivate culturally aware communication and media literacies in service to life-long learning, global citizenship, community participation, and ethical leadership.

PROGRAM GOALS

The Communication program will:

1. Introduce students to the ways in which communication constructs individual and social realities so that students will become effective communicators who create well-crafted communication appropriate to the audience, purpose, context, and medium.
2. Explore communication theories and methods in a range of academic, professional, and community contexts in order to support students' success in both academic and professional pathways upon graduation.
3. Introduce students to communication practices and media technologies in order to educate culturally-aware students who understand the political, economic, socio-cultural, and ethical processes and contexts that shape everyday life.
4. Connect students to stakeholders, relationships, and interests within a range of professional contexts, so that students may assess how different communication practices reinforce or challenge those stakeholders, relationships, and interests.

STUDENT OUTCOMES

Communication students will:

1. Explain communication theories as expressed in scholarly communication research.
2. Explain communication research methods as expressed in scholarly communication research.
3. Apply communication theories to an academic research project;
4. Apply communication research methods to an academic research project;
5. Investigate an unfamiliar communication situation and evaluate how context shaped communication practices or technological design in that situation;
6. Demonstrate verbal competency in writing and speaking at a level that prepares them for professions in the Communication field, or advanced study beyond the baccalaureate;
7. Demonstrate visual literacy and an understanding of visual language in order to create well-crafted visual messages within their chosen profession in the Communication field, or during advanced study beyond the baccalaureate;
8. Make ethical communication decisions informed by spiritual values, legal precedent, or professional contexts;
9. Identify the information, beliefs, norms, and values conveyed in a communication situation and assess how that communication challenges or reinforces professional or social stakeholders' interests.

APPLICATION TO MAJOR

Prior to applying for admission to the Communication major, a student must have successfully completed 30 hours of university course work. The following courses must have been completed with a minimum grade of C:

- COMM 110 Communication and Contemporary Society
- COMM 120 Media Writing and Research
- COMM 130 Visual Literacy

COMMUNICATION MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Communication**, students must complete a total of 39 hours including the following courses:

- 9 hours of foundations of communication courses:
  - COMM 110 Communication and Contemporary Society
  - COMM 120 Media Writing and Research
  - COMM 130 Visual Literacy
- 3 hours of a foundational theory course:
  - COMM 205 Communication Theory
- 3 hours of a foundational practice course:
  - COMM 220 Strategic Writing or
    COMM 121 Argumentation and Debate or
    WRTG 240 Professional Writing
- 3 hours of a foundational study course:
  - COMM 225 Research Methods in Communication
- 6 hours of core intermediate courses:
  - COMM 300 Communication Law and Ethical Practices
  - COMM 395 Communication Internship
- 12 hours of elective intermediate courses:
  6 hours at the 200-level and 6 hours at the 300-level or above:
  - COMM 260 Principles of Advertising
  - COMM 280 Topics in Communication
  - COMM 335 Professional Presentation
  - COMM 365 Communication and Emerging Technologies
  - COMM 380 Special Topics in Communication
- 3 hours of a capstone course:
  - COMM 499 Communication Capstone - Senior Seminar

MINOR REQUIREMENTS

For a **Minor in Communication**, students complete 21 credits as follows:

- COMM 110 Communication and Contemporary Society
- COMM 120 Media Writing and Research
- COMM 130 Visual Literacy
- COMM 205 Communication Theory
- Two other Communication courses at the 200-level or above.
  (Equivalent courses may be substituted as approved by the program.)
- One other Communication course at the 300-level or above (Not including COMM 395)

EXPERIENTIAL EDUCATION AND INTERNSHIPS

A minimum of 3 credits in COMM 395, Communication Internship is required for graduation. Students must meet with the Career Services Office and hold junior standing to be eligible. All internships must be approved by the student's faculty advisor. The course may be repeated for credit.

MASTERING MODES OF INQUIRY

Students pursuing a B.A. in Communication must complete an introductory foundational course in which they walk through basics of retrieving communication scholarship and analyzing primary communication artifacts as they prepare a short case study critique. Then students take a foundational study course, which reinforces skills for gathering scholarship, develops practices for synthesizing scholarly literature, introduces various modes of communication inquiry, and guides students through the process of writing a formal research proposal. Intermediate-level courses further reinforce students' use of different modes of reasoning, skills for identifying patterns and connections among communication practices, and applications of various theoretical frameworks for how to think about communication. In COMM 499: Communication Capstone—Senior Seminar, students submit a formal research proposal, conduct original research to derive evidence from primary materials, and develop an original argument about communication to be presented orally, visually, and in writing.

COMPUTER SCIENCE

MISSION

In an increasingly technical world, the computer science program strives to bring technological understanding and contemporary professional skills to the computer science major.

The coursework provides students with a solid foundation in computing principles, from computer literacy through advanced computer science topics. By utilizing the best tools available for learning, students develop critical thinking skills to solve real-world problems. The curriculum provides students with the practical, theoretical and ethical foundations for lifelong learning in the field through a variety of hands-on learning experiences. Students can comprehend the rapidly changing developments in technology and incorporate these changes into their own career-specific preparation.

PROGRAM GOALS

1. Educate our graduates in emerging technologies to enhance and apply their knowledge in their workplace.
2. Prepare students to effectively and professionally communicate in collaborative workplace environments.
3. Elevate student skills to develop technical solutions using integrated tools and emerging technologies.
4. Provide computer science professionals with the skills to examine the role of ethics and values in guiding personal and organizational actions.

STUDENT OUTCOMES

Computer science students will:

1. Create original work in analysis, design, testing, and implementation of programming systems.
2. Demonstrate expertise in contemporary computing information systems in preparation for graduate study and professional careers.
3. Work professionally and ethically in independent and collaborative settings.
4. Communicate technical information effectively in oral and written form.
5. Research current technical issues and present their findings to their peers.
6. Use cutting-edge devices and applications according to ethical and moral principles.

APPLICATION TO MAJOR

Prior to applying for a Bachelor of Arts (BA) Degree in Computer Science (CS), a student must successfully complete the following courses:

- CS 100 Internet History, Technology, and Security
- CS 110 Introduction to Programming

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Computer Science (CS)**, a student must complete 45 hours of CS and supporting courses including:

- 30 hours of computer science core courses:
  - CS 100 Internet History, Technology, and Security
  - CS 110 Introduction to Programming
  - CS 220 Systems Development Methodologies
  - CS 230 Business Applications Development
  - CS 250 Object-Oriented Programming
  - CS 270 Data Structures & Algorithms
  - CS 320 Database Design and Implementation
  - CS 350 Web Programming
  - CS 440 Systems Development Project
  - CS 499 Senior Capstone
- 9 hours of CS electives, taken at Clarke, at least 6 hours of which are numbered 300 or above

Computer Science Electives

  - CS 120 Data Analysis in Business
  - CS 160 Web Design and Production
  - CS 210 Fundamental Data Communication and Network
  - CS 280 Topics in Computer Science
  - CS 345 System Administration
  - CS 370 Computer Security
  - CS 395 Professional Development – Internship
  - CS 445 Operating Systems
  - CS 480 Advanced Topics in Computer Science
- 6 hours of support courses:
  - BUMG 112 Principles of Management
  - MATH 120 Statistics

A student must earn at least a C- in all courses required for the major.

NOTE: For supporting business and math courses, see descriptions under the programs offering the courses.

MINOR REQUIREMENTS

For a **Minor in Computer Science**, a student completes 21 hours including:

- 12 hours of computer science courses:
  - CS 100 Internet History, Technology, and Security
  - CS 110 Introduction to Programming
  - CS 220 Systems Development Methodologies
  - CS 320 Database Design and Implementation

- 9 hours of electives from among:
  - CS 120 Data Analysis in Business
  - CS 160 Web Design and Production
  - CS 210 Fundamental Data Communication and Network
  - CS 230 Business Applications Development
  - CS 250 Object-Oriented Programming
  - BUMG 112 Principles of Management

Teaching Endorsements

Clarke University offers a teaching endorsement in Computer Science at the secondary (5-12) level. Contact the Education Department Chair for specific details of course requirements for earning a teaching endorsement in Computer Science.

DIGITAL MEDIA STUDIES

MISSION

The Digital Media Studies program prepares students for an increasingly media-driven world. This unique program provides students with a variety of cross-departmental expertise to develop technical expertise, aesthetic sensitivity, and the ability to construct on-screen experiences for social media platforms, websites, and other screen-based applications. Fieldwork experiences also prepare students as digital content creators with skills intersecting a range of professional fields in Communications, Marketing, Business, Computer Science and Graphic Design. Importance is placed on practical, theoretical, and ethical foundations of media literacy for lifelong learning.

PROGRAM OUTCOMES

1. Build a positive learning environment/community for students.
2. Prepare students for professional practice in a diverse field of digital content creation.
3. Emphasize the skills students gain are transferable to various career paths and continued studies.
4. Introduce students to visual communication practices and media technologies that emphasize cultural awareness and social contexts that shape everyday life.

STUDENT OUTCOMES

DMS students will:

1. Apply digital media communication research methods to an academic project;
2. Work independently and collaboratively in a professional manner;
3. Analyze and discuss traditional and emerging theories relative to digital media and apply those theories to an academic research project;
4. Certify expertise in various digital media technologies in preparation for diverse professional career pathways;
5. Demonstrate visual literacy and an understanding of visual language in order to create well-crafted visual messages within their chosen professional field, or advanced study beyond the baccalaureate;
6. Make ethical, spiritual, and morally informed decisions based on persuasive design marketing communications and assess the impact upon social stakeholders' interests;
7. Support an openness to respond to and interact with new and diverse people and ideas.

APPLICATION TO MAJOR

Prior to applying for a **Bachelor of Arts (BA) degree in Digital Media Studies (DMS)**, a student must successfully complete the following courses with a C- or above:

- DMS 100 Internet History, Technology, and Security
- DMS 105 Art and Design Methods
- ARHS 134 Art of the Western World II

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Digital Media Studies**, a student completes 39 hours with at least a C-.

- DMS 100 Internet History, Technology, and Security
- DMS 105 Art and Design Methods
- DMS 240 Typography and Layout
- DMS 395 Internship (minimum 3 credit hours)
- DMS 430 Interactive Media and Web Design
- DMS 440 Media In Motion
- DMS 499 Senior Performance Seminar

Required Supporting Courses:

- COMM 110 Communication and Contemporary Society
- COMM 120 Media Writing and Research
- COMM 130 Visual Literacy
- COMM 225 Research Methods in Communication
- COMM 365 Communication and Emerging Technologies*
- BUMK 120 Principles of Marketing*

Recommended Courses:

- DMS 213 Literary Magazine Management
- DMS 214 Literary Magazine Editing and Production

**May have required prerequisites*

EXPERIENTIAL EDUCATION AND INTERNSHIPS

Digital Media Studies majors may take advantage of internship and experiential education opportunities through work experiences at local, regional, and national business organizations. These experiences are intended to supplement classroom learning by encouraging the application of design and communication skills and techniques in a professional environment. A student may earn credit beyond the departmental requirement and apply it toward graduation requirements. DMS majors must complete three credits of internship; credits and hours may vary (1-3 per experience).

EDUCATION

The Clarke University Education Department is accredited by the State of Iowa and holds membership in the American Association of Colleges of Teacher Education and the Iowa Association of Colleges of Teacher Education.

MISSION

The education department is linked to the historical and continuing mission of Clarke University and the educational traditions of its founding members of the BVM community. The BVM core values of education, justice, freedom and charity are central to this teacher-education program. This department strives to educate and prepare teachers who will influence the cognitive, moral and social development of children in kindergarten through high school in today's multicultural world. Graduates of this department will demonstrate the programmatic outcomes as licensed, professional educators in both public and Catholic schools.

PROGRAM GOALS

1. Build a positive learning environment/community for students.
2. Prepare students to become competent in pedagogy, content, and skills.
3. Prepare professional teachers for a diverse world.
4. Prepare teachers to become reflective, ethical decision makers.

STUDENT OUTCOMES

The outcomes for teacher candidates are described in the ten Interstate New Teacher Assessment & Support Consortium (INTASC) Standards. Demonstration of INTASC Standards must be met for licensure in the State of Iowa.

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PATHWAYS IN THE ELEMENTARY EDUCATION MAJOR

- **Standard pathway**
  The standard pathway in the Elementary Education major is the pathway for traditional undergraduate students. Courses are offered primarily in-person on the semester system, and the degree typically takes 4 years to complete.

- **Accelerated Teacher Certification (ATC) pathway**
  The Accelerated Teacher Certification (ATC) pathway is an online option for adult professionals in the field of education (e.g., substitute teachers and paraeducators) who are seeking to earn their Bachelor of Arts (BA) degree in Elementary Education. Courses are offered asynchronously in 8-week sessions with new cohorts starting every summer.

PROGRESSION IN THE MAJOR

Education students must maintain a cumulative GPA of 2.75 or higher.

All General Education courses required for licensure must be completed with a grade of C- or higher. Elementary education majors must earn a grade of C or higher in their education courses and grades in their content field that are considered passing by their content major.

All Education students must demonstrate competency in the use of written and spoken language, as demonstrated through portfolios that are constructed as a requirement of EDUC 100. Portfolios are based on the ten TASC Standards and are developed and reviewed throughout the student's academic program.

ELEMENTARY EDUCATION

For a **Bachelor of Arts (BA) Degree in Elementary Education**, a student must complete the following professional core course requirements. All general education courses required for licensure must be completed with a grade of C- or higher.

- GNED 115 Writing Seminar I
- GNED 116 Writing Seminar II
- PSYC 121 Child and Adolescent Development or PSYC 123 Lifespan Development
- Math 105 Foundations in Mathematics I and Math 106 Foundations of Mathematics II
- One United States/Political Science course
- One World History/Political Science course
- One Biological Science* course
- One Physical Science* course

* One science must be a lab course

A student must also complete 16 hours of the professional core courses.
All professional core courses must be completed with a grade of C or higher.

- EDUC 100 Introduction to Reflective Teaching
- EDUC 119 Human Relations and Building Inclusive Communities
- EDUC 125 Educational Psychology
- EDUC 200 Foundations of Education
- EDSP 200 Foundations in Special Education
- EDSP 300 Assessment and Evaluation in Special Education or
- EDUC 405 Educational Measurement and Evaluation

In addition, a student must complete 39 hours of the following courses:

- EDUC 230 Children's Literature
- The following four PDS courses, taken concurrently:
  - EDUC 330 Clinical Literacy
  - EDUC 331 Curriculum and Instruction in Language Arts
  - EDUC 332 Developmental Reading
  - EDUC 335 Curriculum and Instruction in Social Studies

- The following four PDS courses, taken concurrently:
  - EDUC 333 Curriculum and Instruction in Mathematics
  - EDUC 334 Clinical: Interdisciplinary
  - EDUC 336 Curriculum and Instruction in Science
  - EDUC 337 Reading Applications
- The following four 1-credit courses
  - EDUC 364 Curriculum and Instruction in Health
  - EDUC 365 Curriculum and Instruction in Physical Education
  - EDUC 366 Curriculum and Instruction in Art
  - EDUC 367 Curriculum and Instruction in Music
- Senior Performance
  - EDUC 432 Student teaching in the elementary schools (6-12) hours
  - EDUC 499 Capstone

NOTE: Admission to major is required for enrollment in upper division courses, including clinical PDS blocks. Admission requirements include passing Initial Checkpoint I review. Appeals will be considered on a case by case basis.

Requirements for licensure are subject to change based on state and departmental mandates. All elementary education majors also have one of the following:

- An approved 24-semester-hour concentration in elementary generalist, reading/language arts, math, math/science, science, or social studies
- An endorsement in special education
- An approved academic major outside of education

In addition to the course requirements, students earning an Elementary Education major must complete a Teaching Endorsement (usually 24-30 credit hours). See below for a complete list of elementary education endorsements offered at Clarke.

ACCELERATED TEACHER CERTIFICATION

The Education department offers an online degree option for professionals in the field of elementary education, such as substitute teachers and paraeducators, who are seeking their Bachelor of Arts (BA) Degree in Elementary Education.

Clarke University confers degrees five times a year, in October, December, March, May, and August. The October and March degree conferrals are at the conclusion of the first eight-week sessions. Degrees are conferred for students who have applied for graduation and who have completed all degree requirements for their programs of study.

An **Accelerated Teacher Certification (ATC)** student completes the 16 hours of the professional core courses and the 39 hours listed for the above elementary education degree. Courses are offered asynchronously in 8-week sessions with new cohorts starting every summer. In addition to the required coursework for elementary education,

ATC students are expected to earn either the Reading Endorsement or Special Education Endorsement as part of the program. Specific courses for the K-8 Reading Endorsement are listed earlier in the catalog. Additional endorsements may be earned for students enrolled in the ATC program.

Candidates who hold a current teaching license in another area, are eligible to complete the 16 hours of professional core and 39 hours listed for the elementary education degree as a Teacher Certification Candidate, in place of a Bachelor of Arts (BA) Degree in Elementary Education. Teacher Certification Candidates will be eligible for Iowa Licensure in K-6 Elementary Teacher, and any other endorsement areas in which coursework has been fully completed.

TEACHING ENDORSEMENTS

For licensure to teach by the state of Iowa, most Elementary Education majors will earn a teaching endorsement in one of the following areas: Elementary Classroom, Reading, English/Language Arts, Math, Science – Basic, Social Studies, or Special Education. Based on individual interests and career/vocational goals, students may choose to complete more than one teaching endorsement. Earning additional teaching endorsements may exceed the 120 credits required for graduation, extend a student's graduation timeline beyond four years, and/or add additional cost.

The teaching endorsements that Clarke University offers at the elementary level (K-6, K-8, and K-12) are listed below. Contact the Education Department Chair for the course requirements for each endorsement.

- Art (K-8)
- Athletic Coach (K-12)*
- Elementary Classroom (K-6)
- English/Language Arts (K-8)
- Health (K-8)
- History (K-8)
- Mathematics (K-8)
- Music (K-8)
- Reading (K-8)
- Physical Education (PE) (K-8)
- Science – Basic (K-8)
- Social Studies (K-8)
- Spanish (K-8)
- Special Education-All (K-12)
- Special Education – Strategist I Mild/Moderate (K-8)
- Speech Communication/Theatre (K-8)

* This teaching endorsement may not be a student's primary teaching endorsement but can be added as a second teaching endorsement.

SPECIAL EDUCATION

Clarke University offers a special education endorsement listed by the State of Iowa as K-12 Instructional strategist I and II: ALL.

For a **Bachelor of Arts (BA) Degree in Elementary Education with an Endorsement in Special Education**, a student completes 79 hours, including the requirements for the elementary education major and the following courses:

- EDSP 200 Foundations of Reflective Education
- EDSP 201 Selecting Behavioral Interventions
- EDSP 202 Including Everyone
- EDSP 300 Assessment and Evaluation in Special Education
- EDSP 301 Strategic Academic Learning
- EDSP 400 Special Education Practicum
- EDSP 401 Preventing and Remediating Challenging Behaviors
- EDSP 402 Collaborative Solutions
- EDUC 404 Reading Interventions

- Senior Performance
  - EDSP 403 Student Teaching in Special Education
  - EDUC 499 Capstone

SECONDARY EDUCATION

For a **Bachelor of Arts (BA) Degree in Secondary Education**, a student must complete the following professional core course requirements. All general education courses required for licensure must be completed with a grade of C- or higher. Secondary education majors must earn a grade of C or higher in their content field that are considered passing by their content major. The following general education courses are required for licensure:

- GNED 115 Writing Seminar I
- GNED 116 Writing seminar II
- Math 110 Math as a Liberal Art or higher
- One history course from US, World, or Political Science
- One lab course from a Biological science or a Physical science.

A student must also complete 16 hours of the professional core courses.
All professional core courses must be completed with a grade of C or higher.

- EDUC 100 Introduction to Reflecting Teaching
- EDUC 119 Human Relations and Building Inclusive Communities
- EDUC 125 Educational Psychology
- EDUC 200 Foundations of Education
- EDSP 200 Foundations of Special Education
- EDUC 351 Special Secondary Curriculum and Methods
- EDUC 405 Educational Measurement and Evaluation

In addition, students must complete the following:

- The middle school PDS block consisting of the following three courses.
- EDUC 360 Middle School Curriculum and Methods
- EDUC 361 The Development of the Adolescent Learner
- EDUC 363 Clinical Experience in the Middle School
- The high school PDS block consisting of the following three courses.
- EDUC 351 Special Secondary Curriculum and Methods
- EDUC 362 Adolescent Literacy
- EDUC 368 Clinical Experience in the High School
-

- Senior Performance
  - EDUC 452 Student Teaching
  - EDUC 499 Capstone*
  - * Consult major program/department for additional Capstone requirements.

NOTE: Students seeking licensure at the secondary level must complete a minimum 30-semester-hour teaching major in an approved teaching major field as well as the education program. Secondary Education majors must earn grades in their content field that are considered passing by their content major. Students should confer with their academic advisor regarding specific teaching major, minor and endorsement requirements and required major courses.

Requirements for licensure are subject to change based on state and departmental mandates.

Teaching Endorsements

All Secondary Education majors will earn one teaching endorsement for licensure. Based on individual interests and career/vocational goals, students may choose to complete additional teaching endorsements. Earning additional teaching endorsements may exceed the 120 credits required for graduation, extend a student's graduation timeline beyond four years, and/or add additional cost.

The teaching endorsements, and the specific course requirements thereof, that Clarke University offers at the secondary level (K-12 and 5-12) are listed below.

- Art (5-12)
- Athletic Coach (K-12)*
- Biology (5-12)
- Business (5-12)
- Chemistry (5-12)
- Computer Science (5-12)
- Earth Science (5-12)
- English/Language Arts (5-8, 5-12)
- Health (5-12)
- History – American (5-12)
- History – World (5-12)
- Journalism (5-12)
- Mathematics (5-8, 5-12)
- Middle School Language Arts, Math, Science, Social Studies (5-8)
- Music (5-12)
- Physical Education (PE) (5-12)
- Physics (5-12)
- Psychology (5-12)
- Science – All (5-12)
- Science – Basic (5-12)
- Social Studies (5-8)
- Sociology (5-12)
- Spanish (5-12)
- Special Education – All (K-12)
- Speech Communication/Theatre (5-12)

* This teaching endorsement may not be a student's primary teaching endorsement but can be added as a second teaching endorsement.

K-12 EDUCATION

Students receiving a bachelor's degree in art, music, or an approved content-related field may obtain an endorsement in K-12. Students must complete departmental requirements for K-12 education.

Students must complete the following professional core course requirements. All general education courses required for licensure must be completed with a grade of C- or higher.

- GNED 115 Writing Seminar I
- GNED 116 Writing Seminar II
- PSYC 121 Child and Adolescent Development or HWBS 123 Lifespan Development
- Math 110 Math as a Liberal Art or higher
- One history course from US, World or Political Science
- One lab course from a Biological science or a Physical science

Students must complete all professional core education courses with a grade of C or higher.

- EDUC 100 Introduction to Reflective Teaching
- EDUC 119 Human Relations and Building Inclusive Communities
- EDUC 125 Educational Psychology
- EDUC 200 Foundations of Education
- EDSP 200 Foundations of Education
- EDUC 357 Reading in the Content Area

Senior Performance: Select one set of student teaching courses based on major discipline and Capstone.

- Music: EDUC 461/462
- Art: EDUC 463/464
- Spanish: EDUC 452
- EDUC 499 Capstone*

* Consult major program/department for additional Capstone requirements.

Requirements for licensure are subject to change based on state and departmental mandates. All students seeking elementary, reading, and/or special education endorsements must complete the Foundations of Reading Test (FORT Iowa Code 256.16) assessment prior to student teaching. With a pass score of 240 or higher the student will be admitted to student teach. With a pass score lower than 240 the student will need to complete remediation and be admitted to student teach.

ADDITIONAL ENDORSEMENTS

Additional endorsement areas must earn a grade of C or higher.

Middle School Endorsement

For a **Bachelor of Arts (BA) Degree in Elementary Education with a Middle School Endorsement**, or those pursuing the secondary education teaching major, a student completes:

- An elementary education major or an academic teaching major with secondary education courses
- Middle School PDS block (Consisting of the following courses):
  - EDUC 360 Teaching in the Middle School and Secondary School
  - EDUC 361 The Adolescent Learner
  - EDUC 363 Clinical Experience in the Middle Level
- 12 hours in two of four possible content fields (math, science, history/government and language arts). See program for specific courses.
- Senior Performance: See Elementary Education or Secondary Education Program.

Reading Endorsement
For a Bachelor of Arts (BA) Degree in Elementary Education with a Reading Endorsement, a student completes:

- Requirements of an elementary education major.
- EDUC 338 Emergent Literacy
- EDUC 404 Reading Interventions
- EDUC 420 Advanced Practicum and Instruction in Reading
- EDUC 450 Advanced Reading Methods
- Senior Performance: See Elementary Education Program.

Coaching Endorsement
In order to receive a coaching endorsement, a student must complete the following requirements:

- BIOL 102 Biology of the Human Body
- PSYC 121 Child and Adolescent Development
- ATHT 130 Care and Prevention of Athletic Injuries
- EDPE 230 Coaching and Sport Theory
- EDPE 240 Coaching Methods

All students must demonstrate competency in the use of written and spoken language. Portfolios are required and constructed in EDUC 100.

Portfolios are based on the ten InTASC Standards and are developed and reviewed throughout the student's academic program.

Education students must maintain a cumulative GPA of 2.75 or higher.

Pursuant to Iowa state law implemented in 2024 concerning options for student teachers, students in the education major and Accelerated Teaching Certification (ATC) program who meet certain qualifications specified in the law may be able to PLA portions of their student teaching requirements. For information about the qualifications to PLA student teaching requirements, please contact the Chair of the Education Department or the ATC Coordinator.

EDUCATIONAL PRACTICES MINOR

The Educational Practices minor provides the opportunity to explore the field of education with the ability to select an area of focus. Students will complete the core 15 credits as well as 5-6 elective credits. While the minor builds a foundation for K-12 teaching, it does not in and of itself qualify an individual for an educator license. Students pursuing an Education major (Elementary, Secondary, Music Education, Art Education) are not eligible to earn the Education minor.

MINOR PROGRAM GOALS

1. To provide a deeper understanding of school culture for those in education-related fields.
2. To provide a deeper understanding of teaching strategies and practices for those in education-related fields.
3. To provide experiences that will cultivate strategies for supporting teachers and students.

For a minor in Educational Practices, a student completes 20-21 hours of the following:

- Core: (15 hours)
    - EDUC 200 Found of Education (3) [EDUC 100 Intro to Reflective Teaching is a co-requisite for education majors only]
    - EDSP 200 Foundations of Spec Education (3)
    - EDUC 125 Educational Psych (3)
    - EDUC 119 Human Relations and Building Inclusive Communities (3)
    - PSYC 121 Child and Adolescent Development or HWBS 123 Life Span Development (3)

All students seeking the minor in Educational Practices will select an area of focus.
Electives (5-6 credits total needed in one of the following areas of focus):

- Literacy Focus
    - EDUC 230 Children's Literature (2)
    - EDUC 357 Reading in the Content Area (3)
    - EDUC 362 Adolescent Literacy (2)
    - [Application to major and co-requisites required for education majors only]

- High School Focus
    - EDUC 351 Secondary Curriculum Methods (3)
    - EDUC 368 Clinical in High School (3)

- Special Education Focus
    - EDSP 201 Selecting Behavioral Interventions (3)
    - EDSP 202 Including Everyone (3)

ENGLISH

MISSION

The English and Writing programs at Clarke University produce individuals who are poised to meaningfully contribute in their civic and professional lives. By analyzing and responding to language and literature, students engage in the complexities of life, across time, place, and culture, to more expertly operate in an increasingly global and fast-moving world.

PROGRAM GOALS

1. Educate students across the institution by offering courses in which students explore various literary texts, with emphasis on the interrelationships among reading, writing, speaking and the "real world."
2. Train students as thinkers, researchers, and communicators who are able to make informed and innovative decisions to solve problems and advance causes.
3. Prepare students to apply their learning outside of the classroom in order to gain essential experience that prepares them for graduate or professional school, as well as careers in nearly any field.
4. Emphasize the skills students will gain in this program as transferrable skills that align with the modern professional arena, in which one's career is increasingly less defined by one's specific field of study.

STUDENT OUTCOMES

English majors will be able to

1. Interpret a range of texts using methods of literary analysis.
2. Construct written texts with clarity and nuance, and with attention to varied audiences, purposes, situations, and forms.
3. Synthesize literary and critical perspectives.
4. Demonstrate facility with oral communication for a variety of contexts including group discussions and formal presentations.
5. Integrate knowledge and experience as preparation for the variety of professions available to the English major.

APPLICATION TO MAJOR

Before applying for a major in English, a student must complete GNED 115 Writing Seminar I and GNED 116 Writing Seminar II, and at least one literature course with a grade of C- or higher in each course.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in English**, a student completes a senior performance and 34-36 hours in English and Writing courses, including:

- At least 2 of the following 3 courses:
  - ENGL 121 Literary Ventures
  - ENGL 125 The Critical Mind
  - ENGL 127 Contemporary Literature

- ENGL 211 Environmental Literature
- ENGL 215 Literary Voices: British Authors
- ENGL 218 Literary Voices: U.S. Authors
- ENGL 230 Global Voices
- ENGL 285 Professional Preparation and Practice
- At least 3 hours in writing courses from the following list:
  - WRTG course offerings at the 200- or 300-level
  - COMM 120
  - COMM 121
  - COMM 130
  - COMM 220
  - DMS 213
  - DMS 214
- 1-3 hours of either ENGL or WRTG 395
- Two 300-level or higher ENGL and/or WRTG courses (not including 395 and 499)
- ENGL 499 English Integration Capstone

Students must earn at least a C- in each ENGL and WRTG course. A maximum of 3 credit hours in ENGL/WRTG 395 may be counted toward the major.

For a **Bachelor of Arts (BA) Degree in English with Certification in Secondary Education**, a student completes a senior performance and 33 hours in English and Writing courses, including:

- At least 2 of the following 3 courses
  - ENGL 121 Literary Ventures
  - ENGL 125 The Critical Mind
  - ENGL 127 Contemporary Literature
- ENGL 211 Environmental Literature
- ENGL 215 Literary Voices: British Authors
- ENGL 218 Literary Voices: U.S. Authors
- ENGL 230 Global Voices
- ENGL 285 Professional Preparation and Practice
- At least 3 hours in writing courses from the following list:
  - WRTG course offerings at the 200- or 300-level
  - COMM 120
  - COMM 121
  - COMM 130
  - COMM 220
  - DMS 213
  - DMS 214
- Two 300-level or higher ENGL and/of WRTG courses (not including 395 and 499)
- ENGL 499 English Integration Capstone

Students must earn at least a C- in each ENGL and WRTG course. ENGL/WRTG 395 cannot be counted toward the minimum 33 credit hours required for the English major with certification in Secondary Education.

MINOR REQUIREMENTS

For a Minor in English, a student completes 15 hours in English and Writing courses including:

- ENGL 121 Literary Ventures, ENGL 125 The Critical Mind, or ENGL 127 Contemporary Literature
- ENGL 285 Professional Preparation and Practice
- 9 hours of additional ENGL courses

For a **Minor in Writing**, a student completes 15 hours in English and Writing courses including:

- 3 hours of WRTG 395
- ENGL 285 Professional Preparation and Practice
- 9 hours from:
  - WRTG course offerings at the 200- or 300-level
  - COMM 120
  - COMM 121
  - COMM 130
  - COMM 220
  - DMS 213
  - DMS 214

TEACHING ENDORSEMENTS

Clarke University offers a teaching endorsement in English at the secondary (5-12) level. Contact the Education Department Chair for specific details of course requirements for earning a teaching endorsement in English.

PROFESSIONAL PORTFOLIO

Graduates of the English program will enter the workforce with a Professional Portfolio that showcases their abilities and achievements. The Professional Portfolio includes a resume and artifacts produced in select major courses.

ENVIRONMENTAL STUDIES MINOR

MISSION

In accordance with the history and tradition of Clarke University and the BVM congregation, the Environmental Studies minor program provides a challenging yet supportive learning environment to foster personal and intellectual growth. Environmental Studies is an interdisciplinary minor program that focuses on using the tools of the natural sciences, social sciences, and humanities to solve problems in resource depletion and environmental degradation, which in turn affect human welfare.

PROGRAM GOALS

The environmental studies minor provides students an interdisciplinary exploration of factors which affect human welfare, such as resource depletion and environmental degradation.

STUDENT OUTCOMES

Students will demonstrate:

1. Knowledge of environmental science, social justice, and economic prosperity appropriate for the course level.
2. The ability to use this interdisciplinary knowledge to solve problems in sustainability.
3. Knowledge of local and global issues and their implications.
4. The ability to communicate in oral and written format.

MINOR REQUIREMENTS

Students seeking a Minor in Environmental Studies must complete 19-22 credits with a grade of C- or better.

Required Courses (3 courses, 10 credits):

- ENVS 100 Introduction to Environmental Studies
- BIOL 204 Environmental Biology
- SOC 307 Environment and Society

Elective Courses (3 courses, 9-12 credits):

- ART 110 Design for Sustainability
- BIOL 116 Ecology, Environment and Diversity
- BIOL 240 Plant Biology
- BIOL 320 Subtropical Ecology
- BIOL 332 Microbiology
- BIOL 325 Conservation Biology
- BUEC 221 Principles of Economics I
- BUMG 344 Operations Management
- CHEM 111 General Chemistry II
- CHEM 333 Analytical Chemistry
- ENGL 211 Environmental Literature
- ENVS 300 Climate Change

- HIST 215 Environmental History
- PHIL 212/225 General Ethics or Applied Ethics: Environment
- RELS 218 Christian Ethics
- SOC 201 Social Issues
- WRTG 240 Professional Writing

Some of these have prerequisites. Students may choose courses that best match their interests and major requirements.

LECTURE/LAB WITHDRAWAL POLICY

If a student wishes to withdraw from a course that has a lecture and laboratory component, the student must withdraw from both lecture and laboratory.

HEALTH, WELLNESS AND BEHAVIORAL SCIENCES

MISSION

The mission of Clarke University's Health, Wellness and Behavioral Sciences Program is to support and engage students in an academically rigorous program that promotes student's personal and intellectual growth. Students will be prepared to responsibly contribute to society and utilize self-reflection in self-optimizing processes in order to guide personal success, health, wellness and behavioral decisions and through the empathetic process to guide others in their own self-actualization.

PROGRAM GOALS

1. Engage students academically to support their critical thinking and decision making in their health and wellness practices.
2. Promote students personal and intellectual growth through course work and experiences that foster life-long learning.
3. Prepare students to contribute to society and the common good in a socially responsible and ethical way.
4. Encourage students to utilize self-reflection and empathetic processes to develop their interpersonal and intrapersonal skills.

STUDENT OUTCOMES

Students will:

1. Identify the knowledge concepts, principles and skills of health and wellness.
2. Comprehend, explain, value, and apply evidence-based practices as they relate to the unique individual's structural, functional, financial, psychosocial, emotion and spiritual health and wellness.
3. Utilize critical thinking, empathy, positive interpersonal interactions, self-reflection, collaboration and communications skills in a holistic, multi-disciplinary approach to positively influence and foster effective health and wellness principles, concepts and change in self and others.
4. Form and foster positive, ethical, collaborative environments with health and wellness professionals and clientele for meaningful personal and professional scholarship and development.

APPLICATION TO MAJOR

Clarke students may apply to a major field after having completed 30 hours of academic work. Ordinarily, a student may apply for a major in Health, Wellness and Behavioral Sciences upon completion of MATH 120 Statistics and 12 credits of HWBS core coursework. Students must achieve the minimally required grades in required coursework. Transfer students who enter Clarke with 60 or more credit hours should apply to their majors within the first two semesters of attendance at Clarke, after having taken at least six credit hours of HWBS coursework at Clarke and MATH 120 Statistics. Note: The program reserves the right to decide on the acceptability of courses offered by other campuses to fulfill major requirements.

Successful completion of the above steps will result in full admittance to the HWBS major. Intended majors who have not satisfied the minimum grade requirement or coursework completion will not be accepted into the major. Students seeking admission to the major should review their progress prior to major application submission.

Accepted HWBS majors who have not satisfied the minimum grade requirements may be dismissed after a review of their progress. The review will be made by the advisor and chair. Reviews will be based on grade and GPA history. The review may include the student's expressed intent to repeat or not repeat course(s) (history of repeating courses to comply with the major requirements).

Students must repeat core courses for which they earn a grade lower than a C-. Ordinarily, students will be dismissed from the major if they have to repeat a core course more than one time to successfully comply with major requirements.

Due to the overlap in Health, Wellness and Behavioral Sciences and Psychology courses, a double major of HWBS/PSYC is not permitted.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Health, Wellness and Behavioral Sciences (HWBS)**, a student completes 32-34 hours of core courses. No more than two core courses with a grade of C- will be accepted as credit towards the major. The expectation for HWBS 395 or HWBS 475 is 1-3 credits.

- ATHT 130 Care and Prevention of Injuries
- PSYC 123 Lifespan Development or PSYC 121 Child & Adolescent Development
- HWBS 133 Dynamics of Health & Nutrition
- HWBS 395 Internship or HWBS 475 Practicum
- HWBS 420 Research in Health, Wellness and Behavioral Sciences
- HWBS 499 Capstone
- BIOL 102 Biology of the Human Body
- BUMG 112 Principles of Management
- CHEM 107 General, Organic and Biochemistry
- EDUC 119 Human Relations and Building Inclusive Communities or SOC 201 Social Issues or SW 235 Diversity and Privilege or ENGL 230 Global Voices
- PSYC 240 Health Psychology

9 hours of the following support courses:

- SPCM 108 Oral Interpretation
- MATH 120 Statistics
- PHIL 212 General Ethics or PHIL 225 Applied Ethics or RELS 218/318 Christian Ethics

** Students pursuing graduate program admittance should check minimum grade requirements for program admission.*

A student pursuing a Bachelor of Arts (BA) Degree in Health, Wellness and Behavioral Sciences must minimally complete the Life Coaching emphasis, a minor from another discipline except Psychology, or a double major except a double major with Psychology. If a student chooses to complete a minor instead of the emphasis, then the student must complete at least one course at or above the 300 level in the chosen minor discipline.

For a **Bachelor of Arts (BA) in Health, Wellness and Behavioral Sciences, with an Emphasis in Life Coaching** a student completes the core courses and an additional 12 hours of HWBS courses with a grade of C- or better in the courses.

- BUFN 120 Personal Finance
- PSYC 281 Motivation & Emotion
- PSYC 331 Behavior Modification
- PSYC 430 Theories of Counseling & Psychotherapy

The **Emphasis in Life Coaching** requires an additional 6 -7 hours of HWBS elective courses with a grade of C- or better in the courses from the following of which one course must be at or above the 300 level.

- BIOL 132 Microbiology
- HLTH 233 Transcultural Health Care
- NTFS 110 Introduction to Food Science
- PSYC 221 Abnormal Psychology
- PSYC 265 Psychology of Women
- PSYC 345 Sensation & Perception
- PSYC 385 Physiological Psychology

For a **Bachelor of Science (BS) Degree in Health, Wellness and Behavioral Sciences**, a student completes 48-50 hours of core courses. No more than two core courses with a grade of C- will be accepted as credit towards the major. The expectation for HWBS 395 or HWBS 475 is 1-3 credits.

- ATHT 130 Care and Prevention of Injuries
- PSYC 123 Lifespan Development or PSYC 121 Child & Adolescent Development
- HWBS 133 Dynamics of Health & Nutrition
- HWBS 395 Internship or HWBS 475 Practicum
- HWBS 420 Research in Health, Wellness, and Behavioral Sciences
- HWBS 499 Capstone
  BIOL 115 Fundamentals of Cell Biology and Genetics
- BIOL 211 Human Anatomy and Physiology I
- BIOL 212 Human Anatomy and Physiology II
- BUMG 112 Principles of Management
- CHEM 110 General Chemistry I
- CHEM 111 General Chemistry II
- EDUC 119 Human Relations and Building Inclusive Communities or SOC 201 Social Issues or SW 235 Diversity and Privilege or ENGL 230 Global Voices
- PSYC 240 Health Psychology
- PSYC 430 Theories of Counseling & Psychotherapy

9 hours of the following support courses:

- SPCM 108 Oral Interpretation
- MATH 120 Statistics
- PHIL 212 General Ethics or PHIL 225 Applied Ethics or RELS 218/318 Christian Ethics

** Students pursuing graduate program admittance should check minimum grade requirements for program admission.*

A student pursuing a Bachelor of Science (BS) Degree in Health, Wellness and Behavioral Sciences must minimally complete the Life Coaching emphasis, a minor from another discipline except Psychology, or a double major except a double major with Psychology. If a student chooses to complete a minor instead of the emphasis, then the student must complete at least one course at or above the 300 level in the chosen minor discipline.

For a **Bachelor of Science (BS) Degree in Health, Wellness and Behavioral Sciences, with an Emphasis in Life Coaching** a student completes the core courses and an additional 9 hours of HWBS courses with a grade of C- or better in the courses.

- BUFN 120 Personal Finance
- PSYC 281 Motivation & Emotion
- PSYC 331 Behavior Modification

For a **Bachelor of Science (BS) in Health, Wellness and Behavioral Sciences, with an Emphasis in Life Coaching** requires an additional 6-8 hours of HWBS elective courses with a grade of C- or better in the courses from the following of which one course must be at or above the 300 level.

- BIOL 132 Microbiology
- BIOL 520 Human Physiology
- BIOL 525 Exercise Physiology
- HLTH 233 Transcultural Health Care
- NTFS 110 Introduction to Food Science
- NTFS 210 Fundamentals of Food Processing
- PSYC 221 Abnormal Psychology
- PSYC 265 Psychology of Women
- PSYC 345 Sensation and Perception
- PSYC 385 Physiological Psychology

For a **Health, Wellness and Behavioral Sciences minor** a student completes 21 hours with a grade of C- or better in the courses.

6 credits of the following:

- BIOL 102 Biology of the Human Body OR BIOL 211 Anatomy and Physiology
- PSYC 121 Child & Adolescent Development OR PSYC 123 Lifespan Development

15 credits of the following:

- BUFN 120 Personal Finance OR BUMG 112 Principles of Management
- HWBS 133 Dynamics of Health & Nutrition
- HWBS 395 Internship
- PSYC 240 Health Psychology*
- PSYC 281 Motivation & Emotion*
- PSYC 331 Behavior Modification OR PSYC 310 Psychology of Close Relationships*

** Course does not count as an elective course in PSYC majors.*

HISTORY

MISSION

The study of history requires students to think critically about the larger forces producing change in the world and the relationship of individual actions to historical and/or political change. History students practice research in primary and secondary sources in the process of developing interpretations of historical developments. The study of history fosters spiritual growth as students are challenged to question their values and the values promoted by local, regional, national and global events and cultures. The department provides educational opportunities that help fulfill General Education outcomes. History majors acquire skills in research, analytical thinking, interpretation, written and oral communication and logical organization.

PROGRAM GOALS

1. To provide educational opportunities to connect students to human society both past and present.
2. To foster intellectual and spiritual growth by challenging students to question their values and the values promoted by local, regional, national and global events and cultures.
3. To teach critical thinking skills about the larger forces producing global changes in the world and the relationship of individual actions and social responsibilities to historical and/or political changes.

STUDENT OUTCOMES

The History program outcomes flow from the Clarke University mission and values. Students completing a major in History at Clarke University will demonstrate the following outcomes:

1. Recognize the significance of and discuss in-depth major historical concepts and political ideas in European, U.S. and World history.
2. Identify, analyze and interpret primary and secondary historical resources and data.
3. Analyze and apply historical knowledge to current events to better understand the world today.
4. Determine and prepare for the professional opportunities open to graduates in history.
5. Identify and determine the importance of diversity of perspectives in developing an understanding of history.

APPLICATION TO MAJOR

A student may apply for a history major after successfully completing 30 semester hours of university credit.

MAJOR REQUIREMENTS

For a Bachelor of Arts (BA) Degree in History, a student must complete 35-36 hours including:

- 11-12 hours of core courses
  - HIST 201: Historians for Hire
  - HIST 300: Interpreting the Past
  - HIST 395: Internship (2-3 credit hours) or EDUC 452 Student Teaching for history/ secondary education majors
  - HIST 499: Capstone
- 9 hours of introductory history courses (any 100-level HIST courses)
- 6 hours of regional and specialized history courses (HIST 205, 208, 213, 215 or 280)
- 9 hours of advanced topics courses (HIST 302, 304, 305, 306, 307, 309)

History majors are required to have a minimum of a 2.00 GPA in their history major. In addition, individual HIST courses must be passed with at least a C-.

HISTORY MINOR REQUIREMENTS

For a Minor in History, a student must complete 21 hours of history courses including:

- HIST 201: Historians for Hire
- One additional 200-level HIST course
- Two 300-level HIST courses.

TEACHING ENDORSEMENTS

Clarke University offers teaching endorsements in History at the elementary (K-8) and secondary (5-12) level. Contact the Education Department Chair for specific details of course requirements for earning a teaching endorsement in History.

EXPERIENTIAL EDUCATION/INTERNSHIPS

Students must earn academic credit for supervised, professionally related work experience with public or private employers such as museums, archives, or historical societies or by completing student teaching. Students will complete at least 2-3 credit hours of internship.

INTERDISCIPLINARY MINOR IN THE ARTS

MISSION

The Interdisciplinary Arts Minor allows students to design their own minor with coursework across the Art + Design, Music and Drama offerings. The minor is intended to deepen an appreciation for and encourage a lifelong engagement in the arts.

OUTCOMES

Through the study of and participation in the fine arts, students will acquire the knowledge, skills and values that assist them to:

1. Develop and refine an aesthetic sensibility by experiencing, participating in, and creatively thinking within a variety of artistic venues and media.

2. Explore the relationships of varied artistic and cultural heritages as they engage in lifelong efforts to understand the past, contemporary culture, and themselves in historical and/or performance-based coursework.

3. Nurture and enrich their human spirit through engagement with the arts and the valuing of diverse people and their creative expression.

MINOR REQUIREMENTS

The **Interdisciplinary Arts Minor** requires 19 credits. A student selects 6-credit hours each from the Art + Design, Drama and Music courses. There are no set required courses in the fine arts, so the minor is adaptable to an individual student's aptitude, interest and schedule.

Students can register for art history, studio, graphic design, music history and theory, applied music, theatre history or practicum courses. Ideally, a student will register for a combination of each discipline, but it is also possible to register for six history and theory courses and no studio/applied/practicum course OR all studio/applied/practicum and no history or theory courses. Students may take all 100 level courses or build greater expertise by taking a 200 level course in the same arts discipline following a 100 level course. A student could complete the 6 credits in Music by performing in an ensemble (1 semester credit) for 6 semesters.

MATHEMATICS

MISSION

The Clarke University mathematics program's mission is aligned with the University mission of providing a supportive environment that encourages personal and intellectual growth. The Clarke University mathematics program provides students opportunities to develop their mathematical appreciation, knowledge, skills, and thinking in order to improve their quality of life and to aid in the preparation for future careers.

PROGRAM GOALS

- Majors: Facilitate preparation for careers involving mathematics, teaching, or graduate school.
- Minors: Facilitate preparation for careers involving mathematics.
- General Education: Foster mathematical development contributing to the education of well-rounded individuals.
- Service: Contribute toward the mathematical development necessary for specific majors.

STUDENT OUTCOMES

A mathematics graduate will be able to:

1. Speak and write mathematics clearly, precisely, and professionally.
2. Reason mathematically using technology when appropriate in a variety of settings by:
   - Constructing proofs.
   - Constructing examples and counterexamples.
   - Solving problems.
3. Master basic mathematical knowledge.

APPLICATION TO MAJOR

Before applying for admission to the program as a major or minor, a student must be in good academic standing and have satisfactorily completed 30 hours of course work, including MATH 125 Calculus I and MATH 226 Calculus II, with at least a grade of B-. If a student fails to meet this standard s/he must successfully complete one additional math class numbered 300 or higher. Then the student must meet with program members to complete the application form and to discuss progress and goals. Also at that time, a contract may be required for continued participation in the major. A student whose math GPA (not including courses numbered below 120) is below 2.50 will not ordinarily be admitted. Students are encouraged to apply as soon as they are eligible in order to learn in a timely fashion what requirements might be imposed.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Mathematics**, a student must complete at least 32 hours of mathematics courses numbered 120 or above with a grade of C- or higher, including:

- MATH 125 Calculus I
- MATH 226 Calculus II
- MATH 327 Calculus III
- MATH 333 Linear Algebra
- MATH 336 Geometry Seminar
- MATH 443 Abstract Algebra
- MATH 499 Capstone: Mathematics Seminar
- Three math elective courses

- Required supporting course:
  - CS 110 Introduction to Programming

MINOR REQUIREMENTS

For a **Minor in Mathematics**, a student must complete at least 20 hours of mathematics courses numbered 120 or above with a grade of C- or better, including MATH 125 Calculus I, MATH 226 Calculus II, and MATH 333 Linear Algebra.

TEACHING ENDORSEMENTS

Clarke University offers teaching endorsements in Mathematics at the elementary (K-8), middle school (5-8), and secondary (5-12) level. Contact the Education Department Chair for specific details of course requirements for earning a teaching endorsement in Mathematics.

EXPERIENTIAL EDUCATION INTERNSHIPS

Internships and experiential education experiences are available to mathematics students. These may be offered by local insurance companies, utilities, banks or software companies.

MUSIC

MISSION

In accordance with Clarke University's mission, the music program is committed to creating an environment that facilitates musical growth of students and the community by providing instruction and experiences that promote the appreciation and performance of music, while encouraging global awareness, social responsibility and spiritual values.

PROGRAM GOALS

1. The music program provides a solid curriculum and background for those seeking a career in music professions, emphasizing personal, musical and intellectual growth of students through training in practical, theoretical and aesthetic aspects of music.
2. The implementation of General Education is supported by the music program which:
    - Provides a rich musical environment for students and the community that will enable them to appreciate today's global society, including aspects of Catholic and BVM heritage.
    - Helps students understand the physical world and the diverse cultural and social systems of the past and present, through perceiving the interconnectedness of knowledge.
    - Serves as a link between the university and the community (regional, national and international) to encourage professional relationships and to promote social responsibility.

STUDENT OUTCOMES

The music student will be able to:

1. Present music of various styles and cultures at a high level of technical and artistic skill in expressive and stylistically informed musical performances.
2. Accurately analyze music of various styles and cultures.
3. Synthesize information from various musical eras and cultures to communicate ideas in a professional context.
4. Implement technology in support of teaching, creating, recording, and performing music.

Additionally, the music education student will be able to:

1. Perform proficiently on secondary instruments.
2. Implement lesson plans, curricula, and projects demonstrating an ability to sequence musical concepts, apply appropriate music education methodologies, and engage students in an inclusive learning community.

APPLICATION TO MAJOR

Ordinarily, a student may apply for a major in music upon successful completion of the following:

- MUSC 161 Music Theory I
- MUSC 162 Sight-Singing/Ear Training I
- MUSC 171 History and Literature of Music I
- Two semesters of applied music with successful performance in jury exams/jury recitals each semester
- Evidence of success in MUSC 261 Music Theory II and MUSC 262 Sight-Singing/ Ear Training II

At this time, the student must complete the following:

- Submit a current portfolio including: repertoire list and self-assessment (see sophomore review document for specific descriptions) to the music program
- Meet with music program faculty to:
  - Demonstrate skills
  - Perform selected pieces that show progress in the primary performance area
  - Discuss the self-assessment document and goals at this stage of musical development
- Submit completed Application to Major form to the registrar's office

Successful completion of these steps will result in full acceptance to the music program. A major in music education carries additional requirements as specified in the Teacher Education Handbook. For more information, consult the director of music education.

AUDITION

All potential music majors are required to audition either in person or by video recording prior to registration. Based on an audition, scholarships are available to students intending to major in music or music education.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Music**, a student completes 46 hours in music, including:

- 16 hours of music theory courses, including:
  - MUSC 161 Music Theory I
  - MUSC 261 Music Theory II
  - MUSC 361 Music Theory III
  - MUSC 461 Music Theory IV
  - MUSC 162 Sight Singing/Ear Training I
  - MUSC 262 Sight Singing/Ear Training II
  - MUSC 362 Sight Singing/Ear Training III
  - MUSC 462 Sight Singing/Ear Training IV

- 12 hours of the following:
  - MUSC 171 History and Literature of Music I: World Music
  - MUSC 271 History and Literature of Music II: Music in the USA
  - MUSC 371 History and Literature of Music III: Western Music Antiquity to 1750
  - MUSC 471 History and Literature of Music IV: Western Music 1750 to present
- 8 hours of applied music courses in major performance area, ordinarily one hour per semester*
- 2 hours of MUSC 355 Conducting I
- 5 hours of vocal or instrumental ensemble courses (see note below)
- 3 hours of MUSC 499 Capstone: Music

* Additional fee required for applied lessons.

All music majors are required to participate in an ensemble for eight semesters (at least five of which should be taken for credit) and meet program requirements for recital classes and concert attendance.

Students completing a bachelor of arts degree in music through Clarke's music program must meet all program requirements, such as: an audition in major instrument and completion of the Theory Assessment Test prior to beginning the program, a sophomore review, skills assessments, and completion of performance and test requirements for graduation.

For a **Bachelor of Arts (BA) Degree in Music Education**, leading to K-12 certification in music education, a student completes 45 hours of music courses, 19 hours of music education courses, and 31 hours of education courses, as follows:

- 16 hours of music theory courses, including:
  - MUSC 161 Music Theory I
  - MUSC 261 Music Theory II
  - MUSC 361 Music Theory III
  - MUSC 461 Music Theory IV
  - MUSC 162 Sight Singing/Ear Training I
  - MUSC 262 Sight Singing/Ear Training II
  - MUSC 362 Sight Singing/Ear Training III
  - MUSC 462 Sight Singing/Ear Training IV
- 12 hours of the following:
  - MUSC 171 History and Literature of Music I: World Music
  - MUSC 271 History and Literature of Music II: Music in the USA
  - MUSC 371 History and Literature of Music III: Western Music Antiquity to 1750
  - MUSC 471 History and Literature of Music IV: Western Music 1750 to present
- 7 hours of applied music courses in major performance area, ordinarily one hour per semester**
- 2 hours of MUSC 355 Conducting I
- 5 hours of vocal or instrumental ensemble courses (see note below)
- 3 hours of MUSC 499 Capstone: Music

** Additional fee required for applied lessons.

All music education majors are required to participate in an ensemble for seven semesters (at least five of which are taken for credit) and meet program requirements for recital classes and concert attendance.

- 15 hours of additional music courses which include:
  - 4 hours of vocal and instrumental techniques including:
    - MUSC 244 Instrumental Techniques: Strings
    - MUSC 245 Instrumental Techniques: Woodwinds
    - MUSC 246 Instrumental Techniques: Brass
    - MUSC 247 Instrumental Techniques: Percussion
  - 3 hours of MUSC 341 General Music Methods
  - 3 hours of MUSC 343 Choral Methods
  - 3 hours of MUSC 345 Instrumental Methods
  - 2 hours of MUSC 367 Orchestration and Arranging
- 4 hours in a secondary applied area, selected from:
  - MUSC 111 Class Voice*
  - MUSC 113 Keyboard Skills (if the primary instrument is not piano)
  - MUSC 131 Applied Studies: Voice*
  - MUSC 132 Applied Studies: Keyboard*
  - MUSC 134 Applied Studies: Strings*
  - MUSC 135 Applied Studies: Woodwinds*
  - MUSC 136 Applied Studies: Brass*
  - MUSC 137 Applied Studies: Percussion*
  - MUSC 139 Applied Studies: Guitar*

  * Additional fee required.
- 31 hours of education courses including:
  - 1 hour of EDUC 100 Introduction to Reflective Teaching
  - 3 hours of EDUC 119 Human Relations and Inclusive Communities
  - 3 hours of EDUC 125 Educational Psychology
  - 3 hours of EDUC 200 Foundations of Education
  - 3 hours of EDSP 202 Foundations of Special Education
  - 3 hours of EDUC 357 Reading in the Content Area
  - 6 hours of EDUC 461 Student Teaching in Elementary Music*
  - 6 hours of EDUC 462 Student Teaching in Secondary Music*
  - 3 hours of EDUC 499 Capstone Seminar*

  * These courses are taken during the professional semester.
- General education courses that fulfill Education requirements, include:
  - GNED 115 Writing Seminar I
  - GNED 116 Writing Seminar II
  - PSYC 121 Child and Adolescent Development
  - One mathematics course
  - One U.S. history, American government, or world history course
  - One biology course and one physical science course, one of which must include a laboratory experience.

All courses required for licensure must be completed with a grade of C or better.

MINOR REQUIREMENTS

For a **Minor in Music**, a student completes 18 hours including:

- 3 hours of music theory: MUSC-161 Music Theory I
- 3 hours of music history: MUSC-171 Music History and Literature I
- 3 hours of performance courses, chosen from among:
    - MUSC 105 Chorus
    - MUSC 106 Wind Ensemble
    - MUSC 108 String Orchestra
    - MUSC 131-139 Applied Lessons*
    - MUSC 208 Opera Workshop
    - MUSC 305 Advanced Vocal Ensemble
    - MUSC 306 Advanced Wind Ensemble
    - MUSC 308 String Orchestra

- 9 additional hours of music electives** may be completed with any MUSC course except: MUSC 121-Music Fundamentals and MUSC 124-Art of Listening

*Additional fee required for applied lessons.

**The minor only requires students to take MUSC 161. However, should they wish to continue in the theory sequence, they must take them in order.
MUSC 161, MUSC 261, MUSC 361, MUSC 461 are sequential courses.

For a **Teaching Minor in Music**, which consists of 24 hours, see the director of music education for specific course and Iowa Department of Education requirements.

TEACHING ENDORSEMENT

Clarke University offers a teaching endorsement in Music at the elementary (K-8) level. Contact the Education Department Chair for specific details of course requirements for earning a teaching endorsement in Music.

SCHOLARSHIP AND MUSICIANSHIP

In addition to the university requirement for good academic standing, music students must maintain at least a 3.0 GPA in their primary performance area and a minimum GPA of 2.5 in their music courses. Music courses in which students earn a grade lower than C must be repeated. Students receiving fine arts scholarships must maintain a GPA of 3.0 in music courses, an overall GPA of 2.5 and participate in an ensemble each semester.

EXPERIENTIAL EDUCATION/INTERNSHIP

Internships that provide the student with practical application of skills and knowledge can be arranged with career services to match the needs and interests of a student with the needs and activities of the cooperating business or organization.

NURSING

The baccalaureate degree program in nursing at Clarke University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

MISSION

The Department of Nursing and Health faculty, students, staff and alumni are a caring, learning community committed to the development of nursing professionals for entry-level and advanced practice positions in the variety of settings in which nursing is practiced. The faculty and the department of nursing and health encourage students in the pursuit of personal and intellectual growth, and promote global awareness and social responsibility by providing students with opportunities to learn and grow in a variety of settings while working with diverse populations. The department provides opportunity for students to deepen their own spiritual values and to gain and increase respect and appreciation for the spiritual values of others. The baccalaureate program prepares students to function as generalists and provides the foundation for graduate study. The doctor of nursing practice program prepares advanced practice nurses for leadership in health care.

OUTCOMES

1. Demonstrate critical thinking, therapeutic communication and clinical decision-making skills in nursing practice.
2. Demonstrate proficiency in technical skills in the application of the nursing process.
3. Demonstrate research and theory-based holistic caring to all clients in a variety of settings.
4. Participate in interdisciplinary practice utilizing ethical, spiritual and moral principles.
5. Demonstrate a commitment to lifelong learning.
6. Participate in community, political, legal and professional activities related to the nursing profession.

APPLICATION TO MAJOR

Students may be admitted to the nursing major as freshmen or sophomores. To be admitted to the clinical portion of the nursing major (sophomore level), students must have:

- Completed a minimum of 30 hours of university work, including courses in organic and bio chemistry, sociology or psychology.
- Achieved a grade of C (2.00) or higher in chemistry, microbiology, and anatomy and physiology.
- Achieved a grade of C- (1.67) or higher in required social sciences.
- Successfully completed a CPR and first aid course.
- Successfully completed a CNA certification course.
- Achieved a cumulative GPA of 3.00 or higher on a 4.00 scale, on all coursework completed at Clarke.

- Submitted written application to the nursing and health department. Application includes: application to major form, written statement of student goals, health records, academic transcripts and two letters of reference (one academic and one personal).
- Interviewed with a member of the nursing and health department faculty.
- Completed background check and mandatory reporter training (information to be given by the Nursing Department).
- Provided proof of health insurance.
- Driver's license.
- Completed meetings as required in the Department of Nursing and Health in preparation for entry into the program.
- Students who fail the same science or supporting class (Perspectives on Nursing and Nutrition) more than once will be denied admission into the nursing program.

Application forms may be obtained from and an interview scheduled with the nursing and health department office manager in 129 CBH, (563) 588-6361. Decision regarding acceptance into the nursing major rests with the nursing and health faculty. Students will have up to two opportunities to apply to the nursing program. Some students may be eligible for advanced placement.

A student who has attended another baccalaureate nursing program may receive advanced placement. Decision regarding advanced placement is made after evaluation of the student's previous work and an interview.

PROGRESSION IN THE NURSING MAJOR

To progress in the nursing major, students must:

- Maintain a cumulative GPA of 2.75.
- Achieve a grade of C (2.00) or higher in all nursing and health courses.
- Achieve a grade of C (2.00) or higher in chemistry, microbiology, and anatomy and physiology.
- Achieve a grade of C- (1.67) or higher in required social sciences.
- Maintain current adult, child and infant CPR certification.
- Have an annual PPD test or QUANTIferon Gold test, and maintain currency of all other health documentation requirements.
- Purchase clinical practice liability insurance annually through Clarke University.
- Follow clinical experience and other guidelines as given in the Clarke University Nursing Student Handbook and course syllabi.

MAJOR REQUIREMENTS

For a **Bachelor of Science in Nursing (B.S.N.) Degree**, a student completes 61 hours of nursing and health courses (* includes clinical component):

- NURS 111 Perspectives on Nursing
- HLTH 122 Introduction to Nutrition
- HLTH 222 Principles of Pharmacology
- HLTH 212 Health Assessment*
- NURS 226 Nursing Care through the Years (Adult I)*
- HLTH 313 Pathophysiology
- NURS 315 Mental Health Care*
- NURS 319 Care of Childbearing Families*
- NURS 320 Care of Childrearing Families*
- NURS 322 Nursing Research
- NURS 346 Nursing Care through the Years (Adult II)*
- NURS 416 Community Health Care*
- NURS 421 Leadership and Management in Nursing
- NURS 426 Nursing Synthesis*
- NURS 433 NCLEX Blitz
- NURS 434 Pharmacology Review
- NURS 446 Complex Care of the Adult III*
- NURS 499 Professional Nursing and Nursing Issues

Required supporting courses for the nursing major:

- BIOL 132 Introduction to Microbiology with lab
- CHEM 107 General, Organic and Biochemistry with lab
- BIOL 211 Human Anatomy and Physiology I with lab
- BIOL 212 Human Anatomy and Physiology II with lab
- MATH 120 Statistics
- 6 credits in social sciences (sociology or psychology)
- All other Clarke University degree requirements, including General Education courses.

NUTRITION AND FOOD SCIENCE MINOR

MISSION

The Nutrition and Food Science minor is designed to support and engage students in understanding how food and nutrition contribute to personal health and societal well-being. An emphasis will be placed on physical, chemical and biological principles pertaining to food and the human person. Students will be trained with evidence based practices to responsibly contribute to personal and societal well-being in an increasingly diverse global society.

PROGRAM GOALS

The Nutrition and Food Science minor will:

1. Ensure our students are prepared to be scientifically responsible citizens
2. Demonstrate skills, attitudes and values that will allow them to understand food and nutritional principles.
3. Apply program competencies toward the Common Good.

STUDENT OUTCOMES

Outcomes fall into five categories. Students will:

1. Knowledge: Identify the knowledge, concepts and principles which form the foundation of nutrition and food science, including food transformations, food safety and the fundamentals of food processing.
2. Thinking: Demonstrate sound analytical skills needed to utilize scientific methods, including the formulation and assessment of scientific questions and hypotheses; and data collection, interpretation, and analysis within the framework of nutrition and food science.
3. Communication: Utilize empathy, self-reflection, collaboration, and positive interpersonal communications skills in a holistic, multi-disciplinary approach to positively influence and foster effective health and wellness in self and others.
4. Professional Skills: Comprehend, explain, apply and value nutrition and food science as related to the unique individual's nutritional needs and goals, with an emphasis on psychosocial, emotional and physical health and wellness of the individual.
5. Global Awareness and Social Responsibility: Develop attitudes and values consistent with the BVM core values and Clarke University's mission of global awareness and social responsibility while fostering and promoting the common good in local, regional and global health and wellness communities.

MINOR REQUIREMENTS

Students seeking a **Minor in Nutrition and Food Science** must complete the required core and three elective courses with a grade of C- or better.

REQUIRED CORE COURSES

- NTFS 110 Introduction to Food Science (3 hours)
- HWBS 133 Dynamics of Health and Nutrition (3 hours)
- NTFS 210 Fundamentals of Food Processing (3 hours)
- NTFS 233 Food and Nutrition Lab (2 hours)

Three Electives Courses Chosen from the following:

- NTFS 275 Fermentation (3 hours)
- NTFS 310 Human Nutrient Metabolism (3 hours)
- NTFS 395 Internship (3 hours)
- CHEM 340 Biochemistry (4 hours)
- PSYC 345 Sensation and Perception (3 hours)
- BIOL 520 Human Physiology (4 hours)
- BIOL 525 Exercise Physiology (4 hours)
- CHEM 446 Advanced Biochemistry: Metabolism (3 hours)

PHILOSOPHY

MISSION

The study of philosophy is based on the recognition that all human beings are engaged in a search for meaning and values with which to interpret their experiences and give order to their lives. The raising of questions about meaning and values and the pursuit of possible answers to these questions through the study of philosophy is an essential part of a liberal arts education, for the liberally educated person wants to know not only how to make a living but what she/he is living for. Furthermore, Clarke's philosophy program advances the Catholic tradition of the university through study of Christian conceptions of God, ethics and metaphysics.

In order to best serve the needs of all Clarke students, the philosophy program tries to focus attention on those philosophical areas that are of concern to all, such as the meaning of human existence, ethical theory and problems, and contemporary philosophical thought. In addition, the philosophy program seeks to supplement various professional programs by applying philosophical methods to them, particularly in the area of ethics.

PROGRAM GOALS

1. Study issues of general concern, including being and knowledge, collaboratively and respectfully.
2. Engage in rational search for meaning and values to give order to life.
3. Focus on ethical theories, moral problems, and justice issues with the context of the common good.
4. Incorporate BVM Core Values and relevant Catholic scholarship.

STUDENT OUTCOMES

Philosophy majors will demonstrate logical thinking, values analysis, epistemological reasoning, metaphysical reasoning, and research and analysis. Specifically, they will demonstrate:

1. Logical Thinking by identifying conclusions, recognizing fallacies, making inferences, applying definitions, and forming deductions,
2. Values Analysis, Epistemological Reasoning, and Metaphysical Reasoning by recognizing philosophical views, distilling philosophical ideas, making connections, identifying assumptions, and assessing strengths and weaknesses, and
3. Research and Analysis by documenting research, using relevant available materials, being complete, effective, and independent in the research effort, and by displaying accurate and insightful analysis.

APPLICATION TO MAJOR

Application to a major may be made after a student has earned 30 or more semester hours of academic work and has successfully completed GNED 115-116 Writing Seminar I and II and PHIL 110 Fundamentals of Philosophy.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Philosophy**, a student completes 30 hours of philosophy courses including:

- PHIL 212 General Ethics
- PHIL 310 Symbolic Logic
- 12 hours of history of philosophy courses, including
  - PHIL 320 Classical Philosophy
  - PHIL 322 Renaissance and Modern Philosophy
  - PHIL 324 Medieval Philosophy
  - PHIL 326 Contemporary Philosophy
- 9 hours of philosophy electives
- PHIL 499 Philosophy Capstone

MINOR REQUIREMENTS

For a Minor in Philosophy, a student completes 21 hours of philosophy courses, including:

- 6 hours chosen from philosophy courses numbered 300 or above
- 3 hours chosen from PHIL 212 General Ethics, PHIL 225 Applied Ethics, OR PHIL 226 Experiential Ethics
- 12 hours in philosophy electives.

EXPERIENTIAL EDUCATION/INTERNSHIPS

Internships that provide the student with practical application of knowledge can be individually arranged to match the needs and interests of the student with the needs and activities of coordinating businesses, organizations, law firms, or government bodies. Additionally, majors and minors may serve as peer tutors within the program for internship credit. Because of the transferable skills of philosophy, a wide range of options is possible based on a student's individual interests.

PSYCHOLOGY

MISSION

The mission of Clarke University's Psychology Program is to engage students in an academically rigorous program that instructs them in the scientific intricacies of behavior and mental processes so that they can apply this knowledge to better understand themselves and the world around them. In turn, students will be able to affect positive change in our diverse and global society. Students are taught to engage in lifelong interpersonal and intrapersonal dialogue that will foster professional, spiritual, scholarly, and scientific growth.

The Psychology program strongly emphasizes the development of analytic and expressive skills that are the basis of investigation, evaluation, and communication in this socially responsible field. Students are encouraged to use the strong interpersonal relationships the Psychology Program faculty builds with them as a model for the qualities of respect, caring, and social justice essential to success in their future careers.

PROGRAM GOALS

1. Ensure that students comprehend key concepts, principles, and overarching themes in all content domains of psychology, including biological, clinical, cognitive, developmental, and social psychology.
2. Prepare students to utilize their analytical skills and expressive skills to be critical consumers of information and engage in productive dialogue.
3. Support and encourage students to effect positive change in our society in a socially responsible and ethical way.

STUDENT OUTCOMES

The Psychology program outcomes are based on the American Psychological Association learning objectives and are consistent with the Clarke University mission and goals. Specifically, students completing a major in psychology at Clarke University will demonstrate:

1. **Knowledge Base in Psychology**
   Students will describe key concepts, principles, and overarching themes in psychology. Students will furthermore develop a working knowledge of psychology's content domains and describe applications of psychology.
2. **Scientific Inquiry and Critical Thinking**
   Students will use scientific reasoning to interpret psychological phenomena, demonstrate psychology information literacy, and engage in innovative and integrative thinking and problem solving. Students will furthermore interpret, design, and conduct basic psychological research and incorporate sociocultural factors in scientific inquiry.
3. **Ethical and Social Responsibility in a Diverse World**
   Students will apply ethical standards to evaluate psychological science and practice, build and enhance interpersonal relationships, and adopt values that build community at local, national, and global levels.

4. **Communication**
   Students will effectively demonstrate writing and presentation skills in multiple settings, and successfully interact with others.
5. **Professional Development**
   Students will apply psychological content and skills to career goals, exhibit self-efficacy and self-regulation, and refine project management skills. Students will furthermore enhance teamwork capacity and develop meaningful professional direction for life after graduation.

APPLICATION TO MAJOR

Clarke students may apply to a major field after having completed 30 hours of academic work. Ordinarily, a student may apply for a major in psychology upon completion of 12 hours of course work in psychology at Clarke, of which three credits must include statistics, with a C- or better grade.

Transfer students who enter Clarke with 60 or more credit hours should apply to their majors within the first two semesters of attendance at Clarke, after having taken at least six credit hours of psychology course work at Clarke. Note: The program reserves the right to decide on the acceptability of psychology courses offered by other campuses to fulfill major requirements.

To apply for a psychology major, students must:

- Complete 12 hours of psychology course work with minimum grades of C- or better and an overall minimum GPA of 2.00, including the completion of MATH 120 Statistics with a minimum grade of C -.
- Submit a completed application form to the Department chair.
- Meet with the psychology faculty to discuss the applicant's progress and goals at this stage of psychology preparation.

Successful completion of these steps will result in full admittance to the psychology program. Accepted psychology majors who have received grades lower than a C- in three psychology courses will be dismissed from the major. Intended psychology majors who have received grades lower than a C- in three psychology courses will not be accepted into the major unless they have repeated a course and received a grade of C- or higher. A student must repeat a psychology course in which a grade lower than a C- is received. The student will be dropped from the major if a course needs to be repeated more than once.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Psychology**, a student completes a minimum of 33 hours of psychology courses in addition to statistics with a grade of C- or better:
18 hours of core courses:

- PSYC 111 Introductory Psychology
- PSYC 121 Child & Adolescent Development (or) PSYC 122 Adult Development (or) PSYC 123 Lifespan Development
- PSYC 224 Social Psychology
- PSYC 385 Physiological Psychology
- PSYC 420 Social Science Research Methods
- PSYC 499 Capstone: Psychology Research

15 hours of additional psychology elective courses at or above the 200 level. At least two courses must be at or above the 300 level.

- PSYC 221 Abnormal Psychology
- PSYC 240 Health Psychology
- PSYC 261 Psychology of Sex and Gender
- PSYC 265 Psychology of Women
- PSYC 281 Motivation & Emotion
- PSYC 310 Psychology of Close Relationships
- PSYC 331 Behavior Modification
- PSYC 345 Sensation & Perception
- PSYC 381 Personality
- PSYC 395 Psychology Internship
- PSYC 430 Theories of Counseling & Psychotherapy
- PSYC 471 Cognitive Psychology

3 hours of the following support course:

- MATH 120 Statistics

For a **Bachelor of Science (BS) Degree in Psychology**, a student completes the minimum of 33 hours of psychology courses required for the BA degree in addition to statistics and additional courses in science and math including:

- CHEM 110 General Chemistry I
- CHEM 111 General Chemistry II
- BIOL 211 Human Anatomy and Physiology I
- BIOL 212 Human Anatomy and Physiology II
- MATH 125 Calculus I

MINOR REQUIREMENTS

A Minor in Psychology may be obtained by completing PSYC 111 Introductory Psychology and 18 additional semester hours of psychology courses with a grade of C- or better. MATH 120 Statistics may be included as an option in the 18 hours. Only one developmental (PSYC 121, 122, 123) Psychology course may be included in the minor. At least one course at or above the 300 level must be completed.

TEACHING ENDORSEMENT

Clarke University offers a teaching endorsement in Psychology at the secondary (5-12) level. Contact the Education Department Chair for specific details of course requirements for earning a teaching endorsement in Psychology.

MAJOR REQUIREMENTS FOR PHYSICAL THERAPY PRE-PROFESSIONAL TRAINING

Undergraduate students who plan to apply for admission in the Doctor of Physical Therapy (DPT) program at Clarke (3+3 program) and desire an undergraduate degree in Psychology should complete 30 approved credit hours of psychology courses, including all core courses and 12 hours of additional psychology elective courses at or above the 200 level. At least two courses must be at or above the 300 level. Three hours of MATH 120 Statistics is required as a psychology major support course.

EXPERIENTIAL EDUCATION/INTERNSHIPS

Internships provide an important opportunity for responsible psychology majors to gain valuable practical experience under professional supervision. This gives participating students a chance to apply classroom knowledge, help others and identify which of the many areas of psychology they might enjoy working in. Students interested in participating in an internship should consult their advisor and the Career Services office to discuss the process and possible placement opportunities. Without special approval, no more than three credit hours of experiential education/internship and three credit hours of independent research or study may be counted toward the major.

RELIGIOUS STUDIES

MISSION

The Religious Studies program at Clarke University prepares students to explore the spiritual dimensions of human existence and think critically about the connections between faith and life in our world today. This spiritual search for meaning, grounded in the teachings of the Catholic tradition, investigates Christian theology and concepts of God, relates an understanding of contemporary biblical scholarship and Christian faith, and explores the ethical and social responsibilities of Christians living in a global community. Students learn how theological inquiry, discernment and other spiritual practices are foundational to exercising personal leadership, ministry, and living out one's own vocation. Students come to see that their life and actions stand as a continual witness to shape a more just and peaceful world.

PROGRAM GOALS

1. Develop a foundation in Catholic theology to support Christian life and mission in today's world.
2. Engage in a spiritual search for meaning grounded and rooted in the Catholic tradition.
3. Foster a commitment to charity and justice rooted in Catholic ethics and social teaching.

STUDENT OUTCOMES

Minors in religious studies will engage in courses and experiences shaped by the following outcome areas:

1. Contemporary Catholic Theology: Demonstrate an understanding of Catholic theology, its central theological themes, and relate these to contemporary Christian life and mission.
2. Scripture: Demonstrate an understanding of scriptural texts and employ the basic principles of Catholic biblical interpretation.
3. Contemplation and Action: Engage in spiritual practices and service to support a life of faith, spiritual growth, and the development of professional and pastoral skills.
4. Catholic Social and Moral Teaching: Investigate Catholic social teaching and moral theology for enriching moral life and for creating a more just and peaceful world.

MINOR REQUIREMENTS

For a Minor in Religious Studies, a student completes 21 hours of Religious studies courses, including:

- 3 hours of RELS 100 Foundations of the Spiritual Life.
- 6 hours from any 300 or 400 level Religious Studies courses.
- 12 hours of Religious Studies electives.

These are arranged in dialogue with faculty in the Religious Studies program. A 300 level course intensifies a student's experience in the course topic area addressed. Intensification means a student has alternative or additional requirements for that course in some of the following areas: theological study, service learning, work with a professional mentor, or spiritual development. A student can intensify any 200 level course.

PROFESSIONAL DEVELOPMENT EXPERIENCES

In addition to academic work, minors prepare for jobs in the field or for graduate school in the following ways:

- Character and Vocation Indicator

  Once a student declares the minor, he or she will be given an instrument that helps them focus on both human and spiritual growth areas in relation to the religious studies field. Students will periodically review their own growth with the faculty in relation to the indicators.

- Professional Portfolio

  Minors have an option to construct a portfolio. Portfolios give evidence of student growth and engagement with the four national certification standards approved by the United States Conference of Catholic Bishops Commission on Certification and Accreditation. The purpose of the portfolio is to assist students with their academic and career goals.

CO-CURRICULAR ACTIVITIES AND INTERNSHIPS

Opportunities for job shadowing, internships, immersion experiences, and ministry engagement both on campus and in the neighboring parishes are available for students with a minor in Religious Studies.

CREDIT FOR PRIOR LEARNING

Credit for Prior Learning is available to qualified students whose prior learning experiences parallel existing courses. Students interested in obtaining credit for prior learning may apply for a maximum of three hours of credit toward a minor in Religious Studies through the Prior Learning Assessment program. For details, contact the program director and see Prior Learning Assessment section of this catalog.

SOCIAL WORK

The Social Work Department at Clarke University prepares students for professional careers that carry out the values of the university's mission - to promote diversity and global awareness, advocate for social justice and assist in the empowerment of individuals, groups, families, organizations and communities. The BSW program at Clarke University is accredited by the Council on Social Work Education (CSWE).

MISSION

The BSW program's mission is to prepare students for generalist practice by offering education in practice methods, skills, and concepts that promote the empowerment and well-being of individuals, families, groups, organizations, and communities. Guided by the core values of competence, dignity and worth of the person, importance of human relationships, integrity, service, social justice, and scientific inquiry, we develop mindful, engaged social workers who are prepared to competently serve their communities, responsibly engage in advocacy, and compassionately work for justice, all while valuing human diversity. The BSW program is committed to teaching and modeling ethical practice, the strengths perspective, a person-in environment framework, cultural humility, and an anti-racist perspective. Furthermore, we emphasize the advancement of social, racial, economic, and environmental justice; human rights; the elimination of poverty; interprofessional collaboration; and the promotion of the common good, both locally and globally.

PROGRAM GOALS

Derived from the BSW program's mission and context, the program goals are:

1. Instill ethical and professional behaviors via modeling, mentoring, and coursework.
2. Engage students in meaningful service learning and social justice efforts.
3. Provide opportunities for students to practice and apply generalist social work skills and concepts.
4. Encourage inter-professional collaboration in the classroom and in the community.

STUDENT OUTCOMES

The Outcomes for social work students are based on the 9 core competencies provided by the Council on Social Work Education.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

APPLICATION TO MAJOR

Students must formally apply for admission to the BSW program through the Social Work Department. Students will typically apply during their sophomore year when they are enrolled in SW 231: Human Behavior and the Social Environment. The application time-line may vary for students who switch majors or transfer to Clarke. Additional application requirements are listed in the BSW Student Handbook.

MAJOR REQUIREMENTS

For a **Bachelor of Social Work Degree**, an overall 2.33 (C+) cumulative GPA is required in major and supporting courses. Students wanting to pursue a Masters in Social Work in advanced-standing status must earn a 3.0 (B) in all social work courses. Course requirements for the major usually require six semesters for completion. The social work program handbook, which further specifies program requirements, is given to students applying for formal acceptance into the program. Students complete 41 semester hours, including:

- Major courses:
  - SW 101 Introduction to Social Welfare and Social Work
  - SW 225 Issues in Social Work Practice (2 courses required)
  - SW 231 Human Behavior and the Social Environment
  - SW 235 Diversity and Privilege
  - SW 360 Practice I: Social Work with Individuals
  - SW 370: Field Education Preparation
  - SW 375 Practice II: Social Work with Groups and Families
  - SW 385 Social Work with Communities and Organization
  - SW 400 Social Work Research
  - SW 481 Social Policy Action
  - SW 494 Social Work Field Practicum I AND
    SW 495 Social Work Field Practicum II OR
  - SW 496 Social Work Field Practicum
  - SW 499R Social Work Capstone
- Required supporting courses:
  - PSYC 111 Introductory Psychology
  - BUEC 121 Microeconomic Principles or BUFN 120 Personal Finance
  - MATH 120 Statistics
  - Choose 2 of the following:
    - HWBS 123 Lifespan Development
    - PSYC 121 Child and Adolescent Development
    - PSYC 122 Adult Development
    - PSYC 221 Abnormal Psychology
    - SOC 101 Introduction to Sociology

Due to CSWE standards, credit cannot be awarded through prior learning assessment (PLA) for any social work course.

SOCIAL WELFARE MINOR

The Social Welfare minor helps provide a comprehensive understanding of the social welfare system in the United States and the social issues facing social workers. The minor also introduces students to theories of human behavior, diversity, social justice, and the National Association of Social Workers Code of Ethics. The courses offered in the minor will acquaint students in other disciplines (e.g., sociology, psychology, health science, education, criminal justice, nursing, physical therapy) with the field of social work.
The Minor does not provide all the skills needed for actual social work practice but does provide a basic understanding of the profession of Social Work and provides some preparation for graduate studies in Social Work leading to a Master of Social Work (MSW) degree.

MINOR REQUIREMENTS

For a minor in Social Welfare, a student completes 18 credits in the following courses with a grade of C- or better. While there are no prerequisites for these courses, the following sequence is preferred. Note that SW 231 and SW 235 can be taken concurrently.

- SW 101 Introduction to Social Welfare and Social Work
- SW 231 Human Behavior and the Social Environment
- SW 235 Diversity and Privilege
- SW 360 Practice I: Social Work with Individuals
- SW 375 Practice II: Social Work with Groups and Families
- SW 385 Social Work with Communities and Organizations

Clarke University's MSW program will accept 15 credits from the minor, if students achieve a B or higher in the courses. This reduces the program's 57 credit requirement for the MSW to 42 credits.

Students receiving a Bachelor of Social Work Degree may not Minor in Social Welfare.

SPANISH

MISSION

Spanish helps students to become life- and career-ready. The study of language and cultures encourages students to grow as whole persons by encouraging their intellectual, spiritual, imaginative, and emotional development, and to meet their professional goals by improving their communication and critical thinking skills, as well as increasing their cultural competency. In language and culture courses, students gain new appreciation of, and insights into, themselves and their multicultural heritages, preparing them for success in an increasingly multicultural world.

PROGRAM GOALS

The Spanish Minor and/or Certificates will:

- Enable students to improve their Spanish writing and speaking skills.
- Foster awareness of self and others in a global context.

STUDENT OUTCOMES

Students who minor in Spanish Language and Culture, receive a Certificate in Intermediate-Level Spanish, or receive a Certificate in Spanish Language and Culture, will be able to:

1. Communicate orally and in writing at the intermediate level of Spanish or higher;
2. Increase their understanding and appreciation of Hispanic cultures, as well as of their own.

CREDIT FOR PREVIOUS SPANISH COURSEWORK

Students taking their first course at Clarke University as part of one of the two certificates or the minor who have already successfully completed elementary- and/or intermediate-level Spanish coursework will be awarded retroactive credit for those courses on the basis of successful completion of the next level Spanish language course at Clarke University. For example, students who complete SPAN 102 Elementary Spanish II with the grade of C or better will receive three hours credit for SPAN 101 Elementary Spanish I. Students who have already completed elementary-level coursework and complete SPAN 104 Intermediate Spanish II with a grade of C or better will receive credit for SPAN 101, 102, and 103, and will have earned the Certificate in Intermediate-level Spanish; they may then choose to take an elective course and earn the Certificate in Spanish Language and Culture. Students who have had four years of Spanish in high school may start in SPAN 111, and upon completion of the course with a C or better, will have earned the Certificate in Spanish Language and Culture; they may then choose to take three elective courses to complete the Spanish Language and Culture Minor.

MINOR REQUIREMENTS

For a **Minor in Spanish Language and Culture**, a student completes 18 hours of Spanish according to the following:

- 9 credits in language above the elementary level (all courses taught in Spanish):
  - SPAN 103 Intermediate Spanish I
  - SPAN 104 Intermediate Spanish II
  - SPAN 111 Conversation, Composition and Grammar
- 9 elective credits (all courses taught in English):
  - SPAN 121 Approaches to Latin American Literature
  - SPAN 125 Intercultural Communication and Cultural Competency: U.S. Latinos
  - SPAN 130 Business Spanish
  - SPAN 131 Spanish for Service Professionals
  - HIST 208 Modern Latin American History

Experiential Opportunities may be included as language or elective credit (appropriateness to be determined by Spanish faculty):

- Up to 6 study abroad credits (SPAN 260 and SPAN 261)
- 1-3 academic internship credits (SPAN 295)
- 1 credit short-term faculty-led educational trip (SPAN 150)

Certificate in Intermediate-Level Spanish (12 credits)
Students complete the following language courses:

- SPAN 101 Elementary Spanish I
- SPAN 102 Elementary Spanish II
- SPAN 103 Intermediate Spanish I
- SPAN 104 Intermediate Spanish II

Certificate in Spanish Language and Culture (15 credits)
Students complete the coursework for the Certificate in Intermediate-Level Spanish, and one additional course. Students may choose their 3 credits from:

- SPAN 111 Advanced Spanish
- Any of the electives listed for the Minor in Spanish Language and Culture

A student must earn at least a C in all minor and certificate courses. Ordinarily no course may be repeated more than once.

TEACHING ENDORSEMENTS

Clarke University offers teaching endorsements in Spanish at the elementary (K-8) and secondary (5-12) level. Contact the Education Department Chair for specific details of course requirements for earning a teaching endorsement in Spanish.

STUDY ABROAD

Students seeking a minor in Spanish are strongly encouraged to study in a Spanish-speaking country. Clarke University sponsors a program in Spain and has affiliations with long-established institutions that administer programs in several Spanish-speaking countries.

SPORT MANAGEMENT

The Sport Management program is housed in the Accounting and Business Department. The Sport Management major prepares students for exciting careers in the global sport industry, including athletic management, health and fitness management, event management, as well as marketing, sales, public relations and other sport-related positions.

MISSION

The mission of the Accounting and Business Administration Department at Clarke University is to prepare students to be ethical and collaborative organizational leaders who improve our world.

We achieve our mission by providing excellent Accounting, Finance, Management, Marketing, and Sport Management programs as well as offerings in business administration within a liberal arts tradition in an atmosphere of individual attention and encouragement. Business is the center that overlaps and permeates the study of commerce. Our students explore business principles to become professionals who understand how to function as leaders within the communities where they live and the organizations they serve. We build a foundation of leadership in our students by deliberately focusing on five key outcomes--ethical decision-making, critical thinking skills, collaborative and evidenced-based problem solving, and professional communications.

By providing a variety of learning opportunities including formal courses with integrated technology, hands-on experiences with local businesses and global travel, research projects, seminars, and student club opportunities, we address the needs of three specific groups:

- Students interested in Accounting, Finance, Marketing, Management, and Sport Management.
- Students whose major includes a strong business component.
- Students who wish to broaden their knowledge of the business world by studying accounting, economics, marketing, or management through our introductory courses.

STUDENT OUTCOMES

1. Students will demonstrate effective listening skills, as well as oral and written communication that are professionally and contextually appropriate.
2. Students will utilize critical thinking and relevant research to develop competencies that can be applied to the sport business industry.
3. Students will demonstrate contextual sensitivity and a respect for sociocultural diversity while pursuing decisions that benefit the individual and the organization.
4. Students will demonstrate the ability to use technology to locate relevant information, to inform the decision-making process, and to enhance professional performance.
5. Students will examine the role of spirituality, ethics, and values to guide personal and organizational actions.

APPLICATION TO THE SPORT MANAGEMENT MAJOR

Prior to applying to the Sport Management major, a student must have successfully completed (earning a minimum grade of C-) the following courses:

- BUSM 131 Foundations of Sport Management
- BUMG 112 Principles of Management
- BUEC 221 Principles of Economics I

SPORT MANAGEMENT MAJOR REQUIREMENTS

For a Bachelor of Arts (BA) Degree in Sport Management, a student must complete: 40 hours of core courses, including:

- BUSM 131 Foundations of Sport Management
- BUMG 112 Principles of Management
- BUEC 221 Principles of Economics I
- BUSM 230 Global Perspectives in Sport
- BUAC 225 Principles of Financial Accounting
- BUSM 235 Sport Law
- BUSM 260 Sport Psychology or BUSM 270 Sports Media
- BUSM 295 Practicum (1 credit)
- BUFN 210 Finance I
- BUSM 325 Sport Marketing & Communication
- BUSM 370 Facilities & Event Management
- BUSM 450 Financing Sport Organizations
- BUSM 395 or BUSM 495 Sport Management Internship (3 hours required)
- BUMG 499 Capstone: Strategy and Policy

9 hours of supporting courses required by the Accounting & Business Department, including:

- CS 120 Data Analysis in Business
- MATH 120 Statistics
- Ethics course (PHIL 225, 212, or RELS 218 preferred)

SPORT MANAGEMENT MINOR REQUIREMENTS

For a Minor in Sport Management, a student must complete 18 hours, including 9 hours of the following required classes and 9 additional semester hours of Sport Management courses, excluding fieldwork experiences (BUSM 295 and BUSM 495):

- BUSM 131 Foundations of Sport Management
- BUAC 225 Principles of Financial Accounting or BUEC 221 Principles of Economics I
- BUSM 235 Sport Law
- Sport Management elective
- Sport Management elective
- Sport Management elective

A student must earn a minimum grade of C- in any course required for the major or the minor. In addition, a student must earn a minimum 2.0 cumulative GPA in all required core courses for the major or the minor. Ordinarily, no course may be repeated more than once. The department chair must approve all exceptions in writing. A student who has been accepted to the program will be dismissed if a D or F is earned in three courses, or if the major GPA of a student drops below a 2.0 for two consecutive semesters.

EXPERIENTIAL EDUCATION / FIELDWORK EXPERIENCES

All students must complete at least two fieldwork experiences: at least one practicum (1-3 credit hours) and at least one internship (minimum of 3 credit hours). Fieldwork experiences provide an important opportunity for Sport Management majors to gain valuable practical experience under professional supervision. These experiences give participating students an opportunity to apply classroom knowledge, to assess professional development, to identify the areas of the profession to pursue for employment, and to develop professional contacts in the sport industry. Prior to participating in a fieldwork experience, students must meet with their advisor and an administrator in the Career Services Office to discuss the application process and possible placement opportunities.

UNDERGRADUATE PRE-PROFESSIONAL PROGRAMS

Clarke University offers students the opportunity to prepare for entrance into a range of profession programs while completing their undergraduate degree, many of which require a baccalaureate degree as a prerequisite for entrance into the professional or graduate program. Although application for admission into such programs must be sought independently by the student, Clarke's pre-professional academic advisors will assist students in creating a plan of study to fulfill specific program prerequisites. Students planning to enter any of the following programs must notify the Registrar's Office so that a pre-professional advisor appropriate to their desired field of study may be assigned to them.

PRE-ATHLETIC TRAINING

Certified and Licensed Athletic Trainers play a significant role in the management, prevention, recognition, and rehabilitation of injured people. They most often work in organizations that serve active people. Athletic Trainers administer immediate, emergency and follow-up care. They develop injury prevention, intervention, and treatment programs using their knowledge of sciences, such as, biomechanics, anatomy, physiology, psychology, and pathology. Athletic Trainers additionally provide a vital communication link between the injured, active person, the other healthcare providers, the coach/supervisor and other important persons to determine the best time for return to the injured person's normal physical activities.

The entry-level degree for athletic training is a master's degree, MAT. Students interested in pursuing a MAT can choose from a variety of undergraduate majors; however, it is essential that the student works closely with their advisor to plan their program of study to meet pre-requisites for admission into a MAT program, as well as meeting their major, General Education, and undergraduate requirements.

PRE-CHIROPRACTIC MEDICINE

The Council on Chiropractic Education specifies pre-professional studies for chiropractic programs. A minimum of 60 semester credits at a baccalaureate degree-granting institution must precede the four-year chiropractic curriculum. Pre-professional credits must include one year each of biology, general chemistry, organic chemistry, physics and English or communication skills. One course each in psychology and in the social sciences or humanities is also required. A minimum GPA of 2.75 is required for pre-professional credits. Students should be acquainted with the specific entrance requirements for the college of chiropractic that they expect to attend and consult with their academic advisor in planning an appropriate course of undergraduate study.

PRE-LAW

Through its advising system, Clarke University helps students interested in a career in law in choosing those courses best suited to prepare them for the rigors of legal education and for the demands made on practicing attorneys. The university offers no program in pre-legal studies because the training of lawyers is the function of the nation's law schools and those schools repeatedly advise against narrow pre-law studies. It also does not recommend any particular major as the single "best" preparation for law school, as the development of basic skills and insights rather than mastery of particular content is fundamental to the later attainments of legal competence.

Clarke University has a memorandum of understanding with the University of Iowa, Drake University, Creighton University, and Marquette University regarding these law schools' "3+3" admissions policy. Interested students who complete three years of full-time study at Clarke in one of a range of approved majors are eligible to apply to these law schools in their junior year. If admitted by one of these schools, successful completion of the first year of study in the JD Program will satisfy the remaining requirements for a bachelor's degree from Clarke University. Transfer students might be eligible for this option on a case-by-case basis.

Pre-law students are encouraged to pursue concentrated study in a single discipline that requires intellectual rigor. It is strongly recommended that such students choose a major in the traditionally defined liberal arts disciplines such as philosophy, English, history, mathematics, chemistry, fine arts or foreign languages. Because lawyers are called on to provide meaningful solutions to society's problems, pre-law students are also encouraged to expose themselves to all fields of knowledge in their choice of electives. The particular courses taken in these fields should be those that develop in the pre-law student the capacity to think for oneself, the ability to express one's thoughts with clarity and force, and the capacity to understand of the goals and values of the civilization law seeks to serve.

Although it is impossible to earmark all the areas of the curriculum that train students in these skills and insights, the following are listed as possible suggestions.

1. To master English, the pre-law student may find it helpful to study foreign languages, speech and debate. Formal courses in the analysis of literature may give the student an appreciation of the variety of good style. In writing courses students develop precision and grace in their own writing.
2. Historical study gives students the thoughtful organization of human experience and so assists them in understanding how the hopes, dreams and possibilities law seeks to attain for tomorrow are necessarily conditioned by yesterday.
3. Philosophy courses in logic and ethics are the daily concern of the law as a practical calling. Perhaps of even greater importance, courses in philosophy train students to handle abstractions and to question the ultimate nature and meaning of mind, soul and matter.
4. The study of logic and mathematics is regarded as excellent pre-law work, as it provides training in the process of reasoning.

5. As a practical study, accounting is a field lawyers must know and appreciate, as it is in many respects the language of business.
6. The social sciences are vital to law because law is preoccupied with human behavior and its implications. Courses exposing students to the methodology of the social sciences, including some statistics, are recommended.
7. The traditional rigor and precision demanded in courses offered in the sciences guarantee that students will have engaged in critical thinking before they arrive at law school.
8. Courses in economics make it possible for students to master patterns of thought, explore questions of causation and probe potentials for solution, and so are helpful in preparing pre-law students.

For more information, please contact the academic affairs office or the philosophy program.

PRE-MEDICAL TECHNOLOGY/ CLINICAL LABORATORY SCIENCE

Two national agencies issue certifications based on scores obtained on examination as proof of competency. Admission to the examination for Medical Technology requires a baccalaureate degree from a regionally accredited college or university including courses in biological sciences, chemistry and mathematics and successful completion of an accredited medical technology program. Certification as a Clinical Laboratory Scientist (CLS) requires completion of a baccalaureate program , including biological and physical sciences, plus completion of a clinical laboratory program accredited by an agency of the U.S. Office of Education or approved by a state government agency. Clarke University advisors will assist interested students in securing placement in an accredited laboratory program and recognize those hours as the final 30 credits required for a Clarke University degree.

PRE-MEDICINE AND DENTISTRY

Clarke provides the strong liberal arts background and the basic sciences that are required for future physicians and dentists. Although medical programs do not dictate an undergraduate major, most schools require a basic science curriculum. The specific courses on which the subject matter portion of the Medical College Admissions Test (MCAT) and the Dental College Admissions Test (DCAT) are based include general biology and zoology, general chemistry, organic chemistry and general physics. Although mathematics is not specified, the analytical skill developed in calculus will enhance student success on sections of the test requiring quantitative reasoning. Since specific requirements vary among different colleges of medicine and dentistry, students need to consult with the college of their choice and share this information with their pre-professional health science advisors. Ultimately it is the student's responsibility to check and complete requirements associated to professional programs.

Students preparing to apply to graduate programs in medicine or dentistry should successfully complete a basic science curriculum, including the following courses:

- BIOL 115 Fundamentals of Cell Biology and Genetics (4 hours)
- BIOL 116 Ecology, Evolution and Diversity (4 hours)
- CHEM 110, 111 General Chemistry I-II (8 hours)
- CHEM 221, 222 Organic Chemistry I-II (8 hours)
- PHYS 110, 111 Physics I-II (8 hours)

Because of the rigorous requirements for admission, students must have an outstanding scholastic record and a record of leadership and service activities when considering application to medical or dental school. Research experience is strongly recommended. For those students who gain early acceptance into medical or dental school, the first year of professional studies may be recognized as the final 30 credits required for a Clarke degree.

The American Medical College Application Service (AMCAS) is a centralized distribution, collecting and processing service for applying to most colleges of medicine. Clarke advisors will assist students in completing the application. Clarke students have successfully completed medical and dental programs at The University of Iowa, The University of Illinois, Chicago Medical College, Rush School of Medicine and others.

PRE-PHARMACY

A Doctor of Pharmacy (PharmD) degree generally requires three years of undergraduate studies followed by four years of graduate studies. Clarke students interested in PharmD should check the required prerequisites for their intended graduate program in order to best plan their undergraduate courses with their advisor. As a general guide, PharmD prerequisites include the following Clarke courses:

- BIOL 115, Fundamentals of Cell Biology and Genetics (4 hours)
- BIOL 116, Ecology, Evolution and Diversity (4 hours)
- BIOL 211 and 212, Human Anatomy and Physiology I and II (8 hours)
- BIOL 270, Genetics (4 hours)
- BIOL 332, Microbiology (4 hours)
- CHEM 110 and 111, General Chemistry I and II (8 hours)
- CHEM 221 and 222, Organic Chemistry I and II (8 hours)
- CHEM 340, Biochemistry (4 hours)
- MATH 120, Statistics (3 hours)
- MATH 125, Calculus I (4 hours)
- PHYS 110, Elements of Physics I (4 hours)
- BUEC 221, Principles of Economics I (3 hours)

The PharmD prerequisites overlap significantly with the BA in Biology and BA in Chemistry undergraduate degrees at Clarke. An advantage of completing one of these degrees is the opportunity for research and professional mentoring, which will strengthen the student's application to PharmD programs. Students who wish to complete one of these degrees before pursuing their PharmD need to complete the following additional Clarke courses:

BA in Biology:
BIOL-385, -499, -elective 1, -elective 2
**to add a Minor in Chemistry, CHEM 333 is needed*

BA in Chemistry:
CHEM-333, -385, -386, -499, -elective 1, -elective 2
**to add a Minor in Biology, no additional courses are needed*

Entrance to the PharmD program is competitive. Most successful applicants have a GPA of 2.5 or higher. An additional requirement for admission is often the successful completion of a standardized examination such as the Pharmacy College Admission Test (PCAT). Students generally apply to PharmD programs through the Pharmacy College Application Service (PCAS), a centralized distribution, collecting and processing service.

PRE-PHYSICAL THERAPY

A solid foundation in the sciences, and particularly human body function and dysfunction, is basic to preparation for success in Doctor of Physical Therapy (DPT) programs. Students interested in pre-physical therapy can acquire this foundation through a variety of undergraduate majors including Biology and Exercise Science. It is essential for students seeking admission into a DPT program, at Clarke or elsewhere, to work closely with their academic advisor to plan a program of study that prepares them for the rigors of physical therapy programs.

Students seeking admission to Clarke University's DPT program have several options:

1. **Early Assurance Pathway:** Early Assurance Pre-PT students are accepted to Clarke University as first-year undergraduate students in the Early Assurance pathway to the pre-PT program. These students receive a letter of intent from Clarke University prior to matriculation as Clarke undergraduate students and have completed all the priority requirements for admission into the graduate (DPT) program.
1. **3+3 Pathway:** Clarke University students who are not accepted in the Early Assurance Pathway can apply to the DPT program through Clarke University. Clarke Students accepted in the DPT 3+3 pathway complete their undergraduate and DPT degrees in six years, taking with their fourth year of undergraduate study doubling as their first year of graduate school.

PRE-PODIATRIC MEDICINE

Podiatry is an area in which demand for practitioners far exceeds the predicted supply. The Doctor of Podiatric Medicine degree (DPM) is a four-year graduate program. A broad general education, such as that provided at Clarke University, is an important component of DPM prerequisites. Although students may apply to some DPM programs after three year of undergraduate study, the baccalaureate degree is strongly encouraged. If a student is admitted to a podiatry program after completing three years of undergraduate study, the first year of the doctoral program may be used as the final year of the baccalaureate program for a Clarke University degree.

Admission requirements for DPM programs minimally include biological sciences, general and organic chemistry, and physical. Students should consult the specific admissions requirements for the program(s) to which they plan to apply and should consult an academic advisor in planning an appropriate program of study at Clarke. Typically, DPM programs require a minimum cumulative GPA of 2.5, though this varies by program. Applicants are required to take the Medical College Admission Test (MCAT) as part of the application process.

PRE-VETERINARY MEDICINE

A solid foundation in the sciences is basic for admission to all veterinary programs. Veterinary medicine programs strongly encourage students to complete a baccalaureate degree before enrolling, although admission may be possible after earning 60 semester credit hours. Thes specific admissions requirements vary by program, but all require minimum of 8-12 credits of biology, 12-16 credits of chemistry, and at least 8 credits of physics. Other commonly requirements include English composition, humanities, social sciences, and mathematics. Students should consult the veterinary program of their choice to familiarize themselves with the specific admissions requirements.

Most successful applicants to veterinary medicine programs have a GPA of 3.0 or higher. Many programs also require students to take the MCAT, VMAT, or GRE. The Veterinary Medicine College Application Service (VMCAS) is a centralized distribution, collecting, and processing service for applying to most colleges of veterinary medicine. Faculty in the natural sciences can assist students in completing the application.

GRADUATE DEGREE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION

The Clarke University Graduate Business Program seeks to attract professionals that are interested in developing strong critical thinking and ethical problem-solving skills to effectively lead organizations. The coursework will be offered in an innovative, online format. The MBA is a program with a traditional business core and interesting elective options.

STUDENT OUTCOMES

Clarke University envisions:

1. MBA students will identify and analyze leadership styles in order to be an effective team member.
2. MBA students will justify strategic decisions to satisfy customer needs and contribute to organizational goals.
3. MBA students will achieve professional-level communication skills in organizational settings by demonstrating fluency with digital media, writing, and oral presentations.
4. MBA students will be able to evaluate strategic long-term financial decision-making.
5. MBA students will be able to prioritize personal and professional values at the graduate level and apply those to ethical decision-making.
6. MBA students will generate original research or professional artifacts related to business management.
7. MBA students will be able to identify appropriate motivational techniques at the graduate level within a team for organizational effectiveness.

DEGREE PATHWAYS

The MBA degree is available in unique pathways to meet the needs of different students.

- **2-year pathway**
  The 2-year MBA pathway is a 32-credit hour program that allows students who have earned an undergraduate degree to begin the MBA program in August or October for the fall semester, January or March for the spring semester, and May or June for the summer term.
- **Early-Access pathway**
  The Early-Access MBA pathway is for Clarke University undergraduate students who have finished a minimum of 30-credit hours from Clarke University prior to matriculation in the MBA program, and who have completed at least 90 credit hours of undergraduate work with a GPA of at least 3.0. The Early-Access pathway allows students the opportunity to earn up to 12 hours of credit toward the completion of their MBA as part of their undergraduate degree program at Clarke University.

ADMISSION REQUIREMENTS

2-year pathway

A student interested in the 2-year pathway of the Master of Business Administration (MBA) degree program at Clarke University must submit the following to:

Admissions Office
Clarke University
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

1. A completed graduate application form. This is available online at clarke.edu/apply.
2. Official academic transcripts. These transcripts must document:
   - Completion of a baccalaureate degree from an accredited college or university
   - Minimum GPA of 3.0 on a 4.0 scale.
   - Students with a GPA of 2.5 to 3.0 on a 4.0 scale must obtain one of the graduate certificates with a minimum GPA 3.0 on a 4.0 scale.
3. A professional resume.
4. Students whose first language is not English, complete the following:
   - Submission of a minimum Duolingo score of 120, minimum TOEFL score of 570 on the PBT, or 87 on the IBT, or a minimum IELTS score of 6.5.
   - Or an individual oral interview in English, if required by the Admissions Office.
   - Additionally, admissions may use completed coursework from previous US institutions to determine English proficiency.

Early-Access pathway

The Early-Access Master of Business Administration (MBA) degree program is for Clarke University undergraduate students who have finished a minimum of 30-credit hours from Clarke University prior to matriculation in the MBA program, and who have completed at least 90 credit hours of undergraduate work with a GPA of at least 3.0.

A Clarke University student interested in the Early-Access MBA degree program may apply for admission by midterm in the semester in which they anticipate completing 90 credit hours, ordinarily the second semester of the junior year.

TRANSFER OF GRADUATE CREDIT

Students may transfer up to 8 credit hours of graduate study in this field with an earned 3.00 or higher (on a 4.00 scale) in each course from another accredited graduate program. Acceptance of transfer credit must be documented prior to matriculation.

DEGREE REQUIREMENTS

The MBA is a 32-credit hour program.

Required courses:

- MBA 506 Organizational Management (4 credit hours)
- MBA 507 Marketing Management (4 credit hours)
- MBA 508 Human Resource Management (4 credit hours) or MBA 510 Project Management (4 credit hours)
- MBA 511 Managerial Accounting and Finance (4 credit hours)
- MBA 599 Global Strategic Management Capstone (4 credit hours)

Elective courses (at least 12 credit hours):

- MBA 541 Assessing & Developing Leadership Styles (4 credit hours)
- MBA 543 Leading & Building Effective Teams (4 credit hours)
- MBA 542 Strategic Planning and Leadership Communication (4 credit hours)
- MBA 554 Management Issues in the Sport Business Industry (4 credit hours)
- MBA 555 Sport Finance (4 credit hours)
- MBA 556 Marketing Communication in the Sport Business Industry (4 credit hours)
- MBA 580 Special Topics (1 - 4 credit hours)

The curriculum for the Early-Access pathway is the same as the 2-year pathway; however, students accepted into the Early-Access pathway can take the following courses before completing their undergraduate degree:

- MBA 511 Managerial Accounting and Finance
- MBA 506 Organizational Management
- MBA 508 Human Resource Management.

For students on the Early-Access pathway, the credit hours for these courses will be counted as general electives in their undergraduate degree program as well as credit hours toward the completion of the MBA.

MASTER OF ARTS IN EDUCATION

The MAE with an instructional leadership specialization is designed for teachers who are educational leaders, but do not seek an administrative endorsement. This program integrates knowledge and skills necessary for teachers in today's world. The Clarke University MAE provides a solid foundation of integrated theory and practice that enhances the knowledge, skills, and values of professional educators.

OUTCOMES

Clarke University envisions Master of Arts in Education graduates to be persons who will:

- synthesize educational concepts and theories that form the basis of instructional pedagogy.
- apply action research to validate and refine knowledge and practice.
- demonstrate expertise as a reflective educational leader.
- analyze the social, ethical, spiritual, economic and political issues that influence the educational community and classroom.

DEGREE PATHWAYS

The MAE degree is available in unique pathways to meet the needs of different teacher leaders.

- **Online MAE**
  The Online MAE pathway serves new and experienced professionals in a completely online format.
- **4+1 MAE**
  The 4+1 MAE pathway is designed for Clarke University students completing their undergraduate degree with a major or licensure in education who desire to proceed directly into a one-year, practicum-based Master's degree through Clarke University. This program addresses the needs of educators beginning their careers to ensure success and sustain ongoing commitment to the teaching profession. This program provides the new teacher with a supportive environment while enhancing their pre-professional experience, knowledge, skills, and instructional strategies. Students experience a unique combination of online coursework, practicum, and a senior-year January experiential course. Clarke University partners with local school districts to secure a full-time, post-licensure practicum for an academic year in a classroom in the Dubuque area.
- **Certificate pathway**
  Completing all three graduate certificates in Education (Research Applications, Social Emotional Learning, and Reading) fulfill the requirements of the MAE degree program. See the Certificate Programs section of the Catalog for information about each of the graduate certificate in Education.

ADMISSION REQUIREMENTS

Online MAE

A student interested in the online pathway of the Master of Arts in Education (MAE) degree program at Clarke University must submit the following to:

Admissions Office
Clarke University
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

1. A completed graduate application form, available online at clarke.edu/apply.
2. Official academic transcripts. These transcripts must document:
   - Completion of an undergraduate program from an accredited college or university.
   - GPA of at least 2.75 on a 4.0 scale.
3. Documentation of all teaching certificates and licenses.
4. Two completed recommendation forms, at least one of which relates to academic ability, available online at clarke.edu/graduate.
5. A statement of goals for graduate education and subsequent career plans.
6. Students whose first language is not English, complete the following:
   - Submission of a minimum Duolingo score of 120, minimum TOEFL score of 570 on the PBT, or 87 on the IBT, or a minimum IELTS score of 6.5.
   - Or an individual oral interview in English, if required by the Admissions Office.
   - Additionally, admissions may use completed coursework from previous US institutions to determine English proficiency.

NOTE: All entrance requirements must be completed prior to acceptance and registration.

4+1 MAE

The 4+1 MAE program is for Clarke University Education majors only. A student interested in the 4+1 pathway of the Master of Arts in Education (MAE) degree program at Clarke University must the following to:

Admissions Office
Clarke University
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

1. Completed graduate application form available online at clarke.edu/apply.
2. Official academic transcripts. These transcripts document:
   - Cumulative GPA of 3.25 or above for all coursework.
   - Grade of B+ or above in all clinical courses.
3. Successful progress toward completion of education or teaching major
4. One letter of recommendation from a Clarke education department faculty member familiar with applicant's clinical work (Form available on line at clarke.edu/graduate).

5. One letter of recommendation from any Clarke faculty member outside the education department (Form available on line at clarke.edu/graduate).
6. Evidence of co-curricular involvement, leadership, collaboration, and breadth of curricular study.

   Note: All entrance requirements must be completed prior to acceptance and registration.

Applications with all supporting materials must be submitted in April of the junior year or year prior to graduation. Deposits are due on November 15.

TRANSFER OF GRADUATE COURSES

Students may transfer up to 6 credits of graduate study in this field with an earned 3.00 or better (on a 4.00 scale) in each course from another accredited graduate program. Ordinarily, documented transfer of credits are evaluated and posted at the time of matriculation or in the first semester of study at Clarke.

Clarke undergraduate students may earn up to 15 early access graduate credits toward the MAE.

DEGREE REQUIREMENTS

Online Pathway

The required Coursework for the online pathway of the MAE includes:

Research Core - Three required research courses:

- EDGR 500 Intro to Grad Research
- EDGR 585 Action Research I
- EDGR 586 Action Research II

Instructional Core - Choose 27 credits from the following options or equivalent (all 3 credits):

- EDGR 503 Brain Based Learning
- EDGR 507 The Trauma Response Educator
- EDGR 510 Teacher as Leader
- EDGR 513 Problem Based Learning
- EDGR 514 Reflective Educator
- EDGR 515 ESL and Bilingual Methods
- EDGR 523 Teaching Diverse Learners
- EDGR 525 Motivation and Management
- EDGR 530 Planning and Designing Student-Centered Learning Environments
- EDGR 532 Leadership and Vision for Technology
- EDGR 533 Grant Writing
- EDGR 534 Mentoring and Induction
- EDGR 553 Professional Development Research Seminar
- EDGR 580 Special Topics Course

Iowa K-8 Reading endorsement (optional)
Students who wish to earn a Reading endorsement as part of the MAE degree must take the following 12 credit hours of courses as part of their Instructional Core coursework:

- EDGR 545 Advanced Reading Methods
- EDGR 548 Emergent Literacy
- EDGR 549 Reading Interventions
- EDGR 550 Advanced Practicum and Instruction in Reading

4+1 pathway
The required Coursework for the online pathway of the MAE includes:

- EDGR 523 Teaching Diverse Learners (taken January of Senior Year, a travel trip to Milwaukee)
- EDGR 500 Introduction to Graduate Research (taken online the first week of May summer session)
- EDGR 561 Practicum I (taken fall of 5th year)
- EDGR 585 Action Research I
- EDGR 562 Practicum II (taken spring of 5th year)
- EDGR 586 Action Research II
-

Elective Coursework (6 credits) – Choose from:

- EDGR 503 Brain-Based Learning
- EDGR 503 Brain-Based Learning
- EDGR 507 The Trauma Responsive Educator
- EDGR 533 Grant Writing
- EDGR 513 Problem-Based Learning
- EDGR 514 Reflective Educator
- EDGR 553 Professional Development Research Seminar
- EDGR 515 ESL and Bilingual Methods: Planning, Implementing, Managing, and Assessing Instruction
- EDGR 525 Motivation and Management
- EDGR 534 Mentoring and Induction
- EDGR 545 Balanced Literacy*
- EDGR 548 Emergent Literacy*
- EDGR 549 Reading Interventions*
- EDGR 550 Advanced Practicum and Instruction in Reading*
- EDGR 580 Special Topics Course (Summer Session, 3 credits, Online)
- *Also contribute to the fulfillment of requirements for Iowa K-8 Reading Endorsement

The requirements of the Iowa K-8 Reading endorsement are embedded in the requirements of the 4+1 MAE pathway. The courses above marked with an asterisk contribute to the endorsement.

Certificate pathway

Certificate: Research Applications in Education (12 credits)
A Research Application in Education certificate recognizes a teacher who is capable of leading others in using the deep knowledge of the Action Research process to improve student learning. The Required courses for the Research Application in Education certificate are:

- EDGR 500 Introduction to Graduate Research
- EDGR 553 Professional Development Research Seminar
- EDGR 585 Action Research I
- EDGR 586 Action Research II

Certificate: Social Emotional Learning in Education (12 credits)
A Social Emotional Learning in Education certificate recognizes a teacher who is capable of leading others to implementing their practice of social emotional learning strategies in the classroom at a deeper level to improve the learning environment for student learning success. Required courses for the Social Emotional Learning in Education certificate are:

- EDGR 507 The Trauma Response Educator
- EDGR 514 Reflective Educator
- EDGR 523 Teaching Diverse Learners
- EDGR 530 Planning and Designing Student-Centered Learning Environments

Certificate: Reading in Education (12 credits)
A Reading in Education certificate recognizes a teacher who is capable of leading others to implementing their practice of reading strategies in the classroom at a deeper level for student success in reading. Required courses for the Reading in Education certificate are:

- EDGR 545 Advanced Reading Methods
- EDGR 548 Emergent Literacy
- EDGR 549 Reading Interventions
- EDGR 550 Advanced Practicum and Instruction in Reading

Completing all three graduate certificates in Education (Research Applications, Social Emotional Learning, and Reading) fulfill the requirements of the MAE degree program. After one completed certificate, to complete the MAE, students must:

- Complete an additional 24 EDGR credits at the 500-level or above
- Complete EDGR 500 (if not already completed through a certificate)
- Complete 6 credits of EDGR 585 Action Research I and EDGR 586 Action Research II (if not already completed through a certificate)

DOCTOR OF NURSING PRACTICE

Clarke University offers a Doctor of Nursing Practice (DNP) degree with Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner concentrations to serve the needs of working health care professionals seeking post baccalaureate study. The DNP program is approved by the Iowa Board of Nursing and accredited by the Collegiate Commission on Nursing Education, 655 K Street NW, Suite 750, Washington D.C., 20001.

OUTCOMES

Clarke University envisions graduates of its DNP program to be persons who will:

- Synthesize concepts and theories from nursing and related disciplines to form the basis for developing and integrating new approaches to nursing practice for the whole/healthy human being. (I)
- Analyze social-cultural, spiritual, ethical, economic and political issues that influence and lead to the highest level of nursing practice. (II)
- Utilize the process of scientific inquiry to validate and refine knowledge relevant to nursing. (III)
- Demonstrate leadership and effective management strategies for advanced practice, including proficiency in the use of information systems/technology resources to support practice and ensure continuity of patient care. (II, IV)
- Design and implement advocacy strategies that address health care policies and issues of social justice and equity in healthcare. (V)
- Demonstrate the ability to effectively communicate and engage in collaborative intra- and inter-disciplinary relationships in the conduct of advanced practice. (VI)
- Demonstrate effective direct patient care, clinical prevention and population health care within the context of socio-economic policies, appropriate scientific data, and the exigencies of the individual patient. (II,VII)
- Demonstrate expertise in a defined area of advanced practice and develop and articulate a vision for nursing practice in a selected organization. (VIII)

NOTE: Roman numerals refer to the Essentials of Doctoral Education for Advanced Nursing Practice (2006) American Association of Colleges of Nursing.

Students with an MSN from an accredited program are eligible to complete the DNP Bridge program. Students matriculating with a BSN degree will complete the 81 credit hour doctoral program in three years as full-time students or five years as part-time students.

Clarke University's BSN-DNP program is limited to 30 students per cohort. Students will have one-on-one experience with Clarke University faculty and staff during their on-line coursework and face-to-face experiences on campus.

ADMISSION REQUIREMENTS

A student interested in Graduate Studies in Nursing at Clarke University must submit the following to:

Admissions Office
Clarke University
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

1. A completed graduate application form, available online at clarke.edu/apply.
2. Official academic transcripts. These transcripts must document:
   - Completion of bachelor's degree from an accredited nursing program.
   - Completion of bachelor's degree from an accredited college or university.
   - GPA of 3.00 on a 4.00 scale.
   - Successful completion with a grade of C (2.0) or better of undergraduate coursework in statistics, nursing research, and health assessment.
3. Curriculum vitae.
4. Proof of personal health insurance.
5. Photocopy of current unencumbered licensure as a registered nurse.
6. Students whose first language is not English, complete the following:
   - Submission of a minimum Duolingo score of 120, minimum TOEFL score of 570 on the PBT, or 87 on the IBT, or a minimum IELTS score of 6.5.
   - Or an individual oral interview in English, if required by the Admissions Office.
   - Additionally, admissions may use completed coursework from previous US institutions to determine English proficiency.
7. Interview
8. For the DNP Program, the GRE is required for GPA less than 3.00.
9. If accepted into the program, proof of records including current CPR certification, HIPPA training, and blood borne pathogen is required. Furthermore, a physical exam, proof of immunization (including yearly influenza), and yearly TB is required.

TRANSFER OF GRADUATE COURSES

Ordinarily, students may transfer up to 6 credits of graduate study in this field with an earned 3.00 or higher (on a 4.00 scale) in each course from another accredited graduate program. Acceptance of transfer credit must be documented prior to matriculation. In exceptional circumstances, additional credits may apply. Clarke RN-BSN students may take up to 3 classes in the DNP program provided they carry a 3.0 GPA. Courses available for both RN-BSN undergraduate and graduate credit include: HLTH 515 Advanced Pathophysiology; HLTH 503 Advanced Health Assessment (w/lab); NURS 510 Nursing and Leadership Theory; and NURS 502 Research Design in Nursing.

Students must be accepted into the DNP program to take graduate level courses or obtain consent from the nursing department.

CURRICULUM

- Core Courses
  - HLTH 503 Advanced Health Assessment (w/ lab) (3)
  - HLTH 505 Advanced Pharmacology (3)
  - HLTH 515 Advanced Physiology and Pathophysiology (3)
  - HLTH 605 Epidemiology (3)
  - HLTH 610 Healthcare Economics (3)
  - HLTH 615 Health Policy Leadership (3)
  - NURS 501 Trends, Roles & Issues in Nursing (3)
  - NURS 502 Research Design in Nursing (4)
  - NURS 508 Nursing Statistics (3)
  - NURS 510 Nursing and Leadership Theory (3)
  - NURS 511 Evidence-Based Practice (3)
  - NURS 544 Informatics in Nursing (3)
  - NURS 602 Advanced Research (3)
  - NURS 630 Advanced Practice Seminar I (4) (w/lab)
  - NURS 640 Advanced Practice Seminar II (4) (w/lab)
  - NURS 650 Advanced Practice Seminar III (4) (w/lab)
  - NURS 687 Doctoral Research (6)
- Family Nurse Practitioner Specialty Concentration
  - NURS 545 Clinical Applications (3) add w/lab
  - NURS 550 Primary Health Care Nursing of Children (4) add w/lab
  - NURS 551 Primary Health Care Nursing of Women (4) add w/lab
  - NURS 552 Primary Health Care Nursing of Adults (6) add w/lab
  - NURS 553 Primary Health Care Nursing of Adults II (6) add w/lab
- Psychiatric Nurse Practitioner Specialty Concentration:
  - NURS 544/L Primary Care of the Psychiatric Mental Health Patient I (6)
  - HLTH 506 Psychopharmacology (3)
  - NURS 560 Legal and Ethical Implications for the APRN (3)
  - NURS 555/L Primary Care of the Psychiatric Mental Health Patient II (6)
- Program Electives
  - NURS 580 Special Topics (CV)
  - NURS 590 Independent Study/Readings in Nursing (CV)

MSN TO DNP BRIDGE CURRICULUM

- NURS 508 Nursing Statistics (3)
- NURS 544 Informatics in Nursing (3)
- NURS 602 Advanced Research (3)
- HLTH 605 Epidemiology (3)
- HLTH 610 Healthcare Economics (3)
- HLTH 615 Health Policy Leadership (3)
- NURS 630 Advanced Practice Seminar I (4)
- NURS 640 Advanced Practice Seminar II (4)
- NURS 650 Advanced Practice Seminar III (4)
- NURS 687 Doctoral Research (6)
- Elective (3)

MSN to DNP students who have not completed a Health Assessment, Pathophysiology, and Pharmacology at the graduate level are required to do so. It is more realistic to expect 24 months to complete the program with these additional courses.

Students applying for the post graduate certificate as a Psychiatric Mental Health Nurse Practitioner should have completed a lifespan Health Assessment and Pharmacology course prior to beginning the program. Students may apply for Prior Learning Assessment (PLA) credit if they feel they have met this requirement through non-course experiences. Students will be asked to submit a portfolio demonstrating how the knowledge has been met and pass an exam demonstrating competence.

BSN to DNP students complete a total of 1000 clinical hours. MSN to DNP students must have a total of 1000 hours after counting total hours completed in their MSN program. Documentation from the MSN program must be provided. Psychiatric Mental Health post graduate certificate students complete 500 clinical hours. Nursing Education Certificate students complete 250 clinical hours.

Scholarly Project
Graduate students are required to complete a scholarly project and present it as part of their program requirements. Students who do not complete the scholarly project during the last semester of coursework are required to enroll in NURS 687 Doctoral Research for one credit at the DNP level each semester until the work has been satisfactorily completed.

DOCTOR OF PHYSICAL THERAPY

MISSION

The Clarke University Physical Therapy Department is part of the caring, learning community at Clarke University, committed to excellence in physical therapy education and dedicated to educating individuals who are prepared to contribute to society as physical therapy professionals in a variety of settings. We are part of the supportive environment that inspires intellectual curiosity, cultural engagement, professional preparedness, spiritual exploration, and a commitment to contributing to the common good in a global society. As educators, we will encourage lifelong learning by providing continuing education to therapists in the State of Iowa as well as the tri-state region.

The faculty will be active in community and professional organizations.

We provide a supportive environment for learning while fostering the critical thinking and ethical decision-making skills required to participate in the rapidly changing health care environment.

We build upon the core values of Clarke University including spiritual values, cultural appreciation, and acceptance of diversity of people and ideas.

Clarke University physical therapy faculty, students and graduates strive for a spirit of collaboration with the health care community to achieve optimum health and wellness for clients served.

PROGRAM GOALS

The program will:

1. Provide physical therapist education to prepare students for entry-level practice.
2. Provide continuing education opportunities to physical therapists in the tri-state region.
3. Contribute to new knowledge in physical therapy practice.
4. Provide opportunities for pro-bono care for community members.

STUDENT OUTCOMES

1. Demonstrate competency and safe practice of physical therapy in a variety of practice settings.
2. Utilize evidence-based clinical decision-making skills as the foundation for their physical therapy practice.
3. Act as ethical practitioners and practice within the scope of the law.
4. Display attitudes and clinical skills to optimize their role as a physical therapist member of the health care team and the community.
5. Value, promote and improve the quality of health care through the unique and cooperative contributions of physical therapy.
6. Critically interpret research related to the field of physical therapy
7. Advocate for patient rights within the current and evolving health care environment (from political, economic and cultural perspectives).

8. Accept responsibility for personal and professional growth, and to participate in the development of the physical therapy profession.
9. Continue as life-long learners.

DEGREE PATHWAYS

The DPT program is available in unique pathways to meet the needs of different students.

Early Assurance Pathway: Students on the early assurance pathway are accepted into the undergraduate pre-PT program at Clarke University upon matriculation as first-year students. Early assurance pathway students receive a letter of intent from Clarke University prior to matriculation as Clarke undergraduate students, and complete all priority requirements for admission to the graduate portion of the DPT program as part of their undergraduate course of study. Completion time of the DPT program for students on the early assurance pathway who meet all the academic requirements is six years of full-time study.

Clarke Pre-PT/3+3 Pathway: Undergraduate students from universities with 3+3 articulation agreements with Clarke University's DPT program complete three years of undergraduate study at their home institution where they complete all requirements for admission to the graduate portion of the DPT program as part of their undergraduate course of study priority, and then upon acceptance to the DPT program at Clarke University, complete the doctorate degree at Clarke. For students accepted in the 3+3 pathway, the first year of the DNP program doubles as their fourth year of undergraduate study, making completion time of the 3+3 pathway six years of full-time study.

Standard pathway: Students who have earned undergraduate degrees, whether from Clarke or another university, and complete all priority requirements for admission to the DPT program apply for the standard pathway. Completion time of the DPT program for students on the standard pathway is three years of full-time graduate study.

MINIMUM REQUIREMENTS FOR ALL APPLICANTS

1. Completion of an undergraduate program from an accredited college or university. Students matriculating from Clarke's pre-physical therapy program or part of an approved 3+3 articulation agreement are exempt from this requirement.
2. 3.00 Cumulative GPA, with no grades lower than a "C"
3. 3.00 Prerequisite Science GPA with no grades lower than a "C" in the following courses:
    - Fundamentals of Cell Biology – 4 hours including lab
    - General Chemistry 1 & 2 – 8 hours including lab
    - Elements of Physics 1 & 2 – 8 hours including lab
    - Human Anatomy & Physiology– 8 total hours including lab
    - Psychology (Introductory plus one upper level course)– 6 hours
    - Math as required for prerequisite courses

4. No more than 2 courses repeated for credit. For Clarke students, retakes for prerequisite science courses must be completed at Clarke University unless approved by the physical therapy department prior to enrolling in the course.
5. Record of a minimum of 30 hours total observing in at least three of the following areas: pediatrics, geriatrics, inpatient, acute/subacute care, neurological rehabilitation, orthopedics, sports medicine. Clinical forms are available at clarke.edu/wp-content/uploads/clinicallog.pdf.
6. Responses to essay questions. Personal Essay one-to-two page written response to the following question: Describe how your observational experiences have influenced your decision to pursue physical therapy as a career. Concentrate on the areas described in the Student Log of Clinical Visits.
7. A competitive score on the Graduate Record Exam (GRE) is required and must be included in application materials.
8. Three completed recommendation forms, at least two of which must be from undergraduate faculty and one which may be from a physical therapist whom the applicant has observed.
9. Students whose first language is not English, complete the following:
    - Submission of a minimum Duolingo score of 120, minimum TOEFL score of 570 on the PBT, or 87 on the IBT, or a minimum IELTS score of 6.5.
    - Or an individual oral interview in English, if required by the Admissions Office
    - Additionally, admissions may use completed coursework from previous US institutions to determine English proficiency.

APPLICATION TO THE DPT PROGRAM

Admission in the DPT program is competitive and granted to the most qualified candidates. All applicants must complete the application process and submit all materials by the date designated on the Clarke DPT webpage. Preference is given to Clarke University students who are admitted in the early assurance pathway, to other Clarke students in the pre-physical therapy cohort, and to students who are part of an articulation agreement with another institution who meet the priority admissions requirements. Students from other institutions are encouraged to apply and typically comprise one half of the students accepted into the professional phase of the program. Clarke University students who meet the minimum requirements but do not meet the priority requirements will compete for admission with applicants from other institutions.

Applicants to the DPT program follow one of three admission pathways. The admission process varies depending on the pathway:

Early Assurance Pathway

1. Students graduating from high school may apply for the early assurance pathway. For students accepted into the early assurance pathway, letters of intent signed and submitted prior to matriculation as first-year undergraduate students will be used to document the early assurance pathway.

2. During their junior year at Clarke, early assurance pathway students who meet all the priority requirements submit the required application materials to the professional (DPT) program through the Clarke University Admissions Office at graduate@clarke.edu. Students in this pathway are the first applicants to the professional phase. Early assurance pathway students who meet all the priority requirements will be guaranteed admission into the professional phase of the DPT program.

Priority Admission Requirements

1. Official academic transcripts. These transcripts must show that the student meets the minimum requirements for admission through this pathway and shows progression toward completion of an undergraduate degree.
2. 3.30 Cumulative GPA with no grades lower than a "C"
3. 3.30 GPA in prerequisite Science courses:
    - BIOL 115 Fundamentals of Cell Biology and Genetics I *
    - BIOL 211 Anatomy and Physiology I *
    - BIOL 212 Anatomy and Physiology II *
    - CHEM 110 General Chemistry I *
    - CHEM 111 General Chemistry II *
    - PHYS 110 Elements of Physics I *
    - PHYS 111 Elements of Physics II *
    - PSYC 111 Introductory Psychology *
    - Another Psychology course *

4. Completion of the following prerequisite:
    - Math as required for prerequisite courses

5. Three recommendation forms, at least two of which must be from undergraduate faculty and one which may be from a physical therapist whom the applicant has observed. The forms must rate the applicant as "highly recommended" to the program.

NOTE:

- The DPT admissions committee reserves the right to make justifiable exceptions to these requirements on a case-by-case basis.
- Student must earn a baccalaureate degree before the start of the second year of the program.

Application Materials
Submit the materials listed below to the Clarke University Admissions Office at graduate @clarke.edu.

1. A completed graduate application form, available online at clarke.edu/apply.
2. One-to-two page written response to the following question: Describe how your observational experiences have influenced your decision to pursue physical therapy as a career. Concentrate on the areas described in the Student Log of Clinical Visits.
3. Documentation that the student meets all the priority requirements for acceptance.

Clarke Pre-PT/3+3 Pathway
Students in Clarke's Pre-PT program and applicants from universities with 3+3 articulation agreements with Clarke University who meet all of the priority admissions requirements listed above may apply directly to Clarke's DPT program. Clarke Pre-PT/3+3 Pathway students will be given preference for admission to the professional program. Applicants must demonstrate that they will earn their undergraduate degree prior to the start of the second year of the professional DPT program.

Application Materials
Submit the materials listed below to the Clarke University Admissions Office at graduate @clarke.edu.

1. A completed graduate application form, available online at clarke.edu/apply.
2. One-to-two page written response to the following question: Describe how your observational experiences have influenced your decision to pursue physical therapy as a career. Concentrate on the areas described in the Student Log of Clinical Visits.
3. Documentation that the student meets all the priority requirements for acceptance.

External Admission Pathway
Applicants who receive their undergraduate education at another institution are welcomed and encouraged to apply to the DPT program. For consideration, applicants must meet the minimum requirements for admission listed above and must have completed their undergraduate degree or demonstrate that they will complete their undergraduate degree prior to starting the professional DPT program.

Application process
Applicants using the external admission pathway submit applications to the DPT program through PT Centralized Application Service (PTCAS), http://ptcas.org. For consideration, the application process must be completed and all materials submitted by the designated application deadline.

TRANSFER OF GRADUATE CREDIT

Students may transfer up to 6 graduate credits in this field of study with an earned 3.00 or higher (on a 4.00 scale) in each course from another accredited graduate program. Ordinarily, documented transfer of credits is evaluated and credits are posted at the time of matriculation or in the first semester of study at Clarke.
NOTE: The DPT admissions committee reserves the right to make justifiable exceptions to these requirements on a case-by-case basis.

DOCTOR OF PHYSICAL THERAPY CURRICULUM

YEAR 1/SENIOR YEAR

FALL

- BIOL 510 Human Gross Anatomy
- BIOL 520 Human Physiology
- DPT 514 Functional Anatomy & Biomechanics
- DPT 515 Issues in Health Care
- DPT 518 Physical Agents

SPRING

- BIOL 525 Exercise Physiology
- BIOL 545 Neuroscience
- DPT 524 Patient Care
- DPT 526 Introduction to PT Exam & Intervention
- DPT 528 Therapeutic Exercise
- DPT 529 Clinical Practicum I

- SUMMER
- DPT 631 Clinical Education Experience I (8 weeks)

YEAR 2

FALL

- DPT 612 Pathophysiology
- DPT 613 Neuromuscular PT I
- DPT 614 Musculoskeletal PT I
- DPT 615 Education & Consulting in PT
- DPT 617 Biostatistics & Research Methods
- DPT 619 Clinical Practicum II

INTERSESSION

- DPT 632 Clinical Education Experience II (4 weeks)

SPRING

- DPT 620 Integumentary PT
- DPT 621 Pharmacology
- DPT 623 Neuromuscular PT II
- DPT 624 Musculoskeletal PT II
- DPT 625 PT Management I
- DPT 626 Cardiopulmonary PT
- DPT 629 Clinical Practicum III

SUMMER

- DPT 733 Clinical Education Experience III (8 weeks)

YEAR 3

FALL

- DPT 710 Advanced Specialty Elective*
- DPT 711 Orthotics & Prosthetics in PT
- DPT 712 Primary Care in PT
- DPT 713 Neuromuscular PT III
- DPT 714 Musculoskeletal PT III
- DPT 715 PT Management II
- DPT 716 Pediatric Specialty Elective*
- DPT 717 Doctoral Project

SPRING

- DPT 720 Graduate Seminar
- DPT 734 Clinical Education Experience IV (8 weeks)
- DPT 735 Clinical Education Experience V (8 weeks)

*Students in the fall semester of the third year of the DPT program will enroll in either DPT 710 or DPT 716.

MASTER OF SOCIAL WORK

An MSW degree from Clarke University prepares students for professional careers that carry out the values of the university's mission - to promote diversity and global awareness, advocate for social justice and assist in the empowerment of individuals, groups, families, organizations and communities. The MSW program's area of specialized practice in integrated health is designed to provide for the holistic behavioral and physical health of clients with a commitment to interprofessional care. The program is accredited by the Council on Social Work Education (CSWE).

The demand for MSW-trained social workers will increase dramatically over the next decade and beyond—due to an aging population with more significant health care demands, and at the same time, a "critical mass" of retirees within the current social worker population. The United States Department of Labor: Bureau of Labor Statistics predicts that the need for social workers is expected to grow faster than average for all occupations through 2026. Employment for social workers is expected to increase overall by 16%, and the need for mental health and medical social workers to be even greater.

MISSION

The Clarke University MSW program mission is to prepare competent and ethical students for advanced social work practice to promote and enhance the integrated health and well-being of all persons, families, and communities. Building on a foundation of generalist practice, including person-in-environment and multi-systemic perspectives, we educate students to think critically, to use and value evidence drawn from scientific inquiry, to recognize the dignity and worth of all individuals, to value integrity, and to recognize the centrality of human relationships in the lives of clients and in our work with them. We model integrity, an orientation toward service, and respect for human diversity. So that our students might be agents of change and contribute to the elimination of poverty, the diminishment of racism, and the realization of universal human rights, we guide them to work towards social, economic, environmental, and racial justice, both locally and globally.

PROGRAM GOALS

Derived from the MSW program's mission and context, the program goals are:

1. Provide students with advanced interpersonal and critical thinking skills in order to engage effectively with others in change efforts.
2. Ground students in the values and ethics of the social work profession.
3. Develop students' capacities to work effectively within integrated health settings in order to meet the needs of diverse populations in local, national, and global contexts.
4. Provide opportunities for students to engage in real world settings that include inter-professional collaboration, and allow students to experience the importance of context in service delivery.

PROGRAM OUTCOMES

The Outcomes for social work students are based on the 9 core competencies provided by the Council on Social Work Education.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

DEGREE PATHWAYS

The MSW degree program is offered through two pathways: a traditional 2-year pathway and an advanced standing pathway.

2-year pathway

The 2-year MSW pathway is an in-person, 57-credit hour program that can be completed in two years of full-time coursework.

Advanced Standing pathway

The advanced standing pathway is an in-person, 30-credit hour program for students who have completed an undergraduate degree in social work from a Council on Social Work Education (CSWE)-accredited program with course grades of B or higher in all undergraduate social work courses within the last seven years. For students who earned their undergraduate social work degree more than seven years ago, a bridge course is required.

ADMISSION REQUIREMENTS

Admission to the Master of Social Work program is made based on the merit of the total application. Applicants must provide evidence of qualities and characteristics considered essential for the professional practice of social work. These include:

- intellectual capacity
- effective communication skills
- critical and creative thinking
- commitment to social, economic, racial, and environmental justice
- commitment to empowering and serving marginalized and oppressed groups
- self-awareness and capacity for self-reflection
- sound judgement
- capacity for caring and compassion

APPLICATION TO THE PROGRAM

To apply to the MSW program, submit the following to graduate@clarke.edu or
Admissions Office
Clarke University
1550 Clarke Drive
Dubuque, IA 52001

1. A completed graduate application form, available online at clarke.edu/apply
2. Official academic transcripts. These transcripts must document:
   a. Completion of a baccalaureate degree from an accredited college or university.
   b. Minimum overall GPA of a 3.0 on a 4.0 scale.
3. Completion of the equivalent of nine credit hours in the social and behavioral sciences (such as psychology, sociology, economics, ethnic and gender studies, and/or political science) and three credit hours in college level statistics or social science research methods. Must earn a C- or better in the prerequisite courses.
4. Professional resume. Include relevant work and/or volunteer experiences.
5. Three completed recommendations from professionals who can comment on the applicant's fit with the social work profession; at least one should be from someone who can attest to graduate-level academic ability.
6. Two-to-three-page statement of purpose describing knowledge of and commitment to the social work profession, professional interests and goals, and how the MSW degree will advance these professional goals.

Students whose first language is not English, should complete the following:

- Submission of a minimum Duolingo score of 120, minimum TOEFL score of 570 on the PBT, or 87 on the IBT, or a minimum IELTS score of 6.5.
- Or an individual oral interview in English, if required by the Admissions Office.
- Additionally, Admissions may use completed coursework from previous US institutions to determine English proficiency.

Applications are reviewed by the MSW Program Admissions Committee. Applicants may be invited to interview with the Committee when admission requirements warrant additional consideration.

Applicants with a social work undergraduate degree from a program accredited by the Council on Social Work Education (CSWE) with a combined GPA of 3.0 in social work courses are considered for advanced standing status. Applicants may be required to take an additional bridge course if the degree was not earned in the past seven years and/or additional generalist level graduate courses if applicant earned less than a B in any of their undergraduate social work courses.

DEGREE REQUIREMENTS

2-year pathway

Required Courses

Year 1 – GENERALIST PRACTICE CURRICULUM (27 credits)

- SW 513 Human Behavior and the Social Environment
- SW 515 Practice I: Social Work with Individuals
- SW 521 Practice II: Social Work with Groups and Families
- SW 525 Diversity and Privilege
- SW 530 Research in Social Work
- SW 540 Social Work with Communities and Organizations
- SW 581 Social Policy Action
- SW 591 Purpose and Values of the Social Work Profession
- SW 599 Generalist Social Work Field Practicum

Year 2 - SPECIALIZED PRACTICE CURRICULUM: INTEGRATED HEALTH (30 CREDITS)

- SW 554 Crisis and Trauma Response
- SW 591 Purpose and Values of the Social Work Profession (this course is taken in the first semester of a student enrolling regardless of standing)
- SW 602 Integrated Health I
- SW 603 Integrated Health II
- SW 625 Motivational Interviewing and Cognitive Behavior Therapy in Social Work Practice
- SW 650 Social Work Research II
- SW 699 Specialized Practice Social Work Field Practicum
- Students take two of the following courses:
  - SW 553 Psychopathology in Social Work
  - SW 555 Principles of Anti-Oppressive Practice
  - SW 634 Advanced Clinical Practice
  - SW 637 Leadership in Integrated Health Settings

ELECTIVE COURSES (6 CREDIT HOURS)

- SW 553 Psychopathology in Social Work
- SW 555 Principles of Anti-Oppressive Practice
- SW 634 Advanced Clinical Practice
- SW 637 Leadership in Integrated Health Settings
-

Advanced Standing pathway

Required Courses

- SW 554 Crisis and Trauma Response
- SW 591 Purpose and Values of the Social Work Profession (this course is taken in the first semester of a student enrolling regardless of standing)
- SW 602 Integrated Health I
- SW 603 Integrated Health II
- SW 625 Motivational Interviewing and Cognitive Behavior Therapy in Social Work Practice
- SW 650 Social Work Research II

- SW 699 Specialized Practice Social Work Field Practicum
- Students take two of the following courses:
  - SW 553 Psychopathology in Social Work
  - SW 555 Principles of Anti-Oppressive Practice
  - SW 634 Advanced Clinical Practice
  - SW 637 Leadership in Integrated Health Settings

ELECTIVE COURSES (6 CREDIT HOURS)

- SW 553 Psychopathology in Social Work
- SW 555 Principles of Anti-Oppressive Practice
- SW 634 Advanced Clinical Practice
- SW 637 Leadership in Integrated Health Settings

CERTIFICATE PROGRAMS

Academic certificates are 9 – 15 credit courses of study* that offer learners opportunities to explore and gain knowledge in defined subject areas. The subject areas of academic certificates are distinct from undergraduate majors or minors. Students completing graduate level certificates in business and education have the option to earn stackable credentials that may lead to MBA or MAE graduate degrees.

**For non-accredited certificate programs. Certificates that carry teaching endorsements or certifications by the state of Iowa (such as the ATC certification program) conform to the requirements of the accrediting body and may have higher credit requirements.*

Clarke University offers certificates at the undergraduate and graduate levels. Undergraduate certificates are often pursued alongside a bachelor's degree, while graduate certificates are typically completed after earning a bachelor's degree but before obtaining a master's degree.

BUSINESS LEADERSHIP CERTIFICATE

Level: Graduate

Required courses:

- MBA 541 Assessing & Developing Leadership Styles
- MBA 543 Leading & Building Effective Teams
- MBA 542 Strategic Planning and Leadership Communication
- **Total credit hours: 12**

Application to Business Leadership Certificate

To apply to the Business Leadership Certificate program, submit the following to graduate@clarke.edu or mail them to:

Admissions Office
Clarke University
1550 Clarke Drive
Dubuque, Iowa 52001

1. A completed graduate application form. This is available online at clarke.edu/apply.
2. Official academic transcripts. These transcripts must document:
   - Completion of a baccalaureate degree from an accredited college or university.
   - Minimum GPA of 2.5 on a 4.0 scale. (note: the 2.5 GPA is lower than the required 3.0 GPA for the MBA program. This is to allow students who do not have the required undergraduate GPA to be accepted to the MBA program to be able to demonstrate better academic discipline and be able to continue their education).
3. A professional resume.
4. Students whose first language is not English, complete the following:
   - Submission of a minimum Duolingo score of 120, minimum TOEFL score of 570 on the PBT, or 87 on the IBT, or a minimum IELTS score of 6.5.
   - Or an individual oral interview in English, if required by the Admissions Office.
   - Additionally, admissions may use completed coursework from previous US institutions to determine English proficiency.

BUSINESS MANAGEMENT CERTIFICATE

Level: Graduate

Required courses:

- MBA 506 Organizational Management
- MBA 507 Marketing Management
- MBA 508 Human Resource Management or MBA 510 Project Management
- **Total credit hours: 12**

Application to Business Management Certificate

To apply to the Business Management Certificate program, submit the following to graduate@clarke.edu or mail them to:

Admissions Office
Clarke University
1550 Clarke Drive
Dubuque, Iowa 52001

1. A completed graduate application form. This is available online at clarke.edu/apply.
2. Official academic transcripts. These transcripts must document:
   - Completion of a baccalaureate degree from an accredited college or university.
   - Minimum GPA of 2.5 on a 4.0 scale. (note: the 2.5 GPA is lower than the required 3.0 GPA for the MBA program. This is to allow students who do not have the required undergraduate GPA to be accepted to the MBA program to be able to demonstrate better academic discipline and be able to continue their education).
3. A professional resume.
4. Students whose first language is not English, complete the following:
   - Submission of a minimum Duolingo score of 120, minimum TOEFL score of 570 on the PBT, or 87 on the IBT, or a minimum IELTS score of 6.5.
   - Or an individual oral interview in English, if required by the Admissions Office.
   - Additionally, admissions may use completed coursework from previous US institutions to determine English proficiency.

Intermediate-Level Spanish Language Certificate

Level: Undergraduate

Required courses:

- SPAN 101 Elementary Spanish I
- SPAN 102 Elementary Spanish II
- SPAN 103 Intermediate Spanish I
- SPAN 104 Intermediate Spanish II
- **Total credit hours: 12**

NUTRITION CERTIFICATE

Level: Undergraduate

Required courses:

- NTFS 110 Introduction to Food science
- HWBS 133 Dynamics of Health and Nutrition or HLTH 122 Introduction to Nutrition
- NTFS 233 Food and Nutrition Lab

Elective courses:

Students chose one elective from the following (3-4 hours):

- NTFS 275 Fermentation
- NTFS 310 Human Nutrient Metabolism
- BIOL 520 Human Physiology
- CHEM 446 Biochemistry II: Metabolism
- **Total credit hours: 10-12**

READING IN EDUCATION CERTIFICATE

Level: Graduate

Description: A Reading in Education certificate recognizes a teacher who is capable of leading others to implementing their practice of reading strategies in the classroom at a deeper level for student success in reading.

Required courses:

- EDGR 545 Advanced Reading Methods
- EDGR 548 Emergent Literacy
- EDGR 549 Reading Interventions
- EDGR 550 Advanced Practicum and Instruction in Reading
- **Total credit hours: 12**

RESEARCH APPLICATIONS IN EDUCATION CERTIFICATE

Level: Graduate

Description: A Research Application in Education certificate recognizes a teacher who is capable of leading others in using the deep knowledge of the Action Research process to improve student learning.

Required courses:

- EDGR 500 Introduction to Graduate Research
- EDGR 553 Professional Development Research Seminary
- EDGR 585 Action Research I
- EDGR 586 Action Research II
- **Total credit hours: 12**

SOCIAL EMOTIONAL LEARNING IN EDUCATION CERTIFICATE

Level: Graduate

Description: A Social Emotional Learning in Education certificate recognizes a teacher who is capable of leading others to implementing their practice of social emotional learning strategies in the classroom at a deeper level to improve the learning environment for student learning success.

Required courses:

- EDGR 507 The Trauma Response Educator
- EDGR 514 Reflective Educator
- EDGR 523 Teaching Diverse Learners
- EDGR 530 Planning and Designing Student-Centered Learning Environments
- Total credit hours: 12

SPANISH LANGUAGE AND CULTURE CERTIFICATE

Level: Undergraduate

Required courses (12 credit hours):

- SPAN 101 Elementary Spanish I
- SPAN 102 Elementary Spanish II
- SPAN 103 Intermediate Spanish I
- SPAN 104 Intermediate Spanish II

Elective course (3 credit hours):

- SPAN 111, SPAN 121, SPAN 125, SPAN 130, SPAN 131, OR HIST 208
- Total: 15 credit hours

SPORT MANAGEMENT CERTIFICATE

Level: Graduate

Required courses:

- MBA 554 Management Issues in the Sport Business Industry
- MBA 555 Sport Finance
- MBA 556 Marketing Communication in the Sport Business Industry
- Total credit hours: 12

Application to the Sport Management Certificate

To apply to the Sport Management Certificate program, submit the following to graduate@clarke.edu or mail them to:

Admissions Office
Clarke University
1550 Clarke Drive
Dubuque, Iowa 52001

1. A completed graduate application form. This is available online at clarke.edu/apply.
2. Official academic transcripts. These transcripts must document:
   - Completion of a baccalaureate degree from an accredited college or university.
   - Minimum GPA of 2.5 on a 4.0 scale. (note: the 2.5 GPA is lower than the required 3.0 GPA for the MBA program. This is to allow students who do not have the required undergraduate GPA to be accepted to the MBA program to be able to demonstrate better academic discipline and be able to continue their education).
3. A professional resume.
4. Students whose first language is not English, complete the following:
   - Submission of a minimum Duolingo score of 120, minimum TOEFL score of 570 on the PBT, or 87 on the IBT, or a minimum IELTS score of 6.5.
   - Or an individual oral interview in English, if required by the Admissions Office.
   - Additionally, admissions may use completed coursework from previous US institutions to determine English proficiency.

COURSE DESCRIPTIONS

NOTE: Courses marked with an asterisk (*) include a clinical component. Students provide their own transportation to clinical sites.

ARHS 133 ART OF THE WESTERN WORLD I **3 hours**
An introduction to the study of Western art history. This course is part of a sequence of courses that consider the artistic accomplishments of humans from the pre-historic era to the present, giving particular emphasis to concepts and ideas that continue through time and across space. This course in the sequence includes the study of Egypt and Mesopotamia, Greece and Rome, and the Middle Ages.

ARHS 134 ART OF THE WESTERN WORLD II **3 hours**
An introduction to the study of Western art history. This course is part of a sequence of courses that considers the artistic accomplishments of humans from the pre-historic era to the present, giving particular emphasis to concepts and ideas that continue through time and across space. This course in the sequence considers European arts from the Renaissance to contemporary times.

ARHS 135 INTRODUCTION TO WORLD ART **3 hours**
Introduction to World Art is a survey-level art history course that explores art and architecture made outside of the Western art historical tradition. The course investigates distinct cultures such as sub-Saharan Africa, those of the Far East (India, Japan, Korea, and China), several in North America (Native American and pre-Columbian), and those of the Pacific Islands. When possible, it investigates the ways in which these non-Western cultures have impacted and influenced more familiar Western art.

ARHS 152 ART IN THE UNITED STATES **3 hours**
An introduction to American art history. This course considers the development of painting, sculpture, architecture and the minor arts from the first colonists to the present. Emphasis is placed on the concepts of continuity and change as portrayed in these visual arts.

ARHS 250 MODERN ART, 1880-1940 **3 hours**
A survey of European and American painting, sculpture and new genre from 1880 to the present. This course includes the study of the early modern movements of Symbolism, Cubism, Expressionism and Surrealism. Prerequisite: ARHS 134 or consent.

ARHS 251 ART SINCE 1940 **3 hours**
A survey of European and American painting, sculpture and new genre from 1940 to the present. This course explores Abstract Expressionism, Pop Art, Minimalism, Earthworks, New-Expressionism and New Genre artworks. Prerequisite: ARHS 134 or consent.

ART 101 STUDIO FOR NON-MAJORS **3 hours**

An opportunity for non-majors to explore art concepts, materials and processes in an open and supportive, yet challenging environment. It will introduce students to the process of creative thinking as well as promote understanding, appreciation and application of basic art and design principles through hands-on exploration of art media.

ART 102 DRAWING I **3 hours**

Introductory-level course designed to develop skills in seeing, drawing and rendering in wet and dry media. Subject matter includes still-life, landscape, life drawing, architectural forms and assemblage. Contemporary art trends and issues are integrated into the course content. Class format involves studio work, lectures, discussions and critiques.

ART 104 BASIC PHOTOGRAPHY **3 hours**

Introductory-level course involving shooting, developing, enlarging and printing of black and white photos, with emphasis on both photographic composition and darkroom techniques. Student must have access to a manually adjustable 35 mm camera.

ART 105 ART AND DESIGN METHODS **3 hours**

This introductory level course is designed to help students gain proficiency with digital tools and the basics of interdisciplinary art and design practice. Students will investigate and develop all aspects of the creative problem-solving process through the use of both digital and non-digital technologies. Principles and elements of design are reinforced through compositional organization, conceptual development, visual aesthetics, and narrative structures. Students develop a familiarly with vector-based, raster-based and interdisciplinary media.

ART 109 3D DESIGN **3 hours**

Three-dimensional design is an introduction sculptural concepts, practices, and materials. This course is designed to present students with a number of experiences to help develop their creative abilities through conceptual thinking, understanding aesthetics, and gaining technical skills. They will be challenged to think and create in three-dimensional space through a series of projects, critiques, and brief written statements. Students will work in various materials from cardboard to found objects.

ART 117-118 CERAMICS I, II **3 hours**

Introductory-level studio courses designed to develop basic concepts, techniques and processes in the use of clay. Includes coil building, slab building, use of the potter's wheel, surface decoration and glazing. Assignments explore functional, figurative and sculptural concepts. Students are encouraged to combine methods of building and begin developing a personal direction and a critical aesthetic through research and experimentation. Emphasis is also placed on ceramic history, glaze mixing and kiln firing. Prerequisite ART 117: none. Prerequisite ART 117 or consent.

ART 201-202 LIFE DRAWING I, II **3 hours**
Middle-level studio courses where the human figure is the main focus for the exploration of the language of drawing. A variety of drawing media, both wet and dry, are used during the course of each semester. Prerequisite ART 201: ART 102 or consent. Prerequisite ART 202: ART 201 or consent.

ART 205 DRAWING II **3 hours**
Middle- and advanced-level courses that build on the foundation of Drawing I. Students draw from observational methods as well as explore a variety of approaches to image making and visual expression. Studio work introduces a range of traditional and experimental drawing tools and media. In-class drawing exercises and weekly homework assignments address a range of subjects. Prerequisite: ART 102 or instructor consent.

ART 209-210 PAINTING I, II **3 hours**
Introductory-level studio courses emphasizing oil painting. Content consists of discussions of tools and materials, demonstrations and experimentation with a variety of techniques. Students become familiar with oil painting techniques by working through practice exercises and color mixing. Painting assignments build on this introduction and focus on problems basic to oil or acrylic painting. Critiques are held at the completion of each project. Prerequisite ART 209: ART 102 or consent. Prerequisite ART 210: ART 209 or consent.

ART 213-214 SCULPTURE I, II **3 hours**
Introductory-level studio courses involving various sculptural techniques and processes including modeling, carving, mold-making and construction. Students will experience the use of clay, plaster, wood, plastic, wax and metals. Both additive and reductive processes are explored. Prerequisite ART 213: ART 109 or consent. Prerequisite ART 214: ART 213 or consent.

ART 223-224 PRINTMAKING I, II **3 hours**
Introduction to the printmaking techniques and processes of relief, monoprinting, screen printing and intaglio. Emphasis is on the creative exploration of these media. Prerequisite ART 223: ART 105 or consent. Prerequisite ART 224: ART 223 or consent.

ART 225 BOOK ARTS **3 hours**
An exploration of bookbinding forms, techniques, materials and design. This course includes traditional binding, non-adhesive structures and box constructions. Various printmaking media and letterpress printing are used to investigate the artist book as an expressive art form. Prerequisite: ART 105.

ART 230 FORM AND COMMUNICATION **3 hours**
The relationship of form and communication in graphic design is explored through theoretical and applied projects. This entry-level graphic design course provides the opportunity to refine basic skills in visual communication through the exploration and implementation of design principles to solve various design problems. Process-driven exercises serve to provide familiarity with new observational information, terminology, and the development of a clear, personal point of view. Prerequisite: ART 105 or consent.

ART 240 TYPOGRAPHY AND LAYOUT **3 hours**
This course explores the origin of type, the anatomy of typographic letterforms, type as message, type as image, as well as the grounding the importance of grid systems, typographic hierarchies, and other advanced structural layout practices – for print and digital delivery systems. In this introduction to design systems, layout and typographic messaging, students will develop skills in visual communication through the application of design principles across a variety of problem solving challenges. Prerequisite: ART 230 or consent.

ART 301-302 LIFE DRAWING III, IV **3 hours**
Advanced-level studio courses where the human figure is the main focus for the exploration of the language of drawing. The student is expected to achieve a degree of technical and expressive proficiency in the use of a variety of drawing media. Prerequisite ART 301: ART 202 or consent. Prerequisite ART 302: ART 301 or consent.

ART 311-312 PAINTING III, IV **3 hours**
Advanced-level studio courses emphasizing oil painting. Content builds on basic skills of preparing supports and grounds, painting techniques and framing finished works. Students are encouraged to experiment with media, pursue their own subject matter and develop their creative potential. Critiques are held on the completion of each project. Prerequisite ART 311: ART 210 or consent. Prerequisite ART 312: ART 311 or consent.

ART 319-320 CERAMICS III, IV **3 hours**
Advanced-level studio courses aimed at further developing sculptural and/or throwing skills through focused assignments dealing with issues of form and function, design, working in series, presentation, research and experimentation, exploration of contemporary and historical themes, glaze testing and firing. Projects are generally a series of works that focus on particular concepts, techniques or personal interests. Students help initiate the direction a project will take and are responsible for each step of the design process. Prerequisite ART 319: ART 218 or consent. Prerequisite ART 320: ART 319 or consent.

ART 325 SCREEN PRINTING **3 hours**
Advanced-level studio course concentrating on the methods of screen printing. Emphasis is placed on the creative exploration of the media. Prerequisite: ART 223, ART 224 or consent.

ART 327 RELIEF **3 hours**
Advanced-level studio course concentrating on the methods of relief. Emphasis is placed on the creative exploration of the media. Prerequisite: ART 223, ART 224 or consent.

ART 330 PUBLICATION DESIGN / PRINT AND SCREEN **3 hours**
Students will design a variety of publications from concept to creation – delivered across various media channels. Emphasis is placed on creative solutions through the development of a personal design process rooted in a strong foundation of research, concept development, visualization, file preparation and post-production processes. Students will develop, and create portfolio quality publications such as editorial spreads for magazines, environmental and information graphics, books, brochures, and posters Prerequisite: ART 240 or consent.

ART 340 BRANDING AND IDENTITY SYSTEMS **3 hours**
This course focuses on a variety of consumer and corporate brand concepts to pursue an in-depth understanding of ideation, strategy, application and implementation of a successful brand experience. Emphasis is placed on creative solutions through the development of a personal design process rooted in a strong foundation of research, concept development, visualization, file preparation and post-production processes. Students will design and develop portfolio-quality brand elements such as logos and trademarks, integrated identity systems, packaging and creative advertisements. Prerequisite: ART 330 or consent.

ART 413 PAINTING V **3 hours**
Advanced-level studio course aimed at further building skills gained in previous painting courses, with an emphasis on refined techniques, final presentation of works and the development of a consistent and cohesive visual statement in painting. Prerequisite: ART 312.

ART 421 CERAMICS V **3 hours**
Advanced-level studio course aimed at further developing ceramic technical skills while focusing on conceptual thinking. Students at this level are expected to continue defining a personal direction and aesthetic through research. Students will be responsible for firing both the electric and gas kilns. The course furthers understanding of how the relationship between humans and clay has evolved. Emphasis is placed on professional development and preparation to transition from the undergraduate structure into career paths. Prerequisite: ART 320 or consent.

ART 430 INTERACTIVE MEDIA AND WEB DESIGN **3 hours**
Interactive design is centered on human/user interaction, technology and visual coding. This course investigates advanced design topics relative to web design, front-end development (HTML5 & CSS3), and the construction of interactive digital experiences. Emphasis is placed on visual design processes of organization, wire-framing, navigational structure, and authoring of various new media frameworks. Topics include: organizational architecture, informational aesthetics, and interactive presentation on the web across desktop, mobile, smart phone, and tablet devices. Prerequisite: ART 330 or consent.

ART 440 MEDIA IN MOTION AND SENIOR STUDIO **3 hours**
A senior level, practical course related to the field of motion graphics. Students will gain productive skills with motion graphic editing environments, and integrated time-based media (photography, typography, video, audio). This course will focus on the ability to find and tell stories in a unique and compelling manner while strengthening editing knowledge of time-based processes in pre- and post-production applications. Self-directed projects are oriented toward the creation of a comprehensive professional portfolio and unique promotional materials. Industry related topics, ethics of design practice, and design for common good serve to broaden an understanding of design advocacy and the role of the designer in contemporary visual culture. Prerequisite: ART 430 or consent.

ART 499 SENIOR PERFORMANCE SEMINAR **3 hours**
This course focuses on the development of an independent project in the area of emphasis as well as preparation for a professional career in the art and design fields. Interdisciplinary integration of knowledge and research is emphasized. Major outcomes are integral to course assessment. Prerequisite: Generally, a student must have achieved senior standing before taking the Capstone course.

ART 499R SENIOR PERFORMANCE REVIEW **0 hours**
This course oversees execution (completion) and exhibition of the independent project in studio art or graphic design. Student completes artist/design statement and oral presentation in support of exhibition in gallery. Student must successfully complete ART 499R for graduation. Can be taken concurrent with SENIOR PERFORMANCE SEMINAR if student is a December graduate. Prerequisite: ART 499 or corequisite of ART 499 with consent.

ATHT 130 CARE AND PREVENTION OF INJURIES **3 hours**
Students will be introduced to basic procedures and philosophies of physical health and wellness in the context of athletic training. Students will gain knowledge of the foundational science relationships related to physical health and wellness. Students will learn medical terminology. Students will learn and practice the basic skills of prevention, care and recovery of injuries while orienting themselves to health, wellness, and athletic training in labs.

ATHT 240 BASIC LIFE SAVING TRAINING FOR HEALTHCARE & PUBLIC SAFETY **1 hour**
Students will focus on obtaining certification in basic life-saving for healthcare and public safety and First-Aid: Responding to Emergencies. Prior background in CPR and First-Aid is strongly recommended.

BIOL 101 INTRODUCTION TO LIFE SCIENCES **3 hours**
Designed for non-science majors, this course focuses on a major topic in the life sciences, such as human genetics, human evolution or conservation. Study of the specific topic leads to a basic literacy in methods, concepts and significant developments in the area. Students enhance their understanding through the communication of scientific and quantitative information. This course includes additional exploration of the impact of science and technology on society within the context of the topic. Three hours lecture.

BIOL 102 BIOLOGY OF THE HUMAN BODY **3 hours**

Biology is the study of life. In this course, students are introduced to basic biological concepts and develop a fundamental understanding of human anatomy and physiology. The course will begin with a look at how we define life, and then move into an examination of cells, tissues and organs. The majority of the course will be spent studying the organ systems of the human body. For each system studied, students are expected to learn both anatomy (basic structural components, including appropriate terminology) and physiology (basic functions). This course is accompanied by a laboratory, which all students must take concurrently.

BIOL 115 FUNDAMENTALS OF CELL BIOLOGY AND GENETICS **4 hours**

Presentation of the major unifying concepts of biology, including cell structure and function, metabolism and genetics. Three hours lecture; three hours laboratory. Prerequisite: Two years of high school algebra or MATH 005.

BIOL 116 ECOLOGY, EVOLUTION AND DIVERSITY **4 hours**

Second semester of the introductory biology sequence, this course explores diversity (what organisms have lived and are living today on earth? How are they similar to and different from each other?); ecology (what are the diverse ways in which organisms interact with their environment?); and evolution (how did this diversity arise and how does it continue to change?). Three hours lecture; three hours laboratory. This course partially fulfills the knowledge (natural science) outcome or partially fulfills the communication outcome. Prerequisite: BIOL 115.

BIOL 132 INTRODUCTION TO MICROBIOLOGY **4 hours**

Emphasis on the application of the science of microbiology to a health care environment. Topics discussed include the spread of infectious disease, antibiotics, the immune system, vaccines, bacterial growth and viruses. The lab component of the course focuses on aseptic technique, the control of microbial growth, and identification of bacteria using staining, differential media and biochemical tests. Three hours lecture, three hours laboratory. Prerequisite: Two years of high school algebra or MATH 005.

BIOL 204 ENVIRONMENTAL BIOLOGY **4 hours**

Environmental biology incorporates natural and social sciences (biology, chemistry, physics, geology, economics, ethics, law and sociology) to understand and solve environmental problems. These problems occur in two major categories: resource depletion overhunting, deforestation, mining) and environmental degradation (pollution). Lectures, exams, field trips and discussions in this course will explore the ecological basis of and solutions to these environmental problems. Service-learning projects, in which students pursue some aspect of environmental biology to the benefit of a community partner, will allow students to move beyond the text and lectures into an area of their choice. Three hours lecture; three hours laboratory. Prerequisite: ENVS 100 or BIOL 116.

BIOL 211 HUMAN ANATOMY AND PHYSIOLOGY I **4 hours**

In-depth study of the remarkably complex and fascinating structures and functions of the human body. The interdependence of all systems within the body becomes increasingly apparent as the course progresses through the detailed study of cells and tissues of the body as well as the integument, skeletal, muscular and nervous systems. Weekly, detailed cadaver prosections in the gross anatomy laboratory offer an unparalleled opportunity to understand the internal structure of the amazing human body. Three hours lecture; three hours laboratory. Prerequisite: BIOL 115 or BIOL 132.

BIOL 212 HUMAN ANATOMY AND PHYSIOLOGY II **4 hours**

Continuation of the journey toward a greater understanding of the complexity of the human body, as the structure and function of the endocrine, respiratory, cardiovascular, digestive, urinary and reproductive systems are examined in advanced presentation stressing integration of systems and homeostatic control of internal environment and organs. Emphasis is on the interdependence of the functioning of all systems. Weekly, detailed cadaver prosections further support the lecture material and provide a wonderful opportunity to explore the internal structure of the human body. Three hours lecture; three hours laboratory. Prerequisite: BIOL 211 with at least a C-.

BIOL 225 ANIMAL BEHAVIOR **3 or 4 hours**

The scientific study of animal behavior bridges the social and biological sciences and forms a body of data from which philosophers and scientists may refine questions about the relationships between humans and other animals. This course stresses the comparative approach to animal behavior and covers two of the most productive strategies: ethology, the study of animals in their natural environment; and comparative psychology, mainly laboratory comparisons of a single type of behavior among different species. In this course the student is exposed to classical studies and ideas influencing contemporary debates. Three hours lecture, three hours laboratory. Prerequisite: BIOL 116 or consent. Three hours lecture, three hours laboratory for 4 credits. When course is offered for 3 credits, there will be no lab component. Prerequisite: BIOL 116 or instructor consent.

BIOL 270 GENETICS **4 hours**

A comprehensive study of genetic concepts and applications, this course includes a historical overview of the field of genetics, discussions of ethical issues such as eugenics, and classical genetic analysis, molecular technology, and population genetics. Concepts will be applied through problem-solving and laboratory experiences. Three hours lecture; three hours laboratory. Prerequisite: BIOL 115 with at least a C-.

BIOL 320 SUBTROPICAL ECOLOGY **2-3 hours**

Study of subtropical ecosystems, including the ocean. Focus in each location is on plant and animal communities as well as effects of the physical environment and human activities on the organisms' lives and interactions. A two-week camping trip is part of the course. Prerequisite: BIOL 116 or instructor consent, and at least sophomore standing.

BIOL 325 CONSERVATION BIOLOGY **4 hours**
This course emphasizes the science behind biodiversity, causes of its loss, and solutions for its protection or restoration. Necessarily, the course also considers ethical, social, political and economic factors that affect biodiversity loss and conservation. Labs emphasize techniques to identify, collect, and monitor local plant and animal diversity. May involve overnight travel to field sites. Three hours lecture, three hours lab. Prerequisite: BIOL 116.

BIOL 332 MICROBIOLOGY **4 hours**
A one-semester course in which students study the structure, physiology and genetics of microorganisms. The use of microorganisms as a genetic model and in biotechnology is also stressed. Students explore the relationship between microbes and man, microbial diversity, immunology, antibiotics and industrial applications of microbiology. The lab component of the course focuses on aseptic technique, staining, differentiation and classification of microorganisms, and environmental factors that influence growth. Three hours lecture; three hours laboratory. Prerequisite: BIOL 270 or instructor consent.

BIOL 335 IMMUNOLOGY **2 hours**
Introduction to terminology and broad concepts emphasizing definitions and relations of antigens and antibodies, host-antigen interactions, bursal and thymic influences on lymphoid cells, and humoral and cellular response mechanisms. Two hours lecture. Prerequisite: BIOL 270 or instructor consent.

BIOL 350 ADVANCED CELL BIOLOGY **3 hours**
In-depth study of eukaryotic cells, including structure and function of membranes and organelles, bioenergetics, photosynthesis, the cytoskeleton, cellular movement and chemical signals. Three hours lecture. Prerequisite: BIOL 270.

BIOL 385 SCIENTIFIC INFORMATION **1 hour**
Focuses on communication in science including methods of presentation such as poster, oral and written formats. Includes both library and online retrieval of scientific information using chemical and biological abstracts and other databases. Analysis of technical writing is included through reading and discussion of current primary scientific literature. Prerequisite: Major with sophomore or junior standing and BIOL 270 with at least a C- or instructor consent.

BIOL 451 MOLECULAR BIOLOGY **4 hours**
Going beyond the processes of replication, transcription and translation, this course focuses on how DNA regulates cellular and developmental processes. Particular emphasis will also be given to molecular biotechnology and the current developments in this ever-changing field. In the lab, students will learn a variety of techniques including how to clone a gene, Southern blotting, restriction mapping, DNA fingerprinting, PCR and DNA sequencing. Three hours lecture; three hours laboratory. Prerequisite: BIOL 270.

BIOL 486 BIOLOGICAL RESEARCH **3 hours**
Students will design and implement experiments that explore a biological system using a variety of different techniques. Interpretation of results and statistical analysis are also important components of the course. Two hour lecture/two-hour lab. Prerequisite: BIOL 385.

BIOL 499 CAPSTONE: BIOLOGY SEMINAR **1 hour**
This course provides integration of a liberal arts education with use of the scientific method. Students will have the option to conduct an experimental laboratory or field research project, or to develop a research proposal for the BS degree. A literature review or a research proposal is required for the BA degree. Each student will work under the direction of a faculty member. All students will submit a paper and give an oral presentation. Major outcomes will be assessed. Completion of this course satisfies the senior performance requirement for the biology program. Prerequisite: BIOL 385, junior or senior standing.

BIOL 510 HUMAN GROSS ANATOMY **4 hours**
Utilizing dissection as the major learning method, the fascinating and complex regions of the human body are studied. Emphasis is on the upper and lower extremities, including joint dissection. The thoracic and abdominal cavities are explored along with the musculature of the torso. This course can be used as an elective for the biology major or minor. This course is a requirement for students in the DPT program. Three hours lecture; three hours laboratory. Prerequisite: BIOL 211 and senior standing, or instructor consent.

BIOL 520 HUMAN PHYSIOLOGY **4 hours**
Study of the physiology of the tissues, organs, and systems of the human body, including the nervous, endocrine, muscle, cardiovascular, respiratory, renal, and digestive system, will provide a deeper understanding of the essential mechanisms necessary for the human body to maintain homeostasis and sustain life. This course can be used as an elective for the biology major or minor. This course is a requirement for students in the DPT program. Three hours lecture; three hours laboratory. Prerequisite: BIOL 212 and senior standing, or instructor consent.

BIOL 525 EXERCISE PHYSIOLOGY **4 hours**
Exercise physiology addresses issues regarding the acute responses and chronic adaptations to exercise in health and disease. Specific areas of discussion include changes in the cardiovascular, respiratory and musculoskeletal systems following acute and chronic exercise, changes in physiologic adaptation related to aging, nutritional and ergogenic issues, and functional assessment. This course can be used as an elective for the biology major or minor. This course is a requirement for students in the DPT program. Three hours lecture; three hours laboratory. Prerequisite: BIOL 520 with at least a C- and senior standing, or instructor consent.

BIOL 545 NEUROSCIENCE **4 hours**
Examination of the neuroanatomy, neurophysiology and neuropathology of the human central nervous system. Topics include histology, development, electrical models of cell signaling, neurotransmitters, vasculature and systems neuroscience. This course can be used as an elective for the biology major or minor. This course is a requirement for students in the DPT program. Three hours lecture; three hours laboratory. Prerequisite: BIOL 211 and senior standing, or instructor consent.

BUAC 225 PRINCIPLES OF FINANCIAL ACCOUNTING **3 hours**
Introduction to analysis, recording and classification of financial data of a business enterprise; construction and interpretation of simple financial statements. Prerequisite: Sophomore standing or instructor consent.

BUAC 226 PRINCIPLES OF MANAGERIAL ACCOUNTING **3 hours**
A continuation of Principles of Financial Accounting, with emphasis on partnerships, corporations, departmental and manufacturing accounting and budgeting. Prerequisite: BUAC 225.

BUAC 331 INTERMEDIATE ACCOUNTING I **3 hours**
An in-depth study of financial accounting issues including financial statement presentation and application of generally accepted accounting principles to receivables, inventories, fixed assets, depreciation and liabilities. Prerequisite: BUAC 226.

BUAC 332 INTERMEDIATE ACCOUNTING II **3 hours**
A continuation of Intermediate Accounting I with an in-depth analysis of stockholders' equity, dilutive securities, earnings per share, income taxes, pensions and post-retirement benefits, leases and statement of cash flows. Prerequisite: BUAC 331.

BUAC 343 COST ACCOUNTING **3 hours**
Principles, procedures and practices of job order, process and standard cost systems. Also includes additional topics related to managerial uses of cost accounting information. Prerequisites: BUAC 226.

BUAC 348 PERSONAL INCOME TAX **3 hours**
An in-depth study of personal income taxation with an introduction of taxation issues related to C-corporations, S-corporations, partnerships, and estate and gift taxation. Prerequisite: BUAC 226.

BUAC 350 ACCOUNTING INFORMATION SYSTEMS **3 hours**
Analysis of computer-based accounting information systems including flowcharting of business processes and study of internal controls; involves significant manual and computerized practice cases. Prerequisite: BUAC 226, CS 120.

BUAC 395 INTERNSHIP **1-6 hours**
By instructor consent.

BUAC 446 AUDITING **3 hours**
Auditing theory and practice developed through the study of text material, questions and problems. Emphasis placed on the study of internal control, audit standards, audit objectives and the preparation of reports. Prerequisite: BUAC 332 or instructor consent.

BUEC 221 PRINCIPLES OF ECONOMICS I **3 hours**
An analysis of markets and their role in resource allocation. Theory of markets, international trade, production and costs, market structure, input markets and government regulation. Prerequisite: Sophomore standing or instructor consent.

BUEC 222 PRINCIPLES OF ECONOMICS II **3 hours**
An analysis of the economy in its entirety. Gross domestic product and national accounting, economic growth, money and the Federal Reserve, inflation, foreign exchange markets, business cycles and macroeconomic policy. Prerequisite: BUEC 221.

BUEC 300 MONEY AND BANKING **3 hours**
A study of money in the economy. Topics include monetary systems, financial markets, foreign exchange markets, the monetary role of commercial banks, the Federal Reserve and monetary policy, and inflation. Prerequisite: BUEC 222, junior standing or instructor consent.

BUFN 120 PERSONAL FINANCE **3 hours**
An introductory course in personal finance that discusses issues such as investments, budgeting, borrowing money, credit card rules, basic income taxation, retirement planning, life and property insurance and bankruptcy. This course partially fulfills the communication outcome.

BUFN 210 FINANCE I **3 hours**
An emphasis on the financial concepts and tools that are relevant in business. Topics include financial statement analysis, the time value of money, investment instruments, stock and bond valuation models, portfolio theory, the cost of capital, capital budgeting and risk analysis. Prerequisites: Sophomore standing or instructor consent.

BUFN 311 FINANCE II **3 hours**
An extension of BUFN 310. Topics include capital budgeting, risk analysis, current asset management, financial planning, international finance, capital structure, issuing securities and dividend theory. Prerequisite: BUFN 210, junior standing or instructor consent.

BUFN 412 INVESTMENTS & PORTFOLIO MANAGEMENT **3 hours**
Examination of the key concepts of investment analysis and portfolio management. Topics include investment alternatives, security analysis and evaluation, portfolio selection and portfolio management. Prerequisite: BUFN 210, junior standing or instructor consent.

BUFN 415 INTERNATIONAL FINANCE **3 hours**
Examination of the adaptation of financial principles to the world financial community. Topics include foreign exchange rates, markets, risks, international sources of funds, asset and liability management, international financial structure and cost of capital. Prerequisite: BUFN 210, junior standing or instructor consent.

BUMG 112 PRINCIPLES OF MANAGEMENT **3 hours**
The course is an introduction to the theory of management of organizations. The course focuses on the management functions of objective setting, planning, organizing, staffing and controlling. Also includes the skills required of managers and the history of management theory.

BUMG 204 LEADERSHIP **2 hours**
Leadership is a process that involves the interaction between the leader, the followers, and the situation. In line with this framework, this course focuses on the process of leadership, the interplay between power and influence, motivation, performance, development, and context. Through consistent engagement in course processes and respectful interaction with both course materials and other participants, students will grow and develop in knowledge, skills, and abilities that are integral to the mission of Clarke University and the Business Outcome in Leadership. The primary goal of this course is to introduce students to the phenomena of leadership through focus on the leader, the followers, and the situation. Prerequisite: BUMG 112 , sophomore standing or instructor consent.

BUMG 205 BUSINESS LAW I **3 hours**
An in-depth study of legal issues related to business. Topics include contracts, negligence and torts, property law, business entity formation and operation and employment law. Court systems and their jurisdiction, constitutional issues and legislative process are also reviewed. Prerequisite: Sophomore standing or instructor consent.

BUMG 251 BUSINESS COMMUNICATIONS **1 hour**
An overview of communication skills needed in the modern work place. Course objectives are to provide future or practicing managers with an introduction to and a review of basic communication processes, and to help them develop and/or improve written and oral communication skills. Prerequisite: BUMG 112 , sophomore standing or instructor consent.

BUMG 295 INTERNSHIP **1-6 hours**
By instructor consent.

BUMG 320 ORGANIZATIONAL BEHAVIOR **3 hours**
Focused on people-centered behavioral issues prevalent within an organizational setting. Processes occurring within individual, group and organizational processes are discussed. Specific topics include motivation, leadership, equity, group/teamwork and communication. Prerequisite: BUMG 112.

BUMG 344 OPERATIONS MANAGEMENT **3 hours**
An overview of the modern operations and production function within a firm. Topics include decision making, reliability, project management, job-shop scheduling, inventory theory and quality control. Prerequisite: BUMG 112, junior standing or instructor consent.

BUMG 354 HUMAN RESOURCE MANAGEMENT **3 hours**
An overview of the roles, functions and processes of human resources in for-profit and not-for-profit organizations. Emphasis is placed on improving the knowledge and skills of future or practicing managers. Prerequisite: BUMG 112, junior standing or instructor consent.

BUMG 395 INTERNSHIP **1-6 hours**
Prerequisite: Sophomore standing or instructor consent.

BUMG 499 CAPSTONE: STRATEGY AND POLICY **3 hours**
This course focuses on previous business knowledge and course work to introduce students to real-world problems dealing with strategic management issues in all types of organizational policy formulation. Breadth and integration of knowledge, synthesis and research are emphasized. Major outcomes are integral to course assessment. Prerequisites: Generally, a student must have achieved senior standing before taking the Capstone course. BUMG 112 , BUFN 210, BUEC 221, BUAC 225, and senior standing or instructor consent.

BUMK 120 PRINCIPLES OF MARKETING **3 hours**
Survey of the activities employed by producers and sellers of goods and services to determine and satisfy the wants and needs of customers. Topics include the basic elements of a marketing program (product design, promotion, pricing, and distribution) and the effects of the external environment (competition, the economy, legislation and social responsibility) on marketing decisions.

BUMK 321 SALES MANAGEMENT **3 hours**
Focuses on the economic and social importance of selling. Topics include recruiting, selecting and training of personnel. Special attention is given to supervisory techniques, problems and solutions. Prerequisite: BUMK 120, junior standing or instructor consent.

BUMK 323 CONSUMER BEHAVIOR **3 hours**
A study of how individuals make decisions regarding product/service choices. Theoretical concepts are drawn from psychology, sociology, anthropology and economics. Practical applications include product testing, advertising analysis and in-class exercises demonstrating key concepts. Prerequisite: BUMK 120, junior standing or instructor consent.

BUMK 325 CUSTOMER EXPERIENCE **3 hours**
Examination of the customer journey with a brand and how to create an experience that leads to greater customer engagement and brand loyalty. Topics include service design models, relationship marketing, and customer-centric strategies to create a competitive advantage in today's crowded marketplace.

BUMK 326 MARKETING MANAGEMENT **3 hours**
Examination of the marketing tools and techniques used in managing all aspects of the marketing operation. The focus is on case studies and applying concepts in practice. Students are expected to become familiar with current marketing theory and trends. Prerequisites: BUMK 120, junior standing or instructor consent.

BUMK 327 INTERNATIONAL MARKETING **3 hours**
Examination of the opportunities and problems associated with worldwide product/service marketing. Topics include the political, legal, historical, geographical and cultural environment, and the adaptations necessary to be a successful marketer. Prerequisite: BUMK 120, junior standing or instructor consent.

BUMK 328 DIGITAL MARKETING **3 hours**
Examination of the digital marketing tools, channels, and strategies required in today's global marketplace. Topics include web design, search engine marketing, social media, artificial intelligence, and analytics. Emphasis is placed on the application of best practices and data-driven decisions to attract and delight customers.

BUSM 131 FOUNDATIONS OF SPORT MANAGEMENT **3 hours**
This course serves as an introduction to the concepts and practices in Sport Management. Students are exposed to the history of sport management, principles that build the foundation of the discipline, and career opportunities available in the sport management profession. Prerequisite: none.

BUSM 230 GLOBAL PERSPECTIVES IN SPORT **3 hours**
This course is an interdisciplinary examination of sport as a global phenomenon and of the impact of sport as a social institution. The content provides future sport managers with a broad view of factors underlying international sport competition, sport governance, sport economics, sport marketing, and sport management. Prerequisite: none.

BUSM 235 SPORT LAW **3 hours**
This course introduces students to an overview of the legal system in the U.S., and legislation specific to the sport industry and to the best practices of sport professionals. Legal concepts covered in the course include torts and risk management, criminal law, gender equity and discrimination, contracts, labor relations in sport, antitrust legislation, and intellectual property. This course addresses multiple sport perspectives, including amateur and professional athletes, coaches, officials, team and facility owners and operators, athletic administrators, educational institutions, as well as sports leagues and governing bodies of sport. Prerequisite: BUSM 131.

BUSM 260 SPORT PSYCHOLOGY **3 hours**

This course is designed to promote an understanding of the concepts and applied principles of sport psychology and related psychosocial variables. Findings and principles from the sport psychology literature will be applied to sport and physical activity participants from youth sport and community exercise programs to elite and world-class performers. Prerequisite: BUSM 131 or 100-level Psychology course.

BUSM 270 SPORTS MEDIA **3 hours**

This course introduces students to an overview of the basic knowledge and understanding of the use of media in sports. This course emphasizes producing and managing effective media content for the intercollegiate and professional levels. Students will gain direct experience with news releases, multimedia storytelling, press conferences, statistics, broadcast media, and an introduction to Adobe Premiere Pro. Prerequisite: BUSM 131.

BUSM 295 PRACTICUM **1-3 hours**

This course may be repeated for a total of 3 hours. The Sport Management practicum opportunity is designed to provide practical experience for majors and minors, and prospective majors and minors. Students may work within a variety of sport settings that are related to their respective career goals. In conjunction, weekly updates offer students an opportunity to compare, contrast, analyze, and evaluate their experiences in the sport industry and to evaluate their development as a sport professional. While the scope of this fieldwork experience may be limited, students are expected to demonstrate exemplary skills as a developing Sport Management professional. Prerequisites: BUSM 131, or Corequisites: BUSM 131 and at least sophomore standing.

BUSM 325 SPORT MARKETING AND COMMUNICATION **3 hours**

This course is designed to introduce students to sport marketing and communication theories, and to the application of marketing concepts and techniques in the sport industry. Students will also have the opportunity to assess the communication efforts of sport organizations, as well as construct their own communications in the sport industry. This course partially fulfills the communication outcome. Prerequisites: BUSM 131, BUSM 230.

BUSM 370 FACILITY AND EVENT MANAGEMENT **3 hours**

This course examines practices in planning, designing, and operating facilities and events. This course focuses on the application of facility operations and event management principles to organizations. Emphasis is placed on the development of practical strategies to increase revenue and minimize potential liability exposure when managing facilities and events. Prerequisite: BUSM 235 or instructor consent.

BUSM 395 SPORT MANAGEMENT INTERNSHIP **1-6 hours**

The Sport Management internship is an individualized experience that provides Sport Management majors with a practical and challenging opportunity to enhance their professional skills. Under the direction of professionals in the Sport Industry, this experience is designed to assist students in gaining valuable work experience, in applying theory and concepts learned in the classroom to professional situations, and in developing professional contacts in the Sport Industry. Students are expected to assume major responsibilities and to contribute significantly to the activities, projects, and events of the sport organization. Students must complete a minimum of three credits to satisfy the internship requirements of the Sport Management program. Students cannot enroll in BUSM 395 and BUSM 495 during the same semester. Prerequisites: Sport Management major and junior standing.

BUSM 450 FINANCING SPORT ORGANIZATIONS **3 hours**

This course is designed to provide an overview of the theories, techniques, and strategies used in sales and in the production of revenue for sport organizations. Emphasis is placed on developing balanced, multifaceted programs that target a variety of constituencies in the sport business industry. Prerequisite: BUSM 325 or instructor consent.

BUSM 495 INTERNSHIP **9 hours**

The intensive Sport Management internship is an individualized experience that provides Sport Management majors with a practical and challenging opportunity to enhance their professional skills. Under the direction of professionals in the Sport Industry, this experience is designed to assist student in gaining valuable work experience, in applying theory and concepts learned in the classroom to professional situations, and in developing professional contacts in the sport industry. Students are expected to assume major responsibilities and to contribute significantly to the activities, projects, and events of the sport organization. Students must complete a minimum of three credits to satisfy the internship requirements of the Sport Management program. Students cannot enroll in BUSM 395 and BUSM 495 during the same semester. Students pursuing a nine-credit internship must complete all paperwork during the semester prior to the fieldwork experience and begin participation during the first week of the semester. Prerequisites: Sport Management major and junior standing.

CHEM 107 GENERAL, ORGANIC, AND BIOCHEMISTRY **4 hours**

General, Organic & Biochemistry is designed to introduce students to the molecular design of life. The course will provide a broad overview of general chemistry principles with a special focus on chemical bonding, solutions and acid-base chemistry; organic chemistry principles with an emphasis on structure and functional group properties; and biochemistry principles with a focus on nutrition and drugs. Laboratory work includes basic techniques of qualitative and quantitative measurements and the application of chemical principles. Three hours lecture; three hours laboratory. Prerequisite: High school chemistry or instructor consent.

CHEM 110 GENERAL CHEMISTRY I **4 hours**

This course is the first semester of a two-semester course that covers the general theory, technique, and application of chemistry. The topics studied include measurements, matter, atoms, molecules, bonding, mole relations, aqueous ion reactions (precipitation, acid-base, RedOx), gases, thermochemistry, electronic structure of atoms, covalent molecule structure, intermolecular forces, physical phases, solutions, and concentration. In the laboratory, students conduct experiments to gain a better understanding of the topics in lecture and to develop skill in data collection, analysis, and representation. Three hours lecture; three hours laboratory. Prerequisite: ACT Math subscore of 22 or higher or successful completion of MATH 090 or equivalent.

CHEM 111 GENERAL CHEMISTRY II **4 hours**

This course is the second semester of a two-semester course that covers the general theory, technique, and application of chemistry. The topics studied include equilibrium, entropy, Gibbs free energy, reaction spontaneity, acid-base (equilibria, buffer, titration, indicator), precipitation equilibria, complexes, electrochemistry, chemistry of metals, reaction rate, and nuclear reactions. In the laboratory, students conduct experiments to gain a better understanding of the topics in lecture and to develop skill in data collection, analysis, and representation. Three hours lecture; three hours laboratory. Prerequisite: CHEM 110 with at least a C-.

CHEM 187 INTRODUCTION TO RESEARCH **1 hour**

This course focuses on a single research topic in chemistry, biochemistry or food science. Students design and conduct experiments with help from faculty and advanced students. Results are communicated through poster and/or oral presentations. Laboratory work times are flexible to accommodate student schedules. Prerequisite: CHEM 110; by invitation only.

CHEM 221 ORGANIC CHEMISTRY I **4 hours**

This course is the first semester of a year-long course that covers the general theory, technique, and application of organic chemistry. The topics studied include recognition of functional groups, IUPAC nomenclature, methods to represent organic molecules in two and three dimensions, drawing reaction mechanisms, stereochemistry, substitution and elimination reactions and one-step syntheses. Emphasis is placed on how structure affects physical properties, proper use of arrow notation, organic acid-base reactions and the use of pKa values for determining reactivity. In the laboratory, students investigate physical properties, perform reactions and characterize unknowns using spectroscopic methods. Fundamental techniques such as crystallization, filtration, distillation, refractive index, extraction, thin-layer, column and gas chromatography are emphasized. Three hours lecture; four hours laboratory. Prerequisite: CHEM 111 with at least a C- or instructor consent.

CHEM 222 ORGANIC CHEMISTRY II **4 hours**
This course is the second semester of a two-semester course that covers the general theory, technique, and application of organic chemistry. The topics studied include a wide variety of reactions including aromatic and carbonyl substitutions, Grignard and organometallic reactions, oxidation and reduction, reactions of alkenes and alkynes, and reactions of carboxylic acids and their derivatives. An introduction to carbohydrates and amino acids will be provided. There is an emphasis on multi-step synthesis and spectroscopic methods of structural elucidation in both the lecture and the laboratory. Three hours lecture; four hours laboratory. Prerequisite: CHEM 221 with at least a C- or instructor consent.

CHEM 287 INTRODUCTION TO RESEARCH II **1 hour**
This course focuses on a single research topic in chemistry, biochemistry or food science. Students design and conduct experiments with help from faculty. Results are communicated through poster and/or oral presentations. Laboratory work times are flexible to accommodate student schedules. Students enrolled in this course may be expected to mentor students engaging in research in CHEM 187. Prerequisite: CHEM 187.

CHEM 310 MEDICINAL CHEMISTRY **3 hours**
Provides students with insight into the chemistry of pharmaceuticals with in-depth explanation on the molecular mechanisms of drug action. Students will refine their skills in writing organic reaction mechanisms and develop a better understanding of structure/reactivity relationships found in organic molecules. Three hours lecture. Prerequisite: CHEM 222.

CHEM 333 ANALYTICAL CHEMISTRY **4 hours**
This course covers the theory, technique, and application of analytical chemistry. The topics studied include measurements, equilibrium, gravimetric/volumetric analysis, acid-base equilibria/titrations, complexation, electrochemistry, potentiometry, spectroscopy, and chromatography. In the laboratory, students conduct experiments to analyze the claims of consumer products by applying the techniques covered in lecture. Three hours lecture; four hours laboratory. Prerequisite: CHEM 222.

CHEM 340 BIOCHEMISTRY **4 hours**
The course introduces students to the structure and dynamics of the biochemical design of life. The unique properties of biomolecules and supra-molecular structures such as membranes are studied with an emphasis on protein structure and the relationship between form and function. Bioenergetics is studied through enzyme kinetics, thermodynamics, and regulation of metabolic pathways with an emphasis on energy metabolism. Five hours lecture. Prerequisite: CHEM 222 or instructor consent.

CHEM 347 BIOCHEMICAL METHODS **2 hours**
In the first half of this laboratory course, students will learn basic biochemical techniques such as buffer preparation, enzyme kinetics, centrifugation, electrophoresis, etc. In the second half, they will extract, isolate and characterize a single protein. Four hours laboratory. Prerequisite or Corequisite: CHEM 222.

CHEM 385 JUNIOR SEMINAR I: CHEMICAL LITERACY **1 hour**
The chemistry/biochemistry seminar sequence provides professional preparedness for success in future scientific careers and guides student through the research thesis requirement. This course focuses on chemical literacy, which will include chemical safety, retrieval of scientific information, reference management, analysis of technical writing, and oral communication of primary scientific literature. Students will develop professional relationships through mentorship, professional society membership, and alumni interaction. Prerequisite: Major with junior standing.

CHEM 386 JUNIOR SEMINAR II: WRITING AND ETHICS **1 hour**
The chemistry/biochemistry seminar sequence provides professional preparedness for success in future scientific careers and guides students through the research thesis requirement. This is a writing intensive course and focuses on the thesis introduction, ethical concerns in chemistry, participating in peer review, and development of scientific vocation and accompanying credentials. Prerequisite: CHEM 385

CHEM 436 CHEMICAL SEPARATION METHODS **2 hours**
This course covers the theory, technique, and application of chemical separation methods. The topics studied include separation efficiency, classifying separation methods, liquid-liquid extractions, chromatography, optimizing resolution, HPLC (ion-exchange, size-exclusion), and GC. In the laboratory, students conduct a half-semester research project to determine the parameters for optimal separation of a mixture by HPLC. Three hours lecture/laboratory. Prerequisite: CHEM 222.

CHEM 446 ADVANCED BIOCHEMISTRY: METABOLISM **3 hours**
This course will focus on advanced concepts of metabolism, stressing the regulation and interdependency of biosynthetic and degradation pathways. This course will contain a significant amount of literature review to develop analytical skills in evaluating published research. Focus topics will include biochemical signaling and bioinorganic chemistry. Three hours lecture. Prerequisite: CHEM 340.

CHEM 487 LABORATORY RESEARCH **1 hour**
This research course focuses on a single research topic in chemistry or biochemistry. Students propose hypotheses, design experiments with faculty assistance, test the hypotheses and analyze results. Students are expected to spend a minimum of 40 hours in the laboratory. Prerequisite: CHEM 386.

CHEM 499 CHEMISTRY CAPSTONE **1 hour**
This Capstone course focuses on a topic in chemistry or biochemistry and expands to include breadth and synthesis of knowledge. Major outcomes are integral to course assessment. Students will communicate the results of their research (laboratory research required for BS students; library research sufficient for BA) by writing a paper and giving an oral presentation. Prerequisite: CHEM 386 or instructor consent.

COMM 110 COMMUNICATION AND CONTEMPORARY SOCIETY **3 hours**
This course focuses on the relationship of communication forms, both interpersonal and professional, and the "shaping" of contemporary society and culture. Students will examine communication theories, evaluate media performance, and analyze the impact of social media. COMM 110 emphasizes the importance of media literacy and the shift of the individual from a passive recipient of message to an active participant in the communication process. The course will examine the means by which a society's identity and public life is constructed and reflected through its communicative acts.

COMM 120 MEDIA WRITING AND RESEARCH **3 hours**
This course centers on developing the basic writing and research skills necessary to all communication professionals. Students will experiment with a variety of written forms and practice collecting, analyzing and applying information in a range of professional communication situations.

COMM 121 ARGUMENTATION AND DEBATE **3 hours**
This course is a performance course designed to develop student reasoning in, deliberation with, and evaluation of argumentation through activities that involve research, composition and delivery of oral arguments that would apply to a variety of situations, including professional, civic, and cultural contexts. Cultivating better advocates, this course reinforces communicative practices in formal presentations and structured debates involving value and policy propositions. Prerequisites: GNED 116 or consent.

COMM 130 VISUAL LITERACY **3 hours**
This course addresses essential theories and practices of visual literacy through the study of visual communication in media, including visuals used in advertising, public relations, marketing and other media, such as film and television. Students will learn visual and image analysis, principles of design and publication production through basic visual design software, and be introduced to basic production of visual forms for digital media.

COMM 205 COMMUNICATION THEORY **3 hours**
This course examines theories of communication with an emphasis on rhetoric and media. Analyzing theories and their implications provides students with critical perspectives on what communication does and how communication works in personal, civic, cultural and professional life. Students will apply theory to practice to develop better understandings of communication in such areas as marketing, public relations, popular culture, law and political rhetoric. Prerequisite: COMM 110 or equivalent.

COMM 220 STRATEGIC WRITING **3 hours**
This course is designed to prepare students to research, plan and write documents that carry strategic importance for professional organizations in both business and non-profit areas. Specific emphasis is given to the creation of mission, branding, marketing, and public relations documents. Prerequisite: COMM 120 or consent.

COMM 225 RESEARCH METHODS IN COMMUNICATION **3 hours**
This course prepares students for undertaking substantive, practice-based research within communication. COMM 225 examines the process by which communication scholars and professionals undertake their research, how to analyze the results of this work, and how to present researched work to others in written and oral forms. Students will identify, plan and undertake their own research projects. Prerequisites: COMM 110, COMM 120 and GNED 116.

COMM 260 PRINCIPLES OF ADVERTISING **3 hours**
This course combines theory and practice and requires students to develop a comprehensive advertising plan. The course undertakes an integrative examination of advertising that examines the history and function of advertising, taking into account such features as media research, market analysis and creative approach, which students apply in the creation of their own advertising plans. Prerequisites: COMM 130 and COMM 205, or consent.

COMM 280 TOPICS IN COMMUNICATION **1-3 hours**
Study of selected topics related to the field of Communication. Prerequisite: Consent.

COMM 300 COMMUNICATION LAW AND ETHICAL PRACTICES **3 hours**
This course examines communication law principles as represented in constitutional, statutory and case law related to issues, such as libel, invasion of privacy, regulation, copyright and censorship—with focus on the ethical questions confronting professional communicators. Students will analyze case studies and advocate cases with reference to legal and ethical standards. Prerequisites: COMM 205 and COMM 225, or consent.

COMM 335 PROFESSIONAL PRESENTATION **3 hours**
COMM 335 is designed to prepare students for the practical and critical factors involved in public presentation--audience analysis, content development and presentation preparation, including integration of appropriate technologies. A primary emphasis is on the development of narrative in professional presentation in fields such as technical communication, sales and public relations. A performance-based course, COMM 335 challenges students to address communication for a variety of professional settings. Prerequisites: COMM 120 and COMM 260, or consent.

COMM 365 COMMUNICATION AND EMERGING TECHNOLOGIES **3 hours**
This course is a theory-practice course that examines the relationship of communication and technology. Students will study the emergence of technologies and their impact on the communication environment. Students will adapt new media technologies to communication practices and to the creation of professional messages. Particular attention will be given to the transition from traditional media to the mobility and convergence of new media and its significance in organizational and civic life. Prerequisites: COMM 130 and COMM 205, or consent.

COMM 380 SPECIAL TOPICS IN COMMUNICATION **1-3 hours**
Study of special, more advanced topics in the field of Communication. Prerequisite: Consent.

COMM 395 COMMUNICATION INTERNSHIP **1-3 hours**
This course provides students with professional experience as communicators in a variety of business, non-profit and government settings. Specific titles and duties vary with the interests of the student and the needs of the organization offering the internship. Students must complete a written application through the Career Services Office and hold junior standing to be eligible. All internships must be approved by the student's faculty advisor. A minimum of 3 credits in COMM 395 is required for graduation. Students may enroll for 1, 2 or 3 credit internships. Prerequisites: junior standing, COMM 205 and either COMM 245 or COMM 260.

COMM 499 COMMUNICATION CAPSTONE — SENIOR SEMINAR **3 hours**
The Communication Capstone serves several educational purposes, integrating what students have learned in theory and practice, including a strong research base. Students complete a communication project of a professional standard that includes problem identification, strategic planning and the communicative outcome. The Capstone is where the student demonstrates their ability to meet programmatic outcomes, which include the integration of discipline specific learning in communication with the breadth characterized by the liberal arts. It is also where students showcase their abilities regarding professional preparation and/or preparation for advanced study through the involvement of industry and educational professionals. Prerequisites: COMM 225, COMM 205, and COMM 395.

CS 100 INTERNET HISTORY, TECHNOLOGY, AND SECURITY **3 hours**
An introductory survey of the needs for and roles of computers in organizations. Includes discussion of the following topics: applications of computer information systems in organizations, computer hardware, data representation, data organization, telecommunications, system and application software, system development, computer security and ethics, future trends and emerging technologies.

CS 110 INTRODUCTION TO PROGRAMMING **3 hours**
An introduction to basic concepts in computing and fundamental techniques for solving computational and business problems. Prerequisite: MATH 090 or equivalent.

CS 120 DATA ANALYSIS IN BUSINESS **3 hours**
Study of computer applications and topics, chosen from spreadsheet techniques, web development, graphic design tools, database development and object-oriented environments.

CS 160 WEB DESIGN AND PRODUCTION **3 hours**
Students will design HTML, CSS, and JavaScript coding structures to create/deploy interactive web applications which contain graphics, audio, video, and animation.

CS 210 FUNDAMENTAL DATA COMMUNICATION AND NETWORKS **3 hours**
An introduction to voice communication, data communication and networking. Covers technical aspects of communications, the public telephone system, individual pieces of equipment and software, transmission protocols, and networks with emphasis on local area networks, wireless communications, and security issues. Enables the understanding of individual pieces of hardware, software and circuits and how to configure them into the many networks seen worldwide. Prerequisite: CS 100.

CS 220 SYSTEMS DEVELOPMENT METHODOLOGIES **3 hours**
An introduction to the design of computer information systems using structured analysis and design techniques. Topics include: data collection and analysis, documentation techniques (data flow diagrams, data dictionaries), feasibility analysis, logical design specification, physical design specification, data file and database design, screen and form design, project management, testing requirements, and processing control requirements. Includes use of a computer-aided software engineering (CASE) tool. Prerequisite: CS 100.

CS 230 BUSINESS APPLICATIONS DEVELOPMENT **3 hours**
Students will program in business-oriented applications by utilizing popular systems like mobile devices, drones, motion detection, and virtual reality. Pre/Co-requisite: CS 110.

CS 250 OBJECT-ORIENTED PROGRAMMING **3 hours**
An introduction to object-oriented programming. Prerequisite: CS 110.

CS 270 DATA STRUCTURES & ALGORITHMS **3 hours**
This class introduces students to fundamental techniques and ideas used to design and implement computational components. The class uses a hands-on approach to explain and implement computer fundamentals related to set theory, enumeration, and algebraic structures. Prerequisite: CS 110, MATH 120.

CS 280 TOPICS IN COMPUTER SCIENCE **1-3 hours**
Students will study introductory topics in computer science.

CS 320 DATABASE DESIGN AND IMPLEMENTATION **3 hours**
Basic concepts of database design using data dictionaries, entity relationship modeling and normalization. Hierarchical, network, and relational database implementations; security, backup and recovery in a database environment; distributed databases. The course includes a programming project. Prerequisite: CS 220.

CS 345 SYSTEM ADMINISTRATION **3 hours**
This course uses a hands-on approach to teach essential tools, policies, software, user, and administrator commands to manage computer information systems. Students will explore both Linux and Windows Server operating systems to learn how to manage users, groups, policies, accounts, resources (files, printers, peripherals), and processes. Prerequisite: CS 220.

CS 350 WEB PROGRAMMING **3 hours**
An introduction to web programming languages. Tools and languages will vary with developments in the field. Prerequisite: CS 230 or CS 250.

CS 370 COMPUTER SECURITY **3 hours**
This course uses a hands-on approach to explain and demonstrate different types of security policies, the algorithms and methods that implement these policies, the principles underlying both policies and mechanisms, how attackers can undermine security tools, and how to defend against attackers. Students will be able to demonstrate how to apply the studied ideas and tools to protect personal and corporate networks. Topics will be both business and technology-centric. Prerequisite: CS 220.

CS 395 PROFESSIONAL DEVELOPMENT - INTERNSHIP **1-3 hours**
A course which allows a student to spend one semester or summer in business or industry as a trainee. Also includes a summer trainee program or a short professional course. This course may be repeated for credit for up to 12 credits. Prerequisite: Acceptance in the program and completion of core CS courses through CS 220.

CS 440 SYSTEMS DEVELOPMENT PROJECT **3 hours**
Design and implementation of a large programming project. The team project consists of event-driven, programming with database access and web interfaces.
Prerequisite: CS 320.

CS 445 OPERATING SYSTEMS **3 hours**
Organization and structure of operating systems; memory management, device management, process management, storage management; theoretical and applied examples of various operating systems. Prerequisite: CS 320.

CS 480 ADVANCED TOPICS IN COMPUTER SCIENCE **1-3 hours**
Current and advanced computer science topics. Prerequisite: Programmatic Approval.

CS 499 SENIOR CAPSTONE **3 hours**
This course focuses on emerging discipline-specific topics and expands to include breadth of knowledge and synthesis. Interdisciplinary integration of knowledge, research and emerging computing issues are emphasized. Major outcomes are integral to course assessment. Prerequisites: Generally, a student must have achieved senior standing before taking the Capstone course and CS 440.

DMS 100 INTERNET HISTORY, TECHNOLOGY, AND SECURITY **3 hours**
An introductory survey of the needs for and roles of computers in organizations. Includes discussion of the following topics: applications of computer information systems in organizations, computer hardware, data representation, data organization, telecommunications, system and application software, system development, computer security and ethics, future trends and emerging technologies.

DMS 105 ART AND DESIGN METHODS **3 hours**
This introductory level course is designed to help students gain proficiency with digital tools and the basics of interdisciplinary art and design practice. Students will investigate and develop all aspects of the creative problem-solving process through the use of both digital and non-digital technologies. Principles and elements of design are reinforced through compositional organization, conceptual development, visual aesthetics, and narrative structures. Students develop a familiarity with vector-based, raster-based and interdisciplinary media.

DMS 213 LITERARY MAGAZINE MANAGEMENT **1 hour**
Students will practice the skills necessary for the promotion and management of a literary magazine. Students will work in a collaborative environment to develop and execute advertising strategies, read and evaluate submissions, manage a budget, and other tasks necessary for the pre-production of the literary magazine. This course may be taken twice for credit. Prerequisite: GNED 116

DMS 214 LITERARY MAGAZINE EDITING AND PRODUCTION **2 hours**
Students will practice the skills necessary to produce a literary magazine. Students will work in a collaborative environment to edit submissions selected for the magazine, communicate with contributors and vendors, plan a public reading and release of the book, and other tasks necessary for the production and release of the literary magazine. This course may be repeated for credit. Prerequisite: GNED 116

DMS 240 TYPOGRAPHY AND LAYOUT **3 hours**
This course explores the origin of type, the anatomy of typographic letterforms, type as message, type as image, as well as the grounding the importance of grid systems, typographic hierarchies, and other advanced structural layout practices – for print and digital delivery systems. In this introduction to design systems, layout and typographic messaging, students will develop skills in visual communication through the application of design principles across a variety of problem-solving challenges. Prerequisite: DMS 105 or consent.

DMS 395 INTERNSHIP/EXPERIENTIAL EDUCATION **1-3 HOURS**
Digital Media Studies majors may take advantage of internship and experiential education opportunities through work experience with local businesses and organizations. These experiences are intended to supplement classroom learning by allowing the application of design and computer systems skills and techniques. A student may earn credit beyond the programmatic requirement (minimum of 3 credit hours) and apply it toward graduation requirements. May be repeated for credit. Prerequisite: Consent

DMS 430 INTERACTIVE MEDIA AND WEB DESIGN **3 hours**
Interactive design is centered on human/user interaction, technology and visual coding. This course investigates advanced design topics relative to web design, front-end development (HTML5 & CSS3), and the construction of interactive digital experiences. Emphasis is placed on visual design processes of organization, wire-framing, navigational structure, and authoring of various new media frameworks. Topics include organizational architecture, informational aesthetics, and interactive presentation on the web across desktop, mobile, smart phone, and tablet devices. Prerequisite: DMS 240 or consent.

DMS 440 MEDIA IN MOTION **3 hours**
A senior level, practical course related to the field of motion graphics. Students will gain productive skills with motion graphic editing environments, and integrated time-based media (photography, typography, video, audio). This course will focus on the ability to find and tell stories in a unique and compelling manner while strengthening editing knowledge of time-based processes in pre- and post-production applications. Self-directed projects are oriented toward the creation of a comprehensive professional portfolio and unique promotional materials. Industry related topics, ethics of design practice, and design for common good serve to broaden an understanding of design advocacy and the role of the designer in contemporary visual culture. Prerequisite: DMS 430 or consent.

DMS 499 SENIOR PERFORMANCE SEMINAR **3 hours**
This Capstone course provides a focal point and closure of a liberal arts education within the context of the major discipline. Student performance leverages previous coursework with more independent system of design thinking that reflects creative, conceptual, cultural, and technical growth in the area of digital user-experience across a multitude of platforms both defined and imagined. While supportive work from other areas of study (communication, computer science, marketing) might be included, the focus should be on the area of concentration where each student possesses both contextual and technical competence. Major outcomes are integral to course assessment. This course oversees execution, implementation, and completion of an independent project in digital media studies. Student must successfully complete DMS 499 for graduation. Prerequisite: Generally, a student must have achieved senior standing before taking the Capstone course.

DPT 514 FUNCTIONAL ANATOMY & BIOMECHANICS **3 hours**
This course applies principles of physics and anatomy to the study of human movement. Kinetic and kinematic analysis of the musculoskeletal system in relation to static and dynamic posture will be introduced and reinforced. The practice of psychomotor skills related to surface anatomy and palpation will be introduced. Prerequisite: Enrollment in the DPT program or instructor consent.

DPT 515 ISSUES IN HEALTH CARE **2 hours**
Issues confronting physical therapists and other health care professionals are explored. Ethical, legal, educational, resource, access, and quality considerations of patient care and health care delivery will be investigated. Prerequisite: Enrollment in the DPT program or instructor consent.

DPT 518 PHYSICAL AGENTS **3 hours**
Biophysics of light, heat, and electricity are applied to the application of such agents to human tissues. Indications, contrain dications, precautions, and instrumentation for thermal modalities, electrotherapy, and mechanotherapy are covered. Clinical decision making and judicious selection of passive interventions are emphasized. Electrophysiologic examination encompassing observation, recording, analysis, and interpretation of bioelectric muscle and nerve potentials is used to examine the integrity of the neuromuscular system. Prerequisite: Enrollment in the DPT program or instructor consent.

DPT 524 PATIENT CARE **3 hours**
Applies principles from anatomy, physiology, physics, and biomechanics to clinical procedures of massage, patient positioning, bed/mat mobility, transfers, wheelchair mobility, gait, and assessment of vital signs. Medical terminology, documentation, infection control procedures, equipment for balance, locomotion, and stability will be introduced. Prerequisite: Successful completion of the first semester of the DPT program or instructor consent.

DPT 526 INTRODUCTION TO PT EXAMINATION AND INTERVENTION **4 hours**
The process of clinical data collection is covered using examination techniques including patient interview, posture analysis, joint range of motion, muscle performance, peripheral neurologic screening, and palpation. Using clinical cases, students have to link impairments noted in examination with functional limitations and then select appropriate interventions. Joint mobility, stretching, strengthening, and balance are emphasized. Prerequisite: Enrollment in the DPT program or instructor consent.

DPT 528 THERAPEUTIC EXERCISE **2 hours**
Covers a wide range of therapeutic exercise interventions for physical therapists. Critical thinking with regard to the appropriate selection of exercises based on a patients diagnosis and physiologic response to activity is introduced and reinforced. Prerequisite: Successful completion of the first semester of the DPT program or instructor consent.

DPT 529 CLINICAL PRACTICUM I **1 hour**
Students participate in an integrated clinical experience providing services to clients who live in the Dubuque area. At this level, the students are introduced to physical therapy skills in a controlled clinical setting under the supervision of faculty members. Students also receive mentoring from second-year students. Prerequisite: Enrollment in the DPT program or instructor consent.

DPT 612 PATHOPHYSIOLOGY **3 hours**
Provides an overview of disease and injury with an emphasis on conditions encountered in physical therapy. Student understanding of altered structural and physiological adaptation processes and how they apply to physical therapy assessment and treatment are expectations of this course. Students are expected to show clinical decision making skills by being able to interpret lab values/medications/radiology findings and show how they affect physical therapy treatment interventions. Prerequisite: Successful completion of the first two semesters of the DPT program or instructor consent.

DPT 613 NEUROMUSCULAR PT I **4 hours**
This course covers the theoretical and physiological basis of motor control along with the physical therapy examination and evaluation of posture, balance, functional mobility, and upper extremity function in the management of motor control problems. Physical therapy examination will focus on tests and measures used in the evaluation of motor control problems through the age continuum from pediatrics into adulthood and the geriatric years. An emphasis on function, dysfunction, examination, evaluation, and intervention serves as the basis for this course. Prerequisite: Successful completion of the first two semesters of the DPT program or instructor consent.

DPT 614 MUSCULOSKELETAL PT I **4 hours**
Examination and intervention for patients with musculoskeletal dysfunction of the lower quarter is covered. Each region will incorporate a review of anatomy and biomechanics, as well as pathology, clinical diagnosis, and medical/surgical management. The process of clinical decision-making is emphasized when teaching physical therapy examination, evaluation, and intervention. Prerequisite: Successful completion of the first two semesters of the DPT program or instructor consent.

DPT 615 EDUCATION AND CONSULTING IN PT **2 hours**
This course develops students as consultants and teachers. Teaching and consultation will be directed towards patients, families, care givers, students, assistants, aides, health professionals, and community. Through a variety of experiences, the student will be able to assess learner and consultation needs and structure appropriate experiences to meet those needs. Prerequisite: Successful completion of the first two semesters of the DPT program or instructor consent.

DPT 617 BIOSTATISTICS AND RESEARCH METHODS **3 hours**
This course covers research design, problem development, literature review, validity, reliability, hypothesis testing, and statistical interpretation. Students will be expected to critically evaluate and interpret physical therapy literature. Prerequisite: Successful completion of the first two semesters of the DPT program or instructor consent.

DPT 619 CLINICAL PRACTICUM II **1 hour**
Students participate in an integrated clinical experience providing services to clients who live in the Dubuque area. At this level, the students continue to learn physical therapy skills in a controlled clinical setting under the supervision of faculty members. Prerequisite: Successful completion of the first two semesters of the DPT program or instructor consent.

DPT 620 INTEGUMENTARY PHYSICAL THERAPY **1 hour**
The study of physical therapy examination and intervention with regard to the care of burns and wounds. The Pathophysiology and healing of skin injury and disease is presented. Prerequisite: Successful completion of the first three semesters of the DPT program or instructor consent.

DPT 621 PHARMACOLOGY **2 hours**
Covers pharmacological principles. Focus is on how pharmacological agents impact physical therapy intervention. Pharmacology instruction in this course will serve as a background for the pharmacology in future courses. Prerequisite: Successful completion of the first three semesters of the DPT program or instructor consent.

DPT 623 NEUROMUSCULAR PT II **4 hours**
This course examines nervous system dysfunction throughout the age continuum. Topics include: medical diagnosis, epidemiology, etiology, clinical features and presentation, prognosis and medical management. Physical therapy interventions will be examined from a functional problem perspective. Students will link impairments noted in examination with functional limitations and then select appropriate interventions. Interventions include but are not limited to: motor learning, task-oriented and task specific approaches, neurodevelopmental treatment, and proprioceptive neuromuscular facilitation. Prerequisite: Successful completion of the first three semesters of the DPT program or instructor consent.

DPT 624 MUSCULOSKELETAL PT II **4 hours**
Examination and intervention for patients with musculoskeletal dysfunction of the upper quarter is covered. Each region will incorporate a review of anatomy, biomechanics, as well as pathology, clinical diagnosis, and medical/surgical management. The process of clinical decision-making is emphasized when teaching physical therapy examination, evaluation, and intervention. Also included in this course is an overview of orthopedic dysfunctions across the lifespan with special emphasis on pediatric orthopedics. Prerequisite: Successful completion of the first three semesters of the DPT program or instructor consent.
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DPT 625 PHYSICAL THERAPY MANAGEMENT I **3 hours**
Covers management issues relevant to delivery of physical therapy services. Topics include: organizational theory and design, planning, developing, and marketing of services, personnel management, consumer needs, space and equipment needs, and budgetary requirements. Prerequisite: Successful completion of the first three semesters of the DPT program or instructor consent.

DPT 626 CARDIOPULMONARY PT **2 hours**
Covers patient problems involving cardiovascular and respiratory dysfunction commonly seen in physical therapy. Physical therapy examination and intervention approaches for patients with cardiovascular and respiratory dysfunction serve as the foundation for this course. Prerequisite: Successful completion of the first three semesters of the DPT program or instructor consent.

DPT 629 CLINICAL PRACTICUM III **1 hour**
Students participate in an integrated clinical experience providing services to clients who live in the Dubuque area. At this level, the students continue to learn physical therapy skills in a controlled clinical setting under the supervision of faculty members. Second-year students have the opportunity to mentor first-year students in this course. Prerequisite: Successful completion of the first three semesters of the DPT program or instructor consent.

DPT 690 INDEPENDENT STUDY **CV**
Guided study for in depth investigation of topics in physical therapy theory, research, and clinical practice. Student must be either a physical therapist or a graduate PT student. This course is offered only as needed. Prerequisite: Instructor consent.

DPT 710 ADVANCED SPECIALTY ELECTIVE **1 hour**
Guided study for in depth investigation of topics in physical therapy theory, research, and clinical practice. DPT students in the third year of the DPT program will register for either 710 Advanced Specialty Elective or DPT 716 Pediatric Specialty Elective. Prerequisite: Successful completion of the first four semesters of the DPT program or instructor consent.

DPT 711 ORTHOTICS AND PROSTHETICS IN PHYSICAL THERAPY **2 hours**
Examination and intervention for patients with orthotic and prosthetic needs is covered. Lower extremity biomechanical considerations for construction and application of these devices, particularly with respect to gait, are covered. The recognition of pathomechanical gait patterns and the process of clinical decision-making with regard to physical therapy examination, evaluation, and intervention is emphasized. Application of spinal orthoses and upper-extremity prosthetics will also be considered. Prerequisite: Successful completion of the first four semesters of the DPT program or instructor consent.

DPT 712 PRIMARY CARE IN PHYSICAL THERAPY **3 hours**
Covers complex medical surgical problems seen in physical therapy. Student application of how these medical surgical conditions relate to physical therapy assessment and treatment are course expectations. This course covers differential diagnosis and diagnostics testing for physical therapists. Case studies and clinical simulations will assist the student in integrating and applying this information to clinical situations. Prerequisite: Successful completion of the first four semesters of the DPT program or instructor consent.

DPT 713 NEUROMUSCULAR PT III **4 hours**
Topics in neurologic practice requiring synthesis of previous coursework are integrated into the management of complex clinical problems. Focus will be on the examination, evaluation, diagnosis, prognosis, intervention, and projected outcomes of various neurologic dysfunctions. Diagnostic related categories will be addressed throughout the age continuum from pediatrics into adulthood and the geriatric years. Topics include but are not limited to: cerebrovascular accident, traumatic brain injury, vestibular rehabilitation, and spinal cord injury. Students will synthesize and integrate information in case-based, problem-solving model. Benefits of interdisciplinary contributions to this problem solving process are developed. Prerequisite: Successful completion of the first four semesters of the DPT program or instructor consent.

DPT 714 MUSCULOSKELETAL PT III **4 hours**
Topics in orthopedic practice requiring synthesis of previous coursework are introduced including occupational health, myofascial pain, and musculoskeletal imaging. Integration of orthopedic physical therapy in complex multi-system clinical cases is developed. Interdisciplinary approaches to case management are emphasized. Prerequisite: Successful completion of the first four semesters of the DPT program or instructor consent.

DPT 715 PHYSICAL THERAPY MANAGEMENT II **3 hours**
Through case studies, coordinated clinical exposure, and/or class projects the physical therapy student will consult and apply management principles in solving complex health care delivery problems. Problem areas include access, quality, need and marketing of services, finance and resources, organizational design, professional development and integration, personnel issues and regulatory constraints. Prerequisite: Successful completion of the first four semesters of the DPT program or instructor consent.

DPT 716 PEDIATRIC SPECIALTY ELECTIVE **2 hours**
This course is designed for those students who are interested in the field of pediatric physical therapy. It is a mandatory class for those students scheduled to complete a pediatric clinical affiliation in the final semester of their 3rd year in the physical therapy curriculum. Other students who have a particular interest in pediatrics or plan to specialize in pediatrics upon graduation from the physical therapy program will be admitted as space allows. Prerequisite: Must be in the last year of professional study as a graduating physical therapist. DPT students in the third year of the DPT program will register for either 710 Advanced Specialty Elective or DPT 716 Pediatric Specialty Elective. Prerequisite: Successful completion of the first four semesters of the DPT program or instructor consent.

DPT 717 DOCTORAL PROJECT **3 hours**
With advisement from supervising faculty, students will complete and present a formal case report or research project. A final paper in an approved publication format will be required. Prerequisite: Successful completion of the first four semesters of the DPT program or instructor consent.

DPT 720 GRADUATE SEMINAR **3 hours**
In this course, students will present their research in platform or poster presentation to the physical therapy and Clarke University community. Students will critically review their academic experiences while at Clarke. Students will have to satisfactorily complete a summative evaluation in which they demonstrate competence as a graduating physical therapist. Prerequisite: Successful completion of the first five semesters of the DPT program or instructor consent.

DPT 780 TOPICS IN PHYSICAL THERAPY **CV**
Covers current topics and clinical areas in physical therapy. Course work includes clinical practicums whereby students continue to develop generic abilities integral to the practice of physical therapy. This course is offered only as needed. Prerequisite: Instructor consent.

DPT 790 INDEPENDENT STUDY **CV**
Guided study for in depth investigation of topics in physical therapy theory, research, and clinical practice. This course is offered only as needed. Prerequisite: Instructor consent.

DPT CLINICAL EDUCATION EXPERIENCES I-V **CV**
A supervised, concentrated period of study in clinical education. Students are given the opportunity to develop clinical skills in planning, development, implementation, and evaluation of patient care services. Students are assigned to a variety of settings including but not limited to hospital acute care, outpatient orthopedics, neurologic rehabilitation, and specialty areas (geriatrics, pediatrics, pelvic health, sports medicine, home care, other) to ensure breadth and depth of exposure to patients. This approach will prepare physical therapists to practice in a variety of settings across a variety of patient conditions.

DPT 631 CLINICAL EDUCATION EXPERIENCE I **8 hours**
Prerequisites: Successful completion of the first two semesters of the DPT program.

DPT 632 CLINICAL EDUCATION EXPERIENCE II **4 hours**
Prerequisites: Successful completion of the first three semesters in the DPT program and DPT 631 Clinical Education Experience I.

DPT 733 CLINICAL EDUCATION EXPERIENCE III **8 hours**
Prerequisites: Successful completion of the first four semesters of the DPT program and DPT 632 Clinical Education Experience II

DPT 734 CLINICAL EDUCATION EXPERIENCE IV **8 hours**
Prerequisites: Successful completion of the first five semesters of the DPT program and DPT 733 Clinical Education Experience III.

DPT 735 CLINICAL EDUCATION EXPERIENCE V **8 hours**
Prerequisites: Successful completion of DPT 734 Clinical Education Experience.

DRMA 120 INTRODUCTION TO FILM STUDIES **3 hours**
A basic introduction to film for the non-major. Film analysis and production concepts will be stressed to encourage the development of artistic literacy in the non-major.

DRMA 123 GREAT PLAYS ANALYSIS **3 hours**
Development of great Western drama from the Greeks to the present. Critical reading of selected texts in their social and historical setting and a study of humanity as revealed in great dramatic literature.

DRMA 140 INTRODUCTION TO THE THEATRE **3 hours**
A basic introduction to dramatic art for the non-major. Play analysis and production concepts will be stressed to encourage the development of artistic literacy in the non-major.

DRMA 170 THEATRE PRACTICUM **CV**
Laboratory in acting, directing, theatre management, and the design, construction and handling of scenery, lighting, sound, costumes, properties and makeup for public performance. Required for drama and musical theatre majors every semester.

DRMA 310 PLAY DIRECTION **3 hours**
Problems of casting, mounting and rehearsing a play; practice in direction. This course is offered every other year. Prerequisite: Major/minor or consent.

EDGR 500 INTRODUCTION TO THE GRADUATE RESEARCH **3 hours**
As a foundation to graduate studies in education, it is recommended that this course be taken early in a student's program. The course requires students to read about and reflect upon the nature of work at the graduate level. Students will have opportunities to access educational research and consider the information in light of their own practice. Additionally, students will gain a fundamental understanding of the research process as well as the requirements and application procedures of the university's IRB. By composing a modified literature review, students will explore possible topics for their own action research and become familiar with APA formatting and citation style.

EDGR 503 BRAIN-BASED LEARNING **3 hours**
This course will deepen participants' understanding of problem/project-based learning as a model for instruction to meet the various needs of all students using brain-based learning strategies. Students will refine their skills in lesson/unit design using brain-based learning as a framework for instruction; develop a theoretical understanding of the "science" behind engaged learning; internalize skills and knowledge in a way that results in application across content areas; be able to articulate the theoretical basis behind brain-based learning as they share their experiences with colleagues, students, parents and communities.

EDGR 507 THE TRAUMA RESPONSIVE EDUCATOR **3 hours**

This course is designed to help educators understand the prevalence and impact of childhood trauma on development and learning, and how to respond by creating relationship focused environments and interactions that foster resiliency and resist revictimization. Going beyond the interpersonal trauma in the Adverse Childhood Experiences (ACEs) study, students will also explore the influence of socioeconomic factors, racial and cultural trauma, and systemic trauma in schools. Students will learn how embedding social emotional learning, proactive trauma-informed practices, and approaching discipline and accountability through the context of relationships can create more equitable environments where all, including the educator, can be their best selves and reach full potential.

EDGR 510 TEACHER AS LEADER **3 hours**

The course will focus on the teacher as change agent, including leadership within schools, the school improvement process, teachers and school effectiveness, and classroom organization and management. Students will develop and expand Comprehensive School Improvement Plans to improve student learning outcomes. Other concepts to be covered are school and community relations, and standards for teaching and learning.

EDGR 513 PROBLEM-BASED LEARNING **3 hours**

This course embeds the principles of researched-based engaged learning and reform instruction as they relate to the problem/project-based learning instructional model and indicators of high technology performance. The students will explore, analyze, apply, and evaluate: change theories as they apply to information process models for learning; incorporation of problem-based learning into instructional designs and the learning process; the elements and importance of information literacy; the Big 6™ information problem solving model; effective search strategies and Web search tools; incorporation of the National Educational Technology Standards (NETS) for students, teachers, and technology/media personnel; utilization of Web-based projects that encourage students to access information, conduct research, communicate and share ideas; best-practice research relating to problem/project-based learning as an effective intervention strategy; electronic plagiarism and copyright concerns; and models for the student to reflect and internalize the strategies they learn.

EDGR 514 THE REFLECTIVE EDUCATOR **3 hours**

The spiritual side of teaching and exploring BVM values and history as it relates to teaching will be discussed. Other topics include personal responses to change, challenges in the classroom, working with challenging students and focusing on the positive. Essential questions to be covered include: Who am I as a teacher? What is my philosophy? Where am I on my career path? What has my career path been so far? What do I value in others, in life, in my classroom?

EDGR 515 ESL AND BILINGUAL METHODS: PLANNING, IMPLEMENTING, MANAGING, AND ASSESSING INSTRUCTION **3 hours**

This course addresses historical and contemporary theories and methods for teaching English as a Second Language with a focus on teaching reading, writing, speaking, and listening in the context of content areas through effective instructional planning, implementation, management, and assessment. This course includes 30 hours of field experience. This course is available for early access to the MAE program. Prerequisites: EDUC 330, EDUC 331, and EDUC 332.

EDGR 517 STRATEGIC ACADEMIC LEARNING **3 hours**

Participants in this course will examine a variety of research-based methods and strategies utilized in the education of learners aged 5-21 with disabilities who are served in special education programs. Participants will develop individualized education plans (IEPs) and transition plans based on students' academic needs and teach lessons designed to match the IEP. Methods and strategies, which include numerous models for providing curricular and instructional methodologies utilized in the education of individuals with disabilities, will be studied. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology is included. This course includes alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Prerequisite: Admission to Major, EDSP 200, EDSP 201, and EDSP 202. Corequisite: EDSP 400, EDSP 401, and EDSP 402.

EDGR 519 SPECIAL EDUCATION PRACTICUM **3 hours**

Students have an opportunity to explore current issues in special education both at the local and national level as they learn how to collaboratively work with individuals ages 5-21 with disabilities, as well as teachers and other professionals. Topics to be reinforced include the psychological characteristics of students with disabilities including classroom learning, cognition, perception, memory, and language development. Other topics to be studied include medical complications such as seizure management, tube feeding, catheterization, CPR, the use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion and the use and maintenance of orthotic, prosthetic, and adaptive equipment. Sources of services, organizations, and networks for individuals with intellectual disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community, will also be included. Students will design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school and community activities, including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement will also be developed. Prerequisite: Admission to Major, EDSP 200, EDSP 201, and EDSP 202 Corequisite: EDSP 301, EDSP 400, EDSP 401.

EDGR 523 TEACHING DIVERSE LEARNERS **3 hours**

This course will examine the historical, social, and economic factors that intersect with student gender, ethnicity, race, and physical and intellectual capabilities in schools in the United States. Students will explore their own dispositions toward teaching a diverse body of students. Examination of the hidden curriculum in education will help students discover and revise their own implicit teaching interactions. When offered in Winterim, this course will include a required residency in an urban school district with clinical practice in urban schools. This course is available for early access to the MAE program.

EDGR 525 MOTIVATION AND MANAGEMENT **3 hours**

This course will explore students' past experiences with classroom management in relation to instructional organization and motivation theory. Students will study and experience various forms of instructional organization and student motivation, and make a plan for proactive classroom management.

EDGR 530 PLANNING AND DESIGNING STUDENT-CENTERED LEARNING ENVIRONMENTS **3 hours**

The class will focus on standards-based unit and lesson design, effective learning environments, and assessment/evaluation. Topics will include fostering essential questions, living and acting upon a theory of constructivism, standardized testing, and interpreting test scores. Instruction will be provided in multiple intelligences, brain-based learning and emotional intelligences, and how to foster creativity, collaboration and group skills. Differentiated instructional plans and unit design will be covered, as well as electronic grading/portfolios, student-led conferences, and personal goal setting. Students will apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning.

EDGR 532 LEADERSHIP AND VISION FOR TECHNOLOGY **3 hours**

This course will embed the principles of researched-based engaged learning and reform instruction as they relate to indicators of high technology performance. The student will explore/apply: change theory as it applies to the learning program; become acquainted with constructivist learning models; identify standards/benchmarks of a comprehensive learning program; discuss rubrics and authentic assessment as they relate to the effective integration of technology; integrate technology learning tools as they relate to the educational process and to learners with special needs; and plan for and engage teachers/learners in the use of the tool of technology. The roles and process of educational leadership will be investigated and applied as they relate to the implementation of a comprehensive technology planning process. Current research findings and forecasting future trends in educational technology will be investigated.

EDGR 533 GRANT WRITING **3 hours**

The focus of this course is to access extra funding for the classroom and/or school building. Topics include evaluating a financial need/problem, conducting a needs assessment, and key components of a proposal. Students will learn what to say and how to say it in the proposal narrative, how to develop a basic activity chart, how to create a proposal checklist, how to calculate the budget and typical items to be included, as well as explore funding sources. At the conclusion of the course, each student will have a proposal ready to submit.

EDGR 534 MENTORING/INDUCTION OF NEW TEACHERS **3 hours**

This course teaches experienced teachers how to plan, develop, conduct and evaluate a program for the mentoring/induction of entry-level teachers. Topics include assisting new teachers in getting started, survival skills, classroom management, legal issues, classroom strategies, organizational skills, problem solving, planning, relieving stress, special needs students, preparing students for state-wide assessments, and aligning the curriculum with local, state and national standards. This course is essential for retaining new teachers in the profession.

EDGR 545 ADVANCED READING METHODS **3 hours**

A research-based study of the reading process, including historical, philosophical and psychological theories of reading instruction, as well as in-depth perusal of strategies and materials for the teaching of phonemic awareness, phonics, word identification, fluency, vocabulary, comprehension and content-area reading through the use of hands-on materials and a wide range of print and digital text. Students will review, synthesize, and as possible, apply research-based theory and pedagogy to support a balanced literacy program. This course is available for early access to the MAE program. Prerequisites: EDUC 332, EDUC 337.

EDGR 548 EMERGENT LITERACY **3 hours**

A study of language acquisition in young children from birth to eight years of age. The emphasis is on the nature and relationship of oral and print language in the developing mind, focusing on the knowledge, academic language, and activities effective teachers use to work with young children, their families and their care givers. Special attention is given to the creation of a low-risk, student-centered environment where cultural/linguistic differences and delays are addressed and all children identify themselves as readers and writers. Candidates learn how to purposefully support the development of reading, writing/spelling, and speaking skills as they monitor students' understanding and use of sound-symbol relationships, and correct syntax and semantics, to access, comprehend, and compose text. Students will review, synthesize, and apply research-based theory and pedagogy related to emergent literacy. This course is available for early access to the MAE program. Prerequisites: EDUC 332, EDUC 337.

EDGR 549 READING INTERVENTIONS **3 hours**

Students will demonstrate knowledge of a student-centered, supportive intervention approach to the major components of reading, such as phonemic awareness, phonics, word identification, fluency, vocabulary (including morphology and etymology), and comprehension, effectively integrating curricular standards with student interests, motivation, and background knowledge. Students will learn how to align text complexity with students' reading proficiencies and needs. Students will learn how to address cultural/linguistic differences and developmental delays, and provide for the needs of students ranging from at-risk to talented/gifted, whether formally identified for special education or displaying signs indicating additional support is needed. Students will learn the purposes, strengths, and limitations of a variety of formal and informal assessment tools, and practice diagnostic assessment and instruction of students experiencing reading challenges including dyslexia. Class instruction includes how to identify, screen, diagnose, monitor, and communicate students' reading challenges, strengths, and growth, as well as how to select appropriate instruments, procedures, practices, and grouping structures for intervention. Students will demonstrate their ability to collect and use data as they administer, score, write, and share informal assessment reports. Students will review, synthesize, and as possible, apply research-based theory and pedagogy related to reading interventions. This course is available for early access to the MAE program. Prerequisites: EDUC 332, EDUC 337.

EDGR 550 ADVANCED PRACTICUM AND INSTRUCTION IN READING **3 hours**

Students will use research-based strategies, materials, and assessments while teaching under the guidance of an appropriately licensed teacher in an elementary school who will observe, evaluate, and provide feedback on the students' knowledge, dispositions, and skills necessary to teach literacy. This supervised practicum provides opportunities to teach a variety of elementary children using specific strategies for correcting word and comprehension deficiencies. Students will plan and implement strategies to improve phonemic awareness, phonics, word identification, fluency, vocabulary, and comprehension in a low-risk, student-centered environment through the use of hands-on materials, assistive technology, and a wide range of print and digital text. Reading challenges including dyslexia, and students' cultural/linguistic differences, are addressed through classroom accommodations, interventions, and remediation as necessary. Students work with other school professionals and communicate with parents to support their students' literacy development. Students will review, synthesize, and as possible, apply research-based theory and pedagogy to support reading needs of all learners. The course includes an on-site school field experience of a minimum of 30 hours. This course is available for early access to the MAE program. Prerequisites: EDUC 332, EDUC 337.

EDGR 553 PROFESSIONAL DEVELOPMENT RESEARCH SEMINAR **3 hours**

This is an advanced research course including reading and discussion of current research in the field of education. Prerequisite: EDGR 500

EDGR 561 PRACTICUM I **9 hours**

Students will assume all teaching responsibilities of a regular teaching position. Working with an experienced professional to reflect upon teacher identity and vision for classroom practice, students will plan, teach, and assess instruction for the first half of the school year. Students follow the school calendar and all other district policies. This course is unique to the 4+1 Program and is taken concurrently with 585. Prerequisite: EDGR 500.

EDGR 562 PRACTICUM II **9 hours**

Students continue to assume all teaching responsibilities of a regular teaching position. Continuing the professional teaching partnership through the end of the school year, students will reflect upon teacher identity and vision for classroom practice. Students will plan, teach, and assess all instruction for the second half of the school year. Students follow the school calendar and other district policies. This course is unique to the 4+1 Program and is taken concurrently with EDGR 586. Prerequisite: EDGR 500.

EDGR 563 PREVENTING AND REMEDIATING CHALLENGING BEHAVIORS **3 hours**

During this course, students focus upon the individual nature of learners ages 5-21 who present challenging behaviors. Strategies include those for preventing these behaviors, building on the skills learned in EDSP 201 Selecting Behavioral Interventions. Students also learn the thoughtful necessity of well-rounded assessment (including functional analysis) and analyze the diagnostic characteristics of learners. In addition, students learn how to design measurable behavioral intervention plans to enable more acceptable behaviors to flourish. Students will reflect upon various techniques, analyze research-based methodologies, and discuss the need for wraparound techniques and crisis intervention plans. Issues in the education of such individuals are discussed along with the need to enable students to work toward success in general education and typical work settings. Participants will study related state and federal law, as well as litigation and regulations that relate to the education of individuals presenting challenging behaviors, including the juvenile justice system. Prerequisite: Admission to Major, EDSP 200, EDSP 201, and EDSP 202. Corequisite: EDSP 301, EDSP 400, EDSP 402.

EDGR 563 COLLABORATIVE SOLUTIONS

Students have an opportunity to explore current issues in special education both at the local and national level as they learn how to collaboratively work with individuals ages 5-21 with disabilities, as well as teachers and other professionals. Topics to be reinforced include the psychological characteristics of students with disabilities including classroom learning, cognition, perception, memory, and language development. Other topics to be studied include medical complications such as seizure management, tube feeding, catheterization, CPR, the use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion and the use and maintenance of orthotic, prosthetic, and adaptive equipment. Sources of services, organizations, and networks for individuals with intellectual disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community, will also be included. Students will design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school and community activities, including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement will also be developed. Prerequisite: Admission to Major, EDSP 200, EDSP 201, and EDSP 202 Corequisite: EDSP 301, EDSP 400, EDSP 401.

EDGR 564 COLLABORATIVE SOLUTIONS AND TRANSITIONS **3 hours**

Students have an opportunity to explore current issues in special education both at the local and national level. In addition, each student will explore new curricula or assessments he or she has not yet utilized. Students will be partnered with a family to complete a project that will benefit the family, young learner and university student. This project will include family visits. Students must finish and present their integrated research project initiated during their first course EDSP 200 Foundations of Special Education. Students will submit their portfolios for review to the education department to determine their readiness for student teaching. Prerequisite: Other 300-level EDSP course requirements and previous coursework. Co-requisite: EDSP 301, EDSP 400, and EDSP 401.

EDGR 580 SPECIAL TOPICS **1-3 hours**

The course is designed to offer an in-depth study of selected topics related to instructional leadership or reading/literacy.

EDGR 585 AND 586 ACTION RESEARCH I AND II **6 hours**

Ordinarily, this course may not be taken until at least 24 hours in the education department graduate program have been completed; exceptions require consent. This course complements the Tier II Career Development Plan that supports the veteran teacher in their professional development while providing for the ongoing assessment of the career teacher's mastery of the Iowa Teaching Standards/Domain 5. The teacher creates a Career Development Plan that emphasizes continuous appraisal of performance with a focus on professional development planning process that is flexible, creative, and stimulating. The Career Development Plans shall be based on the needs of the teacher, the Iowa Teaching Standards/Domain 5 components, the student achievement goals of the attendance center, the school's Comprehensive School Improvement Plan (CSIP) and ultimately on improved student learning. Students will identify a question or an issue within their sphere of influence (classroom or school) and follow a thoughtful, proactive and/or responsive process toward making data-based action decisions to initiate change. Throughout the entire process, students will continue to pose questions and find answers through the completion of in-depth research, literature reviews, critical friend feedback, class/school data collected and analyzed from various sources and perspectives (e.g., learners, teachers, parents, administration), and attendance at conferences or workshops or visiting days regarding their topics. Prerequisite: EDGR 500.

EDGR 590 INDEPENDENT STUDY **1-3 hours**

Ordinarily, an independent study is taken when the information being sought is not available in an existing course listed in the catalog.

EDPE 230 COACHING AND SPORT THEORY **3 hours**

Skill analysis, teaching progression, coaching philosophies, coaching skills, practice management, psychology of coaching, coaching methods and the organization of individual, dual and team sports. This course also covers ethical behavior and the qualities of professionals in the field.

EDPE 240 COACHING METHODS **2 hours**

Provides the student with a knowledge of coaching theory, methods and strategies. This knowledge is applied to the games of baseball and softball, basketball, football, track and field and cross country, volleyball, golf, or tennis from the standpoint of individual and teams sports. Areas included are individual and team play, offensive and defensive strategy, conditioning, coaching methods, administration, promotion, scouting and officiating.

EDUC 100 INTRODUCTION TO REFLECTIVE TEACHING **1 hour**

This introductory course is required of all education students prior to acceptance into the education department. The purpose of this course is to assist students in clearly defining their career goals in the teaching profession. Students begin to learn how to apply technology in the teaching profession. Students initiate the electronic portfolio process in this course. Corequisite: Concurrent enrollment in EDUC 200.

EDUC 119 HUMAN RELATIONS AND BUILDING INCLUSIVE COMMUNITIES 3 hours
Study of racial, ethnic, social and cultural groups and their social and educational problems. Human relations, biases, prejudice and discrimination in daily life and education are explored. The course provides pre-service teachers with knowledge, skills and values to enable them to accommodate social and cultural diversity in the classroom, to reduce prejudice, and to improve educational achievement of all students regardless of their racial, ethnic or social class and cultural background.

EDUC 125 EDUCATIONAL PSYCHOLOGY 3 hours
A study of the psychological foundations of education as appropriate to the grade endorsement; instructional design; personality and intelligence; learning and cognition; motivation; classroom management, discipline, measurement and evaluation; legal and ethical issues.

EDUC 200 FOUNDATIONS OF EDUCATION 3 hours
Introductory course required of all education students prior to acceptance into the education department. Students are introduced to the history, sociology and psychology of education in the United States. This course of study will focus on the development of education theory and culture and how they affect education today. Students will be introduced to the societal aspects of education in the past and present. In addition, students will be introduced to important people and events that shaped the development of educational theory and practice thorough classroom and field experiences. Students will be introduced to the concepts of educational psychology. Students will be placed in an educational setting with learners for a minimum of a 20 hours. Corequisite: Concurrent enrollment in EDUC 100. *Corequisite may be waived if pursuing the minor in Educational Practices.

EDUC 230 CHILDREN'S LITERATURE, PRE - MIDDLE SCHOOL 2 hours
Students will be introduced to, become familiar with, read and evaluate children's literature, print and non-print, from a wide range of genres (including but not limited to narrative, expository, and poetry in print, digital, and online formats), authors and cultures. Students will use book selection criteria and discuss applications for using all forms of literature in the preschool through middle-school classroom in order to become teachers who can bring books and children together to best meet the needs of the child and the curriculum. Prerequisites: EDUC 200.

EDUC 330 CLINICAL: LITERACY 2 hours
Students will develop specific teaching strategies and management skills through application of psychological, sociocultural, motivational, and linguistic foundations of reading and writing processes and instruction. Students will plan, teach, assess, and provide feedback to elementary students, providing remediation and classroom accommodations, and utilizing assistive technology as needed, for students with dyslexia and other reading challenges. Analysis and evaluation of the teaching of reading and writing by student, peers and instructor are experienced through an intensive extended clinical experience of a minimum of 30 hours. Prerequisite: Admission to Major. Corequisites: EDUC 331, EDUC 332, EDUC 335.

EDUC 331 CURRICULUM AND INSTRUCTION IN LANGUAGE ARTS **3 hours**
Prepares students to plan and implement an effective integrated language arts program in the elementary school. Students will examine, apply and evaluate the following: instructional and assessment materials, and scientifically-based research methods and strategies for teaching writing (process, content, grammar, spelling and handwriting), speaking, listening, viewing, reading, and visually representing. Students learn how to integrate language arts throughout the curriculum while meeting the needs of diverse learners, including English Language Learners (ELLs). Prerequisite: Admission to Major. Co-requisites: EDUC 330, EDUC 332, EDUC 335.

EDUC 332 DEVELOPMENTAL READING **2 hours**
Prepares students to plan and implement effective scientifically-based reading instruction and assessment in the elementary schools. Students will understand reading theory and process and the developmental and diverse nature of children relating to reading instruction. Students will examine, evaluate, apply and reflect on various methods, materials (variety of genres and media), strategies, and assessments for teaching reading, including acquisition of reading skills, phonemic awareness, phonics, word identification, fluency, vocabulary, comprehension, and making curriculum connections. Students will effectively design, balance, integrate, and implement the components of reading and curricular standards, maximizing student interests, cultures, motivation, and background knowledge. Students study differentiation, text leveling, and various grouping strategies for all students including those who have been identified for additional support. Prerequisite: Admission to Major. Corequisites: EDUC 330, EDUC 331, EDUC 335.

EDUC 333 CURRICULUM AND INSTRUCTION IN MATHEMATICS **3 hours**
Students will study the goals, content, materials and teaching strategies for planning and implementing a mathematics program in the elementary classroom. This course is grounded in the NCTM standards. Prerequisite: MATH 105 or above and Admission to Major. Corequisites: EDUC 334, EDUC 336, EDUC 337.

EDUC 334 CLINICAL: INTERDISCIPLINARY **2 hours**
A development of specific teaching strategies relative to the recognition of varied learning and teaching styles and various management skills. Particular relation to the teaching of mathematics and science; analysis and evaluation of teaching performance by students, peers and campus instructor are experienced through an intensive extended clinical experience of a minimum of 30 hours. Prerequisite: Admission to Major. Corequisites: EDUC 333, EDUC 336, EDUC 337.

EDUC 335 CURRICULUM AND INSTRUCTION IN SOCIAL STUDIES **3 hours**
Students will study the goals, content and materials for the planning and implementing of instruction in all areas of the social sciences in the elementary school. Grounded in global awareness, social responsibility and spiritual values and familiar with national standards in the areas of the social sciences, students will engage in teaching strategies for development of informed, active citizens. With science and reading, students study and plan interdisciplinary programs for elementary students. Prerequisite: The social science requirement (US history, US government). Prerequisite: Admission to Major. Corequisites: EDUC 330, EDUC 331, EDUC 332.

EDUC 336 CURRICULUM AND INSTRUCTION IN SCIENCE **3 hours**
Students will study the goals, content and materials for planning and implementing a science program in the elementary classroom, consistent with the National Science Education standards. Strategies for development of global citizens with knowledge, skills and attitudes portraying scientific literacy are stressed. With social studies and reading, students study and plan interdisciplinary programs for elementary students. Prerequisite: One science requirement (biological or physical science). Prerequisite: Admission to Major. Corequisites: EDUC 333, EDUC 334, EDUC 337.

EDUC 337 READING APPLICATIONS **2 hours**
Students will learn and apply strategies for teaching reading across curricular areas using a differentiated, supportive, student-centered, interdisciplinary approach. Areas of focus include preparation and motivation, developing vocabulary (morphology and etymology) and comprehension (literal, interpretive, critical, and evaluative), writing to learn, study skills, evaluating materials and meeting the needs of diverse learners in the elementary school. Prerequisite: Admission to Major. Corequisites: EDUC 333, EDUC 334, EDUC 336.

EDUC 338 EMERGENT LITERACY **3 hours**
A study of language acquisition in young children from birth to eight years of age. The emphasis is on the nature and relationship of oral and print language in the developing mind, focusing on the knowledge, academic language, and activities effective teachers use to work with young children, their families and their care givers. Special attention is given to the creation of a low-risk, student-centered environment where cultural/linguistic differences and delays are addressed and all children identify themselves as readers and writers. Candidates learn how to purposefully support the development of reading, writing/spelling, and speaking skills as they monitor students' understanding and use of sound-symbol relationships, and correct syntax and semantics, to access, comprehend, and compose text. Prerequisites: Admission to Major, EDUC 332, EDUC 337.

EDUC 344 ELEMENTARY ART METHODS **3 hours**
Students wil learn to plan and teach Art in the elementary school. The course will include hands-on activites, development of teaching and assessment strategies, as well as teaching experiences. Students will reflect on teaching and learning experiences. This course includes 30 hours of field experience. Prerequisite: Admission to Major, EDUC 200.

EDUC 351 SPECIAL SECONDARY CURRICULUM & METHODS **3 hours**
Curriculum, methods and strategies course that includes numerous models for providing curricular and instructional methodologies and materials utilized in the education of adolescents for teaching in secondary schools. The course includes an on-site high school field experience of 30 hours as part of either this course or EDUC 368. This course is offered each spring semester. Prerequisite: Admission to Major. Co-requisites: EDUC 362, EDUC 368. *Prerequisites and corequisites may be waived if pursuing the minor in Educational Practices.

EDUC 357 READING IN THE CONTENT AREA **3 hours**
Students will learn and apply reading strategies that can be used throughout all areas of the school curriculum to help students read with understanding. Students will develop an understanding of the factors related to reading development and the nature of readers with diverse ability and implications for instruction. Prerequisite: Admission to Major. *Prerequisites and corequisites may be waived if pursuing the minor in Educational Practices.

EDUC 360 MIDDLE SCHOOL CURRICULUM AND METHODS **3 hours**
Required of all Secondary Education majors and elementary education majors seeking a middle school endorsement. Students learn lesson planning, management, and general teaching strategies incorporating interdisciplinary teaching, instructional teaming, middle school design and curriculum. Students will learn to use and integrate technology into lessons. Learning outcomes will be achieved by students learning, developing and applying strategies in classrooms with local middle school students. Prerequisite: Admission to major. Corequisites: EDUC 361, EDUC 363.

EDUC 361 DEVELOPMENT OF THE ADOLESCENT LEARNER **3 hours**
Required of all Secondary Education majors and elementary education majors seeking a middle school endorsement. This course will provide students with knowledge and experience working with adolescents. Students will learn characteristics, traits, learning styles and needs of young adolescents and adolescent learners including social, emotional, physical and mental characteristics. Students will learn to apply this knowledge in teaching environments. Prerequisite: Admission to Major. Corequisites: EDUC 360, EDUC 363.

EDUC 362 ADOLESCENT LITERACY **2 hours**
Required of all Secondary Education majors and elementary education majors seeking a middle school endorsement. Students will gain understanding and experiences in reading in the content areas, developmental reading skills in adolescents, writing and grammar across the curriculum and adolescent literature. Learning will specifically address the literacy needs of and strategies for, adolescent learners. Students will learn to apply this learning in a teaching environment. Prerequisite: Admission to Major. Corequisites: EDUC 351, EDUC 368. *Prerequisites and corequisites may be waived if pursuing the minor in Educational Practices.

EDUC 363 CLINICAL EXPERIENCE IN THE MIDDLE SCHOOL **2 hours**
Required of all Secondary Education majors and elementary education majors seeking a middle school endorsement. Students will develop specific teaching strategies and management skills through clinical teaching experiences particularly related to the teaching of adolescent learners. Analysis and evaluation of at least 30 hours of teaching performance by students, peers and instructor are experienced through an intensive clinical experience. Prerequisite: Admission to Major. Co-requisites: EDUC 360 EDUC 361.

EDUC 364 CURRICULUM AND INSTRUCTION IN HEALTH **1 hour**
This course covers goals, content, materials and teaching strategies for using health concepts in the elementary classrooms. Emphasis includes drug and alcohol education and first aid. This course will emphasize health content while offering strategies in presenting the material at the elementary level. Prerequisite: Admission to Major, EDUC 200.

EDUC 365 CURRICULUM AND INSTRUCTION IN PHYSICAL EDUCATION **1 hour**
This course covers goals, content, materials and teaching strategies for using physical education concepts in the elementary classrooms. Emphasis includes activites of movement education. This course will emphasize physical education content while offering strategies in presenting the material at the elementary level. Prerequisite: Admission to Major, EDUC 200.

EDUC 366 CURRICULUM AND INSTRUCTION IN ART **1 hour**
This course covers goals, content, materials and teaching strategies and art skills for planning and implementing art experiences in the elementary classroom. Creative activities and experiments that promote art across the curriculum are included in this course. This course will help students become aware of the potential of art as a component of education in the classroom. It will also help them develop a positive attitude toward the place of art in the curriculum and ultimately the value of aesthetic experience throughout life. Prerequisite: Admission to Major, EDUC 200.

EDUC 367 CURRICULUM AND INSTRUCTION IN MUSIC **1 hour**
This course covers goals, content, materials and teaching strategies and basic music skills for planning and implementing music experiences in the elementary classroom. Creative activities and experiments that promote music across the curriculum are included in this course. This course will help students become aware of the potential of music as a component of education in the classroom. It will also help them develop a positive attitude toward the place of music in the curriculum and ultimately the value of aesthetic experience throughout life. Prerequisite: Admission to Major, EDUC 200.

EDUC 368 CLINICAL EXPERIENCE IN THE HIGH SCHOOL **2 hours**
Required of all Secondary Education majors seeking a high school endorsement. Students will develop specific teaching strategies and management skills through clinical teaching experiences particularly related to the teaching of adolescent learners. Analysis and evaluation of teaching performance by students, peers and instructor are experienced through an intensive field experience of 30 hours as part of either this course or EDUC 351. This course is offered each spring semester. Prerequisite: Admission to Major. Co-requisites: EDUC 351, EDUC 362. *Prerequisites and corequisites may be waived if pursuing the minor in Educational Practices.

EDUC 385 ESL AND BILINGUAL METHODS: PLANNING, IMPLEMENTING, MANAGING AND ASSESSING INSTRUCTION **3 hours**

This course addresses historical and contemporary theories and methods for teaching English as a Second Language with a focus on teaching reading, writing, speaking, and listening in the context of content areas through effective instructional planning, implementation, management, and assessment. This course includes 30 hours of field experience. Prerequisites: Admission to Major, EDUC 330, EDUC 331, and EDUC 332.

EDUC 404 READING INTERVENTIONS **3 hours**

Students will demonstrate knowledge of a student-centered, supportive intervention approach to the major components of reading, such as phonemic awareness, phonics, word identification, fluency, vocabulary (including morphology and etymology), and comprehension, effectively integrating curricular standards with student interests, motivation, and background knowledge. Students will learn how to align text complexity with students' reading proficiencies and needs. Students will learn how to address cultural/linguistic differences and developmental delays, and provide for the needs of students ranging from at-risk to talented/gifted, whether formally identified for special education or displaying signs indicating additional support is needed. Students will learn the purposes, strengths, and limitations of a variety of formal and informal assessment tools, and practice diagnostic assessment and instruction of students experiencing reading challenges including dyslexia. Class instruction includes how to identify, screen, diagnose, monitor, and communicate students' reading challenges, strengths, and growth, as well as how to select appropriate instruments, procedures, practices, and grouping structures for intervention. Students will demonstrate their ability to collect and use data as they administer, score, write, and share informal assessment reports. Prerequisite: Admission to Major. Prerequisites: EDUC 332, EDUC 337.

EDUC 405 EDUCATIONAL MEASUREMENT AND EVALUATION **3 hours**

A study of theory and application of educational measurement and evaluation; test construction; validation and reliability studies; curriculum-based assessment and interpretation of results. The course provides students with knowledge and skills to select and construct instruments to measure and evaluate student learning and progress. Prerequisite: Admission to Major and successful completion or concurrent enrollment in one of the following 300-level clinical courses: EDUC 330, EDUC 334, EDUC 351, or EDUC 360.

EDUC 420 ADVANCED PRACTICUM AND INSTRUCTION IN READING 3 hours
Students will use research-based strategies, materials, and assessments while teaching under the guidance of an appropriately licensed teacher in an elementary school who will observe, evaluate, and provide feedback on the students' knowledge, dispositions, and skills necessary to teach literacy. This supervised practicum provides opportunities to teach a variety of elementary children using specific strategies for correcting word and comprehension deficiencies. Students will plan and implement strategies to improve phonemic awareness, phonics, word identification, fluency, vocabulary, and comprehension in a low-risk, student-centered environment through the use of hands-on materials, assistive technology, and a wide range of print and digital text. Reading challenges including dyslexia, and students' cultural/linguistic differences, are addressed through classroom accommodations, interventions, and remediation as necessary. Students work with other school professionals and communicate with parents to support their students' literacy development. This course includes an on-site school field experience of a minimum of 30 hours. Prerequisites: Admission to Major, EDUC 332, EDUC 337. *Prerequisites may be waived if pursuing the minor in Educational Practices.

EDUC 432 STUDENT TEACHING IN THE ELEMENTARY SCHOOL 6 or 12 hours
Student teaching is a full-time experience in the elementary school that includes observation, provides for expanding responsibilities, including participation in a broad range of activities of a practitioner in a school, and provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student-teaching experience shall continue, under the direction of the campus supervisor and the cooperating practitioner, until the student has achieved the stated objectives of the program or the student teaching is terminated. Prerequisite: Admission to Student Teaching. Corequisite: EDUC 499

EDUC 450 ADVANCED READING METHODS 3 hours
A research-based study of the reading process, including historical, philosophical and psychological theories of reading instruction, as well as in-depth perusal of strategies and materials for the teaching of phonemic awareness, phonics, word identification, fluency, vocabulary, comprehension and content-area reading through the use of hands-on materials and a wide range of print and digital text. Prerequisite: Admission to Major, EDUC 332, EDUC 337. *Prerequisites may be waived if pursuing the minor in Educational Practices.

EDUC 452 STUDENT TEACHING IN THE SECONDARY SCHOOL 6 or 12 hours
Student teaching is a full-time experience in the secondary school which includes observation, provides for expanding responsibilities, including participation in a broad range of activities of a practitioner in a school, and provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student-teaching experience shall continue, under the direction of the campus supervisor and the cooperating practitioner, until the student has achieved the stated objectives of the program or the student teaching is terminated. Prerequisite: Admission to Student Teaching. Corequisite: EDUC 499.

EDUC 461 STUDENT TEACHING IN ELEMENTARY MUSIC **6 hours**
Student teaching is an experience in the elementary school that includes observation, provides for expanding responsibilities, including participation in a broad range of activities of a practitioner in a school, and provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student-teaching experience shall continue, under the direction of the campus supervisor and the cooperating practitioner, until the student has achieved the stated objectives of the program or the student teaching is terminated. Prerequisite: Admission to Student Teaching. Corequisite: EDUC 499.

EDUC 462 STUDENT TEACHING IN SECONDARY MUSIC **6 hours**
Student teaching is an experience in the secondary school that includes observation, provides for expanding responsibilities, including participation in a broad range of activities of a practitioner in a school, and provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student-teaching experience shall continue, under the direction of the campus supervisor and the cooperating practitioner, until the student has achieved the stated objectives of the program or the student teaching is terminated. Prerequisite: Admission to Student Teaching. Corequisite: EDUC 499.

EDUC 463 STUDENT TEACHING IN ELEMENTARY ART **6 hours**
Student teaching is an experience in the elementary school that includes observation, provides for expanding responsibilities, including participation in a broad range of activities of a practitioner in a school, and provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student-teaching experience shall continue, under the direction of the campus supervisor and the cooperating practitioner, until the student has achieved the stated objectives of the program or the student teaching is terminated. Prerequisite: Admission to Student Teaching. Corequisite: EDUC 499.

EDUC 464 STUDENT TEACHING IN SECONDARY ART **6 hours**
Student teaching is an experience in the secondary school that includes observation, provides for expanding responsibilities, including participation in a broad range of activities of a practitioner in a school, and provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student-teaching experience shall continue, under the direction of the campus supervisor and the cooperating practitioner, until the student has achieved the stated objectives of the program or the student teaching is terminated. Prerequisite: Admission to Student Teaching. Corequisite: EDUC 499.

EDUC 499 CAPSTONE SEMINAR **3 hours**

The education Capstone course provides closure to the liberal arts program within the context of K-12 teaching. As a departmental offering, this course focuses on discipline-specific topics and expands to include breadth of knowledge and synthesis. Interdisciplinary integration of knowledge and pedagogy is emphasized. Major outcomes are integral to course assessment. The education department student teaching seminar will include the Capstone rubrics and be assigned one credit. Seminars meet weekly and are required and graded. A student must have senior standing and be assigned a student-teaching placement. Prerequisite: Admission to Student Teaching. Corequisite: student teaching placement.

EDSP 200 FOUNDATIONS OF SPECIAL EDUCATION **3 hours**

A review of special education law, including the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and 504 plans. Students learn about the special education program of study. Course activities are designed to immerse participants in a beginning understanding of the culture of special education. Students work with a child with a disability, consider education from a family a child's perspective, observe in classrooms, learn how to reflect upon what they are seeing, and start to consider what abilities and disabilities are and how they impact everyone's lives. Students will develop the ability to identify and meet the needs of all learners ages 5-21, including program monitoring, data collection, and preparation in developing and implementing individualized education programs (IEPs), behavioral intervention plans and transition plans. Other topics include the preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address challenging behaviors and improve academic engagement and achievement. Students study historical, legal, and varied current perspectives of special education in local, state, national and international contexts. Through participation in a national professional organization, research and reflection, students will develop their goals based upon their own philosophy of special education. Students will be placed in an educational setting with learners with special education needs for a 10-hour placement.

EDSP 201 SELECTING BEHAVIORAL INTERVENTIONS **3 hours**

The first of a two-part sequence with EDSP 401. This course is designed to enable students to develop and refine their observation skills and to begin to learn how to plan programs and interventions to support positive behaviors and reduce challenging behaviors of learners ages 5-21. Participants use their newly learned skills to plan, implement and report the results of an intervention project on themselves, family members or friends. In addition, students learn how to use a positive tone/climate and social-emotional learning strategies to manage a classroom and small group learning environments in which productive behaviors and habits, dispositions and values can flourish. Topics include adaptive behavior, social competence, social isolation, and learned helplessness; and the social and emotional aspects including dysfunctional behaviors, mental health issues, at-risk behaviors, social imperceptiveness. Students will consider a variety of perspectives, both humanistic and behavioral. Prerequisite: EDSP 200.

EDSP 202 INCLUDING EVERYONE **3 hours**

Students will learn how to plan to use differentiated models for learners ages 5-21 who have more challenging learning needs. Examples include working with individuals who are from culturally and linguistically diverse backgrounds or have been identified as falling within the autism spectrum or who are slower to learn, such as those who have been identified as having a mental disability or intellectual disability. Students will study inclusive (non-segregated) and segregated life-skills settings, reflect on such learning environments, wrestle with issues of inclusion and components necessary for successful inclusion, study and utilize a variety of assessments (including ecological) and use assessment information to plan for instruction, including the need for assistive technology. Students develop proficiency in adapting age-appropriate curriculum to facilitate instruction within the general education setting, to include partial participation of students in tasks, skills facilitation, collaboration, and support from peers with and without disabilities; the ability to select and use augmentative and alternative communications methods and systems. An understanding of the impact of speech-language development on behavior and social interactions will be utilized to create positive learning environments for individuals with special needs including the utilization of assistive devices. The design and implementation of age-appropriate instruction based on the adaptive skills of students with disabilities integrating selected related services into the instructional day of students with disabilities will be studied and include culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Prerequisite: EDSP 200

EDSP 300 ASSESSMENT AND EVALUATION IN SPECIAL EDUCATION **3 hours**

Provides an overview of the assessment and evaluation processes involved in special education for learners ages 5-21. Topics include assessment, diagnosis and evaluation, legal provisions, regulations and guidelines regarding unbiased assessment and the use of psychometric instruments and instructional assessment measures with individuals with disabilities. Students will apply assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions will be gained along with a review of special education law, including progress monitoring, data collection, and individualized education plans. State and federal law and regulations guiding the assessment and evaluation cycle will be reviewed as well as the process for determining whether a child is eligible for special education. Students learn how to select, implement, score and interpret assessments using technical and practical techniques. This includes practice with both formal and informal (e.g., criterion and curriculum-based) measures. Prerequisite: Admission to Major, EDSP 200.

EDSP 301 STRATEGIC ACADEMIC LEARNING **3 hours**

Participants in this course will examine a variety of research-based methods and strategies utilized in the education of learners aged 5-21 with disabilities who are served in special education programs. Participants will develop individualized education plans (IEPs) and transition plans based on students' academic needs and teach lessons designed to match the IEP. Methods and strategies, which include numerous models for providing curricular and instructional methodologies utilized in the education of individuals with disabilities, will be studied. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology is included. This course includes alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Prerequisite: Admission to Major, EDSP 200, EDSP 201, and EDSP 202. Corequisite: EDSP 400, EDSP 401, and EDSP 402.

EDSP 400 SPECIAL EDUCATION PRACTICUM
(FIELD EXPERIENCE PRIOR TO STUDENT TEACHING) **3 hours**

Provides pre-service teachers supervised classroom experience in observing and working with learners ages 5-21 with disabilities. Activities include collecting observational data, practicing lesson-plan development and implementation, assisting with teaching and tutoring. Prerequisite: Admission to Major, EDSP 200, EDSP 201, and EDSP 202. Corequisite: EDSP 301, EDSP 401, and EDSP 402.

EDSP 401 PREVENTING AND REMEDIATING CHALLENGING BEHAVIORS **3 hours**

During this course, students focus upon the individual nature of learners ages 5-21 who present challenging behaviors. Strategies include those for preventing these behaviors, building on the skills learned in EDSP 201 Selecting Behavioral Interventions. Students also learn the thoughtful necessity of well-rounded assessment (including functional analysis) and analyze the diagnostic characteristics of learners. In addition, students learn how to design measurable behavioral intervention plans to enable more acceptable behaviors to flourish. Students will reflect upon various techniques, analyze research-based methodologies, and discuss the need for wraparound techniques and crisis intervention plans. Issues in the education of such individuals are discussed along with the need to enable students to work toward success in general education and typical work settings. Participants will study related state and federal law, as well as litigation and regulations that relate to the education of individuals presenting challenging behaviors, including the juvenile justice system. Prerequisite: Admission to Major, EDSP 200, EDSP 201, and EDSP 202. Corequisite: EDSP 301, EDSP 400, EDSP 402.

EDSP 402 COLLABORATIVE SOLUTIONS AND TRANSITIONS **3 hours**

Students have an opportunity to explore current issues in special education both at the local and national level as they learn how to collaboratively work with individuals ages 5-21 with disabilities, as well as teachers and other professionals. Topics to be reinforced include the psychological characteristics of students with disabilities including classroom learning, cognition, perception, memory, and language development. Other topics to be studied include medical complications such as seizure management, tube feeding, catheterization, CPR, the use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion and the use and maintenance of orthotic, prosthetic, and adaptive equipment. Sources of services, organizations, and networks for individuals with intellectual disabilities, including career, vocational and transitional support to postschool settings with maximum opportunities for decision making and full participation in the community, will also be included. Students will design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school and community activities, including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement will also be developed. Prerequisite: Admission to Major, EDSP 200, EDSP 201, and EDSP 202 Corequisite: EDSP 301, EDSP 400, EDSP 401.

EDSP 403 STUDENT TEACHING IN SPECIAL EDUCATION **6 hours**

Student teaching is an experience in a K-6 classroom for students with mild and moderate disabilities that includes observation and provides for expanding responsibilities, including participation in a broad range of activities of a practitioner in a school. This experience provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student-teaching experience shall continue under the direction of the campus supervisor and the cooperating practitioner, until the student teacher has achieved the stated objectives of the program or the student teaching is terminated. Students will demonstrate competency in the Interstate New Teacher Assessment and Support Consortium standards. Prerequisites: Admission to Student Teaching. Student teaching is a full-time experience in the classroom with learners with disabilities ranging from ages 5-21 that includes observation and provides for expanding responsibilities, including participation in a broad range of activities of a practitioner in a school, and provides for intensive and continuous involvement until the student assumes major responsibility for the full range of teaching duties. The student teaching experience shall continue under the direction of the campus supervisor and the cooperating practitioner, until the student teacher has achieved the states objectives of the program, or the student teaching is terminated. Prerequisite: Admission to Student Teaching.

ENGL 121 LITERARY VENTURES **3 hours**
Reading and writing about literature requires a willingness to take chances. In this class, students will venture to think about texts in ways that will challenge their notions about the world in which we live. Literary genres covered may include poems, short stories, literary nonfiction, graphic narrative, slam poetry, and plays.

ENGL 125 THE CRITICAL MIND **3 hours**
Everyone is a critic, it seems. In the new media age in which opinions can be easily validated, informed discourse about what fills our lives—big and small—still exists. In this course, students will examine classic and contemporary criticism of film, art, literature, corporate and popular culture and, in so doing, will discover the art and craft of criticism itself. They will uncover the value of reasoned commentary, will decipher the best models and will apply what they have learned into their own reviews of culture.

ENGL 127 CONTEMPORARY LITERATURE **3 hours**
Who are the storytellers of our own moment in history? How and to what ends do those stories get told? This course introduces students to contemporary literature written in the past twenty years. Students will investigate several of the topics and themes that characterize contemporary literature, which may include technology, identity, fantasy, and nostalgia, among others.

ENGL 211 ENVIRONMENTAL LITERATURE **3 hours**
This course examines classic and contemporary texts important to the discussion of environmental issues. Students will read, analyze, and discuss the texts and values held within them. Prerequisite: GNED 115 or equivalent.

ENGL 215 LITERARY VOICES: BRITISH AUTHORS **3 hours**
Heroes and Heroines, Desire and Domesticity, Monsters and Magic! Students in this course will explore the power and scale of the British tradition through reading both canonical and non-canonical authors. Prerequisite: GNED 115 or equivalent.

ENGL 218 LITERARY VOICES: U.S. AUTHORS **3 hours**
How have writers in the United States addressed the promises and pitfalls of Manifest Destiny and the “American Dream”? How have their voices shaped, promoted, or challenged the dynamic picture of life in the United States? Students in this course will explore the vast diversity of U.S. literary history through reading both canonical and non-canonical authors. In so doing, students will confront the complexity and diversity that make up the literatures of these United States. Prerequisite: GNED 115 or equivalent.

ENGL 230 GLOBAL VOICES **3 hours**
“Wearing the shoes” of others is integral to this course that delves into concepts such as class, gender, language, religion, cultural habits, age, education (both formal and informal), and assimilation complexities, among others. Such “shoe-wearing” contributes to students’ global awareness and knowledge about themselves and others, thereby promoting empathy. Students engage with readings from a variety of time periods, a variety of voices and a variety of locations outside of England and North America. Prerequisite: GNED 115 or equivalent.

ENGL 280 TOPICS IN LITERATURE **3 hours**
Study of selected texts focusing on a particular literary theme, group, and/or genre. Topics vary in order to accommodate students' needs. Recent topics have included African-American literature, autobiographical writings, regional authors, mystery writers, science fiction and women in literature. Prerequisite: GNED 115 or equivalent.

ENGL 285 PROFESSIONAL PREPARATION AND PRACTICE **3 hours**
This course provides students an opportunity to professionalize and prepare for their post-graduation lives by reflecting on their strengths and preferences, and discerning job activities and careers that might complement these. Students will begin to build a professional portfolio, network with professionals, and conduct mock job searches. Students will finish the course having practiced essential skillsets that will prepare them for future job/career searches. As part of this development of skillsets, students will practice the basics of analysis, critical thinking and advanced writing via the production of professional artifacts. Prerequisite: 6 hours of ENGL courses or consent.

ENGL 330 LITERATURE OF THE NORTHERN HEMISPHERE **3 hours**
Literary themes and influences travel around the globe. This course asks students to engage in literary conversations beyond those confined by nation or time period. By investigating texts through a hemispheric lens, students will analyze how literary and cultural influences affect texts across traditional boundaries of geography and historical era. Prerequisite: ENGL 285 or consent.

ENGL 335 LITERATURE OF THE SOUTHERN HEMISPHERE **3 hours**
Literary themes and influences travel around the globe. This course asks students to engage in literary conversations beyond those confined by nation or time period. By investigating texts through a hemispheric lens, students will analyze how literary and cultural influences affect texts across traditional boundaries of geography and historical era. Prerequisite: ENGL 285 or consent.

ENGL 380 TOPICS IN LITERATURE **3 hours**
Advanced study of selected critical problems in literary texts, choice of which is kept flexible from semester to semester in order to meet current needs and interests of students majoring in English. Prerequisite: ENGL 285 or consent.

ENGL 395/WRTG 395 INTERNSHIP/EXPERIENTIAL EDUCATION **1-3 hours**
Academic credit for professionally-related work experience. No more than 3 credit hours may count toward the English major or Writing minor. No credit hours may be applied to the English minor.

ENGL 440 FOCUSED INQUIRY: AUTHORS **3 hours**
Students in this course study 2-3 major authors, with close attention paid to both their canonical and lesser-known works. The authors selected may provide varying viewpoints on a given literary movement, or may together represent a transition from one point to another in literary history. Through this approach, students will gain a deeper insight into how writers develop, change, and respond to other writers. Prerequisite: ENGL 285 or consent.

ENGL 480 TOPICS IN LITERATURE **3 hours**
Advanced study of selected critical problems in literary texts, choice of which is kept flexible from semester to semester in order to meet current needs and interests of students majoring in English. Prerequisite: ENGL 285 or consent.

ENGL 499 ENGLISH INTEGRATION CAPSTONE **3 hours**
This course focuses on discipline-specific topics and expands to include breadth of knowledge and synthesis. Interdisciplinary integration of knowledge is emphasized. Major outcomes are integral to course assessment. For their senior performance students will revise and expand upon a previously written project and present their findings publicly. Prerequisites: Generally, a student must have achieved junior or senior standing before taking the Capstone course.

ENVS 100 INTRODUCTION TO ENVIRONMENTAL STUDIES **3 hours**
This course introduces students to the interdisciplinary field of environmental studies, which uses natural sciences, social sciences, and humanities to solve problems in resource depletion and environmental degradation. Through readings, discussion, service-learning, and scientific experimentation, students will become familiar with the basic tenets and tools of the field. Two hours lecture, two hours lab.

ENVS 300 CLIMATE CHANGE **3 hours**
This course will clarify the scientific evidence for anthropogenic climate change from perspectives of climatology, biology, and chemistry, as well as environmental consequences of this problem. In addition to the natural sciences, economics, statistics, environmental ethics, and social policy will be explored in understanding the causes of climate change and solutions to problems created by it. Prerequisites: CHEM 111 and either ENVS 100 or BIOL 116.

GNED 101 CU SEMINAR: FIRST-YEAR **1 hour**
This course is designed to support students as they transition to college and lay the foundation for success at Clarke University. Students will familiarize themselves with important campus resources, connect with fellow students, faculty, and staff, and gain a deeper understanding of academic expectations. Additionally, students will reflect on their career and life goals, while developing strategies to achieve them.

GNED 102 CU SEMINAR: TRANSFER AND NON-TRADITIONAL **1 hour**
This course is designed to support transfer and non-traditional students as they transition to and lay the foundation for success at Clarke University. Students will familiarize themselves with important campus resources, connect with fellow students, faculty, and staff, and gain a deeper understanding of academic expectations. Additionally, students will reflect on their career and life goals, while developing strategies to achieve them.

GNED 103 CU SEMINAR: FOUNDATIONS OF SUCCESS 3 HOURS
Designed for adult and professional learners, this course is an introduction to the degree-seeking pathway of the Accelerated Education program at Clarke University. This course will assist students in identifying skills and habits for successful degree completion while familiarizing learners with Clarke resources and support available as they work toward earning their degree. This course will introduce students to the concept of prior learning assessment (PLA). This course is not eligible for transfer equivalency and should be completed in the first term of enrollment by students enrolled in the Accelerated Education Program.

GNED 115 WRITING SEMINAR I **3 hours**
Writing Seminar I is the first of a two-semester first-year writing sequence. In this course, students develop essential writing skills that serve as a foundation for effective communication. Through critical reading, engaging discussions, and guided writing exercises, students hone their ability to articulate ideas clearly and cohesively, as well as build confidence in expressing ideas through writing across multiple contexts.

GNED 116 WRITING SEMINAR II **3 hours**
Writing Seminar II is the second of a two-semester first-year writing sequence that builds upon the foundational skills developed in the first semester. Students will craft research-driven essays, learning how to ethically integrate evidence from multiple sources, engage with complex academic texts, and contribute thoughtfully to academic and professional conversations. Prerequisite: GNED 115 with a grade of C- or better or consent.

HIST 107 UNITED STATES HISTORY I **3 hours**
An investigation into major themes of historical developments in the early years of United States settlement.

HIST 108 UNITED STATES HISTORY II **3 hours**
An investigation into major themes of United States history from the 1870's to the present.

HIST 112 EUROPE: RENAISSANCE, REFORMATION & REVOLUTION **3 hours**
This course will study the religious, political and social transformation of European civilization that occurred between the 14th and 19th centuries. Students will examine events such as the Renaissance, the Protestant Reformation, the growth of the nation-state, the European age of discovery, and the French Revolutions. Pre-Requisite: Any 100-level HIST course or by instructor consent.

HIST 113 ANCIENT WORLDS **3 hours**
HIST 113 is a study of the major cultures that helped shaped the worlds of Europe, Asia, Africa and North America from the Neolithic period through the fall of the Roman Empire. This course is an elective for History majors and minors.

HIST 114 HISTORY THROUGH THE HEADLINES **3 hours**
HIST 114, History through Headlines, will help students to better understand the impact that history and politics have on the major issues in the U.S. and in our world today. This class will serve as an elective for history majors and minors. There is no pre-requisite for this course.

HIST 201 HISTORIANS FOR HIRE **3 hours**
The study of history can lead to many careers. HIST 201 will help students to identify some of those careers including education, historical preservation, public history and law, to name a few. Required for majors and minors. Pre-requisite: Any 100-level HIST course or by instructor consent.

HIST 205 MODERN ASIAN HISTORY **3 hours**
An investigation into the political, economic and social development of Asia as a world force. Prerequisite: Any 100-level HIST course or by instructor consent.

HIST 208 MODERN LATIN AMERICAN HISTORY **3 hours**
An investigation into the political, economic and social development of Latin American countries. Prerequisite: Any 100-level HIST course or by instructor consent.

HIST 215 ENVIRONMENTAL HISTORY **3 hours**
An investigation into the major themes that characterize the historical relationship between humanity and the environment. Prerequisites: Any 100-level HIST course or by instructor consent.

HIST 300 INTERPRETING THE PAST **3 hours**
An advanced analysis of major issues/topics in history. Subject matter will vary. Students may repeat this course for credit. Required for majors. Any 200-level HIST course or by instructor consent.

HIST 303 HISTORY OF THE ERASED **3 hours**
All groups of people contribute to their society, yet certain groups of people's contributions are more likely to be studied. This course will examine historical information and histories of groups whose contributions have been erased. It will also examine what impacts a historian's ability to access these groups' contributions and the historians' willingness or desire to learn about these groups' contributions. Much of the content will explore women's contributions to US history. We will also consider other groups, such as minority religious groups, the working class and the poor, etc. Prerequisite: Any 200-level HIST course or by instructor consent.

HIST 304 HOLOCAUST AND GENOCIDES **3 hours**
The Jewish Holocaust during World War 2 is one of the best-known events of the 20th century. However, it was just one of several genocidal events that occurred during the span of roughly 150 years. In HIST 304 students will study those events in an attempt to better understand the factors that lead a society to commit genocidal acts. Pre-requisite: any 200-level history course or by consent.

HIST 305 HISTORY THROUGH MEMORY **3 hours**

Memory is one of our most important historical resources. Using oral history – recorded conversations between a historian and a subject – students will learn the value of the stories and personal experiences of average people and their interactions with the past. HIST 305 is a hands-on class whereby students will learn what oral history is, as well as the process of collecting, preserving and interpreting the stories that people tell about their lives. Pre-requisite: any 200-level history course or by consent.

HIST 308 NATIVE AMERICAN HISTORY **3 hours**

Native American History will survey the stories of native peoples in North America from the pre-Columbian period to the present. These perspectives, while dealing primarily with those peoples within the modern-day United States, will also cross boundaries to include the stories of peoples in Canada and Meso-America. Pre-requisite: any 200-level history course or by consent.

HIST 309 LOCAL HISTORY **3 hours**

Local history demonstrates the impact that national and world events have had on individuals. Students in HIST 309 will study some of these events through the lens of locally-produced primary materials including newspaper articles, plat maps, letters, etc. Pre-requisite: Any 200-level HIST course or by instructor consent.

HIST 499 HISTORY CAPSTONE **3 hours**

This course focuses on personal introspection regarding the knowledge and practical skills acquired through the study of history. Students engage in independent research resulting in a public presentation of historical analysis and interpretation. Major outcomes are integral to course assessment. Prerequisite for HIST 499: HIST 300.

HLTH 122 INTRODUCTION TO NUTRITION **2 hours**

Introductory course that presents the basic nutrients, current dietary recommendations and guides to diet planning. Emphasis is placed on the metabolic functions of nutrients in relation to the normal health needs of individuals in all phases of life. A brief overview of the relation between nutrition and illness is included.

HLTH 212 HEALTH ASSESSMENT* **3 hours**

The basic principles and skills of health assessment of individuals are taught along the continuum of age. This course uses a holistic approach with attention to cultural diversity. History taking, physical assessment, interview processes, and patient-teaching skills are learned and practiced. Medical terminology will be reinforced and emphasized. Laboratory experience is included in this course. Prerequisite or co-requisite: BIOL 211 or consent of the nursing department.

HLTH 222 PRINCIPLES OF PHARMACOLOGY **3 hours**
Classifications, specific medications and principles of drug actions are discussed. Skills related to mathematical calculations and administration of medications are taught and practiced. Discussion of the role of drugs in restoring health, preventing illness and enhancing life provides exposure to pharmacologic and nursing concepts while building a foundation for decision making necessary to integrate drug management into health care plans for clients. Prerequisite: Admission to the nursing major or consent of the nursing department.

HLTH 233 TRANSCULTURAL HEALTH CARE **3 hours**
The theory, concepts, and beliefs about health and illness of a variety of health care populations are presented. Emphasis is on gaining knowledge of various cultures, their health care beliefs, practices, values, and family dynamics. The course is applicable across several disciplines such as religion, psychology, sociology, nursing, medicine, and anthropology, by providing not only a health care perspective but also a historical and biotechnological approach for transcultural health care. Laboratory/clinical experience is included in this course. Prerequisite: PHIL 110 and RELS 100.

HLTH 313 PATHOPHYSIOLOGY **3 hours**
Pathophysiology studies the dynamic aspects of bodily adaptation to disruptions of normal physiology. As part of the physiological adaptive mode, these bodily responses are manifested as physiologic coping. The etiologic link to disruptions and these responses is essential to understanding the rationale for clinical therapy and provide a foundation for related nursing diagnosis. Prerequisite: BIOL 211, BIOL 212; junior standing in nursing or consent of the nursing department.

HLTH 503 ADVANCED HEALTH ASSESSMENT **3 hours**
Assessing the health/illness status of clients as advanced practice nurses requires synthesis and integration of knowledge from the natural and behavioral sciences, the humanities and nursing. This course focuses on comprehensive history taking and physical examination of the client, including developmental, psychosocial, cultural, occupational, and physical assessment. Laboratory experiences will focus on advanced diagnostic testing procedures and collection of history and physical data as well as the application of critical thinking and diagnostic reasoning in clinical decision making reflecting accurate differential diagnoses.

HLTH 503L ADVANCED HEALTH ASSESSMENT LAB **0 hour**
Advanced health assessment, critical thinking and diagnostic reasoning skills in clinical decision making are the foundation of advanced practice nursing. This course provides the novice student with the opportunity to apply knowledge and skills acquired in HLTH 503.

HLTH 505 ADVANCED PHARMACOLOGY **3 hours**
Comprehensive management and evaluation of the health/illness status of the client by advanced practice nurses requires application of pharmacological interventions in clinical decision making. This course focuses on pharmacodynamics, pharmacotherapeutics, and selected pharmacological interventions as applied to the management of client illnesses with attention to safety, cost, simplicity, efficacy, and acceptability.

HLTH 506 PSYCHOPHARMACOLOGY **3 hours**
This course is designed to provide psychiatric mental health nurse practitioners with the knowledge of pharmacotherapeutics for common and acute psychiatric disorders. Building on the student's knowledge of pharmacokinetics and pharmacotherapeutics, content includes medications used for the diagnosis and treatment of a variety of mental health disorders. Through application of current scientific knowledge of psychopharmacology and its application to clinical problems, emphasis will be placed on monitoring the physiological, psychiatric and behavioral responses to psychotropic medications.

HLTH 515 ADVANCED PATHOPHYSIOLOGY **3 hours**
Diagnosis and management of acute and chronic diseases through the synthesis of knowledge from natural, behavioral, medical, and nursing sciences is central to advanced nursing practice. This course focuses on understanding each human biological system at a cellular level and subsequent identification of pathological mechanisms that manifest themselves as acute and chronic diseases.

HLTH 605 EPIDEMIOLOGY **3 hours**
This course covers epidemiology, modeling, and public health surveillance across a spectrum of infectious disease. It also provides an introduction into investigation of outbreaks. The course will enable the advanced practice nurse to develop a knowledge base to address issues of health and illness of a population.

HLTH 610 HEALTH CARE ECONOMICS **3 hours**
This course will examine healthcare economics and the impact of social justice and social welfare on health care environments and businesses. The relationship of economic issues, health finance and reimbursement, cost benefit analysis and health care entrepreneurism will be explored. Relevant concepts and analyses of financial practice within the context of health care organizations will be explored.

HLTH 615 HEALTH POLICY LEADERSHIP **3 hours**
This course will examine health policy and leadership and will provide the opportunity to perform a policy analysis on a current issue in health care. Topic covered will include current issues in health policy, policy analysis, strategic planning and leadership.

HWBS 103 MEDICAL TERMINOLOGY **1 hour**
Students will learn medical terminology and the use of medical terminology within a variety of healthcare settings.

HWBS 133 DYNAMICS OF HEALTH AND NUTRITION **3 hours**
Students will be introduced to foundational principles in health, wellness, and nutrition in relationship to healthy lifestyles. Students will explore the decision-making processes necessary to integrate basic counseling, and referral skills.

HWBS 395 INTERNSHIP **1-3 hours**
Individual internships on campus and/or off campus will be supervised for practical experience. No more than three credit hours may be applied to the major without approval of department chair. Prerequisite: Instructor consent.

HWBS 420 RESEARCH IN HEALTH, WELLNESS AND BEHAVIORAL SCIENCES **3 hours**
Students will examine research designs commonly used in health, wellness and behavioral sciences. Students will analyze research ethics, measurement methods, sampling, generalizability, reliability, validity and statistics as they create their own research study. Prerequisite: MATH 120, Junior or Senior standing in the HWBS major and instructor consent.

HWBS 495 PRACTICUM **1-3 hours**
Students will apply and analyze knowledge and skills in order to create entry-level professional objectives in supervised and mentored, individual experience(s) on and/or off campus. No more than three credit hours may be applied to the major without approval of program director or department chair. Prerequisite: Instructor consent.

HWBS 499 CAPSTONE **3 hours**
Students will evaluate discipline-specific topics, such as administrative principles, current issues, and management practices necessary for obtaining and working in a health, wellness and behavioral sciences career. Students will expand their breadth of knowledge and synthesis skills. Culminating and interdisciplinary integration of knowledge and research is emphasized for professional preparedness. Prerequisite: Junior or Senior standing in the HWBS major and instructor consent.

MATH 005 ELEMENTARY ALGEBRA **3 hours**
Students learn the numeric and algebraic skills necessary for future mathematics work. The focus is on the development of the real number system with emphasis on relationships and applications. This computer-assisted course utilizes a self-paced learning environment. Motivated students who complete both MATH 005 and MATH 090 in one semester may be eligible to earn 6 credits. Credit for this course does not count toward the 120 credits required for graduation. Students must receive a grade of at least C- in this course to enroll in a higher level math course. Students who are enrolled in this course may use it to fulfill athletic and financial aid eligibility. Prerequisite: Placement Assessment or instructor consent.

MATH 090 INTERMEDIATE ALGEBRA **3 hours**
Explores linear, quadratic, exponential and logarithmic functions. This course may include polynomial functions of higher order, rational functions and systems of equations. Students develop their skills by approaching functions numerically, algebraically, graphically and verbally. This computer-assisted course utilizes a self-paced learning environment. Motivated students who complete either both MATH 005 and MATH 090 or both MATH 090 and MATH 117 in one semester may be eligible to earn 6 credits. Credit for this course does not count toward the 120 credits required for graduation. Students must receive a grade of at least C- in this course to enroll in a higher level math course. Students who are enrolled in this course may use it to fulfill athletic and financial aid eligibility. Prerequisite: Placement Assessment or instructor consent.

MATH 105 FOUNDATIONS OF MATHEMATICS I **3 hours**
Strengthens the mathematical background of future elementary teachers. Using hands on activities, students will gain confidence and develop enthusiasm for classroom mathematics. Topics include mathematical reasoning; numbers and operations; and algebra and number patterns.

MATH 106 FOUNDATIONS OF MATHEMATICS II **3 hours**
A continuation of MATH 105. Topics include mathematical reasoning; numbers and operations; algebra and number patterns; geometry; measurement; and data analysis and probability. Prerequisite: MATH 105 or instructor consent.

MATH 110 MATH AS A LIBERAL ART **3 hours**
Enables students to appreciate mathematics in the world around them. The emphasis is on reading, writing and conceptual understanding as opposed to rote skills. Topics may include networks, voting, games, statistics, coding, tiling, symmetry and patterns, infinity, personal finance, and the fourth dimension.

MATH 117 PRECALCULUS WITH ALGEBRA **3 hours**
Oriented to preparation for calculus, this course continues the exploration of functions, including algebraic, exponential, and trigonometric functions. Students learn about functions through symbolic, numerical, graphical and verbal techniques. This computer-assisted course utilizes a self-paced learning environment. Motivated students who complete both MATH 090 and MATH 117 in one semester may be eligible to earn 6 credits. This course may not be taken for credit if a grade of C or above was achieved in a higher mathematics course (with the single exception of MATH 120 Statistics). Students must receive a grade of at least C- in this course to enroll in a higher level math course (with the single exception of MATH 120 Statistics). Prerequisites: Placement Assessment or instructor consent.

MATH 120 STATISTICS **3 hours**
Using technology and real-world data, this course explores descriptive and inferential statistics in preparation for research in various fields of study. A TI-83 graphing calculator or equivalent may be required. Prerequisite: CS 110, Placement Assessment, or instructor consent.

MATH 125 CALCULUS I **4 hours**
Includes the study of functions via rates of change. The main tool is the derivative, and it is approached from algebraic, numerical and graphical points of view. There are applications of differentiation and an introduction to integration. Prerequisite: High school level precalculus or MATH 117, Placement Assessment, or instructor consent.

MATH 226 CALCULUS II **4 hours**
Sequel to MATH 125 Calculus I, in which functions are studied via integration. Topics include applications of the definite integral and an introduction to infinite series and differential equations. Prerequisite: MATH 125 or instructor consent.

MATH 230 STATISTICS FOR MAJORS **3 hours**
This course explores the statistical concepts in the MATH 120 course at a depth more appropriate for mathematics majors and minors. Prerequisite: CS 110, Placement Assessment, or instructor consent.

MATH 327 CALCULUS III **3 hours**
Involves the study of multivariable calculus from algebraic, numerical and graphical points of view. Included are applications of differentiation and integration, vectors, parametric curves and surfaces. A TI-83 graphing calculator or equivalent may be required. Prerequisite: MATH 226 or instructor consent.

MATH 333 LINEAR ALGEBRA **3 hours**
The study of vector spaces, linear systems of equations, linear transformations, matrices, determinants and eigenvectors. This course is offered every other year. Prerequisite: MATH 125 or instructor consent.

MATH 336 GEOMETRY SEMINAR **3 hours**
Topics include Euclidean and non-Euclidean geometries. Emphasis is on student exploration, communication and research skills. This course is offered every other year. Prerequisite: Two MATH courses level 200 or above, or instructor consent.

MATH 340 PROBABILITY **3 hours**
Covers probability, discrete and continuous distributions, sampling distributions and the Central Limit Theorem. The course is calculus-based, and is offered every other year. Prerequisite: MATH 120, MATH 230, MATH 125, or instructor consent.

MATH 343 NUMBER THEORY **3 hours**
Topics might include properties of numbers, divisibility, Euclidean algorithm, prime numbers, congruences, continued fractions, Diophantine equations and residues. This course is offered every other year. Prerequisite: MATH 120, MATH 230, MATH 125, PHIL 310, or instructor consent.

MATH 443 ABSTRACT ALGEBRA **3 hours**
Includes the study of abstract algebraic structures, including groups, rings and fields. This course is offered every other year. Prerequisites: MATH 125, any 300 level MATH course, PHIL 310, or instructor consent.

MATH 499 CAPSTONE: MATHEMATICS SEMINAR **3 hours**
This course focuses on discipline-specific topics and expands to include breadth of knowledge and synthesis. Interdisciplinary integration of knowledge and research is emphasized. Major outcomes are integral to course assessment. Prerequisites: Generally, a student must have achieved senior standing before taking the Capstone course, MATH 333 Linear Algebra, MATH 336 Geometry Seminar, and instructor consent.

MBA 506 ORGANIZATIONAL MANAGEMENT **4 hours**
Organizational Management is a course that addresses the management of organizations from the perspective of structure, process and behavior. Topics include the design of organizations for goal achievement, the design of jobs, individual and group motivation, team building, leadership, communication, decision-making and organizational change and development.

MBA 507 MARKETING MANAGEMENT **4 hours**
This course examines the formation of marketing strategy from a managerial perspective using case studies and a marketing simulation. Topics include target market identification, product planning, channel development, promotion and price strategy, and current marketing practices.

MBA 508 HUMAN RESOURCE MANAGEMENT **4 hours**
This course provides an in-depth analysis of human resource management and employment relations in organizations. The course looks at the many interdependencies from an organization's internal and external environment acting on employment relations and human resource decision making. Topics include strategic planning, staffing, performance management, compensation and benefits, training, and development, outsourcing, retention and turnover, and selected public policy issues pertaining to employment.

MBA 510 PROJECT MANAGEMENT **4 hours**
This course addresses the managerial discipline of project and operational management. It involves planning, directing and controlling a cross-functional team to create a unique product or service. Topics include the selection of the project manager, work breakdown structure, setting objectives, PERT, CPM, and Gant charting, controlling, motivation, reporting procedures, and project termination. Other topics include systems theory, quality management, and the theory of constraints.

MBA 511 MANAGERIAL ACCOUNTING AND FINANCE **4 hours**
This course addresses the accounting and financial dimensions of decision making. Students focus on planning, cost management, and managerial accounting and finance concepts. Topics include capital budgeting, working capital management, product costing and relevant costs for decision analysis.

MBA 541 ASSESSING AND DEVELOPING LEADERSHIP STYLES **4 hours**
This course is designed to look at contemporary theories of leadership. MBA students will analyze and enhance their critical thinking abilities by comparing leadership theories. Students will evaluate the strengths and limitations of the leadership models covered in the course. Further, they will assess the various aspects of character including students developing a personal mission, examining their values, purpose, goals, and personal strategies. Students will develop a profile of their leadership abilities through self-assessment instruments as well as personal reflection. Special emphasis will be on strengthening the self-knowledge, skills and abilities that will enable the MBA graduate to provide effective leadership in a variety of professional settings.

MBA 542 STRATEGIC PLANNING & LEADERSHIP COMMUNICATION **4 hours**
This course develops students' skills and abilities in strategic management and leadership who will serve as leaders of organizations or as entrepreneurs. Rooted in principles of strategic communication and ethical persuasion, this course advances students' individual leadership skills and abilities, as well as their ability to support the achievement of organizational goals. This course requires students to commit to the process of their own strategic growth as persuasive leaders, and to help foster the growth and development of fellow learners.

MBA 543 LEADING & BUILDING EFFECTIVE TEAMS **4 hours**
This course will explore the theory and practice of group and team dynamics and development. Students will gain an understanding of team development within organizations and contemporary team building strategies.

MBA 554 MANAGEMENT ISSUES IN THE SPORT BUSINESS INDUSTRY **4 hours**
This course will examine the diverse and complex nature of sport/ business industry by providing an overview of the legal, ethical, and cultural issues that are of particular concern to sport/business managers. In addition, the course will expose students to the legal standards, principles and practices that can be applied to the various management challenges that exist within the sports world.

MBA 555 SPORT FINANCE **4 credit hours**
This course is designed to provide an overview of managing financial issues in the sport business industry. Emphasis is placed on examining the impact of change on stakeholders, and on connecting financial issues and trends with the success of sport organizations.

MBA 556 MARKETING COMMUNICATION IN THE SPORT BUSINESS INDUSTRY **4 hours**

This course explores how integrated marketing communication (IMC) strategies can be used by sport properties to influence target audiences and to effect change within sport business organizations. Emphasis is placed on the implementing research, media, and message elements to create of an effective marketing campaign.

MBA 580 SPECIAL TOPICS **1-4 hours**

Current topics related to Business Administration are studied. Topics will vary based on the needs of students and interests of the faculty.

MBA 599 GLOBAL STRATEGIC MANAGEMENT CAPSTONE **4 hours**

This capstone course focuses on strategic planning and the ethical dimensions of formulating and implementing corporate policies in the global environment. It combines the necessities of the future with an organization's desires and capabilities. Topics include the strategic management process, competitive analysis, evaluating company resources and competitive capabilities, ethical issues to be considered in making responsible corporate decisions, and matching and implementing strategies to a company's situation. Prerequisite course requirements: MBA 506, MBA 507, MBA 511, and (MBA 508 or MBA 510)

MUSC 100 RECITAL CLASS **0 hours**

Studio and program seminar for discussion of issues relative to musical study and performance. Provides opportunities for solo performance, practice and evaluation prior to public recitals and concerts.

MUSC 105 CHORUS **0-1 hour**

Reading and study of choral literature from all style periods. Rehearsal and preparation for public concerts and special events. Prerequisite: Placement audition or instructor consent.

MUSC 106 WIND ENSEMBLE **0-1 hour**

Reading and study of instrumental literature concentrating on 20th-century and American composers. Rehearsal and preparation for public concerts and special events. Prerequisite: Placement audition or instructor consent.

MUSC 108 STRING ORCHESTRA **0-1 hour**

Reading and study of string orchestral literature from all style periods. Rehearsal and preparation for public concerts and special events. Prerequisite: Audition.

MUSC 111 CLASS VOICE **1 hour**

Vocal techniques for beginning singers wanting to acquire basic vocal skills. Intended for non-music majors or instrumentalists. Normally limited to two semesters. Additional fee.

MUSC 112 CLASS PIANO **1 hour**
Keyboard techniques for beginning pianists. Intended for non-music majors. Normally limited to two semesters. Additional fee.

MUSC 113 KEYBOARD SKILLS **1 hour**
Development of keyboard skills necessary to meet the keyboard proficiency requirement for all music majors. Includes preparation, sight-reading and improvisation. Intended for music majors only. Normally limited to four semesters.

MUSC 121 MUSIC FUNDAMENTALS **3 hours**
Introduction to the elements of music: staff, clefs, key signatures, scales, intervals, meter and rhythm, chords and musical forms. Keyboard applications. Intended for non-music majors.

MUSC 124 ART OF LISTENING **3 hours**
How to listen to Western art music. Includes some popular music and music of other cultures. Study of representative compositions, styles, and forms.

MUSC 127 THEATER MUSIC **3 hours**
A survey of theater music highlighting musicals and opera. Extensive use of videos and recordings with emphasis on listening.

MUSC 131 APPLIED STUDIES: VOICE **1 hour**
Basic study of vocal technique through vocalises and song literature from different style periods. This course is intended for both first year music majors and general students. Private instruction. Additional fee. Prerequisite: Instructor or Music Program Director consent.

MUSC 132 APPLIED STUDIES: KEYBOARD **1 hour**
Basic studies in piano or organ techniques and literature from different style periods. This course is intended for both first year music majors and general students. Private instruction. Additional fee. Prerequisite: Instructor or Music Program Director consent.

MUSC 134 APPLIED STUDIES: STRINGS **1 hour**
Basic studies in string techniques and literature. This course is intended for both first year music majors and general students. Private instruction. Additional fee. Prerequisite: Instructor or Music Program Director consent.

MUSC 135 APPLIED STUDIES: WOODWINDS **1 hour**
Basic studies in woodwind techniques and literature. This course is intended for both first year music majors and general students. Private instruction. Additional fee. Prerequisite: Instructor or Music Program Director consent.

MUSC 136 APPLIED STUDIES: BRASS **1 hour**
Basic studies in brass techniques and literature. This course is intended for both first year music majors and general students. Private instruction. Additional fee. Prerequisite: Instructor or Music Program Director consent.

MUSC 137 APPLIED STUDIES: PERCUSSION **1 hour**
Basic studies in percussion techniques and literature. This course is intended for both first year music majors and general students. Private instruction. Additional fee. Prerequisite: Instructor or Music Program Director consent.

MUSC 138 COMPOSITION I **1 hour**
Study of compositional methods and applications of electronic music equipment and software. Includes analysis and writing of smaller forms for piano, voice and other instruments.

MUSC 139 APPLIED STUDIES: GUITAR **1 hour**
Basic studies in guitar techniques and literature. This course is intended for both first year music majors and general students. Private instruction. Additional fee. Prerequisite: Instructor or Music Program Director consent.

MUSC 141 ITALIAN DICTION **1 hour**
A concise reference guide to the International Phonetic Alphabet used in the transcription and pronunciation of Italian for singers. Prerequisite: MUSC 105, 131, or instructor consent.

MUSC 142 GERMAN DICTION **1 hour**
A concise reference guide to the International Phonetic Alphabet used in the transcription and pronunciation of German for singers. Prerequisite: MUSC 105, 131, or instructor consent.

MUSC 143 FRENCH DICTION **1 hour**
A concise reference guide to the International Phonetic Alphabet used in the transcription and pronunciation of French for singers. Prerequisite: MUSC 105, 131, or instructor consent.

MUSC 161 MUSIC THEORY I **3 hours**
Introduction to the theoretic concepts of music in the common practice period. Diatonic, melodic and harmonic organization; beginning part-writing techniques and analysis. Keyboard applications. Co-requisite: MUSC 162 if a music major. No co-req for non-music majors.

MUSC 162 SIGHT-SINGING/EAR TRAINING I **1 hour**
Basic diatonic melodies and harmonies. Rhythmic syncopation and subdivision of the beat. Co-requisite: MUSC 161 or instructor consent.

MUSC 171 HISTORY AND LITERATURE OF MUSIC I: WORLD MUSIC **3 hours**
An introduction to music around the world, including ways of listening to, understanding, and describing musical style, as well as examining the role of music traditions in society.

MUSC 208 OPERA WORKSHOP **1 hour**
Analysis and performance of roles for the lyric stage. Prerequisite: MUSC 131 or audition.

MUSC 231 VOICE **1-2 hours**
Development of vocal technique and artistry through the study of vocalises and song literature from different style periods. Private instruction. Additional fee. Prerequisite: MUSC 131, for music majors only.

MUSC 232 KEYBOARD **1-2 hours**
Development of techniques necessary for the artistic performance of piano or organ works from various style periods. Private instruction. Additional fee. Prerequisite: MUSC 132, for music majors only.

MUSC 234 STRINGS **1-2 hours**
Development of techniques necessary for the artistic performance of literature written for stringed instruments. Study and performance of string literature from various style periods. Private instruction. Additional fee. Prerequisite: MUSC 134, for music majors only.

MUSC 235 WOODWINDS **1-2 hours**
Development of techniques necessary for the artistic performance of literature written for woodwind instruments. Study and performance of woodwind literature from various style periods. Private instruction. Additional fee. Prerequisite: MUSC 135, for music majors only.

MUSC 236 BRASS **1-2 hours**
Development of techniques necessary for the artistic performance of literature written for brass instruments. Study and performance of brass literature from various style periods. Private instruction. Additional fee. Prerequisite: MUSC 136, for music majors only.

MUSC 237 PERCUSSION **1-2 hours**
Development of techniques necessary for the artistic performance of literature written for percussion instruments. Study and performance of percussion literature from various style periods. Private instruction. Additional fee. Prerequisite: MUSC 137, for music majors only.

MUSC 238 COMPOSITION **1-2 hours**
Analysis of works and writing for smaller ensembles. The student will complete either one work for acoustic instruments and one work in the electronic medium or two works for acoustic instruments. Focuses on the general principles of writing for a variety of instruments and texture types. Private instructor. Additional fee. Prerequisite: MUSC 138 or instructor consent.

MUSC 239 GUITAR **1-2 hours**
Development of techniques necessary for the artistic performance of literature written for the classical guitar. Study and performance of guitar literature from various style periods. Private instruction. Additional fee. Prerequisite: MUSC 139, for music majors only.

MUSC 244 INSTRUMENTAL TECHNIQUES: STRINGS **1 hour**
Techniques for playing and teaching stringed instruments. Their uses and function in music literature. Required for music education major.

MUSC 245 INSTRUMENTAL TECHNIQUES: WOODWINDS **1 hour**
Techniques for playing and teaching woodwind instruments. Their use and function in music literature. Required for music education major.

MUSC 246 INSTRUMENTAL TECHNIQUES: BRASS **1 hour**
Techniques for playing and teaching brass instruments. Their uses and function in music literature. Required for music education major.

MUSC 247 INSTRUMENTAL TECHNIQUES: PERCUSSION **1 hour**
Techniques for playing and teaching percussion instruments. Their uses and function in music literature. Required for music education major.

MUSC 261 MUSIC THEORY II **3 hours**
Continuation of the study of music in the common practice period. Advanced part-writing techniques, seventh chords, modulation, secondary dominants and analysis. Keyboard applications. Prerequisites: MUSC 161 and MUSC 162. Co-requisite: MUSC 262 or instructor consent.

MUSC 262 SIGHT-SINGING/EAR TRAINING II **1 hour**
More difficult diatonic melodies and harmonies. Rhythmic syncopation and subdivision of the beat. Prerequisites: MUSC 161/162. Co-requisite: MUSC 261.

MUSC 271 HISTORY AND LITERATURE OF MUSIC II: MUSIC IN THE USA **3 hours**
A survey of folk, popular, and classical music from colonial times to present, including music of Native American, African American, Hispanic American and other influential non-Western cultures.

MUSC 305 CHORUS **0-1 hour**
Reading and study of choral literature from all style periods. Rehearsal and preparation for public concerts and special events. Students are expected to demonstrate a high level of technical skill, artistic expression and leadership within the ensemble resulting from their previous experience in music courses, lessons and/or ensembles. Prerequisites: MUSC 105, MUSC 131 or consent.

MUSC 306 ADVANCED CHAMBER ENSEMBLE **0-1 hour**
Reading and study of instrumental literature from all style periods. Rehearsal and preparation for public concerts and special events. Students are expected to demonstrate a high level of technical skill, artistic expression,and leadership within the ensemble resulting from their previous experience in music courses, lessons and/or ensembles. Prerequisites: MUSC 106, private lessons (MUSC 134, MUSC 135, MUSC 136, MUSC 137, or MUSC 139), or consent.

MUSC 308 STRING ORCHESTRA **0-1 hour**
Advanced reading and study of orchestral literature of varied styles. Rehearsal and preparation for public concerts and special events. Students are expected to demonstrate a high level of technical skill and artistic expression within the ensemble. Prerequisite: MUSC 108, private lessons MUSC 134, and/or consent.

MUSC 315 PIANIST AS COLLABORATOR **1 hour**
The development of technical and stylistic techniques as a collaborative pianist. Repertoire includes solo vocal, solo instrumental, score reduction, and choral literature. Prerequisites: Sophomore standing, MUSC 132, and consent.

MUSC 331 VOICE **1-2 hours**
Development of advanced vocal technique and artistry through the study of vocalises and song literature from different style periods. Private instruction. Additional fee. Ordinarily taken during junior and senior years. Prerequisites: Program acceptance and MUSC 231.

MUSC 332 KEYBOARD **1-2 hours**
Development of advanced techniques necessary for the artistic performance of piano or organ works from various style periods. Private instruction. Additional fee. Ordinarily taken during junior and senior years. Prerequisites: Program acceptance and MUSC 232.

MUSC 334 STRINGS **1-2 hours**
Development of advanced techniques necessary for the artistic performance of literature written for string instruments. Prerequisites: Program acceptance and MUSC 234.

MUSC 335 WOODWINDS **1-2 hours**
Development of advanced techniques necessary for the artistic performance of literature written for woodwind instruments. Study and performance of woodwind literature from various style periods. Private instruction. Additional fee. Ordinarily taken during junior and senior years. Prerequisites: Program acceptance and MUSC 235.

MUSC 336 BRASS **1-2 hours**
Development of advanced techniques necessary for the artistic performance of literature written for brass instruments. Study and performance of brass literature from various style periods. Private instruction. Additional fee. Ordinarily taken during junior and senior years. Prerequisites: Program acceptance and MUSC 236.

MUSC 337 PERCUSSION **1-2 hours**
Development of advanced techniques necessary for the artistic performance of literature written for percussion instruments. Study and performance of percussion literature from various style periods. Private instruction. Additional fee. Ordinarily taken during junior and senior years. Prerequisites: Program acceptance and MUSC 237.

MUSC 338 COMPOSITION **1-2 hours**
Analysis and writing of larger forms for piano, voice and/or other instruments. The student will complete either two works for acoustic instruments and one work in the electronic medium or three works for acoustic instruments. Focuses on the general principles of writing for a variety of instruments and texture types necessary for all composition and music education students. Private instructor. Additional fee. Prerequisites: Program acceptance and MUSC 238.

MUSC 339 GUITAR **1-2 hours**
Development of advanced techniques necessary for the artistic performance of literature written for the classical guitar. Study and performance of guitar literature from various style periods. Private instruction. Additional fee. Ordinarily taken during junior and senior years. Prerequisites: Program acceptance and MUSC 239.

MUSC 341 GENERAL MUSIC METHODS **3 hours**
Study of methodologies and best practice strategies for teaching and materials relevant for planning and implementing musical experiences in the music classroom from elementary to secondary level. Includes a 20-hour field experience at the elementary and/or middle school level. Offered for music majors and minors. Prerequisites: Admission to teacher education, and MUSC 171/271, MUSC 161/162, MUSC 261/262, or consent.

MUSC 343 CHORAL METHODS **3 hours**
Study of methodologies and best practice teaching strategies and materials relevant for planning and implementing musical experiences in the choral classroom from elementary to secondary level. Advanced conducting skills and rehearsal techniques will be developed with a discussion of age-appropriate literature. Includes a 20-hour field experience at the middle and/or secondary school level. Prerequisites: Admission to teacher education, and MUSC 361/362, MUSC 371, MUSC 355, or consent.

MUSC 345 INSTRUMENTAL METHODS **3 hours**
Study of methodologies and best practice teaching strategies and materials relevant for planning and implementing musical experiences in the instrumental classroom from elementary to secondary level. Advanced conducting skills and rehearsal techniques will be developed with a discussion of age-appropriate literature. Includes a 20-hour field experience at the middle and/or secondary school level. Prerequisites: Admission to teacher education, and MUSC 361/362, MUSC 371, MUSC 355, or consent.

MUSC 355 CONDUCTING I **2 hours**
Principles and methods for teaching choral and instrumental groups. Selection and interpretation of music literature. Conducting techniques. Prerequisite: MUSC 261/262.

MUSC 361 MUSIC THEORY III **3 hours**
Study and analysis of the music in late common practice period. Chromaticism, altered chords, advanced modulation. Keyboard applications. Prerequisites: MUSC 261/262. Co-requisite: MUSC 362 or consent.

MUSC 362 SIGHT-SINGING/EAR TRAINING III **1 hour**
Chromaticism, modulation to closely-related keys. Continuation of rhythmic skill development. Prerequisites: MUSC 261/262. Co-requisite: MUSC 361.

MUSC 365 COUNTERPOINT **2 hours**
Techniques used in the combination of two or more independent parts. Listening, analysis, composition. Prerequisites: MUSC 261/262.

MUSC 367 ORCHESTRATION AND ARRANGING **2 hours**
Study of the technical capacity, timbre and effective range of instruments and their use in combination. Scoring for instrumental and vocal groups. Prerequisites: MUSC 261/262.

MUSC 371 HISTORY AND LITERATURE OF MUSIC III: WESTERN MUSIC ANTIQUITY TO 1750 **3 hours**
A survey of Western art music from antiquity through the early Baroque era. Prerequisites: MUSC 261/262, MUSC 271 or consent.

MUSC 461 MUSIC THEORY IV **3 hours**
Study and analysis of late-Romantic, Impressionistic and 20th-century music. Keyboard applications including improvisation and composition. Prerequisites: MUSC 361/362. Co-requisite: MUSC 462 or consent.

MUSC 462 SIGHT-SINGING/EAR TRAINING IV **1 hour**
More difficult chromaticism and modulation. Continuation of rhythmic and improvisatory skill development. Prerequisite: MUSC 361/362. Co-requisite: MUSC 461.

MUSC 471 HISTORY AND LITERATURE OF MUSIC IV: WESTERN MUSIC 1750 TO PRESENT **3 hours**
A survey of Western art music from the late Baroque era to the present. Includes the influence of world music and culture on Western art music. Prerequisite: MUSC 261 and 262, and MUSC 371 or consent.

MUSC 499 CAPSTONE: MUSIC **3 hours**
This course focuses on topics specific to music and expands to include a breadth of knowledge and synthesis of ideas and skills. Interdisciplinary integration of knowledge and research is emphasized. Program outcomes are integral to course assessment. Prerequisites: Music major, senior standing, MUSC 461 and MUSC 471.

NTFS 110 INTRODUCTION TO FOOD SCIENCE **3 hours**
Introduces basic principles of food science and aspects of food production through presentations, discussions, farm and industry visits and practical applications in the laboratory. Students will be acquainted with food terminology, safety and regulation. Students will investigate the cultural and social issues involving food through hands-on experiences. Two hours lecture, two hours laboratory. Prerequisite: None.

NTFS 210 FUNDAMENTALS OF FOOD PROCESSING **3 hours**
Students learn how food properties including nutrition and nutrient bioavailability are affected by food preservation, processing techniques and packaging. Underlying food engineering principles including material and energy flow are explored both in the course and in the laboratory. Two hours lecture, two hours laboratory. Prerequisite: NTFS 110, ACT Math subscore of 22 or higher, or successful completion of MATH 090 or equivalent.

NTFS 233 FOOD AND NUTRITION LAB **2 hours**
The laboratory introduces students to methods of food analysis and elements of food safety including commonly encountered food pathogens and tests to detect them. Three hours lecture/laboratory. Pre/Co-requisite: HWBS 133 or HLTH 122.

NTFS 275 FERMENTATION **3 hours**
This course examines fermentation in multiple contexts: chemical and physical changes in food, biological and cultural evolution, health and nutrition, and economics. Students will learn fermentation techniques and the scientific principles guiding the techniques by making a range of products such as beer, cheese, yogurt, kimchi, etc. Two hours lecture, two hours laboratory. Prerequisite: NTFS 110.

NTFS 310 HUMAN NUTRIENT METABOLISM **3 hours**
An advanced course integrating the biochemical, physiological and hormonal processes involved in nutrient metabolism and function in humans. The focus is on how humans maintain the living state by breaking down molecules (catabolism) and building up molecules (anabolism) under different conditions such as life stages, lifestyle choices, metabolic diseases, etc. Three hours lecture. Prerequisite: HWBS 133 or HLTH 122 and BIOL 102 or BIOL 115.

NTFS 395 INTERNSHIP **1-3 hours**
Academic credit for individual internships on or off campus in the area of nutrition and/or food science. Arranged through the Career Services office and the NTFS Program. The course can be repeated for credit with a requirement of 3 total credits to be counted as an elective for the minor. Prerequisites: Junior standing and/or consent.

NURS 111 PERSPECTIVES ON NURSING **2 hours**
Introduces basic principles of nursing and addresses issues such as entry into practice, nursing employment opportunities and nursing roles. The role of the professional nurse and nurse theorist will be examined. This course is an introduction to nursing where students will become acquainted with medical terminology. The course is most relevant to beginning students intending to enroll in the nursing program.

NURS 226 NURSING CARE THROUGH THE YEARS (ADULT I)* 6 hours
Nursing process utilization is focused on data collection skills, beginning nursing diagnostic ability, and planning appropriate nursing interventions to support adaptation of the adult and older adult Development of psychomotor skills, therapeutic communication techniques and application of nursing theory are integrated into the care of the adult and older adult. Prerequisites: BIOL 211, CHEM 107, HLTH 122, HLTH 212, NURS 111. Prerequisite or co-requisite: HLTH 222, BIOL 212.

NURS 315 MENTAL HEALTH CARE* 4 hours
Examines the continuum of mental health through the life cycle. The concepts of primary, secondary and tertiary prevention provide the framework for discussing mental health nursing practice. This course provides the opportunity for students to apply the nursing process to clients with mental illness. Prerequisites: BIOL 211, BIOL 212, HLTH 222, NURS 226. Prerequisites or co-requisite: HLTH 313.

NURS 319 CARE OF CHILDBEARING FAMILIES* 4 hours
The childbearing family is the focal point of this course, including pregnancy, delivery and post-partum care. Nursing assessment and management of normal and high-risk childbearing families is stressed in hospital and community settings. Prerequisites: BIOL 211, BIOL 212, HLTH 222, NURS 226. Prerequisite or co-requisite: HLTH 313.

NURS 320 CARE OF CHILDREARING FAMILIES* 4 hours
The childrearing family is the focal point of this course. Nursing assessment and management of normal and high-risk childrearing families is stressed in hospital and community settings. Prerequisites: BIOL 211, BIOL 212, HLTH 222, NURS 226. Prerequisite or co-requisite: HLTH 313.

NURS 322 NURSING RESEARCH 3 hours
Provides an overview of the research process. Components of both quantitative and qualitative research studies are discussed. Emphasis is on understanding of basic processes and strategies utilized in nursing research and on becoming a critical consumer of research. Prerequisite or co-requisite: MATH 120 and junior standing in nursing.

NURS 346 NURSING CARE OF THE ADULT II* 6 hours
Provides the opportunity for the student to use the caring process to assist adult clients throughout the health-illness continuum. Students will focus on health issues of clients using the nursing process. Students will formulate appropriate nursing diagnoses and nursing interventions using therapeutic communication skills for clients in the acute hospital and community setting. Prerequisites: BIOL 211, BIOL 212, NURS 226, HLTH 222, HLTH 212, HLTH 313.

NURS 416 COMMUNITY HEALTH CARE* **5 hours**
Theory, concepts and practice of community-health nursing are presented. Emphasis is on promotion of health for individuals, families and communities. The planning and application of the nursing process for the family in the context of the community are integral parts of the course. Prerequisites: All 300 level nursing courses and senior standing in nursing.

NURS 421 LEADERSHIP AND MANAGEMENT IN NURSING **2 hours**
The entry-level professional nurse is expected to function in positions that require leadership and management skills. In this course, leadership theory and management concepts are studied, evaluated and applied. Case management, delegation and program planning are explored as are other historical and emerging issues in nursing leadership and management. Prerequisite: All 300 level nursing courses and senior standing in nursing.

NURS 426 NURSING SYNTHESIS* **3 hours**
This course is designed to enhance transition to professional nursing positions. A major focus is on strengthening critical-thinking skills in the application of nursing knowledge. During a 120-hour clinical experience, the student works with a professional nurse preceptor in an area of interest. The NCLEX-RN examination and application for licensure are discussed. Prerequisite: All 300 level nursing courses and senior standing in nursing.

NURS 433 NCLEX BLITZ **1 hour**
This course will review major nursing content from the perspective of the nursing process. Students assess their own strengths and weaknesses of nursing knowledge through diagnostic tools and formulate a plan for areas of needed growth. Corequisite: NURS 426.

NURS 434 PHARMACOLOGY REVIEW **2 hours**
Classifications, specific medications and principles of drug actions are discussed as a review of the foundation set in Principles of Pharmacology. Discussion of the necessary decision making to practice independently as a registered nurse will be explored, as well as ways to evaluate a drug name to help you determine the drug classification it belongs to. Tips to improve NCLEX test scores will be discussed throughout the course. Corequisite: NURS 426.

NURS 446 COMPLEX CARE OF THE ADULT III* **6 hours**
Application of the nursing care process to the adult client with multi-system medical surgical pathologies. Included are critical care concepts with related nursing interventions to promote adaptation, restore homeostasis and promote rehabilitation while emphasizing prevention through client education. Professional nursing practice is emphasized as students enhance critical thinking skills and practice clinical decision making. Prerequisites: HLTH 313, NURS 226, NURS 346, and senior standing in nursing.

NURS 499 PROFESSIONAL NURSING AND NURSING ISSUES **3 hours**
This course focuses on specific topics in nursing and expands to include breadth of knowledge and synthesis. Interdisciplinary integration is emphasized. Nursing outcomes are integral to course assessment. This course encompasses discussion and examination of current issues affecting nursing as a profession and nurses personally. The ethical and legal issues that nurses face are examined. Such issues as euthanasia, abortion, AIDS, living wills and many more pertinent topics will be inspected. Preparation for understanding of and transition to the role of professional nurse will be included. Prerequisites: Senior standing in the nursing.

NURS 501 TRENDS, ROLES AND ISSUES IN NURSING **3 hours**
This course focuses on analysis of the effects of economic, political, legal, professional, ethical, and other forces on the delivery of nursing services. Conceptual and methodological approaches in the study of health care phenomena from the perspective of nursing will be explored with particular emphasis on nursing roles. Prerequisite: Admission in DNP program or consent of the nursing department.

NURS 502 RESEARCH DESIGN IN NURSING **4 hours**
This course focuses on the development of skills needed to analyze, critique, and conduct nursing research utilizing quantitative and qualitative methodologies. The student is prepared not only to utilize nursing research in practice but also to participate in the conduct of research. Prerequisite: Undergraduate statistics and research.

NURS 508 NURSING STATISTICS **3 hours**
This course is designed to provide a knowledge base of statistics appropriate for a healthcare professional. Topic include parametric and non-parametric test, reliability, the use of SPSS and a broad array of statistic procedures.

NURS 510 NURSING AND LEADERSHIP THEORY **3 hours**
This course presents the basis for understanding theory development in professional nursing. Theory construction and its relationship to nursing practice is explored in order to enable the student to conceptualize a relevant model of nursing that can be applied to advanced nursing practice.

NURS 511 EVIDENCE-BASED PRACTICE **3 hours**
This course enables the student to develop an analytical approach to identifying clinical problems, reviewing and appraising clinical research literature related to the situation, in order to develop a rationale and plan for implementing best evidence practices. Topics include development of a Problem Intervention Comparison Outcomes (PICO) question, grading the strength of the evidence as well as the strength of the recommendation, implementing changes and evaluating those changes. Application of analytic methods for appraising and reviewing clinical practice are emphasized in this course.

NURS 544 INFORMATICS IN NURSING **3 hours**
The effective nurse leader must possess a basic understanding of informatics as used by health care organizations. In this course, research, ethical, socioeconomic, and legal issues pertinent to information technology are discussed and the integration of the sciences of nursing, computer and information are explored.

NURS 545 CLINICAL APPLICATIONS **3 hours**
This course is designed to supplement and complement previous experience and learning to meet career goals with regard to professional issues and legal considerations. The student chooses a clinical setting and in collaboration with the instructor identifies learning objectives. Objectives may be geared toward: a) a particular aspect of practice, i.e., entrepreneurial endeavor, b) clinical entity, age group or health alteration category, or c) research interest. Clinical hours (100) are required. Prerequisites: HLTH 503, HLTH 505 and HLTH 515.

NURS 550 PRIMARY HEALTH CARE NURSING OF CHILDREN **4 hours**
This course enables students to develop a knowledge base for clinical decision making in assessment and provision of primary health care nursing for children and families. Topics include health promotion/maintenance, growth and development, disease prevention, and diagnosis and treatment of common acute and stable chronic illnesses in children. Clinical hours (100) are required. Prerequisites: HLTH 503 and HLTH 515. Prerequisite or co-requisite: HLTH 505.

NURS 551 PRIMARY HEALTH CARE NURSING OF WOMEN **4 hours**
This course enables students to develop a knowledge base for clinical decision making in the assessment and provision of primary health care for women and families. Topics include health promotion and maintenance, disease prevention, and diagnosis and treatment of common acute and stable chronic illnesses in women. Clinical hours (100) are required. Prerequisites: HLTH 503, HLTH 505 and HLTH 515.

NURS 552 PRIMARY HEALTH CARE NURSING OF ADULTS **6 hours**
This course enables students to develop a knowledge base for clinical decision-making in the assessment and provision of primary health care for adults and families. Topics include health promotion and maintenance, disease prevention, and diagnosis and treatment of common acute and stable chronic illnesses in adults. Clinical hours (150) are required. Prerequisites: HLTH 503, HLTH 505 and HLTH 515.

NURS 553 PRIMARY HEALTH CARE NURSING OF ADULTS II **6 hours**
This course enables the FNP student to develop a practice base for clinical decision making in the assessment and management of the health care of families. This course includes identification of health needs, nursing interventions for the prevention of illness, health promotion, and therapeutic interventions for selected clinical problems. Clinical hours (150) are required. Prerequisites: HLTH 503, HLTH 505 and HLTH 515.

NURS 554 PRIMARY CARE OF THE PSYCHIATRIC MENTAL HEALTH PATIENT I 6 hours
This course is designed to provide the student with skills for comprehensive symptom assessment, diagnostic reasoning and disease management of individuals and families with alterations in mental health status and strategies for dealing with clients who present with complex mental health issues. Students will gain skills with psychiatric interviewing, formulating differential diagnosis, developing comprehensive psychiatric assessment and holistic management strategies for individuals with common psychiatric disorders across the lifespan. Clinical hours (150) are required. Prerequisites: HLTH 503, HLTH 505 and HLTH 515.

NURS 555 PRIMARY CARE OF THE PSYCHIATRIC MENTAL HEALTH PATIENT II 6 hours
This course is designed to build upon the knowledge necessary for students to perform comprehensive symptom assessment, diagnostic reasoning and disease management of individuals and families with alterations in mental health status and strategies for dealing with clients who present with complex mental health issues. Students will gain deeper skills with psychiatric interviewing, formulating differential diagnosis, developing comprehensive psychiatric assessment and holistic management strategies for individuals with complex psychiatric disorders across the lifespan. Clinical hours (150) are required. Prerequisites: HLTH 503, HLTH 505 and HLTH 515.

NURS 580 SPECIAL TOPICS CV
Particular current topics related to nursing are studied. Topics will vary based on the needs of students and interests of the faculty.

NURS 590 INDEPENDENT STUDY/READINGS IN NURSING 3 hours
Some students may benefit from expanded study in a particular area of interest not included in structured graduate course offerings. Independent study/reading provides the opportunity for in-depth study in an area mutually selected by the student and supervising faculty.

NURS 602 ADVANCED RESEARCH 3 hours
This course represents an opportunity for students to explore advanced research designs or previously studied designs in more detail. Statistical procedures appropriate for the study design are addressed including multiple regression, analysis of variance, multivariate techniques, nonparametric tests and factor analysis. Methodological designs examining measurement, measurement error and instrumentation related to developing, adapting, and selecting instruments will be explored. This course will include a brief overview of quantitative, qualitative, and mixed methods designs. Prerequisite: NURS 508.

NURS 630 ADVANCED PRACTICE SEMINAR I 4 hours
This course will focus on a combination of scholarship and advanced clinical practice. Topics include collaboration of inter-professional teams; advocacy; ethics; health care access, quality, and productivity; and culturally sensitive care. Initial work on a scholarly project will demonstrate a synthesis of skills learned and expertise in clinical practice. 100 clinical hours required.

NURS 640 ADVANCED PRACTICE SEMINAR II **4 hours**
This course will focus on a combination of scholarship and advanced clinical practice. It will build upon knowledge and skills acquired in Seminar I. Topics include collaboration of inter-professional teams; advocacy; health care access, quality, and productivity; ethics and culturally sensitive care. Continued work on a scholarly project will demonstrate a synthesis of skills learned and expertise in clinical practice. 150 clinical hours required. Prerequisites: NURS 630.

NURS 650 ADVANCED PRACTICE SEMINAR III **4 hours**
This course will focus on a combination of seminar and advanced clinical practice. It will build upon knowledge and skills acquired in Seminar I and II. Completion of a scholarly project will demonstrate a synthesis of skills learned and expertise in clinical practice. Oral presentation of research is required at the end of course. 150 clinical hours required. Prerequisites: NURS 630, NURS 640.

NURS 687 DOCTORAL RESEARCH **1-6 hours**
Working with chair and faculty scholarly project committee, the DNP student will make steady progress toward completion of the degree. The scholarly project will demonstrate a thorough understanding of a research project including a theoretical based methodological inquiry, and data analysis consistent with doctoral level preparation. This course must be taken for a total of 6 credits.

PHIL 110 FUNDAMENTALS OF PHILOSOPHY **3 hours**
A general introduction to philosophy and its various fields with a focus on values. Students learn the rationale and methodologies of the discipline as well as characteristics of good versus bad arguments. Catholic contributions to the field and philosophical perspectives on BVM core values are included.

PHIL 150 LIVING OUT LOUD: ART, CREATIVITY, AND SELF-DISCOVERY **3 hours**
Art is a very special kind of human phenomenon. According to the great contemporary contemplative poet Thomas Merton, “Art enables us to find ourselves and lose ourselves at the same time.” Students will be challenged to explore the potential for art as a profoundly humanizing force in the contemporary world- as makers, audiences, “consumers,” supporters, critics, participants, citizens, and members of a community. Prerequisite: PHIL 110, previous PHIL coursework, or instructor consent.

PHIL 212 GENERAL ETHICS **3 hours**
A study of the bases for decisions about how human beings ought to act through an examination of various ethical theories and particular moral problems. Prerequisite: PHIL 110, previous PHIL coursework, or instructor consent.

PHIL 213 WESTERN POLITICAL THOUGHT **3 hours**
An historical survey of political philosophies from ancient times to the present. Prerequisite: PHIL 110, previous PHIL coursework, or instructor consent. Crosslisted with POLI 213.

PHIL 225 APPLIED ETHICS **1-3 hours**
An application of various ethical theories to moral problems in a given field or area, most commonly to business or biomedicine. Additional areas of application may include such subjects as the family, animal issues and sports. Prerequisite: PHIL 110, previous PHIL coursework, or instructor consent.

PHIL 226 EXPERIENTIAL ETHICS **3 hours**
An application of various ethical theories to moral problems in a given field or area, such as the environment. This course always involves experiential learning. Prerequisite: PHIL 110, previous PHIL coursework, or instructor consent.

PHIL 230 PHILOSOPHY OF RELIGION **3 hours**
A study of the existence of God, the problem of evil, the relation of faith and reason, and the meaning of religious experience. Prerequisite: PHIL 110, previous PHIL coursework, or instructor consent.

PHIL 250 ASIAN PHILOSOPHY **3 hours**
A survey of some major non-Western philosophical systems, including Chinese, Hindu and Buddhist contributions. Prerequisite: PHIL 110, previous PHIL coursework, or instructor consent.

PHIL 260 PHILOSOPHY OF SEX AND LOVE **3 hours**
A detailed analysis of sex and love in relationship to the whole person and the individual's place in society. The course is structured from the vantage point of ethics and social philosophy. Specific topics include intimacy, non-traditional relationships, homophobia and sexual orientation. Prerequisite: PHIL 110, previous PHIL coursework, or instructor consent.

PHIL 285 CRITICAL THINKING **3 hours**
This course is designed to prepare students who are considering taking or expecting to take the Law School Admissions Test (LSAT), Graduate Record Exam (GRE), or other graduate program admissions exams. The course will provide a basic overview of the structure of the relevant test and general test-taking strategies. Emphasis is placed on logical and critical thinking skills as foundational to good test performance. Prerequisite: PHIL 110, previous PHIL coursework, or instructor consent.

PHIL 310 SYMBOLIC LOGIC **3 hours**
An introduction to symbolic logic, topics include logic and language, truth tables, the method of deduction, and predicate calculus. Other topics may include modal logic, deontic logic, and science and logic. A significant part of the course will involve using symbolic logic to understand and evaluate the arguments made in classic philosophical texts. Prerequisite: Any 200-level PHIL course or instructor consent.

PHIL 320 CLASSICAL PHILOSOPHY **3 hours**
A study of major Western philosophers and ideas as they occurred in ancient Greece and Rome from the Pre-Socratics through the Neo-Platonists. Emphasis is placed upon Socrates, Plato and Aristotle in terms of their theories of knowledge and being. Prerequisite: Any 200-level PHIL course or instructor consent.

PHIL 322 RENAISSANCE AND MODERN PHILOSOPHY **3 hours**
A study of major European philosophers and systems of thought in the 16th through the 18th centuries, especially in terms of theories of knowledge and being. Emphasis is placed on the dynamics of the Renaissance, the opposing schools of rationalism and empiricism, and the synthesis of the divergent ideas in the philosophy of Immanuel Kant. Prerequisite: Any 200-level PHIL course or instructor consent.

PHIL 324 MEDIEVAL PHILOSOPHY **3 hours**
A study of major Western philosophers and ideas from the time of the early Church to the end of the 14th century. Jewish and Islamic figures are studied, as well as Christian, and theories of knowledge and being are emphasized. Prerequisite: Nine credit hours in PHIL or instructor consent.

PHIL 326 CONTEMPORARY PHILOSOPHY **3 hours**
A survey of some of the major European philosophical trends of the 19th and 20th centuries beginning with Hegel and including Marxism, phenomenology and analytic philosophy. Theories of knowledge and being receive focused treatment. Six previous hours in philosophy are recommended before taking this course. Prerequisite: Nine credit hours in PHIL or instructor consent.

PHIL 499 PHILOSOPHY CAPSTONE **3 hours**
As a program offering, this course focuses on discipline-specific topics and expands to include breadth of knowledge and synthesis. Capstone discussions culminate in an oral presentation and written thesis requirements. Major outcomes are integral to course assessment. Prerequisite: Philosophy major and fourth-year standing or instructor consent.

PHYS 101 INTRODUCTION TO PHYSICAL SCIENCE **3 hours**
Intended to give students an understanding of selected topics from the fields of physics and chemistry as well as weather, space and earth science. An appreciation of the way scientists secure information to acquire an understanding of the universe is developed in the laboratory portion of the course. Two hours lecture; two hours laboratory.

PHYS 104 INTRODUCTION TO ASTRONOMY **3 hours**
A non-mathematical introduction to the science of astronomy. Students will study the moon, planets, comets, asteroids, the sun and stars. In addition, students will learn how astronomers use telescopes and light to study the universe. Two hours lecture; one hour lab.

PHYS 110 ELEMENTS OF PHYSICS I **4 hours**
Elements of Physics I is a laboratory-based, non-calculus introductory physics course. It is intended to provide a basic knowledge of kinematics, mechanics, thermal physics, heat phenomena and sound. The laboratory portion of the course is intended to help students develop a better understanding of phenomena, improve observational skills, learn useful laboratory techniques and improve report-writing ability. Prerequisite: Math 117 or equivalent or instructor consent. Three hours lecture; three hours laboratory/ discussion.

PHYS 111 ELEMENTS OF PHYSICS II **4 HOURS**
This is a continuation of the yearlong introductory physics sequence. It is a laboratory-based, non-calculus course. It is intended to provide an understanding of waves, thermal physics, electricity, magnetism, light and fundamental particles. The laboratory portion of the course is intended to help students develop a better understanding of these phenomena, improve observational skills, learn useful laboratory techniques and improve report-writing ability. Prerequisite: PHYS 110 or instructor consent. Three hours lecture; three hours laboratory/discussion.

POLI 120 AMERICAN NATIONAL GOVERNMENT **3 hours**
An investigation of the system of government and politics in the United States. May be applied to History major or minor.

POLI 213 WESTERN POLITICAL THOUGHT **3 hours**
An investigation of the development and applications of major political theories in Western Civilization. Crosslisted as PHIL 213. Prerequisite: PHIL 110, previous PHIL coursework, or instructor consent.

PSYC 111 INTRODUCTORY PSYCHOLOGY **3 hours**
Students will focus on the history and breadth of Psychology. This will be achieved through exploring a wide variety of topics including neuroscience and behavior, sensation and perception, states of consciousness, learning, memory, intelligence, motivation and emotion, personality, social psychology, and psychological disorders including treatments.

PSYC 121 CHILD AND ADOLESCENT DEVELOPMENT **3 hours**
Students will focus on research and theories pertaining to human physical, cognitive, and socio-emotional development from conception through adolescence. This will be achieved through exploring parenting strategies, attachment, language development, gender socialization, media influence, and bullying.

PSYC 122 ADULT DEVELOPMENT **3 hours**
Students will focus on research and theories pertaining to the physical, cognitive and socioemotional development from early adulthood through the end of life. This will be achieved through exploring career, family, aging, retirement, and death.

PSYC 123 LIFESPAN DEVELOPMENT **3 hours**
Students will focus on the research and theories pertaining to human physical, cognitive and sociomotional development from conception through the end of life. This will be achieved through exploring topics such as parenting strategies, attachment, language development, gender socialization, career, family, aging, and death.

PSYC 221 ABNORMAL PSYCHOLOGY **3 hours**
Students will examine clinical psychology and the most recent approaches to understanding and treating mental health problems such as anxiety, mood, and schizophrenia spectrum disorders. Traditional and non-traditional treatment approaches are also explored. Prerequisite: PSYC 111, PSYC 121, PSYC 122, or PSYC 123.

PSYC 224 SOCIAL PSYCHOLOGY **3 hours**
Students will comprehend the effects of others on our thoughts, feelings, and behaviors. This will be achieved through exploring conformity, persuasion, social cognition, aggression, prejudice, and close relationships. Prerequisite: PSYC 111, PSYC 121, PSYC 122, or PSYC 123.

PSYC 240 HEALTH PSYCHOLOGY **3 hours**
Students will focus on the scientific study of aspects of life that make people feel healthier and fulfilled. This will be achieved by exploring and applying healthy, positive thinking, values to enhance emotions, physical self-care, and relationship enhancement as they impact healthiness in an experientially-designed environment. Students are expected to apply material and facilitate personal growth by way of self-care. This course partially fulfills the thinking outcome. Prerequisite: PSYC 111, PSYC 121, PSYC 122, or PSYC 123.

PSYC 261 PSYCHOLOGY OF SEX AND GENDER **3 hours**
Students will focus on the biological, psychosocial, behavioral, and cultural aspects of sexuality and gender. This will be achieved by exploring the biological basis of sexuality, sexual behavior, personal values, complexities of gender, cultural perspectives on sexuality, sexually transmitted diseases, sexual disorders, sexual aggression/violence, pornography, and related issues. This course partially fulfills the global awareness and social responsibility outcome. Prerequisite: PSYC 111, PSYC 121, PSYC 122, or PSYC 123.

PSYC 265 PSYCHOLOGY OF WOMEN **3 hours**
Students will focus on unique characteristics and hardships faced by women. This will be achieved by exploring stereotypes, biases, violence against women, sexuality, motherhood, work outcomes, and psychological disorders. This course partially fulfills the global awareness and social responsibility outcome. Prerequisite: PSYC 111, PSYC 121, PSYC 122 or PSYC 123.

PSYC 281 MOTIVATION & EMOTION **3 hours**
Students will focus on the many factors that arouse, maintain and direct human behavior such as hunger, sex, addiction, sleep, aggression, happiness, and creativity. Students will apply motivational concepts to the construction of a critique of a character. This course partially fulfills the thinking outcome. Prerequisite: PSYC 111, PSYC 121, PSYC 122, or PSYC 123.

PSYC 310 PSYCHOLOGY OF CLOSE RELATIONSHIPS **3 hours**
Students will differentiate the facets of relationship development, the factors that influence whether a relationship succeeds or fails, and empirical research on numerous aspects of close relationships. This will be achieved through the exploration of attraction, friendship, love, marriage, conflict, divorce, and bereavement. Students will apply content with a goal of enhancing current and future close relationships. Prerequisite: Any 200 PSYC level course or instructor consent.

PSYC 331 BEHAVIOR MODIFICATION **3 hours**
Students will analyze and apply practical and process-oriented methods of behavior modification for self-improvement. This will be achieved through exploring and facilitating reinforcement, punishment, extinction, stimulus control, generalization, cognitive behavior techniques, and lifelong self-care skill building. This course partially fulfills the thinking outcome. Prerequisite: An 200 PSYC level course or instructor consent.

PSYC 345 SENSATION AND PERCEPTION **3 hours**
Students will analyze how the human body turns different physical stimuli into neural impulses (sensation) and how the brain receives and interprets these impulses (perception). Students will discuss psychological principles and theories, the roles of evolution, development, society, prior knowledge, inference in our perceptual judgments and our conscious experiences. There is a required lab associated with this course. Prerequisite: Any 200 PSYC level course or instructor consent.

PSYC 381 PERSONALITY **3 hours**
Students will emphasize comparing and contrasting various paradigms, such as psychoanalysis, sociocultural, trait, and existential humanistic. Students will analyze and critique aspects of their own lifestyle and aspects of a fiction or nonfiction character's lifestyle, while attributing psychological constructs of personality theory. Prerequisite: Any 200 PSYC level course or instructor consent.

PSYC 385 PHYSIOLOGICAL PSYCHOLOGY **3 hours**
Students will examine neuroanatomy, physiology, psychopharmacology, and in the application and analysis of sensory systems, motor systems, homeostatic regulation, learning, memory, cognition, neurological disorders, and psychological disorders. Prerequisite: Any 200 PSYC level course or instructor consent.

PSYC 395 PSYCHOLOGY INTERNSHIP **CV**
Students will apply knowledge and skills in supervised and mentored, individual experience(s) on and/of off campus. No more than three credit hours may be applied to the major without approval of program director or department chair. Prerequisite: Instructor consent.

PSYC 420 SOCIAL SCIENCE RESEARCH METHODS **3 hours**
Students will examine research designs commonly used in psychological research. Students will analyze research ethics, measurement methods, sampling, generalizability, reliability, validity, and statistics. Students will prepare and create their own research study. Prerequisite: MATH 120, Junior or Senior standing in the PSYC major and instructor consent.

PSYC 430 THEORIES OF COUNSELING AND PSYCHOTHERAPY **3 hours**
Students evaluate and apply the major psychological approaches to helping people with issues in life. Students will implement basic helping skills and create interventions and/or counseling plans for fictional clients. This course partially fulfills the communication course. Prerequisite: Junior or Senior standing.

PSYC 471 COGNITIVE PSYCHOLOGY **3 hours**
Students will analyze thinking involved in such activities as perception, attention, language, problem-solving, and memory. This will be achieved by evaluating mental functioning across the continuum. Prerequisite: Junior or Senior standing.

PSYC 499 CAPSTONE: PSYCHOLOGY RESEARCH **3 hours**
Students will create an individual empirical research project on a selected topic. Students will expand their research to include breadth of knowledge, integration of knowledge, and synthesis of their resources. Approved research plans are supervised by a faculty member and include statistically analyzed results that are reported in an APA formatted paper. Prerequisites: Instructor consent.

RELS 100 FOUNDATIONS OF THE SPIRITUAL LIFE **3 hours**
This course explores the spiritual foundations of human experience in its personal, religious and socio-cultural dimensions. By making the spiritual story conscious, this study places students in touch with perennial questions shaping religious experience and contemporary Christian spirituality. The course challenges students to recognize the connection between beliefs and values and life decisions that strengthen spiritual growth and further the common good. In this course students are introduced to the Clarke Spirituality Outcome and Spirituality Rubric.

RELS 102 SPIRITUALITY AND EDUCATION **3 hours**

This course puts the foundational teachings of Christian spirituality in conversation with the vocation of education. Students will explore historical and contemporary writings on faith development, religious education and the ideals of Catholic education as expressed in the history of the Sisters of Charity of the BVM. Students will analyze the role of faith commitments to justice and equality within global education initiatives. Throughout the course, students will prepare a portfolio of tools and reflections to nurture the "why" of their work as educators.

RELS 200-300 SPIRITUAL GROWTH **3 hours**

Through a study of historical and contemporary theological sources related to spiritual growth, students make conscious the richness and diversity of faith experiences in relation to Divine mystery and their own vocation. By interacting with and understanding the mystical tradition within the Christian church, students are invited to open up their own unfolding spirituality in both personal and social dimensions; thereby, they deepen their awareness of the rhythms, patterns and struggles integral to spiritual growth for Christian life today. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the prior completion of at least 6 hours of religious studies credit. Prerequisite: RELS 100, previous RELS coursework or instructor consent.

RELS 202-302 WORLD RELIGIONS **3 hours**

This course explores the origins, beliefs, ritual expressions, scriptures and the social, historical and cultural contexts of the major religious traditions in both East and West. This exploration, directed toward an appreciative understanding of faith traditions, includes reading, reflection, discussion, and activities designed to help students experience, as though from the inside, the meaning of a given tradition for those who practice it. In the process students have the opportunity to reflect on and to deepen their understanding of their own beliefs, spiritual practices and develop skills for living in a religiously pluralistic world. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the prior completion of at least 6 hours of religious studies credit. Prerequisite for RELS 202: RELS 100, previous RELS coursework or instructor consent.

RELS 203-303 FAITH AND FILM **3 hours**

This course approaches films and documentaries as a resource for spiritual and theological reflection. Students will explore the foundational themes of Christian faith in a dialog with scripture, the writings of spiritual authors, and film. The themes explored include: God, Jesus Christ, scripture, salvation, communion of saints, and Catholic social teaching. The purpose of this dialog is to foster student reflection on their own spirituality, beliefs and values. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the prior completion of at least 6 hours of religious studies credit. Prerequisite for 203: RELS 100, previous RELS coursework or instructor consent.

RELS 204-304 FAITH COMMUNITIES **3 hours**

Christian faith communities are carriers of spiritual wisdom and practices that can enrich life personally as well as inspire and sustain commitment to justice and peace by their mission. Students are invited to think about how the story of Jesus animates and challenges Christian faith communities to carry out the ministry and mission of Jesus in the church and the world. In dialog with the Christian theological tradition students examine dynamics of faith community life and reflect on their own unique inner call to service and faithfulness in Christian community. Co-curricular intercultural engagement credit is optional for students in this course with instructor approval. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the prior completion of at least 6 hours of religious studies credit. Prerequisite for RELS 204: RELS 100, previous RELS coursework or instructor consent.

RELS 205-305 INTRODUCTION TO THE NEW TESTAMENT **3 hours**

An exploration of the Christian story and message as expressed in the writings of the New Testament. The course investigates the historical veracity of biblical traditions about Jesus and examines the major themes of the New Testament texts from the perspective of historical-critical analysis and Christian theology of revelation. Students' spiritual growth is invited through dialogue with key themes of New Testament theology. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the prior completion of at least 6 hours of religious studies credit. Prerequisite for RELS 205: RELS 100, previous RELS coursework or instructor consent.

RELS 206-306 MODELS OF FAITH IN THE OLD TESTAMENT **3 hours**

This course introduces students to the central themes of the Old Testament/Hebrew Scripture and to tools of contemporary biblical interpretation through a study of the Bible's most memorable stories and personalities. Special attention will be given to the stories of women whose voices are often marginalized and overlooked. Students will wrestle with the aspects of the stories which trouble many contemporary readers. Since Jews, Christians and Muslims share many of these models of faith, students will consider how reading the texts from these three different perspectives can build interreligious understanding. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the completion of at least 6 hours of prior religious studies credit. Prerequisite for RELS 206: RELS 100, previous RELS coursework or instructor consent.

RELS 211-311 FAITH AND DOUBT **3 hours**

This course studies contemporary challenges to belief in Christianity in dialogue with the responses of Christian theologians. Topics covered include the science-religion debate, atheism and secularism, the nature of Christian revelation, and an examination of the foundations of faith in experience, history, community, and prayer. The overall aim is to increase understanding on issues of faith and doubt and to help students engage in respectful dialogue on contentious issues of religious and non-religious conviction. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the completion of at least 6 hours of prior religious studies credit. Prerequisite for RELS 211: RELS 100, previous RELS coursework or instructor consent; Recommended for RELS 211 and RELS 311: PHIL 110 (or equivalent).

RELS 213-313 CHRISTIANITY AND AMERICAN CULTURE **3 hours**

Features of contemporary American culture pose challenges both for commitment to the common good and commitment to Christianity. This course analyzes these features both from the point of view of sociologists and others who advocate for the improvement of society generally and from the point of view of Christian thinkers seeking a more authentic Christian witness in society. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the completion of at least 6 hours of prior religious studies credit. Prerequisite for RELS 213: RELS 100, previous RELS coursework or instructor consent.

RELS 216-316 CONTEMPORARY CATHOLIC FAITH **3 hours**

Through reflection on contemporary experience and understandings of what it means to be human, this course seeks to uncover the truth of human experience as permeated with the presence of God. The primary goal of this course is to introduce students to the central doctrines of Christian theology in a way which enables them to explore the meaningfulness and significance of these insights for their own lives and for our times. Readings include current spiritual and theological writings on Catholic Christian faith, as well as selected texts from scripture. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the completion of at least 6 hours of prior religious studies credit. Prerequisite for RELS 216: RELS 100, previous RELS coursework or instructor consent.

RELS 217-317 SCIENCE AND RELIGION **3 hours**

Science and religion are two of the most powerful forces shaping the modern world. But how are they related and what do they have to say to each other? This course will address these questions by drawing on the contributions of historians, scientists, philosophers, and theologians. A 300 level course intensification for minors has additional requirements in an area of theological study and requires the completion of at least 6 hours of religious studies credit. Prerequisite for RELS 217: RELS 100, previous RELS coursework or instructor consent.

RELS 218-318 CHRISTIAN ETHICS **3 hours**

A study of the Christian tradition of reflection on the good life in personal and social spheres of living. The course will explore contemporary social issues, the practice of moral discernment and decision-making, and the relationship between Christian faith and ethics. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the completion of at least 6 hours of prior religious studies credit. Prerequisite for RELS 218: RELS 100, previous RELS coursework or instructor consent.

RELS 219-319 FAITH AND HOLISTIC DEVELOPMENT **3 hours**

Explore the development of faith across the human lifespan with its transitions and crises. Ministry to and education of the whole person involves understanding how Christian faith informs practices of care, faith, and meaning-making from birth to death. This course is particularly valuable to students preparing for helping professions where a deep understanding of the human person in its spiritual dimensions is needed for holistic care and service – e.g., education, nursing, pre-professional health sciences, psychology, religious studies, and social work. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the completion of at least 6 hours of prior religious studies credit. Prerequisite for RELS 219: RELS 100, previous RELS coursework or instructor consent.

RELS 222-322 THE MULTICULTURAL FACES OF JESUS **3 hours**

This course introduces students to understandings of Jesus emerging from non-western cultures and from groups on the margins of society. Asians, Africans, Latin Americans, African-Americans and women around the world are appropriating the Christian faith from their particular situations and creating, for the first time, a genuine "global Christianity." The process of the course is designed to facilitate students' appropriation of their own faith in dialog with these diverse insights about Jesus and the gospel message. Readings include narratives and the writings of both Christian theologians and thinkers from other religious traditions. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the completion of at least 6 hours of prior religious studies credit. Prerequisite: RELS 100, previous RELS coursework or instructor consent.

RELS 225-325 APPLIED CHRISTIAN ETHICS **3 hours**

An exploration of Christian traditions of ethical reflection applied to various fields or areas of human endeavor, particularly business and biomedicine. Additional areas of application may include subjects such as technology, the environment, and society. A 300-level course intensification for minors has additional requirements in an area of theological study and requires the completion of at least 6 hours of prior religious studies credit. Prerequisite: RELS 100, previous RELS coursework or instructor consent.

RELS 387 GUIDED RESEARCH **3 hours**
An independent and in-depth investigation of a particular topic of interest. Prerequisite: 12 hours of Religious Studies including RELS 100.

RELS 395 INTERNSHIP IN CATECHETICAL, LITURGICAL, PASTORAL OR YOUTH MINISTRIES **CV**
An opportunity for students to integrate their knowledge and skill in a supervised ministry situation or faith-based agency. As part of the course students create a learning syllabus that outlines particular outcomes that span human, spiritual, intellectual, and pastoral growth areas that will be addressed in the learning practicum. Throughout the experience, students engage in a formal process of theological reflection in consultation with their on-site ministry supervisor and a program faculty member. Prerequisite: Junior standing or senior standing and faculty sponsor.

RELS 402 TRINITY, MISSION, AND WORLD CHRISTIANITY **3 hours**
A study of the Christian understanding of God as love (agape) and of the nature of the church's mission in light of Christianity's diverse cultural manifestations through the centuries. Beginning with an examination of biblical sources, the course explores the meaning of mission as following Jesus in witness to God's love; the development of Christological and Trinitarian doctrine; the story of mission from the early church to the present; and contemporary issues in world Christianity and mission, including in the culturally diverse North American context. Readings include selections from classic primary theological texts, church documents, and key spiritual writings. Prerequisite: Nine hours in Religious Studies.

RELS 404 HISTORY OF CATHOLIC-CHRISTIAN THOUGHT **3 hours**
Provides a context for a reflective exploration of Christian theology, life and mission in dialog with major events and developments in the past two millennia. Students investigate how history and culture have contributed to the shaping of Christian beliefs and practices, how faith grows and develops in changing circumstances and how the present reality of the church and its mission is essentially connected to understanding the past. Attention is given to the following topics: the formative influence of the Greco-Roman empire during the first five centuries of Christianity; the role of Augustine in the articulation of Christian understanding of sin and salvation; the place of the church in relation to society during the middle ages; the influence of Thomas Aquinas on the Catholic way of doing theology; the Reformation and the Council of Trent; and the Second Vatican Council as a response to the historical and cultural situations of the 20th century. Readings include selections from classic primary theological texts, church documents and key spiritual writings on Christian life and prayer. Prerequisite: Nine hours in Religious Studies.

SPAN 101 ELEMENTARY SPANISH I **3 hours**
The first course of an introductory sequence focusing on the acquisition of simple communication skills in the Spanish language and an understanding and appreciation of the diversity of Hispanic culture and peoples. This course is eligible for heritage speakers but not native speakers of Spanish.

SPAN 102 ELEMENTARY SPANISH II **3 hours**
The second course of an introductory sequence focusing on the acquisition of simple communication skills in the Spanish language and an understanding and appreciation of the diversity of Hispanic culture and peoples. This course is eligible for heritage speakers but not native speakers of Spanish. Prerequisite: SPAN 101 or equivalent.

SPAN 103 INTERMEDIATE SPANISH I **3 hours**
The first course of an intermediate sequence that focuses on the attainment of communicative competence in the Spanish language within a contextual framework intended to lead the student to an understanding and appreciation of the cultural patterns of Spanish-speaking peoples. This course is eligible for heritage speakers but not native speakers of Spanish. Prerequisite: SPAN 102 or the equivalent (equivalent is determined via pre-registration communication with professor).

SPAN 104 INTERMEDIATE SPANISH II **3 hours**
The second course of an intermediate sequence that focuses on the attainment of communicative competence in the Spanish language within a contextual framework intended to lead the student to an understanding and appreciation of the cultural patterns of Spanish-speaking peoples. This course is eligible for heritage speakers but not native speakers of Spanish. Prerequisite: SPAN 103 or the equivalent (equivalent is determined via pre-registration communication with professor).

SPAN 111 CONVERSATION, COMPOSITION AND GRAMMAR **3 hours**
Guided classroom practice in speaking Spanish designed to improve pronunciation and develop fluency while exploring Hispanic culture. Analysis of grammatical constructions through written work. This course is eligible for heritage speakers but not native speakers of Spanish. Prerequisite: SPAN 104 or placement exam.

SPAN 121 APPROACHES TO LATIN AMERICAN LITERATURE **3 hours**
Interpretive reading of 20th-century Latin-American poems, narrative fiction and plays in translation. Choice of specific selections kept variable. Fulfills the humanities division requirement for literature. Taught in English.

SPAN 125 INTERCULTURAL COMMUNICATION AND CULTURAL COMPETENCY: U.S. LATINOS **3 hours**
This course focuses on increasing communication among and between members of the various U.S. Latino communities and those of the dominant culture. Barriers to successful interaction will be analyzed with an eye toward identifying methods for removing/overcoming those obstacles. The aim of this course is to increase cultural competency, allowing for successful interactions both socially and professionally. This course partially fulfills the global awareness and social responsibility outcome. This class will be conducted in English.

SPAN 130 BUSINESS SPANISH **3 hours**
This course is designed for students who seek to learn specific, fundamental, and relevant Spanish for the business world. There will be a focus on understanding the culture and values of the Hispanic world of business within the context of the U.S., Latin American and Spanish/global economies. This class will be conducted in English. This course partially fulfills the communication outcome. Prerequisite: Spanish 104 or four years of high school Spanish or two years of college-level Spanish or the equivalent (equivalent is determined via pre-registration communication with professor).

SPAN 131 SPANISH FOR SERVICE PROFESSIONALS **3 hours**
This course is designed for students to help facilitate communication with Spanish-speaking patients/clients/patrons. There will be a focus on understanding the culture and values of Spanish speakers in the U.S., and to a lesser degree those in Latin America and Spain. This class will be conducted in English. This course partially fulfills the communication outcome. Prerequisite: Spanish 104 or four years of high school Spanish or two years of college-level Spanish or the equivalent (equivalent is determined via pre-registration communication with professor).

SPAN 150 SHORT-TERM FACULTY-LED TRIP **1 hour**
This course, offered when there are a sufficient number of students, involves a faculty-led short-term trip to a Spanish-speaking country or region. This class will be conducted in English.

SPAN 250 APPROACHES TO HISPANIC LITERATURE **3 hours**
Introduction to literary analysis with readings from Spanish and Spanish-American literature. Study of the four basic genres: narrative, poetry, drama and the essay. Conducted in Spanish. Prerequisite: SPAN 111 or proficiency.

SPCM 108 ORAL INTERPRETATION **3 hours**
First class in the performance sequence. Emphasis on beginning scene analysis and fundamental performance skills. This course partially fulfills the communication outcome or partially fulfills the knowledge (fine arts) outcome.

SPCM 123 SPEECH **3 hours**
An introduction to the basic principles underlying effective communication, this course offers practical instruction in how to speak effectively in public. Special emphasis is placed on the individual; learning how to deal with speech anxiety, developing and building an effective personal style, and understanding how to adjust to audience reaction.

SPCM 209 VOICE AND DICTION **3 hours**
Physical and physiological aspects of voice and practical exercises in vocal improvement designed to free the individual voice of each actor.

SW 101 INTRODUCTION TO SOCIAL WELFARE AND SOCIAL WORK **3 hours**
The role of social welfare in contemporary society and its historical development, with emphasis on political, economic and social influences. Special emphasis on the role of values in the development of welfare. Overview of the social work profession in a wide range of human service delivery systems. An examination of society's current response to human need.

SW 225 ISSUES IN SOCIAL WORK PRACTICE **3 hours**
An analysis of selected areas of current interest in social work. The specific subject matter may vary from year to year, reflecting the changes in the field of Social Work and interest of the students. Some examples of areas of social work include: Child Welfare, Immigrants and Refugees, Gender Identity, and Social Work with the Older Adult. Students must earn 6 credits in SW 225 by taking two different Issues in Social Work Practice courses.

SW 231 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT **3 hours**
A critical evaluation of the theories of human behavior within the context of biological, psychological, socio-cultural processes that determine development and behavior throughout the life cycle. Special attention to alternative theories that complement the purpose and values of social work practice. Prerequisite: Sophomore standing or consent.

SW 235 DIVERSITY AND PRIVILEGE **3 hours**
This course focuses on issues of diversity, oppression, and social justice. In this course students will gain knowledge of biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, and disability, and how these contribute to discrimination and oppression. Students will advance their knowledge of cultures, roles, and families, and explore the influence of the dominant culture on marginalized groups. This course will also examine the strengths and adaptive capabilities of marginalized groups and how these can be incorporated in social work practice. Students will examine their own values, beliefs, and behaviors that may impact the therapeutic alliance with people of diverse backgrounds. This course uses the person-in-environment perspective as a basis of analysis. Prerequisite: Sophomore standing or consent.

SW 360 PRACTICE I: SOCIAL WORK WITH INDIVIDUALS **3 hours**
Introduction to the professional practice of social work with an emphasis on the values, purposes and basic assumptions of the profession. Attention will be given to the development of analytical and practice skills needed for generalist practice. Generalist practice skills are developed, including strength-based assessments, cross-cultural competencies and empowerment strategies. Development of written and oral communication skills through the use of interviewing, role plays, videotaping and case studies. Prerequisite: At least junior standing or consent.

SW 370 FIELD EDUCATION PREPARATION **1 hour**
This course will help students, preparing to enter field education, to navigate the placement process. During the course of the semester, students will complete an application to field education and will develop a resume for the interview process. Students will explore and identify potential field placement agencies. Under the direction of faculty, students will prepare for and complete the interview process. Student will review the expectations of field education and the capstone assignments and expectations to ensure they are prepared for field education. Prerequisite: Majors only.

SW 375 PRACTICE II: SOCIAL WORK WITH GROUPS AND FAMILIES **3 hours**
Second course in a sequence of three generalist practice courses. The course addresses practice with families and small groups. The focus is on the group work that entails the deliberate use of intervention strategies and group processes to accomplish individual, group and community goals using the value base and ethical practice principles of the social work profession. Prerequisite: SW 360 and junior standing, or consent.

SW 385 SOCIAL WORK WITH COMMUNITIES AND ORGANIZATION **3 hours**
Exploration of the aspect of generalist practice involving proactive responding to large groups, communities and organizations. Macro skills of working within an agency, organizational leadership, supervision, grant writing, fundraising and community organizing are emphasized. Other skills to facilitate meetings, networking, time management and handling conflict are addressed. Prerequisite: SW 360 and junior standing, or consent.

SW 400 SOCIAL WORK RESEARCH **3 hours**
This course is designed to introduce students to the basic steps of the traditional scientific research process and explore generic issues that are related to the practice of social work research and program evaluation. Students will learn to use research evidence to inform practice and advocacy, and use practice-based experiences to inform scientific inquiry. The course also examines ethical issues in the conduct of social research, including informed consent, anonymity and confidentiality, culturally sensitive research methods, and the NASW Code of Ethics. Prerequisite: MATH 120 and junior standing.

SW 481 SOCIAL POLICY ACTION **3 hours**
Introduction to social work policy action which includes the history of social welfare policy, policy development, policy change process, legislative action, voter engagement, policy analysis; and policy action. The course focuses on current policy issues relevant to social work practice. Prerequisite: Students must have obtained at least junior standing.

SW 494 SOCIAL WORK FIELD PRACTICUM I **4 hours**
Individually planned and supervised experiences in public and voluntary social-service agencies that will enable students to integrate social work knowledge with practical experience. The student spends approximately 14 hours per week or 205 clock hours during one semester in placement. Students must provide their own transportation. A weekly seminar is required of all students in field instruction. An application for field instruction is required. Prerequisite: SW 370.

SW 495 SOCIAL WORK FIELD PRACTICUM II **4 hours**
Individually planned and supervised experiences in public and voluntary social-service agencies that will enable students to integrate social work knowledge with practical experience. The student spends approximately 14 hours per week or 205 clock hours during one semester in placement. Students must provide their own transportation. A weekly seminar is required of all students in field instruction. An application for field instruction is required. Prerequisite: SW 494.

SW 496 SOCIAL WORK FIELD PRACTICUM **8 hours**
Individually planned and supervised experiences in public and voluntary social-service agencies that will enable students to integrate social work knowledge with practical experience. The student spends 410 clock hours during one semester in placement. Students must provide their own transportation. A weekly seminar is required of all students in field instruction. An application for field instruction is required. Prerequisite: SW 370.

SW 499R SOCIAL WORK CAPSTONE **2 hours**
This course is the culmination of social work education. Students will use skills learned in their social work education to engage, assess, intervene, and evaluate clients, communities and organizations in context of their social environment. The course culminates in a written assessment and oral presentation. Co-requisite: Students must be enrolled in SW 495 OR SW 496 at the same time they are enrolled in SW 499R.

SW 513 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT **3 hours**
A critical evaluation of the theories of human behavior within the context of biological, psychological, socio-cultural processes that determine development and behavior throughout the life cycle. Special attention will be given to alternative theories that complement the purpose and values of social work practice. Prerequisite: Enrollment in MSW program or consent.

SW 515 PRACTICE I: SOCIAL WORK WITH INDIVIDUALS **3 hours**
This course is an introduction to the professional practice of social work with an emphasis on the values, purposes and basic assumptions of the profession. Attention will be given to the development of analytical skills needed for practice. Practice skills developed include strength-based assessments, cross-cultural competencies and empowerment strategies. Written and oral communication skills are developed through the use of interviewing, role plays, videotaping and case studies. Prerequisite: Enrollment in MSW program or consent.

SW 521 PRACTICE II: SOCIAL WORK WITH GROUPS AND FAMILIES **3 hours**
This is a second course in a sequence of three practice courses. The course addresses practice with families and small groups. The focus is on group work that entails the deliberate use of intervention strategies and group processes to accomplish individual, group and community goals using the value base and ethical practice principles of the social work profession. Prerequisite: SW 515 and enrollment in MSW program or consent.

SW 525 DIVERSITY AND PRIVILEGE **3 hours**
This course focuses on issues of diversity,oppression, and social justice. In this course students will gain knowledge of biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, and disability, and how these contribute to discrimination and oppression. Students will advance their knowledge of cultures, roles, and families, and explore the influence of the dominant culture on marginalized groups. This course will also examine the strengths and adaptive capabilities of marginalized groups and how these can be incorporated in social work practice. Students will examine their own values, beliefs, and behaviors that may impact the therapeutic alliance with people of diverse backgrounds. Prerequisite: Enrollment in MSW program or consent.

SW 530 RESEARCH IN SOCIAL WORK **3 hours**
This course is designed to introduce students to the basic steps of the traditional scientific research process and explore generic issues that are related to the practice of social work research and program evaluation. Students will learn to use research evidence to inform practice and advocacy, and use practice-based experiences to inform scientific inquiry. The course also examines ethical issues in the conduct of social research, including informed consent, anonymity and confidentiality, culturally sensitive research methods, and the NASW Code of Ethics. Prerequisite: Enrollment in MSW program or consent.

SW 540 SOCIAL WORK WITH COMMUNITIES AND ORGANIZATIONS **3 hours**
Exploration of the aspect of generalist practice involving proactive responding to large groups, communities and organizations. Macro skills of working within an agency, organizational leadership, supervision, grant writing, fundraising and community organizing are emphasized Other skills to facilitate meetings, networking, time management and handling conflict are addressed. Prerequisite: Enrollment in MSW program or consent.

SW 550 BRIDGE COURSE FOR ADVANCED STANDING IN SOCIAL WORK **3 hours**
This course offers an overview of courses in the generalist practice curriculum for incoming MSW students in advanced standing status who graduated more than seven years ago with their BSW. The following concepts will be reinforced: history and philosophy of social work profession; social work values and ethics; promotion of social and economic justice for populations at risk; cultural diversity; practice with individuals, family, groups, communities and organizations; policies of social work, basic research concepts and examination of current theoretical perspectives that discuss human development and the environment. Prerequisite: Enrollment in MSW program or consent.

SW 553 PSYCHOPATHOLOGY IN SOCIAL WORK **3 hours**

A critical evaluation of serious mental health challenges in clinical social work practice. The content primarily centers upon major mental health diagnoses as described in the Diagnostic and Statistical Manual of Mental Disorders (DSMV). Although students concentrate on problematic patterns of functioning, the course is presented in a manner that highlights assessing for and promoting clients' strengths. Prerequisite: Enrollment in MSW program or senior standing with 3.0 GPA in SW courses, or consent.

SW 554 CRISIS AND TRAUMA RESPONSE **3 hours**

Crisis and Trauma Response is a required MSW course typically taken during the specialized practice year. This course explores interventions to immediate crisis and trauma as well as the effects these experiences have on the long-term well-being of individuals. Trauma experiences such as intimate partner violence, child maltreatment, elder abuse, and violence are examined; and best practices for engaging in crisis situations are identified with consideration taken in practicing across societal, racial, gender, and age divides. This course focuses on both the individual client as well as the systems that they encounter. Prerequisite: Enrollment in MSW program or senior standing with 3.0 GPA in SW courses, or consent.

SW 555 PRINCIPLES OF ANTI-OPPRESSIVE PRACTICE **3 hours**

In this course students will explore and apply five principles of anti-oppressive practice: critical reflection on self in practice, critical assessment of service users' experiences of oppression, empowering service users, working in partnership, and minimal intervention (Matthews, Sibbald, Szoke, & Varela, 2020). Throughout the semester these principles will be applied across various fields of social work practice in the interest of working toward social, racial, economic, and environmental justice. Special attention will be paid to identifying and dismantling institutional structures and processes that create and sustain oppression as targets of change. Prerequisite: Enrollment in MSW program or senior standing with 3.0 GPA in SW courses, or consent.

SW 581 SOCIAL POLICY ACTION **3 hours**

Introduction to social work policy action which includes the history of social welfare policy, policy development, policy change process, legislative action, voter engagement, policy analysis; and policy action. The course focuses on current policy issues relevant to social work practice. Prerequisite: Enrollment in MSW program or consent.

SW 591 PURPOSE AND VALUES OF THE SOCIAL WORK PROFESSION **3 hours**

This course provides students who are new to the Clarke MSW program a deep exploration of the purpose and values of the social work profession. Focusing both on abstract concepts and concrete actions, the seminar-style course gives students an opportunity to connect the ideals of the profession with actual social work practice. Students are oriented to MSW education at Clarke University, including how graduate education may differ from past educational experiences, the integrated health specialization, and the importance of lifelong learning. Effective writing and critical thinking are emphasized. Students begin to create a professional portfolio that will summarize their education and facilitate future licensure and professional development. Prerequisite: Enrollment in MSW program or consent.

SW 599 GENERALIST SOCIAL WORK FIELD PRACTICUM
Variable credit hours: 2, 3, or 6 credits per term to achieve 6 total credits
This course provides students with individually planned and supervised social work practice experience in community-based agencies. Through close supervision, attendance at a weekly field seminar, and completion of all seminar assignments, students integrate generalist social work knowledge, skills, and values with their practice experiences. Depending on the number of credit hours taken, students spend 137 hours (2 credits), 205 hours (3 credits), or 410 hours (6 credits) spread across the semester at the agency. Regardless of whether the practicum is completed in one, two, or three semesters, students must complete all 410 hours at the same agency. Pre-or corequisite: SW 515 or transfer equivalency.

SW 602 INTEGRATED HEALTH I **3 hours**
This is a specialized practice (second year) course in integrated health. Integrated health is a state of well-being in body, mind, and spirit that focuses on individuals, families, groups, organizations, and communities. It recognizes that health is shaped not only by health care, but also by personal behaviors, community conditions, public policy, social values, and economic environments. The concept of integrated health also refers to the way in which health care services are delivered. For example, rather than providing mental and physical health services in two parallel tracks the integrated health model combines them. This course provides foundational knowledge of integrated health, which includes history, models, frameworks, theories, and policy. Students will explore social determinants of health, disparities/inequities, ethical issues, healthcare financing, service delivery, international perspectives, and mezzo- and macro-level strategies for improving health outcomes. Prerequisite: SW 581.

SW 603 INTEGRATED HEALTH II **3 hours**
This practice course builds on the foundational knowledge from Integrated Health I. Students will continue to explore and apply in greater depth concepts from Integrated Health I (e.g., evidence-based practices, trauma-informed care, specific practices) across the lifespan and in various practice settings. Prerequisite: SW 602; Pre- or co-requisite: SW 625.

SW 625 MOTIVATIONAL INTERVIEWING AND COGNITIVE BEHAVIORAL THERAPY IN SOCIAL WORK PRACTICE **3 hours**

This course is required for students as part of the specialized practice curriculum of the MSW program. Building on knowledge, skills, and values taught in the generalist practice courses, this course presents Motivational Interviewing (MI) and Cognitive Behavioral Therapy (CBT) as models for social work practice at all levels. These modalities are foundational to much of social work practice. MI, originally developed as an intervention for working with persons with addictions, is an established, widely recognized, and empirically based strategy used for effecting behavioral change across multiple problem areas commonly addressed in social service, mental health, and medical settings. CBT and its derivatives are used by nearly all social work practitioners in some form. CBT is used for behavior change, mental health treatment, and combatting the impact of trauma. This course will examine the theoretical, conceptual, and empirical literature that has supported the development of both MI and CBT, will consider creative ways they can be used in both micro and macro practice, and will focus on skill development for a variety of social work settings. Prerequisites: SW 515, SW 521, and SW 540

SW 634 ADVANCED CLINICAL PRACTICE **3 hours**

This specialized practice course is designed for students who are intending to become mental health practitioners providing counseling and psychotherapy services. Beginning with an overview of major theoretical orientations, it examines the defining features, as well as similarities and differences between, major schools of thought (such as person-centered, psychodynamic, cognitive, behavioral, and “third-wave” theories). It then introduces an integrative approach to psychotherapy that builds upon these theoretical orientations, is client-centered, highlights the therapeutic relationship, and focuses on therapeutic communication. Throughout, it attends to the existing evidence base for the effectiveness of psychotherapy. Corequisite: SW 625.

SW 650 PROGRAM AND PRACTICE EVALUATION **3 hours**

This course is required for students as part of the specialized practice curriculum of the MSW program. Building on knowledge, skills, and values taught in Research in Social Work or its equivalent, this course will equip students with knowledge and skills on how to apply research methodologies to evaluate programs and practice. It will emphasize evidence-based practice including the knowledge and skills required for the systematic search for evaluation models and their application to diverse populations and settings. The course will also include ethics of evaluation and consideration of the political, social, cultural, and organizational factors affecting evaluation. Prerequisite: SW 530 or its equivalent.

SW 699 SPECIALIZED PRACTICE SOCIAL WORK FIELD PRACTICUM
Variable credit hours: 2, 3, or 6 credits per term to achieve 6 total credits
This course provides students with individually planned and supervised social work practice experience in community-based agencies. Through close supervision, attendance at a weekly field seminar, and completion of all seminar assignments, students integrate social work specialized practice knowledge, skills, and values with their practice experience. Depending on the number of credit hours taken, students spend 167 hours (2 credits), 250 hours (3 credits), or 500 hours (6 credits) spread across the semester at the agency. Regardless of whether the practicum is completed in one, two, or three semesters, students must complete all 500 hours at the same agency. Pre- or co-requisite: SW 625.

WRTG 210 CREATIVE WRITING **3 hours**
Provides opportunity for creation of short fiction, poetry, dramatic script and literary nonfiction. Includes individual discussion of student writing as well as group work. Course culminates in production of a portfolio. Prerequisite: GNED 116.

WRTG 220 ESSAY WRITING **3 hours**
A nonfiction writing course which provides opportunity for development of essay writing skills in a number of nonfiction subgenres and invites students to write for audiences beyond the classroom; includes discussion of student writing as well as analysis of contemporary nonfiction forms. Prerequisite: GNED 116.

WRTG 420 LANGUAGE AND POWER **3 hours**
Language has the power to inspire and to move citizens to action and nations to change. But, it also has the power to divide and conquer, to oppress and marginalize, and to divert and distract. As global citizens, we must be aware of applications of language that threaten any group that is without power. Students will study texts that wield language as a tool of power. Issues of access and authority will be examined across a variety of positionalities and identities. Prerequisite: ENGL 285 or consent.

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