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01-99 Preparatory Level
100-199 Introductory Level
200-299 Intermediate Level
300-499 Advanced Level
500-799 Graduate Level
CV Credit Varies

Course Numbers Reserved

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282 Scholars Program Courses
290/390/490 Independent Study
295/395/495 Experiential Education/Internship
480 Special Topics
487 Research
499 Capstone

FOR MORE INFORMATION

About	Office	Call
Academic Policies	Academic Affairs Office	(563)588-6406
Admissions	Admissions Office	(563)588-6316 OR (800)383-2345
Alumni	Alumni Relations Office	(563)588-6553
Development	Development Office	(563)588-6405
General Information	Marketing and Communication Office	(563)588-6318
Housing, Student Activities	Student Life 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 or (800)383-2345.

You can also email us at admissions@clarke.edu and visit our website at www.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 www.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 1,043 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 8:1 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

We are a Catholic, coeducational, liberal arts university founded in 1843 by the Sisters of Charity of the Blessed Virgin Mary in Dubuque, Iowa. Clarke educates students at the postsecondary level in the liberal arts and sciences, the fine arts, selected professional programs, and graduate programs.

We, the faculty, students, staff and administration are a caring, learning community committed to excellence in education. We provide a supportive environment that encourages personal and intellectual growth, promotes global awareness and social responsibility, and deepens spiritual values.

INSTITUTIONAL GOALS

To Foster Our Mission:

WE ENCOURAGE personal and intellectual growth by:

- Challenging ourselves to grow, experiment, and explore
- Fostering critical thinking and informed decision-making
- Requiring articulate communication of thoughts and ideas
- Setting high standards for quality
- Utilizing the best tools available for learning
- Providing skills for success in the contemporary world
- Developing creativity, aesthetic awareness, and appreciation
- Encouraging personal initiative and leadership

- Promoting physical well-being
- Instilling a passion for life-long learning

WE PROMOTE global awareness and social responsibility by:

- Supporting and caring for one another
- Recognizing the responsibility and necessity to serve others
- Reaching out actively to serve the community
- Respecting individual rights, privacy and diversity
- Raising consciousness regarding contemporary issues
- Emphasizing peaceful resolutions to conflict
- Modeling collaboration in leadership
- Bringing about positive changes as responsible members of a world community.

WE DEEPEN spiritual values by:

- Supporting the Catholic tradition
- Enhancing one's own search for the Sacred
- Applying spiritual values in our lives
- Challenging ourselves to understand other traditions
- Experiencing community celebrations of faith

INSTITUTIONAL OUTCOMES

THEREFORE, we envision our graduates to be persons who believe in and demonstrate:

- Intellectual rigor and curiosity
- Critical analysis and informed decision-making
- Spiritual depth and values
- Aesthetic sensitivity and cultural appreciation
- Active community involvement
- Contemporary professional skills in a field of choice
- Personal and social responsibility
- Acceptance of diversity in people and ideas
- Self-knowledge, self-confidence, and self-motivation.

VISION

Rooted in the Catholic tradition and the BVM Core Values, Clarke University will be a vibrant, relevant and collaborative environment that creates career-and life-ready graduates who positively impact the organizations and communities in which they work and live.

CORE VALUES

Clarke University is rooted in the core values of the BVM congregation. As such the University strives to be a community of **freedom** seeking God, a community of **education** seeking wisdom, a community of **charity** seeking communion, and a community of **justice** seeking social justice.

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; and the Marie Miske Center for Science Inquiry in 2013.

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 Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education
- Council of Social Work Education
- Iowa Department of Education
- National Association of Schools of Music

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

ACADEMIC CALENDAR

FALL SEMESTER 2017

AUGUST

24	Thu	CONNECT; New Student Move-in
25	Fri	Transitions: First Year Seminar begins
28	Mon	All classes begin

SEPTEMBER

1	Fri	Last day to add/cancel, audit Session I
4	Mon	Labor Day (no classes)
5	Tue	Last day to add semester-long course (for registered students)
12	Tue	Last day to cancel semester-long course, file for internship credit, file for audit, convert an incomplete grade
13	Wed	Convocation
26	Tue	Last day to withdraw, file S/U in Session I

OCTOBER

10	Tue	Assessment Day (required for 1st, 2nd, and 3rd year students)
19	Thu	Session I ends
20	Fri	Autumn Free Day (no classes)
23	Mon	Session II begins
24	Tue	Midterm and Session I grades due
25	Wed	Academic Advising begins (through Nov. 10)
27	Fri	For Session II: Last day to add/cancel, file audit

NOVEMBER

3	Fri	Last day to withdraw, file S/U grade option for semester-long course
15	Wed	Spring Registration begins (see campus calendar for designated registration dates)
21	Tue	Last day to withdraw, File S/U option in Session II
22-24	Wed-Fri	Thanksgiving Break (no classes)
29	Wed	Recognition Ceremony for December Graduation Candidates

DECEMBER

11-14	Mon-Thu	Finals Week
14	Thu	Session II ends
18	Mon	Final and Session II grades due

SPRING SEMESTER 2018

Intersession (for those to whom it applies)
Dec. 15 – Jan. 19 (no classes Dec 25 – Jan. 1)
(DNP classes begin Jan. 15)

JANUARY

22	Mon	All classes begin
26	Fri	Last day to add/cancel, audit Session I
30	Tue	Last day to add semester-long course (for registered students)

FEBRUARY

6	Tue	Last day to cancel semester-long course, file for internship credit, file for audit, Convert an incomplete grade
20	Tue	Last day to withdraw, file S/U in Session I
26	Mon	Winter Free Day (no classes)

MARCH

13	Tue	Midterm for semester long-courses
15	Thu	Session I ends
19	Mon	Session II begins
19	Mon	Academic Advising begins (through Mar. 23; resumes Apr. 4 – Apr. 13)
20	Tue	Midterm and Session I grades due
23	Fri	Last day to add/cancel, audit Session II
26	Mon	Spring/Easter Break (through Monday, Apr. 2; Session II resumes Monday, Apr. 2)

APRIL

2	Mon	Session II resumes
6	Fri	Last day to withdraw, file S/U grade option for semester-long course
16	Mon	Fall Registration begins (see campus calendar for designated registration dates)
18	Wed	Assessment Day/Student Academic Conference (required for daytime students)
24	Tue	Last day to withdraw, file S/U option for session II

MAY

14-17	Mon-Thu	Finals Week
17	Thu	Session II ends
19	Sat	Commencement
22	Tue	Final and Session II grades due

Please note calendar items may be updated on the Clarke website throughout the academic year.

ACADEMIC DEGREES

Clarke University offers comprehensive undergraduate and graduate programs leading to Associate of Arts (AA), Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), 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 Organizational Leadership (MOL), Master of Social Work (MSW), Doctor of Nursing Practice (DNP), and Doctor of Physical Therapy (DPT) degrees.

Every effort is made by Clarke University to notify students of degree requirements. However, it is the student's responsibility to become familiar with all requirements upon entry to the University.

ASSOCIATE OF ARTS DEGREE REQUIREMENTS

To qualify for an Associate of Arts Degree a student must:

- Earn 62 semester hours of which at least 30 are granted from Clarke University;
- Earn last 15 semester credit hours in residence at Clarke University;
- Achieve a cumulative grade-point-average of at least 2.00;
- Fulfill the 24-hour semester curricular component of Compass including:
    - Four (4) courses at the Foundational Level:
        - Cornerstone I
        - Cornerstone II
        - Foundations of the Spiritual Life
        - Fundamentals of Philosophy
    - Four (4) courses at the divisional level, one from each of the four following divisions:
        - Fine arts
        - Humanities
        - Math and natural sciences
        - Social sciences
- Complete a concentration of 18-24 semester hours as specified by the department of the concentration.

BACCALAUREATE DEGREES REQUIREMENTS

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

- Earn 124 semester hours, the last 30 of which must be granted from Clarke University.
- Achieve a cumulative grade-point-average of at least 2.00 in all course work.

- Complete the requirements for the Clarke Compass including the curricular component, including 48 semester hours.
- 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 department (see the department section of this catalog).
- Complete the major Capstone course through a senior performance as specified by the major field department.
- Complete the last 30 credit hours before graduation at Clarke University.

Degrees are not automatically awarded when requirements are completed. It is the responsibility of the student to submit an online application for graduation to the Registrar's office one year prior to the expected date of degree completion.

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.

GRADUATE DEGREE REQUIREMENTS

Clarke University offers graduate programs in five disciplines: business (MBA and MOL), 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 admission to the program of study.

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.

UNDERGRADUATE ACADEMIC PROGRAMS

THE UNDERGRADUATE CURRICULUM

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

When the results of Clarke-administered assessments and/or standardized tests indicate a need to improve certain skills, students will be required to enroll in one or more preparatory courses. Courses that may be required include Elementary Algebra (MATH 005), Intermediate Algebra (Math 090) and Writing and Skills Lab (GNED 010). These courses do not count as electives toward the 124 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 register for classes, receive an introduction to Clarke University's programs and services, meet members of the faculty and staff, and become acquainted with the campus. There are opportunities to meet current and future students.

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 first-year seminar course, Transitions, starts during CONNECT.

Transitions: First-Year Seminar is a one-credit course designed to assist students 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. The emphasis of the course is on critical thinking skills and its applications in academic and life settings. Transitions: First-Year Seminar is required of all full-time, first-year students. It begins during CONNECT, that is, during the week prior to the university's official first day of classes. Transitions instructors serve as academic advisors during their students' first year.

The Spark program enrolls a small number of new first-year students who demonstrate potential to succeed academically despite insufficient academic credentials to gain regular admission into Clarke University. The program links students with the services needed to support their success.

STUDENT PROGRAM 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, including class schedule, grades, unofficial transcript, and program evaluation. Program evaluation is a detailed record of a student's degree requirements and includes all course work that a student has completed or is in the process of completing.

THE CLARKE COMPASS

The Clarke Compass integrates the liberal arts, essential academic skills, experiential learning, major courses of study, co-curricular offerings and the BVM Core Values to produce career- and life-ready graduates who serve the Common Good. The Common Good is defined as that which all members of a society need in order to live healthy, fulfilling lives.

First-year students entering Clarke University in 2015-2016 or later and transfer students registering after Fall 2016 must abide by the requirements of Compass.

Clarke University students who successfully complete the Clarke Compass will demonstrate achievement of the following Compass outcomes:

1. SPIRITUALITY

Students will engage in a process of spiritual growth in a dialogue which includes the Catholic tradition.Derived from "spiritus," to breathe, spirituality permeates the entire body of liberal studies and campus life at Clarke University. Through a shared recognition that it is this breadth, this spiritual center, that gives full life to us all, students, faculty and staff support one another in seeking further understanding of ourselves as beings whose existence moves through the temporal and physical into the presence of God. Life in the spirit respects the dignity of others regardless of class, race, ethnicity or gender. Life in the spirit involves working individually as well as cooperatively to achieve ways of living according to our values, ethics and religious traditions. Life in the spirit prevails in the face of change and obstacles because our core is moveable while at once remaining at center. Spirituality at Clarke, informed by the Catholic tradition and the charism of the Sisters of Charity of the Blessed Virgin Mary, results in action, i.e., action toward recognition of self, action toward social justice, and action dedicated to charity, freedom and education.

2. COMMUNICATION

Students will demonstrate competent use of language in a variety of settings. Some cultures have attempted to limit human thought by denying some of their members the right to read, write, speak or hear. The Clarke liberal arts program, in dissolving the tyranny of ignorance, encourages students to expand the self to fuller potential through language acquisition and use. Whether written, spoken or nonverbal, language has at its heart the ability to convey and receive that which can be conceived intellectually, personally and spiritually. Students find opportunities to express themselves confidently and effectively, individually and collaboratively through writing, giving oral presentations, acquiring an additional language, gathering information, participating in panels and debates, using technologies judiciously and creatively, reading astutely, and listening critically. Language frees the liberally educated person to co-create the human story.

3. CRITICAL THINKING

Students will employ thinking skills informed by experience, knowledge, insight and reflection. "The unexamined life is not worth living," Socrates tells us. Clarke's liberal arts program dares students to think for themselves. This program challenges students to develop critical and

creative thinking as they integrate knowledge from varied perspectives. It challenges students to read, discuss and listen with a healthy skepticism and an ear for new learning. It challenges students to understand their own cognitive processes. Such skills prepare students as lifelong learners meeting change with adaptability and intelligence.

4. INTEGRATION OF KNOWLEDGE

A depth and breadth of knowledge across the curriculum in the arts, humanities, natural sciences, and social sciences while developing an integrated knowledge base around the theme of the Common Good. By acquiring this breadth of knowledge, students promote the Common Good as they seek solutions to local, national, and global problems to improve the lives of others.

Truly educated persons know more than that by which they earn their daily bread: they feast on the knowledge of the ages. Clarke's liberal arts program invites students to become scholars engaged in an interdisciplinary study of numerous fields drawn from the arts, humanities, math and natural sciences and social sciences. This knowledge not only prepares students personally and professionally for an ever-changing world, but also nurtures the flourishing of the human spirit.

Integrative Inquiry Courses

Integrative inquiry courses allow students to make connections among ideas and experiences to synthesize and transfer learning to new, complex situations. Students demonstrate this ability by exploring a problem or issue from a minimum of two different academic disciplines and applying this integrative skill beyond the specific problem or issue.

Consistent with the Clarke University mission, the Clarke Compass requires completion of an integrative inquiry course of all undergraduate students. The course fulfills foundational or divisional requirements. Ideally, students take this course in their junior of senior year.

The following courses are designated as integrative inquiry courses:

- COMM 280: Spaces of Inventions and Innovation
- DRMA 280: Arts and Non-Profit Management
- SOC 202: Race and Ethnicity

5. INTERCULTURAL ENGAGEMENT

Students will deepen their understanding and appreciation of their own and others' perspectives across a range of diversities and social conditions, including but not limited to gender, race, ethnicity, language, religious beliefs, sexual orientation, human capacity, or socio-economic status. Through various activities, they will deepen their awareness of local and/or global issues, and of how their actions affect the Common Good.

Through engagement in Intercultural Engagement activities, students demonstrate development of the following competencies:

- Cultural self-awareness
- Knowledge of cultural world view frameworks
- Openness to difference
- Personal and social responsibility
- Engagement in concrete efforts to develop solidarity; meet human needs; or further justice, peace, or the common good.

Students complete one of the following options with all qualifying curricular or co-curricular activities approved by the Compass Office:

1. International immersive experiences (e.g., study abroad), immersive service or mission trips, and some forms of military service.

2. Complete a minimum of 30 hours of pre-approved Intercultural Engagement activities and one diversity course that includes an experiential component.

3. Complete an Intercultural Engagement experience designed with your advisor and approved through the Compass office.

Approved Intercultural Engagement Courses:

Foundational Courses

- PHIL 250 Asian Philosophy
- PHIL 270 Philosophy of Women
- RELS 222 Multicultural Faces of Jesus

Divisional Courses
Fine Arts

- ARHS 135 Introduction to World Art
- DRMA 220: American Drama
- MUSIC 126 Music in World Cultures

Humanities

- ENGL 230 Global Voices
- RELS 202 World Religions
- SPAN 103 Intermediate Spanish I
- SPAN 104 Intermediate Spanish II
- SPAN 111 Conversation, Composition and Grammar

Math and Natural Sciences

- FDSC 110 Introduction to Food Sciences

Social Sciences

- POLI 210/HIST 210 Modern World Politics
- SOC 201: Social Issues
- SOC 202 Race & Ethnicity

Major Courses

- BUMG 380 Special Topics: Global Business and Culture
- EDSP 200 Foundations of Special Education
- EDUC 119 Multicultural Education
- EDUC 202 Introduction to Exceptionalities
- HIST 208 Modern Latin American History
- HIST 210 Modern World Politics
- HLTH 233 Transcultural Health Care
- NURS 416 Community Health Care
- PSYC 265: Psychology of Women
- RELS 302: World Religions
- RELS 322: The Multicultural Faces of Jesus

6. LEADERSHIP

Students will develop personal and professional leadership skills, and put them into practice. They will apply these leadership skills for personal and professional advancement. They will demonstrate leadership in a context that is linked to the Common Good.

Through engagement in Leadership activities, students demonstrate development of the following competencies:

- Interpersonal communication
- Collaboration and team building
- Motivational strategy
- Dependability
- Responsibility
- Creativity
- Compassion
- Passion
- Taking Initiative
- Assertiveness

Complete one of the following:

1. Participate in a formal Clarke leadership role in which your work realizes some facet of the Common Good.

2. Participate in a formal leadership role in an external organization in which your work realizes some facet of the Common Good.

3. Participate in Clarke's CU Lead (leadership development program).

4. Complete a credit-bearing leadership course (minimum 1 credit hour).

5. Minimum of 20 hours of leadership exploration activities and/or active membership in a formal organization with demonstrated participation in planning and implementing organization events or initiatives. Note: This outcome can be met through curricular or co-curricular experiences.

7. PROFESSIONAL PREPAREDNESS

Students will apply knowledge and skills they have learned in a professional context. They will gain experience that will make them more valuable to employers and effective contributors to the Common Good.

Through engagement in Professional Preparedness activities, students demonstrate development of the following competencies:

- Acquiring and evaluating information
- Gaining work experience

- Being adaptable
- Displaying a positive attitude
- Demonstrating professional behaviors
- Applying collaboration skills
- Using technology in professional ways

Successfully complete one of the following:

1. A professional experience such as a major-approved internship, practicum, field experience, clinical practice, research presentation, or student teaching lasting a minimum of one academic term.

2. A relevant external professional experience approved by the Compass Office as meeting the competencies and lasting a minimum of one academic term.

3. Complete and implement a Professional Preparedness plan, designed with your advisor and approved by the Compass Office, which will involve a combination of activities. Note: This outcome can be met through curricular or co-curricular experiences.

8. SELF SUFFICIENCY

Students will demonstrate self-sufficiency in order to become more present and effective contributors to society.

Through engagement in Self-Sufficiency activities, students demonstrate development of the following competencies:

- Self-awareness
- Self-motivation
- Self-confidence
- Self-reliance
- Financial literacy
- Decision making
- Health and wellness
- Organization and planning
- Acquisition and use of information

Traditional students complete first and second options below; non-traditional students can complete the third option.

- 1st year: complete the Make a Plan (MAP); and update your plan annually.
- Attend 3 self-sufficiency activities each year (see "Examples of Self-Sufficiency Activities" in attached Self Sufficiency document)
- Credit for previous life experience, knowledge, and skills.

For further information regarding Compass, please see the Compass Field Guide in The Source.

CURRICULAR COMPONENT OF COMPASS

Every student must complete a minimum of 48 semester hours in the curricular component of Compass. Learning begins with foundational courses, which introduce the four curricular outcomes with an emphasis on communication skills, critical thinking, and spirituality. Divisional courses, selected from fine arts, humanities, mathematics and natural sciences and social sciences focus on the breadth and development of knowledge and continue to reinforce the values and skills introduced at the foundational level.

The Capstone course is a university-wide, undergraduate degree requirement designed to integrate the four curricular outcomes in the context of the major discipline. This course focuses on discipline-specific topics, research, and major outcomes while emphasizing the synthesis and integration of knowledge.

The liberal arts curriculum offers ample opportunities for the study of diversity and the development of collaborative learning, quantitative reasoning, and information literacy.

In addition, students must demonstrate competency in mathematics, writing, and a foreign language. Mathematics and foreign language courses may count as Compass curricular electives. If proficiency has been met, students may select additional courses from the foundational or divisional levels for elective credit.

FOUNDATIONAL STUDIES

At the foundational level, students are introduced to the curricular component of Compass. After successfully completing the six courses comprising this level, students are able to speak and write effectively, to think critically, to demonstrate information literacy, and to conduct research. Furthermore, students are able to demonstrate an ability to engage in a process of spiritual growth in a dialogue which includes the Catholic tradition. The university rubrics for writing, speaking, thinking, and spirituality are introduced in these foundational courses. Rubrics are available on the Clarke University website.

Cornerstone (6 credits hours)
Cornerstone is a two-semester sequenced course in which writing, speaking and research are developed at the foundational level. Interaction within a community of learners offers students varied opportunities to expand knowledge, deepen values and explore diverse perspectives in a contemporary milieu.

Because writing is essential for success in college, select students will complete the Clarke University writing assessment at entrance. (See Writing Assessment section of this Catalog.) Scores are used to determine the readiness for and placement in Cornerstone courses. When the writing assessment score is unsatisfactory, the first-year student is required to enroll in GNED 010 Writing and Skills Lab. This course provides the student with additional instruction in developing writing skills necessary for success in college.

The following courses are required as introductory foundational level courses and are taken during the student's first year at Clarke University:

- GNED 110 Cornerstone I
- GNED 111 Cornerstone II

GNED 110 and GNED 111 may not be repeated more than once. Course cancelation and/or withdrawal is rarely granted, and only when formal request with written documentation of extreme hardship is provided to the Dean of Undergraduate Studies.

Religious Studies Foundational Courses (6 credit hours)
Grounded in the Catholic tradition, courses in religious education at the foundational level provide opportunities for students to develop a knowledge base, skills and an appreciation of values that assist spiritual growth. Students are challenged to think critically, creatively and holistically about the ways in which spirituality is intrinsic to human existence.

Upon successful completion of study in this discipline, students will:

- Demonstrate an ability to engage in a process of spiritual growth in a dialogue which includes the Catholic tradition.
- Examine complex issues from the perspective of various human values.
- Identify the connection between ordinary experience and religious experience.
- Recognize the developmental process that is the structure of the living tradition.
- Give evidence of the ability to reflect critically on the values and attitudes operative in society.
- Explore creatively alternatives that would enhance the quality of human life in the global community.

Students must take six hours of foundational courses in religious studies. After students complete RELS 100 Foundations of the Spiritual Life, they will select one 200-level foundational religious studies course that fulfills this requirement. Students are encouraged to complete the two-course foundational requirement by the end of their second year of study. Transfer credits in equivalent foundational religious studies courses are accepted only from accredited Catholic colleges and universities.

Scholars program courses that meet Compass requirements are indicated by the numbers 281 and 282. Thus, RELS 281 and PHIL 281 meet foundational requirements for students in the Scholars program and RELS 282 and PHIL 282 meet humanities divisional requirements.

NOTE: RELS 211 Faith and Doubt and RELS 202 World Religions are humanities division courses and as such do not fulfill foundational-level requirements.

The following courses are designated as foundational-level or Compass curricular elective courses:

- RELS 100 Foundations of Spiritual Life
- RELS 200 Spiritual Growth
- RELS 204 Faith Communities
- RELS 205 Introduction to the New Testament
- RELS 206 Introduction to the Old Testament
- RELS 208 Sacramental Experience
- RELS 216 Contemporary Catholic Faith
- RELS 217 Science and Religion
- RELS 218 Ethics for Christian Living
- RELS 219 Faith Development
- RELS 222 Multicultural Faces of Jesus

Philosophy Foundational Courses (6 credit hours)
The study of philosophy is an essential part of a Catholic liberal arts education. Liberally educated persons need to know not only how to make a living, but what constitutes a good life. They need to be reflective about what they believe and why they believe it. Students are encouraged to engage in philosophical inquiry into the meaning of human existence, experience and morality.

At the successful completion of study in this discipline, students will:

- Examine complex issues from the perspective of various important values.
- Think critically, creatively and holistically as they search for meaning and values with which to interpret their experiences and broaden their vision as responsible members of a world community.

A student must take six hours of foundational courses in philosophy. After students complete PHIL 110 Fundamentals of Philosophy, they will select one 200-level foundational philosophy course that fulfills this requirement. Ordinarily, students will complete this foundational requirement by the end of their second year of study.

Note: PHIL 200 Our BVM and Clarke University Heritage and PHIL 260 Philosophy of Sex and Love are humanities division courses and as such do not fulfill foundational-level requirements.

The following courses are designated as foundational-level or Compass curricular elective courses:

- PHIL 110 Fundamentals of Philosophy
- PHIL 212 General Ethics
- PHIL 213 Western Political Thought
- PHIL 225 Applied Ethics
- PHIL 230 Philosophy of Religion
- PHIL 245 Philosophy of Peace and War
- PHIL 250 Asian Philosophy
- PHIL 270 Philosophy of Woman

DIVISIONAL STUDIES

The Clarke University liberal arts program invites students to become scholars engaged in an interdisciplinary study of numerous fields drawn from the academic divisions of fine arts, humanities, math and natural sciences, and social sciences. While reinforcing the skills and values introduced at the foundational level, the primary focus of divisional coursework is the development of breadth and integration of knowledge.

Each of the four divisions (fine arts, humanities, math and natural sciences, and social sciences) has developed shared knowledge outcomes. These outcomes guide departments as they select appropriate courses for inclusion in the curricular component of Compass. Although students have freedom to choose the divisional courses that best fit their academic goals, all Clarke University graduates are expected to integrate the knowledge acquired in divisional coursework.

Scholars program courses meeting Compass requirements are indicated by the numbers 281 and 282. Divisional courses that meet requirements for the scholars program can be recognized by the academic department prefix followed by 282.

FINE ARTS DIVISION (6 SEMESTER HOURS)

The fine arts division includes the departments of art, drama and music.

Divisional Outcomes

Upon completion of courses in the fine arts, a Clarke University student will have developed a fuller appreciation of the human condition and its aesthetic dimensions within a historical and cultural context. Through study and participation in the fine arts, students will have acquired the knowledge, skills and values that assist them to:

- Nurture and enrich their human spirit through engagement with the arts and the valuing of diversity of expression. (Spirituality)

- Explore the relationships of varied artistic and cultural heritages as they engage in lifelong efforts to understand the past, contemporary culture and themselves. (Knowledge)
- Develop and refine an aesthetic sensibility by experiencing a variety of artistic venues. (Thinking, Communication)

Divisional Courses

Course work in the fine arts is designed to examine human aesthetic expressions through the study of art, drama and music. Fine arts courses are related to the Clarke University mission and the Clarke Compass outcomes as they affect the human spirit, have a body of knowledge to explore, and skills to develop. These include sensory perception as well as reading, thinking, speaking and writing skills. At least one 3-credit course must be a history or literature of the arts; the equivalent of one 3-credit course may include a "hands-on" studio experience.

The following courses are designated as fine arts division courses meeting Clarke Compass curricular outcomes:

- ART 101 Studio for Non-Majors*
- ART 217 Ceramics I*
- ARHS 133 Art of the Western World I
- ARHS 134 Art of the Western World II
- ARHS 135 Introduction to World Art
- ARHS 152 Art in the United States
- ARHS 257 Renaissance Art
- DRMA 108 Oral Interpretation*
- DRMA 120 Intro to Film Studies
- DRMA 123 Great Plays Analysis
- DRMA 140 Introduction to the Theatre
- DRMA 220 American Drama
- DRMA 243 Shakespeare I
- DRMA 296 Philosophy of Art
- MUSC 105 Chorus*
- MUSC 106 Wind Ensemble*
- MUSC 124 Art of Listening
- MUSC 126 Music in World Cultures
- MUSC 225 Music in the United States
- MUSC 227 Theater Music

* Only 3 credit hours may be used for "hands-on" coursework.

HUMANITIES DIVISION (6 SEMESTER HOURS)

The pedagogy and learning processes used in humanities courses encourage and enable the development of skills necessary for living meaningfully and effectively in the third millennium. Courses in the humanities help students learn to value the human journey as a simultaneously inward and outward spiral of discovery and growth. This division includes the departments of language and literature, philosophy and religious studies.

Divisional Outcomes

Upon completion of courses in the humanities, Clarke University students will have examined and reflected on their own values, and discovered what it means to be human from spiritual, philosophical, literary and linguistic perspectives. Through study and experience in the humanities, students will have acquired knowledge, skills and values as expressed in the divisional outcomes.

Through study in the humanities, students will demonstrate:

- Understanding of cultural, literary, philosophical, and religious works by identifying perennial questions by (Knowledge):
    - Examining specific works in context
    - Examining the power and significance of words
- Competent use of language in a variety of settings supported by thinking skills that are informed by experience, knowledge, insight and reflection in (Skills):
    - Speaking
    - Writing
    - Thinking
    - Collaboration
- The ability to develop increased sensitivity toward a more just and peaceful world sensitivity to the aesthetic value of cultural expressions (Values).

Divisional Courses

At least one 3-credit course must be a literature course in either English or a foreign language. Only one introductory literature course may be taken to fulfill this divisional requirement (ENGL 121, SPAN 121 or SPAN 250.)

The following courses are designated as humanities division courses meeting Clarke Compass curricular outcomes.

- ENGL 121 Literary Ventures
- ENGL 211 Environmental Literature
- ENGL 215 Literary Voices: British Authors
- ENGL 218 Literary Voices: US Authors

- ENGL 225 The Critical Mind
- ENGL 227 Contemporary Literature
- ENGL 230 Global Voices
- PHIL 200 Our BVM and Clarke University Heritage
- PHIL 260 Philosophy of Sex and Love
- RELS 202 World Religions
- RELS 211 Faith & Doubt
- SPAN 103 Intermediate Spanish I
- SPAN 104 Intermediate Spanish II
- SPAN 111 Spanish Conversation and Grammar
- SPAN 112 Advanced Spanish Conversation and Grammar
- SPAN 121 Approaches to Latin American Literature
- SPAN 235 Civilization of Spain
- SPAN 246 Latin American Civilization
- SPAN 250 Approaches to Hispanic Literature
- WRTG 210 Creative Writing
- WRTG 240 Professional Writing

MATHEMATICS AND NATURAL SCIENCES DIVISION (6 SEMESTER HOURS)

The mathematics and natural sciences division furthers the mission of the university by providing students with basic literacy in science, an understanding of the impact of science and technology on the individual and society, and fundamental competency in quantitative and logical thinking and problem solving. This division includes the departments of biology, chemistry/physics and mathematics.

Divisional Outcomes

Through study in the mathematics and natural sciences division, Clarke University students will demonstrate:

- Basic literacy in a science gained by studying the methods, concepts and significant developments in an experimental science and by communicating scientific and quantitative information. (Knowledge, Skills)
- Understanding of the impact of science and technology on the individual and society. (Knowledge/Values)
- Fundamental competency in mathematics, quantitative and logical thinking and problem solving.

Divisional Courses

Students must take at least one course in science with a laboratory component. The following courses are designated as mathematics and natural science division courses meeting Clarke Compass curricular outcomes.

- BIOL 101 Introduction to Life Sciences
- BIOL 102 Biology of the Human Body
- BIOL 115 Fundamentals of Cell Biology and Genetics
- BIOL 116 Ecology, Evolution and Diversity
- CHEM 103 Applied Chemistry: Focus
- CHEM 107 General, Organic and Biochemistry
- CHEM 110 General Chemistry I
- CHEM 111 General Chemistry II
- ENVS 100 Introduction to Environmental Studies
- FDSC 110 Introduction to Food Science
- MATH 110 Math as a Liberal Art
- MATH 117 Precalculus with Algebra
- MATH 220 Statistics
- MATH 225 Calculus I
- PHYS 101 Introduction to Physical Science
- PHYS 103 Earth Science
- PHYS 104 Introduction to Astronomy
- PHYS 110 Elements of Physics I

SOCIAL SCIENCES DIVISION (6 SEMESTER HOURS)

The social sciences division furthers the mission of the university by providing students with opportunities to explore the nature, meaning, function and historical development of social structures and institutions that characterize the human community. The social sciences division includes the departments of history, psychology and social work.

Divisional Outcomes

Through study in the social sciences division, a Clarke student will demonstrate an understanding of our social environment and the way it changes.

To this end, students will:

- Recognize social institutions as human constructs in present and historical contexts. (Knowledge/Skills)
- Identify the role of the individual self in a larger social context. (Knowledge/Values)
- Acknowledge how diversity and the social policies it generates challenge and impact individuals and groups. (Knowledge/Values)
- Accept growth and change both as individuals and as members of society. (Values)
- Function in a pluralistic and global environment. (Skills)
- Evaluate the structures, processes and institutions of society. (Skills/Knowledge)

Divisional Courses

The following courses are designated as social science division courses meeting Clarke Compass curricular outcomes.

- BUEC 120 Principles of Economics
- COMM 110 Communication and Contemporary Society
- HIST 101 Western Civilization I
- HIST 102 Western Civilization II
- HIST 107 United States History I
- HIST 108 United States History II
- POLI 120 American National Government
- POLI 210 Modern World Politics
- POLI 213 Western Political Thought
- PSYC 111 Introductory Psychology
- PSYC 121 Child and Adolescent Development
- PSYC 122 Adult Development
- SOC 101 Introduction to Sociology
- SOC 102 Introduction to Anthropology
- SOC 201 Social Issues
- SOC 202 Race and Ethnicity

CLARKE COMPASS CURRICULAR ELECTIVES

Clarke Compass curricular electives provide greater variety and flexibility for students in course selection. Students must select 6 semester hours from among any foundational or divisional courses, courses that satisfy foreign language or mathematics proficiency not required by the major. These electives provide students with the opportunity to acquire additional depth in one discipline, satisfy proficiencies, or explore different disciplines.

PROFICIENCIES

Clarke University graduation requirements include proficiency in mathematics, writing, and foreign language. These requirements may be satisfied in a variety of ways and must be completed prior to graduation.

Foreign Language Proficiency

When students matriculate to Clarke University their high school and other academic credentials are reviewed to determine foreign language proficiency. Students may satisfy the Clarke University foreign language proficiency in any of the following ways.

- Successful completion of two or more years of one foreign language in high school.
- Successful completion of high school foreign language credits equivalent to two years or more, e.g., Spanish II or French II.
- Successful completion of two semesters of a foreign language in college, e.g., SPAN 101 and SPAN 102, or higher.
- Speak English as a second language; literacy in the first language is assumed.

Foreign language proficiency status is included in the student's program evaluation.

Mathematics Proficiency

Students must demonstrate fundamental competency in mathematical thinking and problem solving. Students whose ACT mathematics sub-score is 26 or higher have satisfied the proficiency standard.

Students whose ACT mathematics sub-score is less than 26 are required to successfully complete at least one course from among those approved for proficiency with a grade of C- or above. These offerings fall into two categories.

- Courses that satisfy the mathematics proficiency requirement (MATH 110, 117, 220, 225, or higher).
- The two-course sequence of MATH 105 and 106 for elementary education majors. These two courses do not fulfill natural science and mathematics divisional requirements.

Students who do not have an ACT score are assessed on an individual basis by the mathematics department.

NOTE: Students whose mathematics sub-score on the ACT test is less than 23 may be required to enroll in and successfully complete MATH 005 Elementary Algebra and/or MATH 090 Intermediate Algebra (equivalent to high-school-level mathematics) as a prerequisite for courses required by some majors. These courses do not satisfy the mathematics proficiency requirement. Credit earned for these courses does not count toward the minimum 124 credit requirement for graduation.

Policies governing transfer of math credits may be found in the "Application Process for Transfer Students" section.

Writing Assessment

Students with an ACT ENGL subscore of 21 or lower (or equivalent) must complete a writing assessment to determine basic proficiency in writing skills. When students score at less than a proficient level on the writing assessment, the student will be required to enroll in GNED 010:

Writing and Skills Lab along with Cornerstone I and II. This lab, GNED 010, is a preparatory course; therefore, the one credit does not count toward the minimum 124 credits required for graduation.

Capstone

The Capstone course is a university-wide undergraduate degree requirement. Each academic department offers a capstone course that integrates the knowledge, skills and values of the liberal arts and the major discipline. Clarke Compass curricular and major outcomes are integrated, emphasized, and assessed through teaching and learning. Descriptions of specific Capstone courses may be found in each academic department. The department prefix will be followed by 400 or 499. Generally, a student must have achieved senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course.

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.

For the most part, the courses required for a major and the curricular component of Compass must be mutually exclusive, with the exception of multiple majors and the pre-physical therapy program. For students earning double or triple majors, only one major must be mutually exclusive from the curricular component of Compass requirements. The second (and third) major courses may meet Compass and major requirements. The undergraduate major requirements for pre-physical therapy students will share some requirements with the the curricular component of Compass.

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 integrative 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 and the Clarke Compass.
- 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 15 to 24, depending on the program. Refer to the departmental 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 completed in residence at 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 curricular component of Compass;
- Courses beyond the 48 credit hours required for curricular component of Compass.

INTERDISCIPLINARY MAJORS

An interdisciplinary major is an individualized educational plan designed in collaboration by the student, department faculty and the dean of undergraduate studies. This major must include course work comparable to a single discipline major and all of the requirements associated with it, including the integrative Capstone course. Students apply for an interdisciplinary study major prior to completing 60 semester hours.

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.

Competency in the four curricular Compass outcomes is measured through rubrics and multiple assessments. These assessments provide evidence of student progress and success, as well as program effectiveness.

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 Compass and/or 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.

For additional information about the program and its requirements, see the Scholars Program section of this catalog.

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 special 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 department 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 study abroad coordinator in the Compass and Career Services Office.

Study Abroad

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 foreign language are encouraged to consider a summer, semester or academic year abroad. Several academic departments, such as Language and Literature, Art, Education, Music and Nursing, 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 study abroad coordinators 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 should contact the study abroad co-coordinator in the Compass and Career Services Office.

University Credit for High School Students

Through the state-mandated and funded Post-Secondary Enrollment Options (PSEO) Act, Dubuque area high school seniors 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, refer to the Admissions section of this catalog.

Adult Studies Programs

Clarke recognizes that the needs of students 24 years of age and older differ significantly from those of traditional-aged students. Through the RN to BSN Online Adult Degree Program, the Second Degree Bachelor of Arts Program, and graduate studies programs, 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.

Clarke also offers continuing education and development opportunities through non-credit workshops and seminars for personal enrichment and professional development. The Office of Graduate and Adult Admission works with academic departments to develop continuing education and training programs for professional recertification or licensure. Offerings can range from one-time, skill-specific courses and workshops to long-term educational partnerships.

Adult Studies Program

Clarke offers an adult studies degree program designed to meet the needs of adults (age 24 or older) who want to complete a bachelor's degree. Through the Adult Studies Program, coursework is offered in an online format that accommodates the lifestyle of working adults. Clarke's dedicated faculty and staff create a supportive learning environment that is meaningful, valuable and directly transferable to the workplace.

Degree program offered:

- Nursing (for licensed RNs to complete a bachelor's degree)

Information about degree requirements can be found in the specific departmental section of this catalog. Adult Studies classes are offered through an online format one day per week. This format allows students flexibility in their making their pursuit of education fit their busy lifestyles. Students may participate in the Adult Studies program on a part-time (3-11 hours) or full-time (12 hours or more) basis.

Online Consortium of Independent Colleges and Universities (OCICU)

Clarke University is a charter member of the Online Consortium of Independent Colleges and Universities (OCICU) and has access to all courses offered via the consortium partners. Clarke may consider the OCICU for course alternatives when individual Adult Studies students are in need of a course in order to maintain financial aid eligibility, full-time status, or progress toward degree completion. Student enrollment shall be subject to age and experience guidelines as detailed by the OCICU. For information, contact the Director of Adult and Graduate Studies.

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 department 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 his/her transcript.

Alumni Audit Program

Clarke University alumni have the opportunity to audit selected courses taught by Clarke University faculty on a space-available basis. This Alumni Audit Policy is for undergraduate classes only; individuals may not enroll in more than two audit classes during one semester. The policy excludes all social work, nursing, physical therapy, lab classes, online and hybrid courses, as well as some courses specified periodically by faculty members. Cost for auditing any course is half the current per credit hour cost. Any fee/book expenses will be paid by the alumni. After completion, the audited classes will be listed on the formal transcript as AU (audit course, no credit). Contact the admissions office for additional details.

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 departments that offer graduate programs 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

Academic advising is a learning process designed to assist students in setting and achieving their educational goals. It provides students with opportunities to better understand the purpose of a university education and to plan an academic program that will give them the knowledge, values and skills necessary to be lifelong learners and competent professionals in their chosen careers.

Academic advising at Clarke University is personalized and takes into account the needs of each student. Faculty academic advisors guide students in designing a quality academic program that meets individual life goals. The advisor guides the student's learning experiences through course and career planning and program review, and makes referrals to the appropriate campus services as necessary.

CU 101: Transitions course instructors serve as academic advisors for first-year students in the daytime program during the students' first academic year. Generally, all other students are assigned a faculty advisor in their major area of interest.

Although some group advising sessions may be held to clarify academic policies, programs and procedures, advisors meet with individual students and offer guidance as they progress toward graduation. Ultimate responsibility for academic progress and decision making resides with the student.

The Nicholas J. Schrup Library

Located in 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 always available for consultation and help. See the library web page for full information on the library. The library staff may be reached at any time via email at library@clarke.edu or by calling the circulation desk at 588-6320.

Library Services

- The library contains a variety of resources including ebooks, online databases, books and other types of resources.
- A collection of over 80,000 items including 90,000 online electronic books and 60,000 online electronic full text journals.
- 24/7 access to all online databases, books, journals, and the Clarke online catalog to any current Clarke student.
- Interlibrary loan, reference and term paper consulting services are available from the staff.
- Leisure reading collection based on New York Times best-sellers as well as an assortment of DVD's for your viewing pleasure.

Facilities Housed in the Schrup Library

- Margaret Mann Academic Resource Center "The MARC"
- The Music Materials Collection
- The Instructional Resource Center containing education curriculum materials
- Open computer lab with computers, flat bed scanning , and laser printing
- O'Connor Rare Book and Special Collections Room
- University Archives
- Lingen Technology Center
  - E-Learning Support Center
  - Technology Classrooms

MARC (Margaret Mann Academic Resource Center)

The MARC (Margaret Mann Academic Resource Center), located on the second floor of the library, offers services to all students—daytime traditional undergraduate, adult studies, and graduate at Clarke University. The center supports students' classroom experiences across disciplines, helping them develop and reinforce those skills essential to academic success and lifelong learning. Services include:

- Professional staff who support writing, time-management, learning and study strategies, note-taking, and college reading strategies
- One-on-one work with trained peer coaches for writing, skills, and course content
- Course specific study groups and SWAG (Study With a Guide)
- Assistance for students with disabilities requesting accommodations

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 as part of the university's plan to seamlessly incorporate technology into teaching and learning. The LTC provides the following:

- Two large teaching classrooms with integrated student laptop tables, dual projectors, document cameras and touch screen interfaces to control the audio visual technology.
- Flexible use seminar room with seating for up to 20 and laptops available for checkout. All tables are on casters for easy reconfiguration and flip-up for easy storage. The room features an 80" interactive smartboard touchscreen.
- Learning commons area has a variety of technology supported study spaces to encourage collaborative learning. All student study spaces have a dedicated flat panel set up to interface with a wide variety of digital devices.

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.

Keller Computer Center Information Technology, 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 330 networked Windows- and Mac-platform computers from over 20 departmental and public labs. Wireless network access is available across campus. Information technology staff support the network servers, gigabyte network infrastructure, student labs, faculty/staff workstations,Web servers, and the Datatel administrative systems.

Open Labs

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

Departmental Labs

- Advancement Call Center
- Chemistry Computational Lab
- Collaboratory
- Communication Lab
- Graphic Design Studio
- Learning Center Classroom
- Lucilda O'Connor, BVM Language Learning Center
- Music Education Lab
- Nursing Lab
- Physiology Lab
- St. Isidore Virtual Reality Lab
- Writing Center
- Xavier Coens, BVM Drama Conference and Classroom

In addition all teaching classrooms are set up as "smart classrooms," equipped with desktop computers, digital projectors, and Internet access. Clarke provides a quality campus network system with easy and ample access to state-of-the-art computers for all students. Various technologies and Moodle 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, dorms, library, and faculty and staff offices. Additional campus technologies include the card ID systems, door access chip system, Internet, email systems, Moodle, administrative databases and campus telephone 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 and standardized test scores. Scores from either the ACT or SAT are accepted. High school class rank at graduation is also considered. Students seeking admission to the first-year class should pursue a college preparatory program, completing the following courses:

- 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

As minimum requirements, prospective students should rank in the upper 50 percent of their high school graduating class, achieve a cumulative GPA of 2.5/4.0 scale, and score competitively on either the ACT or the SAT.

CAMPUS VISITS

Clarke welcomes prospective students and their families to the campus throughout the year. Clarke students and staff provide guided tours of the campus. Visiting prospective students are also encouraged to attend classes, visit with Clarke students and faculty members, and meet with a financial aid professional. Clarke also offers overnight visits and open houses throughout the academic year.

Though every effort will be made to accommodate those who drop in to visit, scheduling visits ahead of time is strongly encouraged so that the visit can be tailored to each student's special interests. Call the admissions office at (563)588-6316 or toll-free at (800)383-2345 to arrange a visit. Students may also contact Clarke University by email at admissions@clarke.edu or online at www.clarke.edu/visit.

ADMISSION TO UNDERGRADUATE STUDIES IN THE DAYTIME PROGRAM

FIRST-YEAR UNIVERSITY STUDENTS

Students may apply for admission to Clarke for the fall, spring or summer sessions. 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.

Application Process

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

2. Request official 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
   - Class rank (if applicable)

   Send to:

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

   Students admitted on the basis of a sixth or seventh semester transcript must also submit a final high school transcript certifying graduation prior to enrollment.

3. Request that either ACT or SAT scores be sent in the form of an official score report from the testing agency by entering the Clarke code (1290 ACT or 6099 SAT) on the registration form. Clarke does consider ACT or SAT scores directly sent from the student's high school or on their transcript as official. Students may also send the pdf of their ACT or SAT Student Score Report. Test scores are required of all applicants.

   Student files may be reviewed by the Admissions Committee, and students may be invited to interview with the committee, when entrance requirements warrant additional consideration. Students who do not meet the minimum requirements but show potential for success in college may be accepted into the Spark program. See the Spark Program section for details.

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

Application Process for International Students and Students from Puerto Rico

1. Complete the application form at www.clarke.edu/international.

2. Request official 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
   - Class rank (if applicable)

   Send to:

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

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

   Students admitted on the basis of a sixth or seventh semester transcript must also submit a final high school transcript certifying graduation prior to enrollment.

3. Submit either an ACT or SAT score to the Admissions Office.

4. Students whose first language is not English, complete the following:

   - Submission of a minimum TOEFL score of 527 on the PBT, or 71 on the IBT, or 197 on the CBT; OR a minimum IELTS score of 6.5.
   - An individual oral interview in English, if required by the Admissions Office.

5. Additional requirements for international students include, but are not limited to:

   - Complying with current immigration law.
   - Completion of the Certification of Finances Form, which will be sent to the student by Clarke University. This form provides documentation of adequate financial resources for educational and living expense.
   - Submission of a confirmation deposit upon acceptance to the University.
   - Completion of an I-20 form, which will be mailed once an offer of admission has been made.

- International transfer students will be required to submit their transcripts to the Educational Credential Evaluator (ECE.org) or World Education Services (WES.org) and pay for their transcript evaluation.

Application Process for Home-Schooled Students

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

2. Request official home 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

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

   Students admitted on the basis of a sixth or seventh semester transcript must also submit a final home school transcript certifying graduation prior to enrollment.

3. Request that either ACT or SAT scores be sent in the form of an official score report from the testing agency by entering the Clarke code (1290 ACT or 6099 SAT) on the registration form. Students may also send the pdf of their ACT or SAT Student Score Report. Test scores are required of all home-schooled applicants.

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

Admissions Decisions 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 of any given semester.

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

NOTE: Only accepted students may be awarded financial aid. The status of "accepted" indicates that the student has completed all application procedures and submitted all required materials.

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. 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 2.5 or above. Courses with grades lower than C- do not transfer.

An official credit evaluation will be performed for each transfer applicant as soon as a completed application and official transcripts are received. A copy of this evaluation will be posted on the student's MyInfo page. After a student has enrolled and transferred the maximum number of credits, no additional credits will be accepted or exchanged 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. The final 30 hours of credit must be taken in residence.

Transfer students seeking admission must complete the following application process.

Application Process for Transfer Students

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

2. Submit official transcripts from each college regardless of whether credit was earned. In addition, a high school transcript may be requested by Clarke University from the transfer applicant in order to appropriately place students in select courses. If an incoming transfer student has a college degree (associates or bachelors), 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 foreign language proficiency utilizing these credits. The transcript must be presented before registration.

   Submit transcripts to:

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

3. Submission of ACT or SAT scores, may be required of transfer applicants who will have completed fewer than 24 semester hours of college credit by the time they begin classes at Clarke. This requirement is waived for students who have been out of high school four years or more by the time they begin classes at Clarke.

4. International transfer students must comply with additional requirements, as stated under "Application Process for International Students and Students from Puerto Rico."

Student files may be reviewed by the Admissions Committee, and students may be invited to interview with the committee, 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 department after the student has completed the requirements for acceptance in the program. Transfer students are encouraged to consult with department faculty either by phone or in person during the admission process regarding admission to the major. Admissions staff will be pleased to facilitate these visits.

The Nursing Department requires a separate application process for transfer and second-degree applicants seeking admission in the BSN program. Contact the Admissions Office, Nursing Department staff, or the Nursing Department Student Handbook, available online at www.clarke.edu/nursing, for information on admission guidelines.

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 academic reasons may not be admitted to Clarke as a full-time student until one full academic year after the dismissal. Such a student may be admitted as a part-time student (six or fewer hours). If the student's transcript is unclear as to whether academic dismissal has taken place, Clarke standards will be applied in making the determination.

See Transfer Credits section of this catalog for information on policies regulating acceptance of credits.

ADMISSION TO UNDERGRADUATE STUDIES IN THE ADULT STUDIES PROGRAM

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

Application Process for Adult Studies Students

Students wishing to enroll in RN to BSN online classes must:

1. Submit Online RN-BSN Application.

2. Submit official transcripts sent from all high school and undergraduate institutions attended.

3. Non-refundable application fee $35.00 payable to Clarke University.

4. Submit photocopy of current nursing license.

5. Provide two completed recommendation forms including one relative to academic ability and one relative to professional character.

6. Show proof of 30 hours of college coursework including.
   - Anatomy and Physiology I & II
   - Microbiology
   - Psychology
   - Sociology
   - Chemistry is required to be completed within the first year
7. Statistics is required prior to NURS 322 Research.
8. Official TOEFL Score if English is not your first language minimum PBT score of 550 or IBT of 80.
9. Complete an interview with Nursing faculty to be scheduled once all application materials are received

Additional documentation will be required upon acceptance:

- Proof of Immunizations
- Adult/Dependent Child Abuse Form
- Advanced Option Placement
- Record of Physical Exam
- Proof of Health Insurance
- Mandatory Reporter Training
- Blood Bourne Pathogen Training (within one year)
- HIPAA Certification (within one year)
- Background Check
- Healthcare Provider CPR Certification

Minimum Academic Requirements for Admission

- Minimum GPA of 2.75 on a 4.0 scale

Adult Studies Admissions
(563)588-6539
Submit application materials to adultstudies@clarke.edu or deliver to:

Adult Admissions Office
1550 Clarke Drive
Dubuque, Iowa 52001

Prerequisite Courses

- CHEM 107 General, Organic and Biochemistry with lab
- BIOL 132 Introduction to Microbiology with lab
- BIOL 211 Human Anatomy and Physiology I with lab
- BIOL 212 Human Anatomy and Physiology II with lab
- MATH 220 Statistics (Pre or co-requirement to NURS 322)

Previously earned college credit is evaluated for transfer toward major, general education, or elective credits. Applicants may be conditionally accepted to the program.

Accepted students must submit a deposit of $150.00 to confirm their intention to enroll. This deposit is applicable to tuition and fees and is refundable only when a written request is made prior to May 1 for fall semester and December 1 for spring semester. Once the deposit is paid, the student is eligible to register for classes for the following semester.

While the Adult Studies Program is targeted for adults age 24 or older, special circumstances may warrant admitting a younger adult into the program. In such cases, students under 24 must submit a written petition to the Director of Admission for Graduate and Adult Programs requesting special admission status. Requests will be reviewed on a case-by-case basis.

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 www.clarke.edu/apply.

3. Submit application fee. Available online at www.clarke.edu/graduate/applicationfee. (Waived for graduates of Clarke University).

4. Request official transcripts of ALL undergraduate and graduate academic credits received from all post-secondary institutions attended. Transcripts will document undergraduate cumulative grade-point-average (GPA) required for admission.

5. Request required entrance test scores be sent to Clarke University.

6. Provide two letters of recommendation, at least one of which relates to academic ability.

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

8. If English is not the applicant's first language, submit minimum TOEFL PBT score of 550 or IBT score of 80 or submit minimum IELTS score of 6.5.

9. Submit a non-refundable deposit upon admission to graduate studies. Deposit must be received prior to course registration. This deposit is applied toward tuition costs.

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 seniors may enroll in selected 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 a book voucher to get 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 Undergraduate Studies who, in consultation with the academic department, will make the final determination regarding admission. Enrollment is limited to courses on a space-available basis.

JOINT ADMISSION WITH COMMUNITY COLLEGES

Community college students enrolled in institutions that have formal joint agreements with Clarke University are eligible for joint admission. Interested students meet with the Clarke University transfer counselor and complete the Clarke University application for admission in their first semester at the community college.

Students applying to the joint admission program will be admitted based on the following criteria. The student must:

- Provide verification of full-time status at a community college having a formal joint articulation agreement with Clarke University.
- Complete Clarke University Application for Admission.
- Maintain good academic standing throughout the term at the community college.

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.

Ordinarily, community college students pursue the coursework for the AA degree on their home campus. If students wish to pursue isolated courses at Clarke University prior to completion of the AA degree, the Clarke University transfer coordinator will assist the student in obtaining the appropriate approval.

Students participating in the joint admission program will receive an 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.

SPARK PROGRAM

Each year a limited number of students who do not meet regular acceptance criteria are admitted with probationary status through the Spark program. These students receive assistance in developing good learning skills and study habits. In some cases, the university requires preparatory math and writing courses in the student's first semester at Clarke University.

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 determines how international baccalaureate coursework applies to specific Clarke degree programs on a course-by-course basis.

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 2017-2018 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	$15,475	$30,950
Student Services Fee	$250	$500
Technology Fee	$250	$500
Double Room**	$2,250	$4,500
Board (19 meals per week)***	$2,450	$4,900
Total	$20,675	$41,350

Full-time Commuter Student:	**One Semester**	**Academic Year**
Undergraduate Tuition*	$15,475	$30,950
General Fee	$250	$500
Technology Fee (full-time students)	$250	$500
(Part-time students pay $35 per credit hour)		
Total	$15,975	$31,950

*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 at a reduced rate, including 14, 10. All plans are “flex” plans and can be used either in the Student Dining Room or Café 1843.

ADDITIONAL COSTS AND FEES

Application fee (Undergraduate) $25.00
(required with initial application, non-refundable)

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 $720.00
(less than 12 and more than 18 hours)

Graduate Tuition (MBA, MOL) per semester hour $550.00
MAE per semester hour $515.00
DNP per semester hour $850.00
MSW per semester hour $650.00
DPT per semester hour $775.00
(There is an annual program rate for students enrolled in graduate program prior to Fall 2017)

Audit charge per semester hour $360.00
(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 $180.00
(required of all students receiving a degree, non-refundable)

Graduation fee for doctoral degrees $225.00
(required of all students receiving a degree, non-refundable)

Transcript of student record $10.00

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

Athletic training course fees (dependent on course) ..... varies

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

Private music lessons (per semester, ½ hour weekly) $200.00

(per semester, 1 hour weekly) $400.00

Class music lessons (per semester) $95.00

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) $70.00

Parking permit fee $45.00

Parking permit fee for commuter students $45.00

100 extra printing pages $5.00

EDUCATION FEES

Student teaching (6 credits) $90.00

Student teaching (12 credits) $180.00

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 www.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 MyInfo by the end of July and is due by August 10. The billing for the spring semester will normally be prepared on December 15 and is due by January 10. 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 MyInfo 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 Iowa 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.

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 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 Student Life 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
  www.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 will be mandatory for international students attending Clarke University beginning August 2014
    - 1st Agency/ US Fire Insurance Company/ Plan A (269-381-6630) https://www.1stagency.com/internationalcoverage.php
    - Premium rates can be found under 1st Agency website along with detailed benefits with the international Student Policy

Athletic Training, Nursing and Physical Therapy Student Insurance

Athletic training, physical therapy and nursing students participating in clinicals will be required to pay a $70/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 www.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 www.fafsa.ed.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 www.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 three credits. 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 Work Study (FWS) provides work eligibility for undergraduate students who have need. The amount of work study for which a student is eligible depends on need, the amount of work study funds Clarke University has available and other financial aid received. The amount of hours worked depends on the total FWS award, class schedule, health and academic progress of the student.

Federal Perkins Loans are low-interest loans to help undergraduate students who have financial need to further their education. A student may request a Perkins loan by contacting the financial aid office. Limited funding is available.

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 www.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 www.clarke.edu/gradplus.

State of Iowa Programs

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

Special Assistance

- The Division of Vocational Rehabilitation of the Iowa Department of Public Instruction 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 Division of Vocational Rehabilitation, 801 Bankers Trust Building, Des Moines, IA 50309, 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 www.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 LIFE

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

Student Life 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.

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. Campus ministry offices are located in the Foley Campus Ministry Center in the Stoltz Student Life Wing of Mary Frances Hall and in Sacred Heart Chapel.

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 experiences prayer. Some campus ministry programs, especially those involving service and reflection, qualify as diversity studies experiences and may meet Compass requirements.

COUNSELING SERVICES

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.

ENGAGEMENT AND INTERCULTURAL PROGRAMS

The Office of Engagement and Intercultural Programs 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).

- **CONNECT**
  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: www.clarke.edu/connect.

- **Leadership Development**
  The office of engagement and intercultural programs sponsors a leadership program, CU LEAD, which allows participants to become more self-aware by clarifying personal characteristics and values, develop skills to demonstrate collaborative leadership in a diverse world, and become active and engaged citizens.

- **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. The commuter assistant is an upper-class student who has been selected based on his or her leadership characteristics and knowledge of the resources on campus. If a student is in need of assistance or has a concern or suggestion, the commuter assistant is a good contact.

- **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 Stoltz Student Life Wing of Mary Frances Hall, room G27.

- **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 officers. 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.

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.

INTERCOLLEGIATE ATHLETICS, INTRAMURALS AND RECREATION

The Clarke Crusaders 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, golf, lacrosse, soccer, and volleyball, and in men's baseball and women's softball.

The intramural and recreation programs at Clarke provide students with social and fitness opportunities.

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.

ANNUAL TRADITIONS AND EVENTS

Student-organized annual traditions at Clarke include Homecoming, Family Fun Days, Christmas Dinner, May Daze, 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.

Cultural Events

The Arts at Clarke Gold Series brings internationally known performers to the university and surrounding community. Performers from across the country and around the world are guests of the university. The series also includes outstanding performances and exhibits by the Clarke University art, drama and music departments. The Mackin-Mailander Lecture Series, an annual endowed lecture series, brings distinguished speakers to campus for presentations on current issues.

Fine Arts Events

The Clarke University music department presents several concerts each season, including the Christmas concert, the Spring Concert, and a musical. Faculty and student performances and recitals are an important part of the season. The drama department presents a season of four productions, including comedy, drama, musicals, and children's plays. The art department sponsors art exhibits in Quigley Gallery 1550 by faculty, students, and visiting artists from around the world.

Honors Banquet

The Honors Banquet is a Clarke University tradition recognizing students for their academic, leadership and service achievements. It is held annually on the last day of classes of the spring semester.

ACADEMIC RULES AND PROCEDURES FOR UNDERGRADUATE PROGRAMS

ACADEMIC POLICIES

The Educational Policy Committee (EPC) formulates, evaluates, and modifies academic policies affecting undergraduate students and programs. Proposals concerning academic policies should be directed to the chair of the EPC.

UNDERGRADUATE ACADEMIC INTEGRITY POLICY

Clarke University's mission and Catholic tradition call 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 work 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 are expected to be aware of and abide by specific principles of academic honesty. Academic integrity specifically prohibits the following forms of academic misconduct:

- Cheating
  - Giving or receiving unauthorized assistance (e.g., copying another student'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 semesters, or checking homework or test answers from previous semesters.
  - Using unauthorized materials, such as hidden notes, tape recorders, cell phones, cameras, text messages, computers and other equipment.
- Plagiarism
  - Using another person's exact language without the use of quotation marks or proper citation.
  - Re-arranging another's ideas or material and presenting them as original work without providing proper citation.
  - Submitting another's work as one's own; this includes purchasing work from other sources, including the internet.
  - Submitting a translation of someone else's original words claiming them as one's own.
- Other forms of academic misconduct:
  - 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 college documents, forging an instructor'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, a public speech, a job interview, a home visit, etc.).
  - Seeking unfair advantage (e.g., requesting an extension by using a falsified excuse, obtaining an exam prior to its administration).
  - Denying access to information or material 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 and 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.

Any violation of this policy will be treated as a serious matter. Penalties ranging from failure of the assignment or exam to failure of the course will be enforced. In cases of repeated or flagrant violations, a student may be dismissed from the university. Faculty members will report cases of academic dishonesty to the academic affairs office. If applicable, the student life office will be notified as well for additional disciplinary action.

Students facing allegations of academic dishonesty may not withdraw from the course or courses where the alleged violations occurred. 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. If 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.

ACADEMIC INTEGRITY REPORTING AND APPEAL PROCESS

Faculty members report cases of academic dishonesty to the academic affairs office. Although course instructors determine the consequences for most violations of academic integrity, penalties for cases of multiple or egregious offenses will be decided by the Academic Integrity Board (AIB). This board is also charged with resolving student appeals of academic integrity violations.

Student Appeal of Charge

1. The faculty member reports the violation to the appropriate dean or designated official and to the student within 7 business days of discovering the offense. The AIB process is intended as a formative experience for students. Therefore, the faculty member must submit the Academic Integrity Violation Report no later than four weeks after the assignment was due.

2. The student has 5 business days from the day of being informed of the alleged violation to contact the chair of the board expressing the intent to appeal the charge. The chair will then supply the student with a copy of the appeal form. The student must complete and submit the form to the AIB chair within the next 2 business days.

3. The chair and the vice chair of the Academic Integrity Board will receive paperwork and, within 3 business days of receipt, determine a date and time of the appeal meeting and the composition of the board. The official meeting will occur within 10 business days of the date when the chair and vice chair receive this paperwork.

4. If the student has materials for the board to review, they must be presented to the chair at least 24 hours before the AIB meeting.

5. Students called before the board may ask one support person to accompany them; however, this person will not be involved in the conversation and will be required to sign a confidentiality agreement prior to the meeting.

6. The faculty member who made the initial charge may be required by the AIB to attend the meeting.

7. The student will be notified by the board of its determination/findings within 7 business days of the AIB meeting.

Multiple Offenses and Board-Initiated Meetings

1. The faculty member reports the violation to the appropriate dean or designated official and to the student within 7 business days of discovering offense. The AIB process is intended as a formative experience for students. Therefore, the faculty member must submit the Academic Integrity Violation Report no later than four weeks after the assignment was due.

2. Multiple offenses: The dean will notify the chair and vice chair of the AIB in cases of multiple offenses within 3 business days after receiving notification from the faculty member. The chair and the vice chair will receive all pertinent documentation and within 3 business days of receipt will notify the student, determine the composition of the board, and communicate the date and time of the meeting. The official meeting will occur within 10 business days of the date when the chair and the vice chair receive this paperwork.

3. Board initiated: After the dean shares information with the chair and the vice chair on each student violation of the academic integrity policy reported by faculty, the chair and the vice chair will determine whether or not a meeting should be held. Within 3 business days of receipt, they will notify the student, determine the composition of the board, and communicate the date and time of the meeting. The official meeting will occur within 10 business days of the date when the chair and the vice chair receive this paperwork.

4. In either multiple offenses or board-initiated cases, the student may provide additional material for the board to review. This information must be presented to the chair at least 24 hours before the AIB meeting.

5. In either multiple offenses or board-initiated cases, the faculty member who made the initial charge may choose to attend or not to attend the AIB meeting.

6. Students called before the board may ask one support person to accompany them; however, this person will not be involved in the conversation and will be required to sign a confidentiality agreement prior to the meeting.

7. The faculty member who made the initial charge may be required by the AIB to attend the meeting.

8. After reaching a decision, the AIB makes a recommendation to the vice president of academic affairs. The Academic Affairs Office notifies the student of the final decision within 7 business days of the AIB meeting.

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.

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. Students are expected to attend all classes and must be present during finals week. However, Clarke University recognizes that students may sometimes need to miss class.

Clarke University recognizes four types of absences – Officially Excused Absences, Instructor-Excused Absences, Approved Absences, and Unexcused Absences.

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

Examples of absences that may be excused by an instructor include missed classes due to a family commitment, severe weather conditions, or a death in the student's extended family. Vacations, late arrivals, or early departures before summer, winter, or other breaks do not constitute excused absences.

Policy
Students who need this type of excuse are expected to personally inform the instructor in advance of the absence when possible. Instructors may ask for documentation and will use their judgement as to whether or not to excuse the absence. Instructors may allow students to makeup the missed material; they may assign appropriate substitute material, disregard the missed assignment, or make a similar arrangement. Instructors may require students to submit scheduled assignments or complete quizzes or exams before the missed class.

Officially Excused Absences

Definition

Officially excused absences occur when an unexpected event or a situation beyond the student's control prevents a student from attending class. In these situations, the Academic Affairs Office assists students by directly notifying their instructors of the excused nature of the absence.

Examples of officially excused absences include significant illness or injury that requires hospitalization, or a death in the immediate family.

Policy

Officially excused absences require the student to provide appropriate documentation to the Academic Affairs Office in advance of the absence, when possible, or as soon as the student returns to the university. The Academic Affairs Office then contacts the student's instructors. Instructors will accommodate these students by allowing them to submit late work or make up missed assignments or exams.

Approved Absences

Definition

Approved absences are scheduled, university-sponsored events in which students serve as representatives of the university.

Examples of approved absences include musical performances, academic conferences, and athletic competitions. Approved absences do not include practices or rehearsals.

Policy

Approved absences require the student to personally inform the instructor in advance of the planned absence. This notice must be given no later than one week before the anticipated absence. When unforeseen circumstances prevent this advance notification, the student must make every effort to communicate with 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. These accommodations may include requiring that the student 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

Definition

Absences which are not approved or excused will be considered unexcused.

Policy

Faculty members 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 that may affect course grades.

THE REGISTRATION PROCESS

At the scheduled time each semester, students, in consultation with their academic advisors, schedule courses for the next academic semester. Registration assures students a place in the courses for which they would like to enroll. Incoming first-year students register on designated dates during CU Registration or when they arrive on campus in the fall.

The Clarke University website (www.clarke.edu) provides students with access to a number of useful registration tools through the Current Students link. This link includes information about course schedules and registration directions. In addition, each Clarke University student has a personal MyInfo account where the class schedules, unofficial transcripts, grades, and program evaluation are available. The student's financial account summaries are also posted on this page.

Registration is not complete until the student has been cleared by the student accounts office. Students who delay registering beyond the official registration period risk being denied admission to courses.

To maintain places in the courses in which they have registered, students must appear at one of the first two class sessions. Post-registration allows students to add courses during the first week of the semester or cancel courses during the first two weeks for semester-long courses. 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 post-registration period, 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.

Add/Cancel Process
Courses may be added to a student's schedule with the approval of the advisor and the course instructor during the first week of the semester for semester-long courses. There is no fee, other than any applicable tuition, for adding a course. Students may cancel semester-long courses during the first two weeks of the semester. See the academic calendar for designated add/cancel 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/cancel deadlines.

Withdrawal from Courses
Student may withdraw from a course by the established deadline. To withdraw from a course, students must inform their instructor, receive approval from their advisor, and file a Withdrawal Form with the registrar. Withdrawals must be requested in writing and be thoroughly documented for submission to the academic dean. Students who withdraw from a course receive 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. Students 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 dean of undergraduate studies and supported by documentation of extreme hardship: CU 100, College Study Strategies (for students on academic probation); CU 101, Transitions: First-Year Seminar; GNED 110: Cornerstone I; GNED 111, Cornerstone II; GNED 120, Writing Practicum; and GNED 123, Speech.

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 department 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 Undergraduate Studies or Dean of Adult and Graduate Studies. "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. A department 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 departmental 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 for Undergraduate Studies or Dean for Adult and Graduate Studies. 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 department 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 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 second major on a non-home campus will be charged a $500-per-semester administrative fee by the host campus.

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 department.

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 departmental requirements at Clarke University to be eligible for graduation.

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

Students wishing to earn a minor in a department should indicate their intent on the Application to Major form. For requirements for a minor, please refer to the section on academic minors. For departmental requirements, consult the specific academic department section in this catalog.

ACADEMIC CREDIT

To graduate from Clarke, students must earn 124 semester hours credit with a minimum 2.00 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.

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), the undergraduate student should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of two additional hours of student work per week. The Federal government requires this minimum standard for instruction and corresponding student work 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.

DEGREE COMPLETION TIMELINE

Ordinarily, students complete their undergraduate degree 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 revisions as outlined in the most recent university catalog. Exceptions to major requirements must be approved by the department chair and the academic dean.

GRADES

Grades are recorded by the registrar at the end of each semester. Grades at Clarke 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 (2.00 pts.) 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 — Minimal 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 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 wish to raise their GPA may repeat courses for which they received a D or F grade. The second grade, provided it is higher, replaces the grade points of the first grade. The prior grade remains on the student transcript as part of the student's historical record.

Ordinarily, students may repeat a class only once; in exceptional cases, the chair of the department in which the course is offered, in consultation with the academic dean, may waive this rule. This policy applies to GNED 110 Cornerstone I and GNED 111 Cornerstone II.

Satisfactory/Unsatisfactory Option

The S/U option encourages students to explore courses in fields for which they have not yet demonstrated competence. 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 excludes courses automatically graded as S/U.

An S is defined as C-level work or above. Credit is received for the course, but points are not counted in the student's grade point average. U is defined as unsatisfactory work, D or F. No credit is received and the hours attempted are not counted into the student's grade point average. Requests for an S/U must be made to the registrar prior to the designated date, two weeks after the semester's midterm. See the academic calendar for designated S/U dates during the fall and spring semesters. For summer and other short terms, the final date for requesting S/U is calculated on completion of 60% of the term. Consult the Registrar's Office or the Clarke University websites for designated deadlines. The request must be signed by the student's advisor.

Not all courses are open to the S/U option during the fall and spring semesters. Therefore, students must make sure this option is viable for their specific major program before filling out a

Satisfactory/Unsatisfactory Request Form. Students may not take courses for S/U in their major, supporting coursework for the major, minor or in the teacher education program. In addition, the following course cannot be taken for S/U: Cornerstone I, Cornerstone II, Writing Practicum, Speech, and Transitions.

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

Withdrawal Grades

Students who choose to withdraw from a course prior to the designated deadline will be assigned a grade of W. Grades of W do not affect a student's GPA. However, too many W grades may have a negative impact on the student's financial aid and athletic eligibility, as well as on academic standing (See Academic Probation.)

Students facing allegations of academic dishonesty may not withdraw from the course or courses where the alleged violations occurred. 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. If 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.

See the 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 deadlines.

Incompletes

An incomplete grade contract may be established between a student and instructor when the student has done passing work, D- or above, at least through midterm of the course, and has extraordinary circumstances preventing him or her from completing the required coursework by the end of the term. An incomplete grade contract may not be established in order to redo unsatisfactory work.

The student must obtain an Incomplete Grade Contract Form, available online or from the registrar's office. The completed form must be signed by the student and instructor and submitted to the academic dean for approval before the finals/assessment week of the semester. A deadline for completion must be entered on the form. This date must not extend beyond post-registration. After the appropriate work is submitted and graded, the instructor must enter a permanent grade. If the incomplete grade is not replaced by a permanent grade by the deadline stated on the request form, the incomplete grade will be replaced by an F (fail) grade.

Under extraordinary circumstances, students may request one extension of this time from the academic dean. Students bear the responsibility for filing the incomplete extension form with the registrar by the agreed-upon deadline and for completing the outstanding work before the extended time has elapsed.

Students who receive incomplete grades during a given semester are not eligible for the Dean's List that semester.

Audit
Students may audit classes without earning credit. Auditors are expected to attend all classes, but they are not responsible for papers, tests or examinations. Tuition per credit hour of audit instruction is one-half the current part-time tuition rate. Students may not audit lab courses, performance/studio courses or private instruction courses. An audit form, with the signatures of the instructor and advisor, must be filed in the registrar's office by the post-registration deadline.

Mid-semester Grades
Students receive mid-semester grades as an indication of progress; these grades are not considered official. Mid-semester grades are posted on the student's MyInfo link.

Grade Challenges
Students who wish to dispute the final grade they received in a course should use the following process.

1. The parties (student and instructor) involved shall discuss the problem and attempt to reach an agreement.

2. If a satisfactory agreement cannot be reached through discussion, either or both parties shall seek conciliation first from the department chair (if appropriate).

3. If an agreement cannot be reached, a written appeal must be filed with the vice president for academic affairs within the first four weeks of the following semester for semester-long courses. When appealing grades earned in accelerated courses (3 to 8 weeks), the written appeal must be filed within the first two weeks of the following session.

4. Should efforts toward conciliation be unsuccessful, the chair of the Educational Policy Committee shall select by lottery a three member panel from its membership. The individuals involved may be present if they wish. The decision of this panel will be deemed final.

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.

Examinations/Assessments
The final week of the semester is scheduled for two-hour examination or assessment periods. Final evaluations are given at the time indicated on the Final Examination Schedule. Setting aside four days for an examination schedule implies that instructors will not give final exams during the final week of classes.

Students must be present for final examination/assessments at the scheduled time period. When three or more exams are scheduled on the same day, students may request a special permit to take one exam at a different time. Such request should be made to the instructor two weeks before the scheduled exam. Early travel arrangements are not considered a reasonable excuse for requesting a change of examination/assessment schedule.

CREDIT BY SPECIAL EXAMINATION

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 and Speech Courses
Students entering with AP credit in English (language and composition), will be awarded 6 credit hours. These students will register for GNED 123: Speech.

Dual Credit
Composition and Speech Courses

- First-year students transferring in 6 dual credits in English Composition are placed in GNED 123. Those students who have an additional 3 dual credits in speech are exempt from the Cornerstone requirement.
- First-year students with 3 dual credits in English and Composition will be placed in courses according to their writing assessment score.
- First-year students with 3 dual credits in speech, and no English Composition, will be placed in GNED 111 regardless of their writing assessment score.

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 Defense Activity for Non-Traditional Education Support (DANTES), or through PLA portfolio assessment. The maximum combined credits granted by Clarke University for CLEP, DANTES, and PLA portfolio assessment is 30 credit hours. These credits may not be used toward the last 30 semester credit hours at Clarke University.

CLEP and DANTES Credit-by-Examination Programs
Credit may be awarded for each CLEP or DANTES examination after a student has earned an equal number of credit hours at Clarke University. CLEP is a credit-by-examination program in which students may earn university credit for knowledge previously attained. Sponsored by the College Board, the tests have been nationally certified to equal content in relevant university-level courses. Tests are available in a variety of subject areas and are offered at test centers around the country. DANTES, sponsored by the Educational Testing Service, also gives students the opportunity to earn university credit for knowledge already attained. This credit-by examination program has nationally certified tests in more than 50 subject areas.

Students who pass the tests may earn up to six credits for each relevant subject. Fees are assessed for the credit earned through this program. Students are not eligible to earn credit by CLEP or DANTES for a lower course in a sequence of courses after they have completed an advanced course in that sequence. Departments reserve the right to determine the number of hours of CLEP or DANTES credit that may be applied toward a major program. Satisfactory performance on CLEP or DANTES examinations is recorded as an S grade. Students may repeat an examination, but no sooner than one year after an unsuccessful attempt.

Students who plan to take CLEP general and subject examinations will seek preapproval from the office of adult studies. Clarke University will accept satisfactory General CLEP scores based on American Council on Education recommendations. The CLEP credit will not exceed the credit given for a comparable course at Clarke University.

Transfer students with CLEP or DANTES credit awarded in another institution are expected to present their standard scores with their transcripts for evaluation at the time of matriculation.

PLA Portfolio Assessment
Adult students, age 24 or older, 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, curricular component of Compass, or university electives. Clarke University's PLA officer can provide information on standards, procedures and fee structures.

Before applying for PLA portfolio assessment credit, students must contact the university's PLA officer to be added to the PLA Moodle course. The handbook is available in the course and details the requirements and processes for obtaining credit. The student must apply for the catalog course(s) they wish to challenge using the directions in the Moodle course. Appropriate

syllabi will be obtained and presented to the student. Conference with academic department 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 is submitted to the PLA Committee. In addition to the portfolio, specific departmental 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 DANTES exams are available and accepted by the department. Fees are assessed for the credit attempted through this program regardless of the outcome.

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 with the assistance of the Clarke staff. 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 Dean of Adult and Graduate Studies for more information.

- **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** – Military students who are called to active duty or who are required to withdraw from classes due to military commitments may withdraw from classes without penalty at any time during the semester. Upon their return to Clarke, military students shall be readmitted to their respective program under the same academic standing that they held at the time of their departure. Students will be enrolled in available classes at the next available entry point.

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 is annually designated as a Veteran Friendly institution by Military Friendly Schools and GI Jobs Magazine.

- Clarke Office of Admission for Graduate and Adult Programs, 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 Office of Admission for Graduate and Adult Programs 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.

TRANSFER CREDITS

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 post-registration 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. A student from a two-year associate degree program 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. The final 30 hours of credit must be taken in residence at Clarke University. Students must complete a minimum of 15 credit hours in the major at Clarke and fulfill all departmental requirements to be eligible for graduation.

A preliminary credit evaluation will be conducted after a student is accepted to Clarke University. After a student has transferred the maximum number of credits, no additional credits will be accepted or exchanged 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.

NOTE: Students transferring credits from other two-year or four-year accredited institutions, must submit transcripts at the time of matriculation.

Special policies regulate the transfer of credits for religious studies and composition/speech courses in the curricular component of Compass program.

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.

Religious Studies Courses

- Religious Studies or Theology courses transferred from Catholic colleges or universities are accepted and count toward Foundational RELS credit, Divisional credit, Elective credit, or College Elective credit.
- Courses transferred from other faith-based colleges or universities will be accepted as Divisional or Elective credit, or University Elective credit. In some cases, one bible/scripture course from faith-based colleges and universities may count toward Foundational RELS (200 level) credit. Placement of credits will be based on the sending institution and course description and determined by the Registrar's Office in consultation with the Director of General Education.
- Religious Studies or theology courses transferred from all other institutions will be accepted as Divisional or Elective credit, or University Elective credit as specified in institutional articulations or as determined by the Registrar's Office in consultation with the Director of General Education.

Composition and Speech Courses
Day program students are required to complete the Clarke University writing assessment at entrance.

- When a student transfers 3 credit hours in writing, the 3 credits will be accepted. First-year transfers scoring 1 or 2 must enroll in either GNED 110, Cornerstone I, or GNED 123, Speech, in addition to GNED 111, Cornerstone II. Other transfer students scoring 1 or 2 will be placed in GNED 120, Writing Practicum and GNED 123, Speech. For those students whose writing assessment score is 3 or higher, the 3 credit hours will satisfy GNED 110 Cornerstone requirement and the student will enroll in GNED 111, Cornerstone II or GNED 123, Speech. If the writing assessment score is 4, the individual may be eligible for honors Cornerstone II.
- When a student transfers 6 credit hours in writing, 6 credits will be accepted. These students complete the Cornerstone requirement by taking GNED 123 Speech.
- Students who transfer 3 credits of speech and no writing need to enroll in GNED 111, Cornerstone II, or GNED 120, Writing Practicum.
- Students who transfer 3 credits in writing and 3 in speech and score 1 or 2 on the writing placement, will register in GNED 111, Cornerstone II or GNED 120, Writing Practicum. Those scoring 3 or higher on the assessment will complete the requirement without further coursework in writing or speech.
- Students who transfer 9 credit hours in writing and speech have completed the requirement without further coursework in writing or speech.

Math Courses

- Transfer of Intermediate Algebra courses will be equated with Clarke University Intermediate Algebra (Math 090) course regardless of its numerical designation.
- Transfer of 100 level math courses in “college Algebra” or other “college-level” math courses will satisfy proficiency and credit may count as divisional or elective credit as needed.

Other Courses Satisfying the Curricular Component of Compass
The following courses from regionally accredited institutions will be accepted as the curricular component of Compass 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 will make a determination based on course description if the course best suits Clarke’s humanities, fine arts, or social science division.

The university will record course titles and the number of credit hours on the student's Clarke transcript; a student's grade point average (GPA) for a degree, however, will be computed on Clarke courses and cross-registered courses from Loras College and the University of Dubuque only. 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.

ACADEMIC STATUS

Academic Standing

Students are in good academic standing in the University when they earn at least the required 2.0 cumulative GPA. Specific departments may have higher requirements for their major programs.

Class Level for 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

Academic Probation

Students who have not achieved the required 2.0 cumulative GPA at the end of a given semester will be placed on academic probation, and in extreme situations, may be dismissed. Students on academic probation are ineligible to participate in intercollegiate athletics or serve in leadership positions in student organizations. Their course load will be limited to 15 credits during the probationary period. Students who withdraw from more than four (4) credit hours of courses in a single semester may be placed on academic probation regardless of their cumulative GPA at the end of the semester.

Students returning on academic probation may be required to enroll in CU 100: College Study Strategies during their probationary term(s). Ordinarily, a student may be on probation no more than one semester. Exceptions must be approved by the vice president for academic affairs.

Academic Dismissal

Students who have failed to earn the required cumulative GPA at the end of one probationary semester may be dismissed from Clarke University. In extreme situations, students may be dismissed from the university after one semester without academic warning or probation. Students who wish to appeal the decision regarding dismissal must file a letter with the vice president for academic affairs within 10 days of receipt of the letter of dismissal. The letter of appeal must clearly state the reasons for the student's poor academic standing as well as a detailed plan of action to remedy the situation.

Two letters of recommendation from Clarke instructors must accompany the letter of appeal. The vice president for academic affairs will review the student's petition and then decide whether or not to allow the student an additional probationary period. The decision of the vice president for academic affairs in this matter is final.

Dismissed students may be advised to enroll at another institution and demonstrate ability to maintain a full course load before readmission to Clarke University.

Academic Warning

Students whose cumulative GPA is 2.0 or higher but fail to earn a semester GPA of 2.0 will be placed on academic warning. Failure to improve their academic performance during the following term and earn a semester GPA of 2.0 may result in academic probation or dismissal regardless of their cumulative GPA.

WITHDRAWAL, LEAVE, AND READMISSION

Withdrawal

A student who plans to withdraw from the university must give official notice to the academic dean. The deadline for withdrawal is listed in the Academic Calendar. Students are responsible for completing the withdrawal procedure. Failure to do so may result in failing grades on all courses.

Grades of W will be posted on the student's transcript after the withdrawal takes place. Although these grades do not affect a student's GPA, they may have a negative impact on the student's financial aid and athletic eligibility , and/or future academic standing.

Medical Withdrawal

In circumstances when a physical or mental illness prevents an enrolled student from completing the semester and an incomplete grade is not warranted or feasible, a student, guardian, or appropriate Clarke University administrator may request a medical withdrawal from school. These withdrawals must be thoroughly documented and requested in writing to the academic dean no later than 30 days after the last day of class attendance or by noon on the last day of classes, whichever occurs first. In cases of medical withdrawals, students receive a grade of W in all courses in progress at the time of the withdrawal. Clarke may impose specific conditions for readmittance at the time of withdrawal. These conditions may stipulate that the student undergo medical evaluation by an appropriate licensed health professional and that the results be disclosed to appropriate university personnel prior to readmittance.

Administrative Withdrawal

All 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 their peers'. Students who 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. The Academic Affairs Office will make an effort to contact the student to discuss the situation. Students who are administratively withdrawn before the withdrawal deadline will receive a grade of W (withdrawal) in the affected course or courses. Those students who are withdrawn after the withdrawal deadline has passed will receive grades of FA on the course or courses from which they are

withdrawn. Grades of W are not included in the computation of a grade point average; therefore, they do not affect the student's GPA. Since FA grades are computed as 0.00, a late withdrawal will have GPA implications.

Students may appeal administrative withdrawals by sending a letter to the appropriate academic dean. The letter must be received by the deadline established by the dean. The letter must explain the circumstances leading to the student's absences or behavior and why an exception to the policy might be warranted.

If the appeal is granted, the student may be allowed to return to class. In that case, the student will be responsible for the timely completion of all missing assignments during the period of time between the administrative withdrawal and the granting of the appeal.

In order to reenroll at Clarke University, a student who has been administratively dismissed must reapply. The Academic Affairs Office reserves the right to deny readmission to the student or to impose conditions before the student is readmitted.

Academic Leave of Absence
A student with documented issues preventing his or her progress toward degree completion may request an academic leave of absence for a maximum of two semesters. Requests must be accompanied by documentation and discussed with the academic dean. In some cases, the University may mandate that a student take a medical leave of absence as a condition for the student's return. The academic leave of absence will expire if the student fails to return to Clarke after the agreed upon time.

Students who return to Clarke within a semester or year of an approved leave of absence do not need to complete the admissions process.

Admission for Returning Students
Previously enrolled students who left in good standing and have not been registered for classes at Clarke University for one semester or longer need to complete an application for admission to update their demographic and academic record. Returning students must submit official transcripts for all post-secondary institutions attended during the hiatus period. The registrar's office will evaluate the credits earned at other colleges based on the most recent catalog at the time re-entry. The student's program evaluation will be adjusted to reflect the degree requirements as stated in that catalog.

Students who return to Clarke within a semester or year of an approved leave of absence do not need to complete the admissions process.

EXCEPTIONS TO ACADEMIC POLICIES, WAIVERS AND SUBSTITUTIONS OF ACADEMIC REQUIREMENTS.

In special circumstances, students may submit requests for exceptions to academic policies, or for waivers or substitutions of academic requirements. These requests must present a compelling and clear case and, in some cases, be supported by appropriate documentation. Approved petitions must be submitted to the Registrar's Office prior to the student's final semester at Clarke University.

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. Any requests for exceptions to these policies will be evaluated according to the standards and principles of Clarke University policies along with consideration of fairness and equity for all students.

If a student alleges that his/her extenuating circumstance is the result of one of the following, a) unfair teaching practice, b) misinformation from Clarke University personnel applying a University policy or procedure, or c) an administrative, advising, or clerical error, then the student should provide documentation from the appropriate academic, administrative, or advising unit.

Some substitutions of academic requirements due to curricular changes originated by a department or academic program may not require formal approval. In these cases, the department chair or program director may submit the changes directly to the academic dean and registrar.

Course substitution vs. course waiver
A course may be substituted by another course that takes its place in a curriculum, provided the course substitution meets the content and/or spirit of the requirement. When requesting a course substitution, the request must include a description of the course to be substituted and explanation of how it meets the content and spirit of the requirement.

A **course waiver** does not result in the awarding of credit. A waiver means that the student does not have to take a required course in the curriculum because the student has already mastered the knowledge and skills or because of a documented learning disability. Documentation of how the student has met the content and spirit of the requirement must be attached. The student may be required to make up the credits of the waived requirement, which could be met by completing an elective course of the student's choosing, or a higher level course recommended by the student's advisor and approved by the department chair and academic dean.

The following steps must be completed for exceptions to academic policies, course waivers or course substitution:

1. The student completes the "Petition to Waive/Substitute Academic Requirement" form, available on line. The student may attach documentation to the form to present his or her case. The student submits the form to the appropriate university personnel for approval.

2. Depending on the nature of the request, the form is submitted to the appropriate academic department (in case of major or minor requirements), program director (e.g. the Director of General Education, the Director of the Scholars Program), or academic dean (in case of university-wide policies).

3. Requests that are initially approved by the department chair or program director must receive final approval by either the undergraduate dean or graduate dean, depending on the nature of the request.

4. In the case of denied requests, the college official who evaluated the request will notify the student. The appropriate dean will send official notification of approved requests, and contact the Registrar's Office for processing the exception, waiver or substitution.

5. Complete and approved petitions must be received in the Registrar's Office prior to the student's final semester at Clarke University to avoid delays in expected graduation timeline.

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 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

Any student who believes he or she has been subject to unjust actions or denied his or her rights is expected to 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, students should describe the nature of the complaint and a desirable resolution. Both parties are encouraged to try to find a fair and satisfactory resolution.

If the parties involved in complaint are unable to find a satisfactory resolution and further action is deemed appropriate, students must follow the procedures for their specific complaints as outlined in this Catalog or the Student Handbook. If a student has a complaint and is unsure with whom to address the concern, the student 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 of complaints may be addressed.

ACADEMIC HONORS

The Dean's List

The Dean's List recognizes full-time 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.

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 as of 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 credits
4. Number of courses taken 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 names of the students 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 family 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 spouse of Clarke graduates by providing a blue/gold cord to the Legacy Graduates. Cords are provided at commencement practice, along with Legacy buttons for the spouse, child, parent, grandparent, sibling to wear the day of commencement, and these individuals are honored during our Commencement ceremony.

GRADUATION AND COMMENCEMENT

Commencement

Graduating students must complete the MyInfo application for graduation a year in advance of the anticipated graduation date. While degrees are conferred in December, May, and August, there is only one commencement ceremony, which occurs in May. A graduation fee is required of all students earning a degree. **The student's account balance must be paid in full** in order to receive graduation attire and to participate in the commencement ceremony. Similarly, the account must be paid in full to receive a diploma, grades or to have transcripts issued.

Special Circumstances

A senior who is within six (6) credit hours of meeting graduation requirements may participate in the May graduation ceremony in the following circumstances.

1. The student is in good standing (a cumulative GPA of 2.0 or higher).

2. The six or fewer remaining credits will be completed at Clarke University during the summer session.

3. The needed credits do not include capstone and/or senior performance.

4. The student understands that participation in the commencement ceremony does not guarantee degree completion. The diploma will be granted only when the coursework has been successfully completed.

Degree Conferral

There are three conferral dates at Clarke University each year in December, May, and August. All grades and final transcripts must be received by the registrar's office by the following dates:

May degree conferral: On or before June 15th.

August degree conferral: On or before September 15th.

December degree conferral: On or before January 15th.

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 published graduation date.

Diplomas will be mailed provided that the student's account balance is paid in full.

Students who apply to graduate on a given semester and fail to complete all degree requirements at the end of that term are removed from the graduation list. They are responsible for completing all degree requirements and reapplying for a future term by the application deadline.

CLASS RANK

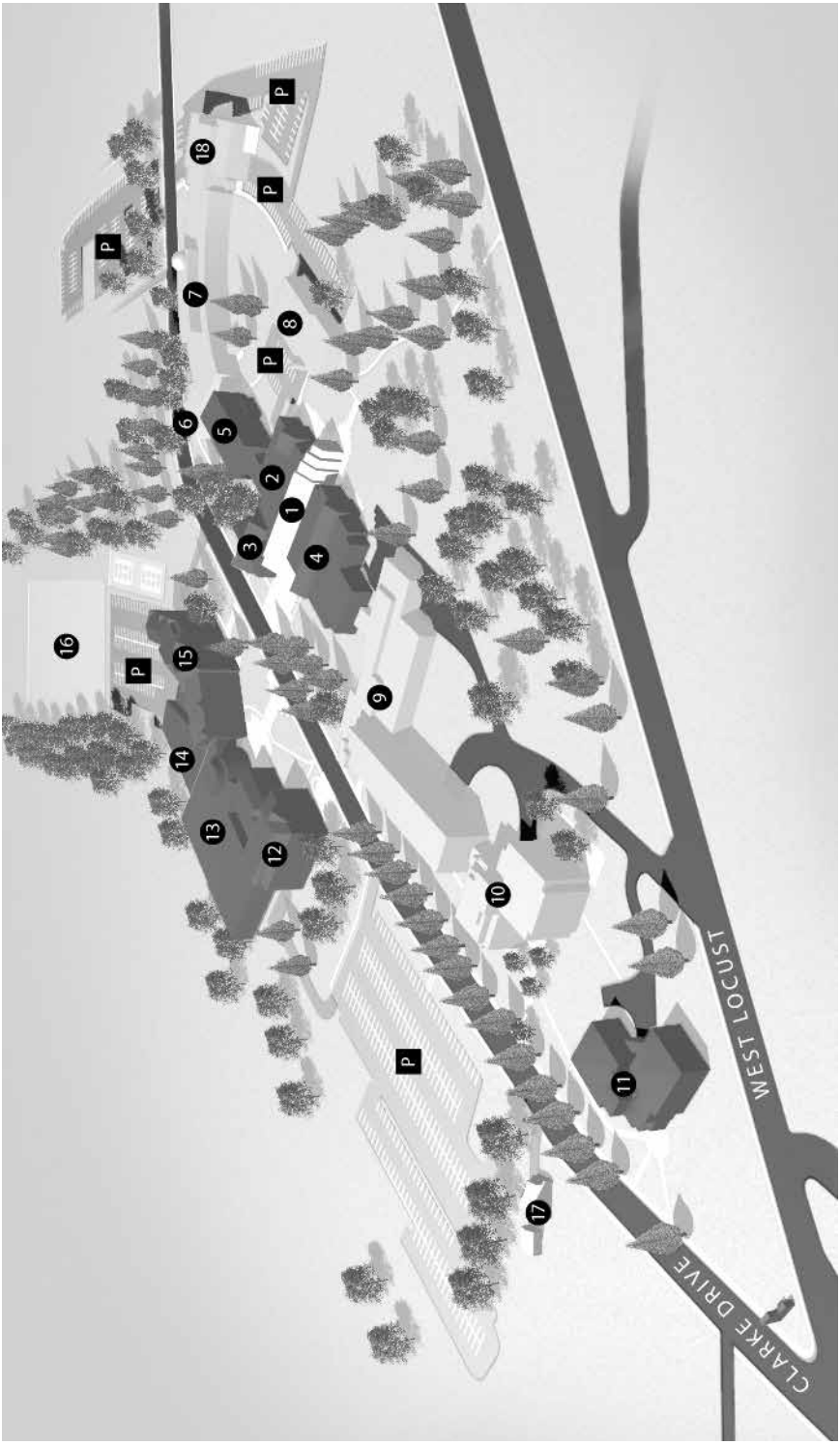
Class rank at Clarke University is determined after the graduation process is completed for the academic year. This class rank report includes all December, May and August graduates who earned BAS, BA, BFA, BS, BSN and BSW degrees. Grades earned after graduation do not affect class rank.

FINAL TRANSCRIPTS

Final transcripts with degree information are sent upon request when the following conditions have been met.

- All degree requirements are completed.
- All accounts are paid in full, including the graduation fee.

CAMPUS MAP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CLARKE DRIVE

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. Keller Computer Center
9. Mary Josita Hall
10. Mary Benedict Hall
11. Catherine Dunn Apartments
12. Terence Donaghoe Hall Theatre
13. Robert and Ruth Kehl Center
14. Student Activity Center
    Crusader Café
    Whitlow Campus Store
    Mail Center
15. Mary Frances Hall
    Stoltz Student Life Wing
16. R.C. Wahlert Sports Complex
17. Honors House
18. Marie Miske Center for Science Inquiry

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.

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 music department 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 multimedia 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 formal lounge, the Terrace Lounge 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 student life, campus ministry, career services, the Clarke Student Association (CSA), Clarke Activities Board (CAB), the counseling center and multicultural student services.

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, athletic training and education department classrooms, conference rooms, health services, residence life, security, art studio, and drama department costume shop.

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 the Crusader Café, 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 department productions. Named after Father Terence Donaghoe, friend and advocate for the founding members of the Sisters of Charity of the Blessed Virgin Mary, this facility hosts Convocation and other all-campus events.

Wahlert Sports Complex, named after the R.C. Wahlert family, longtime friends and benefactors to Clarke University, consists of the soccer field, tennis courts and walking fitness trail around the perimeter of the campus.

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.

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 department (students, faculty, staff and colleagues) to grow intellectually and spiritually and to value lifelong learning.

DEPARTMENTAL 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.

CORE REQUIREMENTS

All departmental majors are required to take certain Compass courses, as well as the business core, in addition to their major courses.

30 hours of business core courses:

- BUMG 112 Principles of Management*
- BUEC 121 Microeconomics
- BUEC 122 Macroeconomics
- BUMG 204 Leadership (2 credits)
- BUAC 225 Principles of Financial Accounting
- BUAC 226 Principles of Managerial Accounting
- BUMG 251 Business Communications (1 credit)
- BUMK 220 Principles of Marketing
- BUMG 205 Business Law

- BUFN 310 Finance I
- BUMG 499 Capstone: Strategy and Policy

*BUMG 112 is now required for:

- BUMG 204 Leadership (2 credits)
- BUMG 251 Business Communications (1 credit)
- BUMK 220 Principles of Marketing
- BUMG 205 Business Law
- BUFN 310 Finance I
- BUMG 499 Capstone: Strategy and Policy

Additional Compass and Skills courses required by the Business Department (9 hours):

- CIS 201 Advanced Computer Applications in Business
- Math 220 Statistics
- Ethics Course (PHIL 212 or PHIL 225 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 Department. 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 emphasis from the following three:

Marketing emphasis:

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

Management emphasis:

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

Finance emphasis:

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

Major outside of the Accounting and Business Administration Department Fulfillment:

Any approved major from Clarke University earned outside of the Accounting and Business Administration Department may be used for fulfillment of the emphasis requirement.

A student must earn a minimum grade of C- in any required courses in the Accounting and Business Administration Department. 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 department reserves the right to accept courses offered by other campuses to fulfill major requirements. Courses must be approved in advance by the department 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 121 Microeconomics
- BUEC 122 Macroeconomics
- 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 310 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 121 Microeconomics
- BUAC 225 Principles of Financial Accounting
- BUMK 220 Principles of Marketing
- BUMG 205 Business Law
- BUFN 310 Finance I

A student must earn a minimum of C- in any required courses in the Accounting and Business Administration Department. 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.

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 121 Microeconomics, and BUEC 122 Macroeconomics.
- Achieved a grade of at least a C- in all major courses.
- Achieved an overall GPA of at least 2.0.

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 CIS 101 Computer Applications in Business and BUMG 112 Principles of Management.

EXPERIENTIAL EDUCATION/INTERNSHIPS

Experiential education and/or internship experiences are goals of the department. 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.

SENIOR PERFORMANCE

This university requirement is fulfilled through the successful completion of BUMG 499 Strategy and Policy. This course requires a comprehensive research paper and oral presentation on a topic related to accounting, business or economics. Emphasis on the outcomes and assessment are included in this integrated Capstone course.

COURSE DESCRIPTIONS: ACCOUNTING

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.

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 349 CORPORATE INCOME TAX **3 hours**
An in-depth study of entity taxation, including partnership, C-corporation and S-corporation income taxation. Estate and gift transfer rules are also covered in detail. 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 225, BUAC 226, CIS 201.

BUAC 356 ACCOUNTING FOR GOVERNMENTAL AND NOT-FOR-PROFIT **3 hours**
Budgetary procedures and systems of accounts for various governmental funds and not-for-profit entities are examined. Prerequisite: BUAC 226 or consent.

BUAC 395 INTERNSHIP **1-6 hours**
By 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 consent.

BUAC 455 ADVANCED ACCOUNTING **3 hours**
Accounting problems dealing with fiduciary relationships. Examination of partnership accounting, intercompany relationships in relation to consolidation theory, techniques and reporting are examined. Prerequisite: BUAC 332 or consent.

COURSE DESCRIPTIONS: ECONOMICS

BUEC 120 PRINCIPLES OF ECONOMICS **3 hours**
A one-semester course that provides an introduction to both microeconomics and macroeconomics. This course is designated as social sciences division course.

BUEC 121 MICROECONOMIC PRINCIPLES **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.

BUEC 122 MACROECONOMIC PRINCIPLES **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 121.

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 121 and BUEC 122.

COURSE DESCRIPTIONS: FINANCE

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.

BUFN 310 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: BUMG 112, BUAC 225, BUEC 121 or 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 310.

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 310.

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 310.

COURSE DESCRIPTIONS: BUSINESS ADMINISTRATION/MANAGEMENT

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.

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: BUMG 112 or consent.

BUMG 206 BUSINESS LAW II **3 hours**
Current topical business law issues are studied along with a more in-depth study of areas covered in Business Law I. Additional topics include the legal and professional responsibility of accountants, antitrust laws and environmental regulation. Prerequisite: BUMG 112 or consent.

BUMG 250 BUSINESS COMMUNICATIONS **3 hours**
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.

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.

BUMG 295 INTERNSHIP **1-6 hours**
By consent.

BUMG 302 LABOR MANAGEMENT RELATIONS **3 hours**
Theoretical and practical introduction to the U.S. labor movement. A historical review of the development of unionization, the structure of labor unions, collective bargaining, grievance management and labor legislation will be discussed. Spreadsheet skills will be used in costing wages and benefits. Management and labor groups will negotiate a labor contract. Prerequisite: BUMG 112 or 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, MATH 220 and BUEC 121.

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.

BUMG 380 SPECIAL TOPICS **3 hours**
Selected topics offered for elective credit. Topics capitalize on the expertise of selected faculty members and are offered when student interest warrants.

BUMG 395 INTERNSHIP **1-6 hours**
By consent.

BUMG 480 SPECIAL TOPICS **3 hours**
Selected topics offered for elective credit to seniors. Topics capitalize on the expertise of selected faculty members and are offered when student interest warrants.

BUMG 495 INTERNSHIP **1-6 hours**
By consent.

BUMG 499 CAPSTONE: STRATEGY AND POLICY **3 hours**
This course provides a focal point and closure of a liberal arts education within the context of a business major. As a departmental offering, 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. The Clarke Compass and major outcomes are integral to course assessment. Prerequisites: Generally, a student must have achieved senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course. BUMG 112.

COURSE DESCRIPTIONS: MARKETING

BUMK 220 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. Prerequisites: BUMG 112 and BUEC 121 or instructor consent.

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 220.

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 220.

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 220 and junior standing.

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 220.

ART AND DESIGN

MISSION

The Art and Design Department offers a major in art that leads to a bachelor of arts or a bachelor of fine arts degree, a major in graphic design that leads to a bachelor of fine arts degree and a major in art history that leads to a bachelor of arts degree. The department guides students for life-long involvement in the fine and applied arts through preparation for graduate study, teaching, museum and gallery work, graphic design, and studio art. The primary goal of the Art and Design Department is to encourage and develop the creative potential of each student. 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. One of the major objectives of the Art and Design Department is to create an atmosphere where diversity is welcomed. Flexibility creates an attitude of openness and receptivity to new and innovative ideas.

In order to develop expertise, students concentrate their studies in the areas of ceramics, drawing, graphic design, painting, printmaking, or sculpture. A professional and critical atmosphere encourages them to extend their artistic involvement beyond studio exercises into juried exhibitions, internships, independent study, and travel.

The Art and Design Department educates students to be competent creative artists and designers. Further, the study of art history gives them an understanding of their heritage and the relationship of art to the past, themselves, and contemporary culture.

Clarke's Quigley Gallery frequently hosts exhibits of student, faculty, and visiting artists' works. This exposure to new ideas and art forms develops and strengthens the professional and critical sensibilities.

DEPARTMENTAL OUTCOMES

1. Acquire knowledge and technical expertise in art and design 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 lifelong involvement in the fine and applied arts: studio practice, graduate study, classroom teaching, museum and gallery work, graphic design and related careers.

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 emphasis:
    - 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 Fine Arts (BFA) Degree in Art**, dependent upon art faculty recommendation and maintaining a 2.75 overall GPA and 3.0 GPA in art, a student completes 60 hours, including:

- A minimum 39 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
- 15 hours in a studio emphasis:
  - Three-dimensional media:
    - Ceramics
    - Sculpture
  - Two-dimensional media:
    - Drawing
    - Painting
    - Printmaking
- 9 hours of studio electives

- 18 hours of art history courses (no more than 9 hours at 100 level courses), including:
  - ARHS 133 Art of the Western World I
  - ARHS 134 Art of the Western World II
  - 12 hours of art history electives
- Sophomore and junior portfolio reviews
- 3 hours of ART 499 Senior Performance Seminar and 499R Senior Performance Review
- Required supporting course:
  - DRMA 296 Philosophy and the Arts
- Recommended curricular component of Compass courses:
  - HIST 101 Western Civilization I
  - HIST 102 Western Civilization II

For a **Bachelor of Fine Arts (BFA) Degree in Graphic Design**, dependent upon art faculty recommendation and maintaining a 2.75 overall grade-point-average (GPA) and 3.0 GPA in art, a student completes 60 hours, including:

- 45 hours of studio courses:
  - 6 hours of drawing:
    - ART 102 Drawing I
    - ART 205 Drawing II
  - 9 hours of core courses:
    - ART 105 Art and Design Methods
    - ART 109 3D Design
    - ART 104 Basic Photography

- 6 hours of studio electives
  - ART 230 Form and Communication
  - ART 240 Typography and Layout
  - ART 330 Publication Design/Print and Screen
  - ART 340 Branding and Identity Systems
  - ART 430 Interactive Media and Web Design
  - ART 440 Media In Motion and Senior Studio
  - ART 225 Book Arts
  - ART 395 Internship (1-3 credits)
  - graphic design elective (0-2 hours)
- 12 hours of art history courses (no more than 9 hours at 100-level courses), including:
  - ARHS 133 Art of the Western World I
  - ARHS 134 Art of the Western World II
- 6 hours of art history electives
- Sophomore and junior portfolio reviews
- 3 hours of ART 499 Senior Performance Seminar and 499R Senior Performance Review
- Required supporting course:
  - DRMA 296 Philosophy and the Arts
- Recommended curricular component of Compass courses:
  - HIST 101 Western Civilization I
  - HIST 102 Western Civilization II

For a **Bachelor of Arts (BA) Degree in Art and K-12 Teaching Certification**, a student completes all requirements listed for the 45-hour studio major, as well as EDUC 344 Curriculum and Instruction in Art and EDUC 351 Special Secondary Curriculum and Methods Art, requirements for Compass, professional core courses, and all education department requirements. Refer to the education department section in this catalog for more information about Compass, professional core and K-12 requirements.

For a **Bachelor of Fine Arts (BFA) Degree in Art and K-12 Teaching Certification**, a student completes all requirements listed for the 60-hour studio major, as well as EDUC 344 Curriculum and Instruction in Art and EDUC 351 Special Secondary Curriculum and Methods Art, and all education department requirements. Refer to the education department section in this catalog for more information about Compass, professional core and K-12 requirements.

For a **Bachelor of Arts (BA) Degree in Art History**, a student completes a minimum of 36 hours, including:

Art history courses:

- ARHS 133 Art of the Western World I
- ARHS 134 Art of the Western World II
- ARHS 250 Modern Art, 1880-1940 OR
- ARHS 251 Art Since 1940
- 21 hours of art history electives
- ARHS 499 Research Methods in Art History

Required supporting course:

- ART 105 Art and Design Methods

Recommended curricular component of Compass courses:

- DRMA 296 Philosophy and the Arts
- HIST 101 Western Civilization I
- HIST 102 Western Civilization II

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 Art with K-6 Teaching Certification** consists of 24 hours:

- ART 102 Drawing I
- ART 105 Art and Design Methods
- ART 209 Painting I OR ART 223 Printmaking I
- ART 217 Ceramics I OR ART 213 Sculpture I
- 9 hours of studio electives
- ARHS 133 Art of the Western World I OR ARHS 134 Art of the Western World II

A **Minor in Art with 7-12 Teaching Certification** consists of 24 hours:

- ART 102 Drawing I
- ART 105 Art and Design Methods
- ART 109 3D Design
- ART 201 Life Drawing I
- ART 209 Painting I OR ART 223 Printmaking I
- ART 217 Ceramics I OR ART 213 Sculpture I
- 3 hours of studio elective
- ARHS 133 Art of the Western World I OR ARHS 134 Art of the Western World II

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

A **Minor in Art History** consists of 21 hours:

- ARHS 133 Art of the Western World I OR ARHS 134 Art of the Western World II
- ARHS 250 Modern Art, 1880-1940 OR ARHS 251 Art Since 1940
- 15 hours of art history electives

REQUIREMENTS FOR DEPARTMENTAL ACCEPTANCE

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

1. Be invited into and recommended for the bachelor of fine arts program by the art faculty.
2. Maintain a minimum of a 2.75 overall GPA and at least a B 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

3. Present a portfolio for faculty review.
4. Submit an application form, personal assessment of meeting department outcomes and a letter of intent.

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 department outcomes and a letter of intent.

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

1. Maintain a minimum of a C grade in the following courses:
   - ARHS 133 Art of the Western World I
   - ARHS 134 Art of the Western World II
   - 3 hours of art history elective
2. Demonstrate adequate research and speaking ability.
3. Submit an application form, personal assessment of meeting department 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.

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 departmental requirements and apply it toward graduation requirements. Graphic Design majors must complete at least one internship for credit. Credit may vary (1-3 hours).

COMPUTER LITERACY REQUIREMENT

All art, graphic design and art history majors must complete ART 105 Art and Design Methods.

RESEARCH REQUIREMENT

Art and graphic design majors fulfill their research requirement by taking any upper-division (200-level course) art history course in which a research paper and oral presentation are required. Art history majors fulfill their research requirement by successfully completing ARHS 499 Research Methods in Art History.

SENIOR PERFORMANCE REQUIREMENTS

The senior performance in art and graphic design is undertaken after the completion of 9-15 hours of course work in the chosen area of concentration. BFA and BA degree candidates must complete the senior performance generally begun in coursework but largely completed as an independent body of work that reflects creative, conceptual and technical growth in the student's area of concentration. While supportive work from other studio areas might be included, the focus should be the area of concentration where the student possesses technical competence.

The BFA in Art senior performance culminates in a one-person exhibition in Quigley Gallery. The BFA in Graphic Design senior performance and portfolio is most often exhibited in a group exhibition. BA degree senior performance work is exhibited in a group show.

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 or in changing BFA degree to a BA if senior performance does not satisfy requirements of BFA degree. 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.

The senior performance in art history is an individually designed project intended to reflect the skills and knowledge of historical research developed in previous course work. The performance is a written paper, accompanied by a slide or gallery presentation of a research project on past or present art forms or concepts.

For senior performance, seniors register for ARHS 499 Research Methods In Art History.

COURSE DESCRIPTIONS: ART AND DESIGN

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. This course is designated as (hands-on) fine arts division course.

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 110 DESIGN FOR SUSTAINABILITY **3 hours**
This course will introduce students to concepts and practices of sustainability in visual communication. Coursework will include examination and critique of current print and electronic communication media to develop both visual literacy and an awareness of inherent ecological issues. Students will reflect on their own as well as the consumer cultural practices that impact global ecology. As a studio-based course, students will work individually and in teams to solve interdisciplinary design prompts that promote best practice in sustainable innovation.

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 102 or consent.

ART 205, 206, 207 DRAWING II, III, IV **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.

ART 209-210 PAINTING I, II **3 hours**
Introductory-level studio courses emphasizing oil or acrylic 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 102 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 109.

ART 217-218 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. Ceramics I is designated as fine arts division course.

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 102, ART 103 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 280 TOPICS IN ART **3 hours**
Group study in some area of studio art not covered in other courses. May include such topics as creative drawing, three-dimensional design, book arts, watercolor painting or raku.

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 202.

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 210.

ART 315-316 SCULPTURE III, IV **3 hours**
Advanced-level studio courses using various sculptural techniques and processes including modeling, carving, mold-making and construction. Students are expected to achieve a degree of technical and expressive proficiency in the exploration of processes and media. Prerequisite: ART 214.

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 218.

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 326 INTAGLIO **3 hours**
Advanced-level studio course concentrating on the methods of intaglio. 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 390 INDEPENDENT STUDY **1-3 hours**
Independent study in the areas of studio art, historical research or travel. Prerequisite: Consent.

ART 395 INTERNSHIP/EXPERIENTIAL EDUCATION **CV**

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 210.

ART 417 SCULPTURE V **3 hours**
Advanced-level studio course aimed at further developing sculptural technical skills while focusing on conceptual thinking. Students at this level are expected to continue defining a personal direction and aesthetic through research. Mixed media, installation, performance, video, and/or collaborative artwork is expected. The historical context and contemporary state of sculpture are examined. Emphasis is placed on professional development and preparation to transition from the undergraduate structure into career paths.

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.

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 340 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 480 TOPICS IN ART **3 hours**
Group-study project aimed at experimentation in areas not covered in other studio courses. May include such topics as ceramic sculpture, book arts, seminar or travel. Prerequisite: Junior standing or consent.

ART 490 INDEPENDENT STUDY **1-3 hours**
Reading, research, and creative work in the area of studio art. Student must work two or more semesters in a given medium before applying for independent study. This course is exclusive of the senior project. Prerequisite: Consent.

ART 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. As a departmental offering, 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. Curricular component of Compass outcomes and major outcomes are integral to course assessment. Prerequisite: Generally, a student must have achieved senior standing and completed 42 credit hours in the curricular component of Compass 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 consent

COURSE DESCRIPTIONS: ART HISTORY

ARHS 133-134 ART OF THE WESTERN WORLD I, II **3 hours**
An introduction to the study of Western art history. This sequence 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. First semester includes the study of Egypt and Mesopotamia, Greece and Rome, and the Middle Ages. Second semester considers European arts from the Renaissance to contemporary times. These courses are designated as fine arts division courses.

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. This course is designated as fine arts division and as an intercultural engagement course, and has an intercultural engagement experience that accompanies the classroom material.

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. This course is designated as fine arts division course.

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.

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.

ARHS 255 GREEK AND ROMAN ART **3 hours**
A study of the classic world of the Greeks and Romans. This course considers the painting, sculpture and architecture from the early Cycladic and Minoan peoples to the end of the Roman Empire. Emphasis is given to the greatness of the Greek accomplishment and the ingenuity of the Romans in their adaptation of Greek ideas and to the creation of an impressive art heritage of their own. Prerequisite: ARHS 133, ARHS 134 or consent.

ARHS 256 MEDIEVAL ART **3 hours**
A study of the art of the European Middle Ages. This course considers the painting, sculpture and architecture of the Early Christians, the Byzantine world, the Dark Ages, and the Romanesque and Gothic periods. Emphasis is given to the development and iconography of the arts in a Christian setting. Prerequisite: ARHS 133, ARHS 134 or consent.

ARHS 257 RENAISSANCE ART **3 hours**
A study of the artistic achievements of the Italian and Northern Europeans from the 14th to the 16th centuries. This course considers the painting, sculpture and architecture of some of the world's greatest artists, including Giotto, Durer, Da Vinci and Michelangelo. Emphasis is placed on the change from a medieval to a humanistic mentality and its effect on the visual arts. Prerequisite: ARHS 133, ARHS 134 or consent. This course is designated as fine arts division course.

ARHS 258 BAROQUE-ROCOCO ART **3 hours**
A study of the arts of Italy, Spain, Germany, France and the Netherlands in the 17th and 18th centuries. This course considers painting, sculpture and architecture during the age of the Reformation and Counter-Reformation. Emphasis is placed on the emergence and development of national characteristics in the visual arts. Great artists such as Bernini, Rubens, Rembrandt and Velazquez are considered. Prerequisite: ARHS 133, ARHS 134 or consent.

ARHS 259 NINETEENTH CENTURY ART **3 hours**
A study of European art of the 19th century. This course considers painting, sculpture and architecture since 1800. The major artistic styles and movements of this period, including Neo-Classicism, Romanticism, Realism, Impressionism and Post Impressionism, are studied. Particular emphasis is placed on the contribution of these movements and artists to the art of the 20th century. Prerequisite: ARHS 133, ARHS 134 or consent.

ARHS 390 INDEPENDENT STUDY **CV**
Reading and research in the area of art history. Intended to allow individual students to pursue study in a topic of interest beyond the introductory level. Prerequisite: Consent.

ARHS 395 INTERNSHIP/EXPERIENTIAL EDUCATION **CV**

ARHS 480 TOPICS IN ART HISTORY **3 hours**
Special courses offered periodically or when requested in areas not covered in other art history courses. May include such topics as women artists, seminars or travel. Prerequisite: Sophomore standing or consent.

ARHS 490 INDEPENDENT STUDY **CV**
Reading and research in the area of art history. Intended to allow individual students to pursue study in a topic of interest beyond the introductory level. This course is exclusive of senior project. Prerequisite: Consent.

ARHS 499 RESEARCH METHODS IN ART HISTORY **3 hours**
This Capstone course provides a focal point for and closure to a liberal arts education within the context of the major discipline. This seminar-style course with a main focus in art history research considers the various methodological approaches to art research and the resources available. Students engage in study projects on a limited body of work to gain experience in assembling, analyzing and presenting artistic material in a critical or historical context. Emphasis is placed on the selection and interpretation of art historical material and their presentation in oral and written form. Curricular component of Compass outcomes and major outcomes are integral to course assessment. Prerequisite: Generally, a student must have achieved senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course.

ATHLETIC TRAINING

Clarke University is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). Students with a double major, or those continuing on to Clarke University's Physical Therapy Graduate Program, may be required to take summer courses to complete the athletic training program in four years.

Students graduating from Clarke University's Athletic Training Program (ATP) will receive a Bachelor of Science Degree in Athletic Training. It is incumbent on the student to work closely with athletic training faculty members to plan a program of study that meets the curricular component of Compass, co-requisite, and prerequisite requirements of the program.

MISSION

The athletic training program is dedicated to providing a supportive environment that encourages personal and intellectual growth while preparing students to contribute and to be socially responsible and globally aware in the athletic training profession at the clinical, professional, research and educational levels.

OUTCOMES

The Clarke University Athletic Training Program/Department graduates will:

1. Identify the knowledge and skills of the athletic training profession.

2. Comprehend and explain the uniqueness of the individuals' structural, functional, psychosocial, emotional and spiritual dimensions.

3. Apply evidence-based practices in the rapidly changing healthcare environment.

4. Analyze applicable professional behaviors at the clinical, educational, and research levels.

5. Justify ethical decision-making processes at the clinical, education, and research levels.

6. Create a collaborative environment with other healthcare professionals to develop, administer, and utilize effective clinical skill management, communication, scholarship, and professional development.

ADMISSION TO THE ATHLETIC TRAINING PROGRAM

Students apply for admission to the ATP during the spring semester of their freshman/first year. Qualified Clarke University students will be given priority for the (approximately 12) openings in the program per year. Some qualified applicants may not be accepted due to space limitations. A student may only apply a maximum of two times.

Qualification Criteria for Application to the Program

1. Cumulative GPA: a minimum of 2.80 on a 4.00 scale with no grade in the sciences below a C.

2. Proof of current certification in first aid and CPR/AED across life span (adult, child, infant) prior to the first clinical rotation.

3. Completion of Care and Prevention of Injuries (ATHT 130) and Dynamics of Health and Nutrition (ATHT 133) with a grade of B- or better.

4. Completion of hours of clinical exposure in athletic training facilities, of which at least the majority of hours must be in the Clarke University facility. Transfer students must have hours of observation in an athletic training facility prior to acceptance, unless consent of ATP Program Director is obtained.

5. Completion of the application process, which includes an interview, an essay, and three letters of recommendation, including a current ATP upperclassman. Each applicant will be graded using a rubric and a total score will be computed and used in the decision/acceptance process. The grading criteria for each area and the rubric are available to applicants during the application process. A student who has previously been denied acceptance or dismissed/terminated from the ATP will additionally be evaluated on the progress made since denial or dismissal/termination.

6. Acceptance of transfer students is dependent upon availability of openings and the applicant's ability to meet the qualification criteria. Transfer students must meet all of the same course prerequisites, co-requisites, and requirements as the cohort they are joining, unless pre-approval is gained from the ATP program director.

7. Upon admission to the ATP, students will review the Technical Standards with the indication that they can meet those Technical Standards or request a waiver of the Technical Standards. All requests are processed in consultation with the MARC. The University may or may not be able to accommodate a request for waiver of the Technical Standards. Students officially enter the Athletic Training major in the fall of their sophomore year after their acceptance to the program.

8. All students admitted into the ATP will be required to have a criminal background check prior to the start of their first clinical rotation. If the student is a transfer student, the criminal background check will be performed as quickly as possible after admission into the ATP and prior to being allowed to attend any off-campus clinical site. If a student's criminal background report comes back positive for abuse, sexual offenses, and/or any other issue that would endanger the "safe work environment" that student will be notified and may be dismissed from the ATP after a review. Each person with a positive criminal background report will have a chance to submit a written explanation to the Academic Affairs Office or Student Life Office. The University will review each positive background report and associated documentation check with the Academic Dean. A decision regarding progression will be rendered.

Progression / Continuation in the Athletic Training Program

Once admitted in the ATP, a student minimally must:

1. maintain at least an overall 2.80 GPA on a 4.00 scale;
2. achieve at least a C in all required courses, prerequisite courses, or co-requisite courses;
3. comply with the NATA's Code of Ethics and the BOC's Standards of Practice; and
4. complete all academic and clinical work with academic integrity.
5. Annual recertification in first aid and BLS (Basic Life Support) and AED, bloodborne pathogens, HIPPA, and a one time certification in Mandatory Reporter is required.

Any student who does not minimally meet the above requirements may be dismissed from the ATP without being granted probation if just cause is determined by the ATP and Academic Dean.

Students must complete hands-on clinical experiences supervised by Licensed and Certified Athletic Trainers and/or Clinical Faculty/Preceptors who have affiliations with Clarke University's ATP. Students are responsible for securing their own transportation to off-campus clinical sites. Students are annually required to meet all health requirements as designated by the ATP and the clinical sites, including immunizations, a physical examination, and tuberculosis testing. At the beginning of every academic year that a student is in the ATP, the University will bill each student for the required malpractice insurance.

Deficiencies and Consequences

GPA Deficiency

-2.80 or above – no deficiency

-2.60 -2.79 – usually placed on probation no longer than two semesters.

-Below 2.59 – must meet with the Department Chair and the Academic Dean and may be dismissed from the ATP.

Grade Deficiency

Ordinarily a student will be placed on probation for a period of no longer than two semesters if he or she fails to obtain a minimum grade of C in a required, prerequisite, or co-requisite athletic training course. The inadequate grade for an ATP course may mean the student stops taking or withdraws from ATHT coursework, may not be allowed to progress with the same cohort, and/or may be required to withdraw from the ATP and reapply to continue. (The Department Chair and the ATP faculty in consultation with the Academic Dean make determinations of consequences based on the grade deficiency and the student's other academic progress, as well as the situation as a whole.) The student must then retake the first offered section of that course. If he/she completes the retake and meets the minimum grade requirement (C or better), the student may be taken off probation and

allowed to continue taking ATHT coursework, join a subsequent cohort or reapply to the ATP. If the student does not meet the minimum grade requirement after the retake, he/she will be required to stop taking all ATHT coursework in the ATP. The ATP Department Chair, in consultation with the ATP faculty and possibly the Academic Dean, will determine if the student will be dismissed from the ATP, if the student may join a different cohort, or if the student may reapply to the ATP.

Professional Behavior/Ethics Deficiency

A student who violates academic integrity policies and/or professional behaviors (Code of Ethics and/or Standards of Practice) may fail an assignment, be placed on probation, fail a course, and/or be dismissed from the ATP. Violations of academic integrity and/or professional behaviors will be reviewed by the ATP Department Chair/ ATP Program Director and the Academic Dean to determine appropriate consequences and actions.

Consequences

Usually, probation can be incurred a maximum of two semesters in a student's academic career within the ATP. If deficiencies or violations extend past the two semester probation time limit, usually the result will be immediate dismissal from the ATP. Students who are dismissed from the program may not reapply to Clarke University's ATP.

Probationary students will be reviewed by the ATP Department Chair and faculty on an individual basis. The reviews will emphasis the following:

1. Continued improvement in deficient areas
2. Athletic training coursework performance
3. Work ethic in the athletic training facilities and in the classroom
4. Professionalism in the athletic training facilities and in the classroom
5. Performance of athletic training student duties

Students on probation will be required to attend and show proof of attendance for academic counseling/advising appointments. Additionally, the Athletic Training Faculty will conduct at least a monthly review of all areas (1-5) emphasized. If the student is not performing adequately in the emphasized areas he/she will be dismissed from the ATP. A student who has been dismissed from the ATP, will not be allowed into ATHT coursework, unless the student reapplies and is accepted. Dismissals can occur before the individual has expended the maximal probation time. Probation evaluations are based on the student's ability to complete the following applicable criteria in a timely manner:

1. Retake the coursework in which the student received grades that do not meet the C minimum requirement;

2. Continue to receive C's or better in all coursework required for the ATP;

3. Continue to maintain a cumulative GPA of a 2.80 or better;

4. Show continued/continuing improvement in their work ethic;

5. Show continued/continuing improvement in their professionalism;

6. Show continued/continuing improvement in their performance of duties as an Athletic Training Student;

7. Attendance at academic counseling/advisement and as deemed necessary by the MARC and Athletic Training Program Director; and

8. Schedule and attend meetings with the ATP Review Committee or designee. These meetings will include a review and discussion of items 1-7. At the conclusion of each meeting, a recommendation on the student's continuation or dismissal will be made. The recommendation will be discussed immediately with the student. If a dismissal decision is made, the Academic Dean will be notified. The student can file grievances in accordance with the appropriate guidelines in the Clarke University Catalog and/or Clarke University Student Handbook.

Failure to comply with any of these items will result in the dismissal from the ATP.

MAJOR REQUIREMENTS

The following courses must be taken to fulfill the requirements for the ATP. These courses may also fulfill curricular component of Compass requirements. Students must obtain a C or better in the following courses:

- CHEM 110 General Chemistry I with lab
- CHEM 111 General Chemistry II with lab
- PSYC 111 Introductory Psychology
- PSYC 121 Child and Adolescent Development
- MATH 220 Statistics
- PHIL 225 Applied Ethics: Biomedical Ethics (Biomedical Ethics) (preferred) or PHIL 212 General Ethics

- 12 hours of required prerequisite courses:
  - BIOL 115 Fundamental Cell Biology and Genetics with lab
  - PHYS 110 Elements of Physics I with lab
  - PHYS 111 Elements of Physics II with lab
- 16 hours of required supporting courses:
  - BIOL 211 Human Anatomy & Physiology I with lab
  - BIOL 212 Human Anatomy & Physiology II with lab
  - BIOL 420 Human Physiology with lab
  - BIOL 425 Exercise Physiology with lab

In addition, the student must complete 43 hours of the following athletic training courses with a C or better, except ATHT 130 and ATHT 133 where a B- or better is required.

- ATHT 130 Care and Prevention of Injuries for Athletic Training Students
- ATHT 133 Dynamics of Health and Nutrition
- ATHT 240 Basic Life Saving Training for Healthcare and Public Safety
- ATHT 300 Advanced Assessment of Injuries I
- ATHT 301 Clinical Education in Athletic Training I
- ATHT 302 Advanced Assessment of Injuries II
- ATHT 303 Clinical Education in Athletic Training II
- ATHT 330 General Medical Conditions in Athletic Training
- ATHT 414 Functional Anatomy and Biomechanics with lab
- ATHT 422 Pathophysiology
- ATHT 428 Therapeutic Modalities with lab
- ATHT 429 Clinical Education in Athletic Training III
- ATHT 430 Principles of Pharmacology
- ATHT 440 Therapeutic Exercise with lab
- ATHT 441 Clinical Education in Athletic Training IV
- ATHT 442 Research in Athletic Training
- ATHT 443 Clinical Education in Athletic Training V
- ATHT 445 Clinical Education in Athletic Training VI
- ATHT 499 Capstone

SENIOR PERFORMANCE

The athletic training majors' senior performance will take place in the didactic coursework of ATHT 442 and ATHT 499 and the clinical coursework of 443 and ATHT 445.

COURSE DESCRIPTIONS

ATHT 130 CARE AND PREVENTION OF INJURIES FOR ATHLETIC TRAINING STUDENTS 3 hours
Lecture, discussion and laboratory course introducing athletic training students to basic procedures and philosophies of athletic training. Students gain knowledge of the basic science relationship to the prevention, care and recovery of injuries. Students will begin practicing fundamental skills and orient themselves to the athletic training setting.

ATHT 133 DYNAMICS OF HEALTH AND NUTRITION 3 hours
An overview course in health, wellness and nutrition. This course introduces students to the foundational principles in health, wellness and nutrition. Students will gain knowledge of the basic science relationship to healthy lifestyles. This course will also orientate students to the decision-making process necessary to integrate basic counseling and referral skills for athletic training.

ATHT 240 BASIC LIFE SAVING TRAINING FOR HEALTHCARE AND PUBLIC SAFETY 1 hour
This course certifies a student in basic life saving for healthcare and public safety and First-Aid: Responding to Emergencies. This course is for ATHT majors only. Prerequisite: Proof of current certification in first aid and CPR/AED across life span (adult, child, infant.)

ATHT 300 ADVANCED ASSESSMENT OF INJURIES I 3 hours
An advanced course for athletic training students. This lecture and lab format will cover the examination and treatment approaches for individuals with musculoskeletal dysfunctions of the upper and lower extremities. Each extremity will include a review of anatomy. The course will focus on theory, immediate care, biomechanics, pathology, assessment and management of injuries to the extremities. Prerequisite: ATHT 130 or instructor consent. Corerequisite: ATHT 301.

ATHT 301 CLINICAL EDUCATION IN ATHLETIC TRAINING I 1 hour
An advanced course for athletic training students taken concurrently with Advanced Assessment of Injuries I. Practical assignments are completed in the Clarke University affiliated athletic training facilities to orient the student to specific skills in injury assessment. Prerequisite: ATHT 130. Corequisite: ATHT 300.

ATHT 302 ADVANCED ASSESSMENT OF INJURIES II 3 hours
An advanced course for athletic training students. This lecture and lab format will cover the examination and treatment approaches for individuals with musculoskeletal dysfunctions of the head, neck and trunk. A review of anatomy will be included. The course will focus on theory, immediate care, biomechanics, pathology, assessment and management of injuries to the head, neck and trunk. Prerequisite: ATHT 300. Corequisite: ATHT 303.

ATHT 303 CLINICAL EDUCATION IN ATHLETIC TRAINING II 1 hour
An advanced course for athletic training students taken concurrently with Advanced Assessment of Injuries II. Practical assignments are completed in the Clarke University affiliated athletic training facilities to orient the student to specific skills in injury assessment. Prerequisite: ATHT 301. Corequisite: ATHT 302.

ATHT 330 GENERAL MEDICAL CONDITIONS IN ATHLETIC TRAINING 3 hours
An advanced course for athletic training students. This course will focus on theory, general characteristics, predisposing factors, signs, symptoms, prevention, immediate care, management, and treatments of select diseases and illnesses as students build a foundation for decision-making necessary in athletic training. Prerequisites: ATHT 130, ATHT 300, ATHT 301, CHEM 110.

ATHT 414 FUNCTIONAL ANATOMY AND BIOMECHANICS 3 hours
Application of 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 emphasized. Prerequisites: PHYS 110, PHYS 111, BIOL 211, BIOL 212, ATHT 440.

ATHT 422 PATHOPHYSIOLOGY 3 hours
Provides an overview of disease and injury with some emphasis on conditions encountered in athletic training and health care. Student understanding of altered structural and physiological adaptation processes and how they apply to assessment and treatment are expectations of this course. Prerequisites: BIOL 211, BIOL 212, CHEM 111, ATHT 330.

ATHT 428 THERAPEUTIC MODALITIES 4 hours
An advanced course for athletic training students. Students gain an appreciation of the scientific basis and practical application of the use of physical agents and therapeutic modalities in the recovery from injury. Prerequisite: ATHT 302, ATHT 330. Corequisite: ATHT 429.

ATHT 429 CLINICAL EDUCATION IN ATHLETIC TRAINING III 1 hour
An advanced course for athletic training students, taken concurrently with Therapeutic Modalities. Practical assignments are completed in the Clarke University affiliated athletic training facilities to orient the student to specific skills in therapeutic modalities. Prerequisite: ATHT 303. Corequisite: ATHT 428.

ATHT 430 PRINCIPLES OF PHARMACOLOGY 3 hours
Classifications, specific medications and principles of drug actions are discussed. Discussion of the role of drugs in restoring health, preventing illness and enhancing life provides exposure to pharmacologic and athletic training concepts while building a foundation for decision-making necessary to integrate drug management into health care plans for clients. Prerequisites: ATHT 422, CHEM 111. Corequisite: ATHT 441.

ATHT 440 THERAPEUTIC EXERCISE 3 hours
An advanced course for athletic training students. Students gain an appreciation of the scientific basis and practical application of the use of exercise in the recovery from injury. Prerequisites: ATHT 422, ATHT 428. Corequisite: ATHT 441.

ATHT 441 CLINICAL EDUCATION IN ATHLETIC TRAINING IV 1 hour
An advanced course for athletic training students taken concurrently with Therapeutic Exercise. Practical assignments are completed in the Clarke University affiliated athletic training facilities to orient the student to specific skills in therapeutic exercise. Prerequisite: ATHT 429. Corequisite: ATHT 440.

ATHT 442 RESEARCH IN ATHLETIC TRAINING **2 hours**
An overview on topic selection, problem development, hypothesis selection, statistical analysis and research design. The course will also cover interpretation of athletic training and related literature. At the end of this course the student will have completed a research proposal. Prerequisites: MATH 220, ATHT 430, ATHT 440. Corequisite: ATHT 443, ATHT 499.

ATHT 443 CLINICAL EDUCATION IN ATHLETIC TRAINING V **1 hour**
An advanced course for athletic training students taken concurrently with Athletic Training Capstone. Practical assignments are completed in the Clarke University affiliated athletic training facilities to orient the student to specific skills in athletic training. Prerequisite: ATHT 441. Corequisite: ATHT 442, ATHT 499.

ATHT 445 CLINICAL EDUCATION IN ATHLETIC TRAINING VI **1 hour**
An advanced course designed for senior athletic training students. Practical assignments are completed in the Clarke University affiliated athletic training facilities to help students prepare for the BOC Certification Examination and assists students as they pursue their post-graduation and career goals, while gaining advanced clinical experience. Prerequisites: ATHT 443.

ATHT 499 CAPSTONE **3 hours**
This athletic training Capstone course provides a focal point for and closure to a liberal arts education within the context of the major discipline. As a departmental offering, this course focuses on discipline specific topics, such as administrative principles, current issues and management practices necessary for obtaining and working in an athletic training career, and expands to include breadth of knowledge and synthesis. Interdisciplinary integration of knowledge and research is emphasized. Curricular component of Compass outcomes and major outcomes are integral to course assessment. Prerequisites: Generally, a student must have achieved senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course. ATHT 430, ATHT 440. Corequisite: ATHT 442, ATHT 443.

BIOLOGY

MISSION

In accordance with the history and tradition of Clarke University and the BVM congregation, the Biology department 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.

DEPARTMENTAL 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.

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:

- 14 hours of biology core courses:
  - BIOL 115 Fundamental 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 and not including courses in the curricular component of Compass. At least two courses must be at or above the 300 level.

  Choose from the following electives:
  - BIOL 204 Environmental Biology: 4hr
  - BIOL 211 Anatomy & Physiology I: 4hr
  - BIOL 212 Anatomy and Physiology II: 4hr
  - BIOL 225 Animal Behavior: 4hr
  - BIOL 230 Vertebrate Structure and Function: 4hr
  - BIOL 240 Plant Biology: 4hr
  - BIOL 320 Subtropical Ecology: 3hr
  - BIOL 325 Conservation Biology: 4hr
  - BIOL 332 Microbiology: 4hr
  - BIOL 335 Immunology: 2hr
  - BIOL 350 Advanced Cell Biology: 3hr
  - BIOL 365 Evolution: 4hr
  - BIOL 410 Human Gross Anatomy: 4hr
  - BIOL 420 Human Physiology: 4hr
  - BIOL 425 Exercise Physiology: 4hr
  - BIOL 445 Neuroscience: 4hr
  - BIOL 451 Molecular Biology: 4hr
  - ENVS 300 Climate Change: 3hr
- 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 225 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 the following biology courses with a grade of C- or better:

- 14 hours of biology core courses:
  - BIOL 115 Fundamental 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 and not including courses in the curricular component of Compass. 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

A **Minor in Biology** may be obtained by completing 20 semester hours of biology at or above the level of BIOL 115 courses with a grade of C- or better.

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.

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 Fundamental Cell Biology and Genetics and BIOL 116 Ecology, Evolution and Diversity, with a minimum grade of C in each.

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.

SENIOR PERFORMANCE REQUIREMENT

The senior performance requirement is fulfilled upon completion of BIOL 499 Capstone: Biology Seminar. 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. Both degrees require a written paper and an oral presentation. Students pursuing a double major must work closely with a faculty member of each department and meet the senior performance requirement for each department.

COURSE DESCRIPTIONS

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. This course is designated as math/natural sciences division course.

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 two-credit course is accompanied by a one-credit laboratory, which all students must take concurrently. This course is designated as math/natural sciences division course.

BIOL 115 FUNDAMENTAL 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. This course is designated as math/natural sciences division course.

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. Prerequisite: BIOL 115. This course is designated as math/natural sciences division course.

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 consent.

BIOL 230 VERTEBRATE STRUCTURE AND FUNCTION **4 hours**
An analysis of adaptation, ecology, and systematics as a framework for the interpretation of vertebrate structure. The course includes surveys of vertebrate groups and organ systems. The laboratory involves comparative dissection of several vertebrates. Three hours lecture; three hours laboratory. Prerequisite: BIOL 116.

BIOL 240 PLANT BIOLOGY **4 hours**
A survey of the groups of photosynthetic organisms and study of structure, physiology and evolutionary relationships. The changes that characterize the major adaptive transitions are emphasized, including evolution of vascular tissue, seeds and flowers. Three hour lecture; three hours laboratory.

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 280 TOPICS IN BIOLOGY **1-3 hours**
Study of a particular current topic of importance in biology. Topics will vary according to the needs of the students and the interests of the faculty.

BIOL 295 INTERNSHIPS **1-3 hours**
Off-campus or field experiences, usually observations.

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 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.

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.

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 365 EVOLUTION **4 hours**
Evolution is the study of changes in populations and species over time. This course will examine natural and sexual selection (forces that adapt organisms to their environment) as well as genetic drift (random changes in gene pools). It will explore evidence for evolution from fields as diverse as paleontology, comparative anatomy and molecular biology. Three hours lecture; three hours laboratory. 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.

BIOL 395 INTERNSHIPS **1-3 hours**
Off-campus laboratory or field experiences.

BIOL 410 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. Three hours lecture; three hours laboratory. Prerequisite: BIOL 116 or BIOL 211 and senior standing or consent.

BIOL 420 HUMAN PHYSIOLOGY **4 hours**
Physiology of the tissue, organs and systems of the human body. Mechanisms of nerve function, muscle contraction, circulation, respiration, excretion and hormonal regulation. Three hours lecture; three hours laboratory. Prerequisite: BIOL 116 or BIOL 211 and at least junior standing.

BIOL 425 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. Three hours lecture; three hours laboratory. Prerequisite: BIOL 420 with at least a C-.

BIOL 445 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. Three hours lecture; three hours laboratory. Prerequisite: BIOL 116 or BIOL 211 and senior standing or 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 480 TOPICS IN BIOLOGY **1-3 hours**
Study of a particular current topic of importance in biology. Topics will vary according to the needs of the students and the interests of the faculty.

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. Curricular component of Compass outcomes and major outcomes will be assessed. Completion of this course satisfies the senior performance requirement for the biology department as well as the capstone experience for the curricular component of Compass. Prerequisite: Biol 385, junior or senior standing with a minimum of 42 credit hours in the curricular component of Compass before taking the Capstone course.

CAREER EXPLORATION

The following courses for career exploration are administered by the Compass and Career Services Office.

CSC 101 CAREER EDGE I **1 hour**
This course will address professional attitudes and behaviors and assist students in developing the skills needed to successfully transition to the world of work. The course will employ internal and external presenters who will educate students about professional competencies including goal setting, professional communication, and teamwork. Students will also learn the importance of professionalism, confidentiality, time management, dependability, and creativity. To enhance learning from their on-campus work experience, students will be taught reflective journaling skills and be required to maintain a weekly journal in which they will explore their attitudes, expectations, performance, and lessons learned. In addition, work-related topics will be discussed online. Prerequisite: Must be accepted into the EDGE Program.

CSC 102 CAREER EDGE II **1 hour**
This course will address professional attitudes and behaviors and assist students in developing the skills needed to successfully transition from university to the world of work. The course will employ internal and external presenters who will educate students about professional competencies including etiquette, professional image, leadership, conflict management, networking, and interviewing. tudents will continue reflective journaling to explore their attitudes, expectations, performance, and lessons learned, and work-related topics will be discussed online. As a capstone project, students will prepare and deliver a class presentation. Prerequisite: EDGE Program participant, CSC 101, or instructor consent.

CSC 200 JOB SHADOWING: FIELD **0 hours**
Job shadowing is designed to familiarize students with the requirements, opportunities, and obligations associated with careers. Job shadows involve brief visits during which students observe the daily activities and ask questions of professionals in their field of interest in an on-the-job setting. The job shadowing may extend over several semesters. The student registers for this course after completing 6-8 hours of shadowing.

CHEMISTRY

MISSION

The mission of the Chemistry Department 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. Those who investigate chemical principles have the basis to better understand the world about them and how to function in that world. We build this foundation in a context that helps students become scientifically responsible citizens with the knowledge, skills, attitudes and values that will allow them to be successful in scientific and non-scientific professions.

By providing a variety of learning opportunities such as formal courses with integrated laboratories, hands-on experiences with modern instrumentation and computers, research projects and seminar programs we address the needs of three specific groups:

- Students whose major is chemistry or biochemistry,
- Students whose major includes a strong chemistry component, and
- Students who wish to broaden their knowledge of the physical world by studying chemistry or introductory physical sciences.

OUTCOMES

In the context of the university mission the department goal is to promote appreciation of scientific concepts, understanding of "how we know" what we know in science, and the acquisition of skills required to become independent inquirers regarding the natural world.

- Knowledge Base: Students have a broad and deep understanding of the structure and dynamics of matter at the atomic and molecular level.
- Analytical Skills: Students will display sound analytical skills in the acquisition and interpretation of data.
- Research Skills: Students demonstrate skills needed to assess scientific questions and design methods to answer them.
- Communication: Students develop their skill in effectively communicating scientific information both orally and in writing.
- Professional Ethics: Students develop attitudes and values consonant with professional ethics.

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 42-46 hours in chemistry and biology:

- 31-35 hours of chemistry courses:
    - CHEM 110 General Chemistry I
    - CHEM 111 General Chemistry II*
    - CHEM 221 Organic Chemistry I
    - CHEM 222 Organic Chemistry II
    - CHEM 233 Analytical Chemistry
    - CHEM 338 Physical Chemistry I
    - CHEM 340 Biochemistry
    - CHEM 347 Biochemical Methods
    - CHEM 385 Scientific Information
    - CHEM 446 Biochemistry II- Metabolism
    - CHEM 499 Chemistry Research – Capstone
    - * CHEM 111 will be waived for well-prepared students who go directly into CHEM 233.
- 11 or 12 hours of biology including:
    - BIOL 115 Fundamentals of Cell Biology and Genetics
    - BIOL 270 Genetics
    - BIOL 350 Advanced Cell Biology
- 12 hours of required supporting courses:
    - MATH 225 Calculus I
    - PHYS 110-111 Elements of Physics I and II

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 31 hours of chemistry:

- 30 hours of chemistry core courses including:
  - CHEM 110 General Chemistry I
  - CHEM 111 General Chemistry II*
  - CHEM 221 Organic Chemistry I
  - CHEM 222 Organic Chemistry II
  - CHEM 233 Analytical Chemistry
  - CHEM 340 Biochemistry
  - CHEM 347 Biochemical Methods
  - CHEM 385 Scientific Information
  - CHEM 446 Biochemistry II- Metabolism
  - CHEM 499 Chemistry Research – Capstone

  * CHEM 111 will be waived for superior students who go directly into CHEM 233. An additional elective is required to meet the university requirement of a 30-hour major.
- 11 or 12 hours of required supporting courses in math and biology:
  - MATH 117 Pre-Calculus OR MATH 225 Calculus I
  - BIOL 115 Fundamentals of Cell Biology and Genetics
  - BIOL 270 Genetics

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 30 hours of chemistry:

- 22 hours of chemistry core courses including:
  - CHEM 110 General Chemistry I
  - CHEM 111 General Chemistry II*
  - CHEM 221 Organic Chemistry I
  - CHEM 222 Organic Chemistry II
  - CHEM 233 Analytical Chemistry
  - CHEM 385 Scientific Information
  - CHEM 499 Chemistry Research – Capstone

- 8-9 additional hours in chemistry from the following:
    - CHEM 310 Medicinal Chemistry
    - CHEM 340 Biochemistry
    - CHEM 347 Biochemical Methods
    - CHEM 435 Molecular Spectoscopy
    - CHEM 436 Separation Methods
    - CHEM 446 Biochemistry II - Metabolism
    - * CHEM111 will be waived for well-prepared students who go directly into CHEM 233. An additional 4 hours of electives is then required to meet the university requirement of a 30-credit major.
- 3 or 4 hours of required supporting courses in math:
    - MATH 117 Pre-Calculus OR MATH 225 Calculus I

MINOR REQUIREMENTS

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

- CHEM 110 General Chemistry I
- CHEM 111 General Chemistry II
- CHEM 221 Organic Chemistry I
- CHEM 222 Organic Chemistry II
- CHEM 233 Analytical Chemistry

A four (4) credit elective is substituted if CHEM 111 is waived, as determined by the Chemistry Department.

For a **Minor in Chemistry with a Secondary Education Endorsement**, students must take CHEM 340 Biochemistry.

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 233 Analytical Chemistry.

COMPUTER LITERACY REQUIREMENTS

The department requires students to be proficient in computer data acquisition, structural drawing, molecular modeling and online information retrieval. This is included in required course work.

EXPERIENTIAL EDUCATION/INTERNSHIP

In addition to ongoing student-faculty research projects on the Clarke campus, opportunities exist for chemistry majors to participate in a variety of off-campus internships and experiential education programs. Students may be selected to do research for a semester or summer in one of many programs sponsored by government laboratories, universities and private corporations. Students may also earn experiential education credit while working at department-approved business facilities. A maximum of three credit hours may be earned for either internships or experiential education programs. Credit earned is in addition to the specific degree 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.

CHEMISTRY RESEARCH: CAPSTONE REQUIREMENT

The senior performance requirement is fulfilled upon completion of CHEM 499 Chemistry Research – Capstone. A two-credit laboratory-based project is required for successful completion of CHEM 499 for the bachelor of science degree. A one-credit library-based research project is completed for the bachelor of arts degree. Students pursuing a double major must work closely with a faculty member of each department and meet the senior performance requirement for each department.

COURSE DESCRIPTIONS: CHEMISTRY

CHEM 103 APPLIED CHEMISTRY: FOCUS **3 hours**

In this course, students will learn chemical and physical principles by exploring a specific focus area in which chemistry is relevant to societal issues or technological advancements. They will apply the methods of science through experiments and learn to communicate scientific and quantitative information. The focus area will vary from among topics such as art, food and nutrition, the environment, forensic science, the material world, and others. The course develops scientific thinking and helps students understand important interdisciplinary connections. Two hours lecture; two hours laboratory. This course is designated as math/natural sciences division course.

CHEM 107 GENERAL, ORGANIC AND BIOCHEMISTRY **4 hours**

This course 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 reactivity; and biochemistry principles with a focus on nutrition, structures and drugs. Laboratory work includes basic techniques of qualitative and quantitative measurements and the application of chemical principles. Three hours lecture; two hours laboratory. Prerequisite: High school chemistry or consent. This course is designated as math/natural sciences division course.

CHEM 110 GENERAL CHEMISTRY I **4 hours**

General Chemistry I is the first semester of a two-semester course intended for science majors and minors. The topics studied include atomic theory, stoichiometry, chemical bonding, thermochemistry, periodicity, solution chemistry and selected topics in descriptive chemistry. The laboratory program includes gravimetric, colorimetric, thermometric and selected volumetric methods of analysis. Students are introduced to spreadsheet and graphical analysis of laboratory data and molecular modeling, and perform a variety of computer-interfaced experiments. Three hours lecture; three hours laboratory. This course is designated as math/natural sciences division course. Prerequisites: ACT Math subscore of 22 or higher or successful completion of MATH 090 or equivalent.

CHEM 111 GENERAL CHEMISTRY II **4 hours**

A continuation of General Chemistry I. The topics discussed include equilibrium reactions, spontaneity, acids-bases, kinetics, oxidation-reduction and precipitation reactions, the chemistry of complex ions, transition metal chemistry, and radioactivity. The laboratory program extends the use of spreadsheet, graphical analysis and computer interfaced experimentation in acid-base titrations, electrochemistry, volumetric analysis and nuclear chemistry. A brief qualitative analysis scheme is also carried out in the laboratory program. Three hours lecture; three hours laboratory. Prerequisite: CHEM 110 with grade of C- or higher or consent of the instructor. This course is designated as math/natural sciences division course.

CHEM 180 TOPICS IN CHEMISTRY **CV**

Courses offered periodically in some area of introductory chemistry or contemporary issues in science. These courses include, but are not restricted to, environmental science, world of polymers and microcomputer-based experimentation.

CHEM 187 INTRODUCTION TO RESEARCH I **1-2 hours, CV**

This elective research course focuses on a single research topic in chemistry, biochemistry or food science. Students propose hypotheses, design experiments with help from faculty and advanced students. The hypotheses are tested and data analyzed. Results of the work are communicated through a poster at the Clarke Student Research Conference and/or oral presentations at local and regional meetings. Laboratory work times are flexible to allow room for creativity. The course is offered each spring and may be repeated in subsequent years. Prerequisite: CHEM 110 or equivalent; by invitation only. 1 credit.

CHEM 221 ORGANIC CHEMISTRY I **4 hours**

In this course, students learn to recognize and name organic functional groups. Students learn about systems to represent organic molecules, stereochemistry, how structure affects physical properties, drawing resonance forms with proper arrow convention, organic acid-base reactions, substitution and elimination reactions and one-step syntheses. In the laboratory, students investigate how structure affects physical properties such as reactivity, boiling point, melting point, optical rotation, and solubility. Students also learn how to perform fundamental techniques such as crystallization, filtration, distillation, refractive index, extraction, thin-layer, column and gas chromatography. Students will also interpret IR, 1H and 13C NMR spectra in identification of unknowns. Three hours lecture; four hours laboratory. Prerequisite: CHEM 111 with a grade of C- or better or consent of instructor.

CHEM 222 ORGANIC CHEMISTRY II **4 hours**

The continuation of CHEM 221 Organic Chemistry I. In this course, students learn the important reactions and mechanisms in organic chemistry, how to apply stereochemistry to the understanding of the basic organic mechanisms, and how to use this information to design simple multi-step syntheses. In addition, students learn how to elucidate the structure of organic molecules using nuclear magnetic resonance (NMR) and infrared (IR) spectroscopy. In the laboratory, students perform a number of multi-step syntheses and kinetics experiments, and learn how to obtain infrared and NMR spectra. Students perform multi-week projects and report findings in an oral presentation. The laboratory portion of the course focuses on organic synthesis and use of instrumentation; GC-MS, IR, 1H NMR and 13C NMR are used routinely. Three hours lecture; four hours laboratory. Prerequisite: CHEM 221 with a grade of C- or better or consent of instructor.

CHEM 233 ANALYTICAL CHEMISTRY **4 hours**

In analytical chemistry, students extend their knowledge and understanding of solution chemistry. The topics include acid-base, oxidation-reduction, precipitation, and complexion reactions. The laboratory includes application of these methods including a multi-week research project on water analysis. The reactions are studied using instrumental and computer-interfaced methods of data acquisition and data reduction. Students also extend their knowledge of both graphical and spreadsheet analysis of data. Three hours lecture; four hours laboratory. Prerequisite: CHEM 111 or consent.

CHEM 287 INTRODUCTION TO RESEARCH II **1 hour**

This elective research course focuses on a single research topic in chemistry, biochemistry or food science. Students propose hypotheses, design experiments with faculty help, test the hypotheses and analyze results. Results of the work are communicated through a poster at the Clarke Student Research Conference and/or oral presentations at local and regional meetings. The course is offered each spring and may be repeated in subsequent years. Students enrolled in this course will be expected to mentor students engaging in research for the first time. 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 338 PHYSICAL CHEMISTRY I **4 hours**

Involves quantitative and theoretical study of the physical principles underlying the properties and behavior of chemical systems. Includes the study of thermodynamics in which the equilibrium properties of a system and changes in equilibrium properties are examined and kinetics, the study of rate processes. The laboratory emphasizes the statistical treatment of experimental data, thermochemistry, solution and phase equilibria, and chemical kinetics. Three hours lecture; four hours laboratory. Prerequisite: CHEM 222, MATH 225 and PHYS 110 or PHYS 210.

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 kinetics and thermodynamics of enzymes and metabolic pathways with an emphasis on regulation and fuel-cell metabolism. Five hours lecture. Prerequisite: CHEM 221-222.

CHEM 347 BIOCHEMICAL METHODS **2 hours**
In the first half of this laboratory course, students will learn basic biochemical techniques such as centrifurgation, electrophoresis, biomolecular modeling, bioinformatics, etc. In the second half, they will extract, isolate and characterize a single protein. Four hours laboratory.

CHEM 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: Junior standing.

CHEM 387 INTRODUCTION TO RESEARCH III **1 hour**
This elective research course focuses on a single research topic in chemistry, biochemistry or food science. Students propose hypotheses, design experiments with faculty help, test the hypotheses and analyze results. Results of the work are communicated through a poster at the Clarke Student Research Conference and/or oral presentations at local and regional meetings. The course is offered each spring. Students enrolled in this course will mentor their peers and assume more responsibility for operation of instruments. Prerequisite: CHEM 287.

CHEM 395 INTERNSHIP/EXPERIENTIAL EDUCATION **0-3 hours**
Students may apply and be selected to do research for a semester or a summer internship in one of many programs sponsored by government laboratories, universities and private corporations. Students may also earn experiential education credit while working at department-approved business facilities. Prerequisite: Consent.

CHEM 435 MOLECULAR SPECTROSCOPY **2 hours**
This course investigates the interaction between matter and the electromagnetic spectrum. Specific techniques studied include ultraviolet, visible, infrared, nuclear magnetic resonance (NMR) and mass spectroscopy. Students will learn about basic modes of absorption and emission, qualitative and quantitative uses and potential problems and limitations of the methods. Emphasis is placed on use and application of NMR, including advanced 1D and 2D methods. Structure elucidation using a combination of these methods is the primary goal of this course. Prerequisite: CHEM 222.

CHEM 436 CHEMICAL SEPARATION METHODS **2 hours**
This course cover the theory, instrumentation and applications of techniques of modern analytical separation and quantification methods. Methods will include gas and liquid chromatography, elctrophoresis, and GC/MS techniques. Three hours lecture/laboratory. Prerequisite: CHEM 222.

CHEM 446 BIOCHEMISTRY II-METABOLISM **3 hours**
This course will focus on advanced concepts of metabolism, stressing the regulation and interdependency of pathways. In addition to deepening specific understanding of biosynthetic and degradation pathways and developing the ability to analyze and predict metabolic effects, this course will contain a significant amount of literature review to develop analytical skills in evaluating published research and to promote oral and written communication of scientific information. Focus topics will include biochemical signaling and bioinorganic chemistry associated with specific metabolic processes. Three hours lecture. Prerequisite: CHEM 340.

CHEM 480 ADVANCED TOPICS IN CHEMISTRY **CV**
Courses offered periodically in some area of advanced chemistry such as bioinorganic chemistry, molecular modeling, medicinal chemistry, chemical signaling or topics dealing with contemporary issues in science. Prerequisite: Consent.

CHEM 499 CHEMISTRY RESEARCH – CAPSTONE **CV 1-2 hours**
This Capstone course focuses on a topic in chemistry or biochemistry and expands to include breadth and synthesis of knowledge. It provides a focal point for and closure to the chemistry major within the context of a liberal arts education. Curricular component of Compass outcomes and major outcomes are integral to course assessment. The Capstone project for students completing the BS degree includes a two-credit laboratory-based project with both experimental laboratory research and library research. Students completing the BA degree will conduct a one-credit library research project on a topic approved by the department. All students submit a written paper and give an oral presentation describing their work. Prerequisites: Generally, a student must have achieved junior/senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course.

COURSE DESCRIPTIONS: PHYSICS, EARTH AND SPACE SCIENCES

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. This course is designated as math/natural sciences division course.

PHYS 103 EARTH SCIENCE **3 hours**
This course offers an examination of Earth and its dynamic systems. It focuses on how our continents, oceans and atmosphere interact and change. Topics include earthquake and volcanic processes, plate tectonics, global current patterns, beach formation, hurricane, tsunami and tornado development. Field trips may be taken. Two hours lecture; two hours laboratory. This course is designated as math/natural sciences division course.

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. While intended for non-science majors, all students are welcome. Two hours lecture; one hour lab. This course is designated as a math/natural sciences division course.

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 consent of instructor. This course is designated as math/natural sciences division course. 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 consent. Three hours lecture; three hours laboratory/discussion.

COMMUNICATION

MISSION

The Clarke University Communication Department prepares students for careers as distinguished communication professionals through educational processes that focus on the knowledge, skills and critical abilities that define career- ready graduates and enable them to continue as life-long learners. Our graduates will be guided by the best standards of ethical practice and make substantive contributions to their local, national and international communities.

OUTCOMES

Communication graduates will be able to:

1. Discuss substantively traditional and emerging theories in Communication and apply those theories to contemporary issues in Communication;

2. Demonstrate verbal competency in writing and speaking at a level that prepares them for fulfilling careers in the Communication field or advanced study beyond the baccalaureate;

3. Demonstrate visual literacy and an understanding of visual language that will enable them to work productively in their chosen careers;

4. Demonstrate understanding of strategic management and leadership issues relevant to a range of professional fields;

5. Make ethical decisions informed by spiritual values and legal precedent;

6. Conduct effective research at a level that provides the basis for strong career preparation or advanced study.

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 221: Augmentation 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 245: Public Relations: Principles and Actions
- 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 department.)
- One other Communication course at the 300-level or above

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: Professional Writing and Research
- COMM 130: Visual Literacy

EXPERIENTIAL EDUCATION AND INTERNSHIPS

A minimum of 3 credits in COMM 395, Communication Internship is required for graduation. Students must complete a written application through the Compass and 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.

CREDIT FOR PRIOR LEARNING

Clarke University provides students an opportunity to earn college credit for learning they have gained through life experiences. Recognizing that students bring valuable outside experiences to their pursuit of a degree, it is often worth the effort to evaluate the following types of learning for potential college credit: in-house training sessions, professional development seminars, professional licenses and certificates, military and government job training, and the learning associated with hobbies and recreational pastimes.

RESEARCH REQUIREMENT

Research is at the center of the Communication curriculum, as stated in one of its outcomes: "Conduct effective research at a level that provides the basis for strong career preparation or advanced study." All majors complete COMM 225, Research Methods in Communication. More significantly, all courses required in the major include research expectations.

SENIOR PERFORMANCE REQUIREMENT

As part of the COMM 499, Communication Capstone – Senior Seminar, students complete a communication project that meets professional standards and includes problem identification, strategic planning and the communicative outcomes.

COURSE DESCRIPTIONS

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 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: GNED111 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 221: 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: GNED111 and COMM110, 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 GNED111.

COMM 245: PUBLIC RELATIONS: PRINCIPLES AND ACTIONS **3 hours**
This course examines the discourse of the marketing and public relations professions. Students will analyze important images and rhetorical devices that have helped shape contemporary thinking about marketing and public relations. Discussions will also focus on audience identification, message design and identification of communication methods with further emphasis on Public Relations technique as pertains to contemporary media. Prerequisites: COMM 120 and COMM 205, or consent.

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 130 and COMM 205, 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 Compass and 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: COMM 205 and either COMM 245 or COMM 260. To be eligible students must also hold junior standing and complete a written application through the Compass and Career Services Office .

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 his/her ability to meet departmental 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 and COMM 395. Enrollment in COMM 499 is available only for students who have achieved senior standing and completed 42 credit hours in the curricular component of Compass.

COMPUTER SCIENCE

MISSION

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

The coursework provides students with a solid foundation in computer principles, from computer literacy through advanced computer science topics. Through utilizing the best tools available for learning, students develop critical analytical skills for informed decision making. The curriculum provides students with the practical, theoretical and ethical foundations for lifelong learning in the field through a variety of group and hands-on learning experiences. Students are able to comprehend the rapidly changing developments in technology and incorporate these changes into their own career-specific preparation.

OUTCOMES

The Computer Information Systems curriculum is designed to provide students with the theory and skills to be prepared for a variety of computing careers and life-long learning. Upon completion of major requirements, students will be able to:

1. Create original work in analysis, design, testing and implementation of programming systems.

2. Demonstrate expertise in contemporary computing information theory and practice in preparation for graduate study and professional careers.

3. Work independently and collaboratively in a professional and ethical manner.

4. Communicate technical information effectively in oral and written form, utilizing a variety of media.

5. Research current technical issues and present their findings to their peers.

6. Understand the ethical and moral responsibilities and implications of computing.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Computer Information Systems (CIS)**, a student must complete 54 hours of CIS and supporting courses including:

- 33 hours of computer information systems core courses:
    - CIS 103 Introduction to Computer Information Systems
    - CIS 201 Advanced Computer Applications in Business
    - CIS 211 Introduction to Programming
    - CIS 220 Systems Development Methodologies

    - CIS 230 Business Applications Development
    - CIS 250 Object-Oriented Programming
    - CIS 270 Discrete Structures
    - CIS 336 Database Design and Implementation
    - CIS 420 Project Management in IT
    - CIS 441 Systems Development Project
    - CIS 499 Senior Capstone
- 9 hours of CIS electives, taken at Clarke, at least 3 hours of which are numbered 300 or above and excluding CIS 395 Professional Development
- 3 additional hours from the following:
    - CIS 340 Computer Security
    - CIS 350 Web Programming
    - CIS 460 Mainframe Administration
- 9 hours of support courses:
    - BUMG 112 Principles of Management
    - BUAC 225 Principles of Financial Accounting
    - Math 220 Statistics

A student must earn at least a C- in all courses required for the major. Ordinarily, no course may be repeated more than once.

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

MINOR REQUIREMENTS

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

- 15 hours of computer information systems courses:
    - CIS 103 Introduction to Computer Information Systems
    - CIS 201 Advanced Computer Applications in Business
    - CIS 211 Introduction to Programming
    - CIS 220 Systems Development Methodologies
    - CIS 336 Database Design and Implementation
- 6 hours of electives from among:
    - CIS 230 Business Applications Development
    - CIS 250 Object-Oriented Programming

- CIS 264 Web Design and Production
- CIS 327 Distributed Systems and Communications
- BUMG 112 Principles of Management

APPLICATION TO MAJOR

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

- CIS 103 Introduction to Computer Information Systems
- BUMG 112 Principles of Management
- CIS 201 Computer Applications in Business

SENIOR PERFORMANCE

The senior performance requirement in computer information systems includes CIS 499 Senior Capstone and the successful completion of the programming/design project in CIS 441 Systems Development Project.

COURSE DESCRIPTIONS

CIS 101 COMPUTER APPLICATIONS IN BUSINESS **3 hours**
A survey of computer applications to meet information needs in business. Emphasis is on computer hardware and software applications for the individual user. Includes basic operation system commands, word processors, electronic spreadsheets, file and database management systems, presentation software and Web page development. This course will satisfy technology proficiency.

CIS 103 INTRODUCTION TO COMPUTER INFORMATION SYSTEMS **3 hours**
An introductory survey of the needs for and roles of computer information systems 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.

CIS 201 ADVANCED COMPUTER APPLICATIONS IN BUSINESS **3 hours**
Advanced study of computer applications and topics, chosen from advanced spreadsheet techniques, Web development, graphic design tools, advanced database development and object-oriented environments. Prerequisite: CIS 101(or equivalent), or consent.

CIS 211 INTRODUCTION TO PROGRAMMING **3 hours**
An introduction to basic concepts in computing and fundamental techniques for solving computational and business problems. Programming in Visual Basic. Prerequisite: CIS 101 (or equivalent), CIS 103 and MATH 090.

CIS 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. Corequisite: CIS 211.

CIS 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. Prerequisite: CIS 220.

CIS 250 OBJECT-ORIENTED PROGRAMMING 3 hours
An introduction to object-oriented programming. Prerequisite: CIS 211 and CIS 220

CIS 264 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. Prerequisite: CIS 101 (or equivalent), or consent.

CIS 270 DISCRETE STRUCTURES 3 hours
This class introduces beginning computer information system 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. Students will be able to understand the mathematical concepts behind the design of computer circuitry and will be provided with computer breadboards to implement computer circuits that use discrete structures to simulate processors and memory chips used in general purpose computers in addition to popular embedded systems like traffic lights, elevators, and ATM machines. Prerequisite: Math 220 Statistics.

CIS 280 TOPICS IN COMPUTER INFORMATION SYSTEMS 1-3 hours
Students will study introductory topics in computer information systems.

CIS 327 DISTRIBUTED SYSTEMS AND COMMUNICATIONS 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: CIS 220.

CIS 336 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: CIS 220.

CIS 340 COMPUTER SECURITY **3 hours**
This course uses a hands-on approach to explain and demonstrate different types of security policies, the algortihms 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: CIS327 Distributed Systems and Communications.

CIS 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: CIS 211 Introduction to Programming.

CIS 350 WEB PROGRAMMING **3 hours**
An introduction to Web programming languages. Tools and languages will vary with developments in the field. Prerequisite: CIS 211.

CIS 395 PROFESSIONAL DEVELOPMENT - INTERNSHIP **1-12 hours**
A course which allows a student to spend one semester or summer in business or industry as an information systems trainee. Also includes a summer trainee program or a short professional course. Prerequisite: Acceptance in the department and completion of required CIS courses through CIS 230.

CIS 400 CAPSTONE: ADVANCED CONCEPTS IN INFORMATION TECHNOLOGY **3 hours**
This Capstone course provides a focal point for and closure to a liberal arts education within the context of the major discipline. As a departmental offering, 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. General education and major outcomes are integral to course assessment.

CIS 420 PROJECT MANAGEMENT IN INFORMATION TECHNOLOGY **3 hours**
This class considers the fast pace technology changes and their effect on project management. The class provides students with procedures and tools to achieve fast project tracking, disaster recovery, and risk management and will include components dealing with balancing development scheduling and controlling IS/IT projects, managing critical interfaces with users and vendors, and balancing development needs with system maintenance. Students will learn how to optimize IT development and delivery processes to bring information technology projects to successful completion more efficiently. Prerequisite: CIS 336 Database Design and Implementation.

CIS 441 SYSTEMS DEVELOPMENT PROJECT **3 hours**
Design and implementation of a large programming project. The team project consists of event-driven, Windows programming with database access and Web interfaces. Prerequisite: CIS 336.

CIS 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: CIS 211 and CIS 220.

CIS 460 MAINFRAME ADMINISTRATION **3 hours**
This class uses a hands-on approach to teach essential tools, JCL and administrator commands available in the mainframe environment. Topics include capacity, scalability, integrity and security, availability, access to large amounts of data, systems management, and automatic capabilities. Mainframe operating systems, middleware, networking, security and other related topics are also included. Prerequisite: CIS445 Operating Systems.

CIS 480 ADVANCED TOPICS IN COMPUTER INFORMATION SYSTEMS **1-3 hours**
Current and advanced information systems topics. Prerequisite: Departmental Approval.

CIS 499 SENIOR CAPSTONE **3 hours**
This Capstone course provides a focal point for and closure to a liberal arts education within the context of the major discipline. As a departmental offering, 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. Curricular component of Compass outcomes and major outcomes are integral to course assessment. Prerequisites: Generally, a student must have achieved senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course and CIS 441.

CU COURSES FOR STUDENTS IN TRANSITION

The following courses for students in transitions are administered by Academic Affairs.

CU 100 COLLEGE STUDY STRATEGIES **1 hour**
College Study Strategies guides college students in discovering, developing, and formulating effective college reading, learning, time management, test-taking, and study processes within the context of their existing college courses. While working toward progress in their goal areas, students will be introduced to various strategies for college success and will be expected to apply the strategies to their existing courses. To monitor their progress, students will periodically reassess their processes, make adjustments, and demonstrate growth through conferencing and portfolio. Course cancellation and/or withdrawal is rarely granted for students on probation, and only when formal request with written documentation of extreme hardship is provided to the dean of undergraduate studies. Open to students with less than 90 completed credits or consent. It may only be repeated for credit once.

CU 101 TRANSITIONS: FIRST YEAR SEMINAR **1 hour**
Transitions: First-Year Seminar is designed to assist students build a successful undergraduate experience. The small-group structure facilitates active participation and the development of relationships with course instructors, staff, and other students. The emphasis of the course is on critical thinking skills and its applications in academic and life settings. Classes begins during Connect, that is, the week before the campus opens for all students. The course meets two times per week during the fall semester. Required of all full-time, first-year students. Course cancellation and/or withdrawal is rarely granted, and only when formal request with written documentation of extreme hardship is provided to the dean of undergraduate studies.

GNED 010 WRITING AND SKILLS LAB **1 hour**
This skills course is designed to complement the writing component of Cornerstone I and Cornerstone II. It addresses the challenges of writing at the university level and includes guided practice based on the general education writing rubric. Enrollment is mandatory for students with unsatisfactory scores on the preliminary writing assessment. This course may be repeated for credit.

GNED 110 CORNERSTONE I **3 hours**
This introductory skills course emphasizes writing, reading, speaking, thinking skills, collaborative learning, diversity, research and technology. Students must earn a minimum grade of C-, or equivalent in the case of transfer students, to pass this course. This course may not be taken for S/U credit. Ordinarily, this course will be completed within the student's initial 30 credit hours and may not be repeated more than once. Course cancelation and/or withdrawal is rarely granted, and only when formal request with written documentation of extreme hardship is provided to the dean of undergraduate studies.

GNED 111 CORNERSTONE II **3 hours**

This second, sequential skills course continues to introduce and reinforce writing, reading, speaking, thinking skills, collaborative learning, diversity, research and technology. Students must earn a minimum grade of C-, or equivalent in the case of transfer students, to pass this course. This course may not be taken for S/U credit. Ordinarily, this course will be completed within the student's initial 30 credit hours and may not be repeated more than once. Course cancelation and/or withdrawal is rarely granted, and only when formal request with written documentation of extreme hardship is provided to the dean of undergraduate studies. Prerequisite: GNED 110 or equivalent.

GNED 120 WRITING PRACTICUM **3 hours**

An intense writing course in which students will develop existing writing skills. Emphasis will be on the writing process, highlighting drafting and revising, and underscoring coherence and cohesion. This course may not be taken for S/U credit. Ordinarily, this course will be completed within the student's initial 30 credit hours and may not be repeated more than once. Course cancelation and/or withdrawal is rarely granted, and only when formal request with written documentation of extreme hardship is provided to the dean of undergraduate studies.

GNED 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. This course may not be taken for S/U credit. Ordinarily, this course will be completed within the student's initial 30 credit hours and may not be repeated more than once. Course cancelation and/or withdrawal is rarely granted, and only when formal request with written documentation of extreme hardship is provided to the dean of undergraduate studies.

DRAMA & MUSICAL THEATRE

MISSION

The mission of the Drama and Musical Theatre Department, in direct support of the Clarke University mission, is to encourage, support, and develop the creative potential of every major and strive to provide both classroom and production experiences for every student at Clarke University to develop artistic literacy and aesthetic sensitivities. This depends upon a broad liberal and fine arts background in which students hone their analytical and critical thinking skills, communication abilities, physical and affective skills, self-presentation and self-perception skills. The department is dedicated to providing a caring and supportive environment for students to achieve the highest quality artistic training for undergraduate students through its intensive studio classroom program, course offerings and main stage productions.

The faculty are dedicated to awakening in each student his/her individual power through intellectual questioning and practical exploration. Consequently, we strive to nurture in every student sensitivity, awareness, and responsibility toward others and their global community. We strive to develop a depth and breadth of knowledge so each student will live life actively with an eye toward life-long learning, strong personal contributions to society and ethical pursuits.

OUTCOMES

The drama department student will:

1. Develop analytical and critical-thinking skills.

2. Develop communication and creative problem-solving skills, and physical and affective skills.

3. Challenge himself or herself to push artistic boundaries and take creative risks in an atmosphere of openness and receptivity.

4. Develop artistic literacy and aesthetic sensitivities through intensive classroom and production experience.

5. Demonstrate an understanding of the interrelationships of the arts, artistic expressions, and cultural trends and heritages.

6. Communicate an understanding of his or her creative potential as person and young artist.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Drama**, a student completes 37 hours including:

- 25 hours of required courses:

- DRMA 108 Oral Interpretation
- DRMA 110 Production Techniques
- DRMA 111 Stagecrafts
- DRMA 203 Acting
- DRMA 209 Voice and Diction
- DRMA 310 Play Direction I
- DRMA 319 History of Theatre I
- DRMA 320 History of Theatre II
- DRMA 499 Capstone

- 6 hours of dramatic literature, selecting from the following:
  - DRMA 123 Great Plays Analysis
  - DRMA 220 American Drama
  - DRMA 243 Shakespeare
  - DRMA 321 Modern Drama
  - DRMA 323 Contemporary Theatre
- 6 hours of drama electives, selecting from the following or from the literature courses listed above in addition to those needed to fulfill that requirement:
  - DRMA 114 Dance
  - DRMA 120 Introduction to Film
  - DRMA 210 Stage Management
  - DRMA 213 Stage Movement
  - DRMA 280 Special Topics
  - DRMA 283 Stage Design
  - DRMA 284 Stage Lighting
  - DRMA 296 Philosophy of Art
  - DRMA 301-302 Individual Instruction (Advanced)
  - DRMA 340 Acting II
  - DRMA 375 Theatre on Tour
  - DRMA 395 Internship/Professional Development
  - DRMA 480-481 Problems in Production, Performance, or Selected Readings
  - DRMA 490 Independent Study
  - DRMA 170 Theatre Practicum-required each semester (credit varies)

Students interested in set design are encouraged to take 18 hours of art courses, including ART 102 Drawing, ART 105 Art and Design Methods, ART 201 Life Drawing I, and an art history elective.

For a **Bachelor of Arts (BA) Degree in Drama with a 7-12 Speech Communication/Theatre Endorsement**, a student completes 45 hours including:

- 33 hours of required courses:
  - GNED 123 Speech
  - DRMA 108 Oral Interpretation
  - DRMA 110 Production Techniques
  - DRMA 111 Stagecrafts
  - DRMA 203 Acting I
  - DRMA 209 Voice and Diction
  - DRMA 310 Play Direction
  - DRMA 319 History of Theatre I
  - DRMA 320 History of Theatre II
  - COMM 110 Communication and Contemporary Society
  - COMM 221 Argumentation and Debate
  - DRMA 499 Capstone
- 6 hours of dramatic literature, selecting from the following:
  - DRMA 123 Great Plays Analysis
  - DRMA 220 American Drama
  - DRMA 243 Shakespeare
  - DRMA 321 Modern Drama
  - DRMA 323 Contemporary Theatre
- 6 hours of drama electives, selecting from the following:
  - DRMA 114 Dance
  - DRMA 120 Introduction to Film
  - DRMA 170 Practicum
  - DRMA 210 Stage Management
  - DRMA 213 Stage Movement
  - DRMA 280 Special Topics
  - DRMA 283 Stage Design
  - DRMA 284 Stage Lighting
  - DRMA 296 Philosophy of Art
  - DRMA 301-302 Individual Instruction (Advanced)
  - DRMA170 Theatre Practicum required every semester
  - DRMA 340 Acting II

- DRMA 375 Theatre on Tour
- DRMA 395 Internship/Professional Development
- DRMA 480-481 Problems in Production, Performance, or Selected Readings
- DRMA 490 Independent Study

MINOR REQUIREMENTS

For a **Minor in Drama**, a student completes 20 hours in the following courses:

- 15 hours of required courses:
  - DRMA 108 Oral Interpretation
  - DRMA 110 Production Techniques
  - DRMA 111 Stagecrafts
  - DRMA 203 Acting I
  - DRMA 310 Play Direction I
- 3 hours of drama literature selected from the following:
  - DRMA 123 Great Plays Analysis
  - DRMA 220 American Drama
  - DRMA 243 Shakespeare
  - DRMA 321 Modern Drama
  - DRMA 323 Contemporary Theatre
- 2 hours DRMA 170 Theatre Practicum

Students who minor in drama are required to work on at least one production each semester for four semesters, two of which must be taken for credit (DRMA 170).

A teaching major or concentration differs from the major and minor requirements listed above. Consult the department chair for teaching requirements. For completion of a minor, or second teaching area, in drama which includes the requirement for the 7-12 Speech Communication/ Theatre Endorsement, a student completes 24 hours, including:

- 21 hours of required courses:
  - GNED 123 Speech
  - DRMA 108 Oral Interpretation
  - DRMA 203 Acting I
  - DRMA 209 Voice and Diction
  - DRMA 310 Play Direction
  - COMM 110 Communication and Contemporary Society
  - COMM 221 Argumentation and Debate

- 3 hours of drama electives selected from the following:
    - DRMA 123 Great Plays Analysis
    - DRMA 220 American Drama
    - DRMA 243 Shakespeare
    - DRMA 321 Modern Drama
    - DRMA 323 Contemporary Theatre
    - DRMA 114 Dance
    - DRMA 120 Introduction to Film
    - DRMA 170 Practicum
    - DRMA 210 Stage Management
    - DRMA 213 Stage Movement
    - DRMA 280 Special Topics
    - DRMA 283 Stage Design
    - DRMA 284 Stage Lighting
    - DRMA 296 Philosophy of Art
    - DRMA 301-302 Individual Instruction (Advanced)
    - DRMA 340 Acting II
    - DRMA 375 Theatre on Tour
    - DRMA 395 Internship/Professional Development
    - DRMA 480-481 Problems in Production, Performance, or Selected Readings
    - DRMA 490 Independent Study

APPLICATION TO MAJOR

Ordinarily, a student may apply for a major in drama upon completion of DRMA 108 Oral Interpretation, DRMA 110 Production Techniques and one additional drama course. In addition, the student must demonstrate satisfactory performance on production crews.

COMPUTER LITERACY REQUIREMENT

The computer requirement for drama majors is fulfilled by successfully completing designated courses or demonstrating a competency through technical performance.

RESEARCH REQUIREMENT

The research requirement for drama majors will be fulfilled by course requirements in DRMA 319-320 History of Theatre.

SENIOR PERFORMANCE REQUIREMENT

The senior performance requirement for drama majors is a one-hour seminar scheduled the first or second semester of senior year. The course objective is the synthesis of the student's academic and production knowledge. Self evaluation and the setting of the student's personal and professional goals are major components of the seminar. Consistent performance and crew work on major theater productions during the four-year period are also considered part of the senior performance requirement.

MUSICAL THEATRE MAJOR

The musical theatre program is a personalized, active program in which students will find opportunities for performance that may range from participation in a musical or opera, to singing in one of the Clarke University choral groups, to appearing in main stage dramatic productions. Students of the Clarke University musical theatre program will receive a strong background in the liberal arts, performance experience, and a solid course of study in the performing arts. Students will graduate with the necessary performance techniques, a knowledge of musical theatre literature and the historical perspective needed to become successful performers in musical theatre.

MUSICAL THEATRE OUTCOMES

1. Develop analytical and critical-thinking skills.
2. Develop communication and creative problem-solving skills, and physical and affective skills.
3. Challenge himself or herself to push artistic boundaries and take creative risks in an atmosphere of openness and receptivity.
4. Develop artistic literacy and aesthetic sensitivities through intensive classroom and production experience.
5. Demonstrate an understanding of the interrelationships of the arts, artistic expressions, and cultural trends and heritages.
6. Communicate an understanding of his or her creative potential as person and young artist.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Musical Theatre**, a student completes 46 hours including:

- 31 hours in drama courses:
    - DRMA 108 Oral Interpretation
    - DRMA 110 Production Techniques
    - DRMA 111 Stagecrafts
    - DRMA 114 Dance (minimum 3 hours)
    - DRMA 123 Great Plays Analysis
    - DRMA 203 Acting I

- DRMA 209 Voice/Diction
- DRMA 213 Stage Movement
- DRMA 308 Audition Techniques
- DRMA 320 Theatre History II
- DRMA 499 Capstone
- DRMA170 Theatre Practicum required every semester (credit varies)

- 15 hours in music courses
  - MUSC 113 Keyboard Skills
  - MUSC 131-331 Applied Voice (to be taken every semester - 8 hours total)
  - MUSC 100 Recital class (to be taken in conjunction with applied voice - 0 credit course)
  - MUSC 227 Theatre Music
  - MUSC 161 Music Theory I
  - MUSC 162 Sight Singing/Ear Training

The following curricular component of Compass courses are recommended for a musical theatre major.

- HIST 101 Western Civilization I
- HIST 102 Western Civilization II
- ARHS 133 Art of the Western World I
- ARHS 134 Art of the Western World II
- DRMA 243 Shakespeare
- DRMA 296 Philosophy of Art

The following Drama and Music courses are recommended for the musical theatre major.

- DRMA 304 Acting II
- DRMA 310 Directing
- DRMA 319 History of Theatre
- DRMA 321 Modern Drama
- DRMA 323 Contemporary Drama
- MUSC 105 Chorus
- MUSC 113 Keyboard Skills
- MUSC 261 Theory II
- MUSC 262 Sight Singing/Ear Training
- MUSC 367 Orchestration and Arranging

APPLICATION TO MAJOR

Ordinarily a student may apply for a major in musical theatre upon completion of: DRMA 108, Oral Interpretation, DRMA 110, Production Techniques, one additional drama course; as well as completion of MUSC 113, Keyboard Skills, and MUSC 131, Applied Studies, Voice (2 hours).

CREDIT FOR LEARNING EXPERIENCE

In extraordinary circumstances, credit for learning experiences may be accepted for professional activities that would parallel drama/musical theatre course work and indicate mastery of the knowledge/skills in a particular course of study. Credit varies. Contact the department chair within the first two weeks of a semester for application. Decision to award credit will be made within four weeks after formal application and submission of portfolio and audition/interview.

COMPUTER LITERACY REQUIREMENT

The computer requirement for musical theatre majors is fulfilled by successful completion of designated courses or demonstrating a competency through technical performance.

RESEARCH REQUIREMENT

The research requirement for musical theatre majors will be fulfilled by course requirements in DRMA 320 History of Theatre.

SENIOR PERFORMANCE REQUIREMENT

The senior performance requirement for musical theatre majors is a one-hour seminar scheduled the first or second semester of senior year. The course objective is the synthesis of the student's academic and production knowledge. Self evaluation and the setting of the student's personal and professional goals are major components of the seminar. Consistent performance and crew work on major theater productions during the four-year period are also considered part of the senior performance requirement. Musical theatre majors are encouraged to perform a senior recital as part of the one-hour seminar, DRMA 499, Capstone.

COURSE DESCRIPTIONS

DRMA 108 ORAL INTERPRETATION **3 hours**
First class in the performance sequence. Emphasis on beginning scene analysis and fundamental performance skills. This course is designated as a (hands-on) fine arts division course.

DRMA 110 PRODUCTION TECHNIQUES **3 hours**
Introduction to theatre art and study of the elements that contribute to the art of the theater. Practicum in organization and technique of production.

DRMA 111 STAGECRAFTS **3 hours**
An entry-level course in the exploration of the craft of the theatre. Theory and process of the technical aspects of production will be discussed with practical application designed into course requirements. Stage construction, tools, materials, rigging, painting and basic lighting are the primary focus areas.

DRMA 114 DANCE **1 hour**
This is an entry level course designed to begin the training and developing of the young artist in the discipline of dance. Focusing on the traditional musical theatre style of dance, specifically jazz, this course will introduce the student to dance combinations, in turn developing rhythms, which will enhance poise, coordination and physical expressiveness. Prerequisite: Instructor consent.

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. This course is designated as a fine arts division course.

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. This course is designated as a fine arts division course.

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. This course is designated as a fine arts division course.

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 203 ACTING I **3 hours**
Basic principles of acting. Prerequisite: Sophomore standing or consent.

DRMA 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.

DRMA 210 STAGE MANAGEMENT **2 hours**
An introduction to the field of stage management. All phases of production management are discussed from a practical, how-to point of view. From onstage, to backstage, from rehearsal schedule, to pre- and post-production, this course examines all facets from amateur to professional stage management. Special emphasis is placed on the construction of the production prompt book.

DRMA 213 STAGE MOVEMENT **3 hours**
Movement for the actor approached through various techniques such as mime, improvisation, neutral and character masks, and stage combat. This course is offered every other year as needed.

DRMA 220 AMERICAN DRAMA **3 hours**
Development of American drama from its beginning to the present with critical reading of selected texts in their social and historical setting. This course is designated as a fine arts divisional course and an intercultural engagement course.

DRMA 243 SHAKESPEARE **3-3 hours**
Selected comedies, tragedies and history plays. This course is offered every other year. This course is designated as a fine arts division course. Prerequisite: Minimum of three hours of literature or consent.

DRMA 280 SPECIAL TOPICS **3 hours**
Study and analysis of selected areas of interests in the field.

DRMA 283 STAGE DESIGN **3 hours**
An introduction to theatrical set design. Course deals with basic design theory and practical application of said theory in the evolution of a visual communication of setting. Special focus placed on script analysis, drafting, and design discussion. Basic instruction in computer assisted design programs.

DRMA 284 STAGE LIGHTING **3 hours**
An introduction to the artistic and practical aspects of stage lighting. Course has three distinct areas of discussion: practical craft involving instruments, electricity, color theory; design theory involving basic design elements as well as historical reference; application of theory in the development of the light plot. Basic instruction in computer assisted design programs. Prerequisite: DRMA 283 Stage Design or consent.

DRMA 296 PHILOSOPHY OF ART **3 hours**
An analysis of philosophical ideas and theories as they relate to a variety of art forms. A study of the nature of the art object, the artist, and the aesthetic experience. This course is designated as a fine arts division course. Prerequisite: PHIL 110.

DRMA 301-302 INDIVIDUAL INSTRUCTION (ADVANCED) **1-1 hour**
Individual coaching of advanced students. Prerequisite: DRMA 101-102 or consent.

DRMA 304 ACTING II **3 hours**
Special problems in acting. This course is offered every other year. Prerequisite: DRMA 203.

DRMA 308 AUDITION TECHNIQUES **3 hours**
This is a performance-oriented class working towards two goals. The first goal is to develop the auditioning skills of the performer, which include but are not limited to, preparing for cold and semi-cold readings, presenting contrasting monologues, preparing and performing both a 16 bar up-tempo audition song and a 16 bar ballad, and auditioning for the camera. The second goal is to educate the student performer about acting as a business and to produce a portfolio of necessary materials for entering into the professional world of acting. Through in-class exercises and out of class preparation, text work, observation, and self-evaluation, the student will be able to identify his/her own audition strengths and weaknesses and be better prepared to encounter the various auditions found in the performance world of stage and screen.

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.

DRMA 319-320 HISTORY OF THEATRE **3 hours**
Development of dramatic art from its beginnings to the present; includes study of representational plays in their historical and social setting as well as their relation to the physical theater. This course is offered as needed. Prerequisite: DRMA 123 or instructor consent.

DRMA 321 MODERN DRAMA **3 hours**
Analysis and evaluation of European theater and dramatic literature from 1850 to the present. This course is offered as needed.

DRMA 323 CONTEMPORARY THEATRE **3 hours**
Historical and literary study of the avant garde movements in contemporary drama; plays of Jarry, Pinter, Brecht, Artaud, Ionesco, Genet, Beckett and others. This course is offered as needed. Prerequisite: Consent.

DRMA 375 THEATRE ON TOUR **CV**
Includes field experiences, attendance at the American University Theatre Festival (ACTF) and major productions on tour.

DRMA 395 INTERNSHIP/PROFESSIONAL DEVELOPMENT **CV**
Creative work in the major field outside of the university. Upper Division. Prerequisite: Consent.

DRMA 480-481 PROBLEMS IN PRODUCTION, PERFORMANCE OR SELECTED READINGS **3-3 hours**
Seminar in dramatic literature, production problems, history of production elements and related fields of interest. This course is taught as needed.

DRMA 490 INDEPENDENT STUDY **1-4 hours**
Reading, research or creative work on a problem related to major field work. Prerequisite: Consent.

DRMA 499 DRAMA CAPSTONE **1 hour**
This course provides a focal point for and closure to a liberal arts education within the context of the major discipline. As a departmental offering, the course focuses on the synthesis of the major's academic and theatre production knowledge. Self evaluation, a reflection on the student's liberal arts education, immediate and long-range goal setting, a major performance and crew leadership are major components. Interdisciplinary integration is emphasized. Curricular component of Compass outcomes and major outcomes are integral to course assessment. Prerequisite: Generally, a student must have achieved senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course.

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.

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 his/her practice, particularly the effects of his/her 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.

CURRICULAR COMPONENT OF COMPASS REQUIREMENTS

An education student must complete the following curricular component of Compass and professional core course requirements. All curricular component of Compass courses required for licensure must be completed with a grade of C- or better. Secondary education majors must earn grades in their content field that are considered passing by their content major.

The following curricular component of Compass areas are required:

- GNED 110 Cornerstone I
- GNED 111 Cornerstone II
- One literature course
- Child and adolescent developmental psychology (except for secondary education students)
- Math 105 and Math 106 or higher accepted as Compass elective
- Math 110 or higher recommended for secondary and K-12.
- History:
  Elementary:
  One United States/Political Science course and
  One World History/Political Science course
  Secondary, K-12 Art, and K-12 Music:
  Select one history course from US, World, or Political Science
- Biological science*

- Physical science*

* One science must be a lab course

PROFESSIONAL CORE REQUIREMENTS

The following professional core courses must be completed with a grade of C or higher.

- EDUC 100 Introduction to Reflective Teaching
- EDUC 119 Multicultural Education
- EDUC 125 Educational Psychology
- EDUC 200 Foundations of Education
- EDUC 202 Introduction to Exceptionalities B-21*
- EDUC 405 Educational Measurement and Evaluation

* Elementary and Special education majors take EDSP 200 Foundations of Special Education instead of EDUC 202 Introduction to Exceptionalities B-21.

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.

ELEMENTARY EDUCATION

For a Bachelor of Arts (BA) Degree in Elementary Education, a student completes 16 hours of the professional core courses listed above, as well as 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 Phase I and II reviews, and passing scores on the PRAXIS CORE exam (Composite score of 448 or higher AND a minimum score of 138 in Reading, 142 in Writing, and 115 in Math). Students may appeal the Praxis exam requirements for enrollment in the first PDS block. Appeals will be considered on a case by case basis.

All education majors must pass State of Iowa approved exit exams with passing scores as determined by the State of Iowa in order to earn licensure.

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

SPECIAL EDUCATION

Clarke University offers a special education endorsement listed by the State of Iowa as Instructional Strategist I: Mild and Moderate Grade Level K-8.

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 Special Education
- EDSP 201 Selecting Behavioral Interventions
- EDSP 202 Including Everyone
- EDSP 300 Assessment and Evaluation in Special Education
- EDSP 301 Strategic Academic Learning

- EDUC 339 Reading Strategies
- EDSP 400 Special Education Practicum
- EDSP 401 Preventing and Remediating Challenging Behaviors
- EDSP 402 Collaborative Solutions

- 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 completes the requirements for a teaching content major and 16 hours of professional core courses:

- EDUC 100 Introduction to Reflecting Teaching
- EDUC 119 Multicultural Education
- EDUC 125 Educational Psychology
- EDUC 200 Foundations of Education
- EDUC 202 Introduction to Exceptionalities B-21
- EDUC 351 Special Secondary Curriculum and Methods
- EDUC 405 Educational Measurement and Evaluation

In addition, students must complete the middle school PDS block consisting of the following four courses.

- EDUC 360 Teaching in the Middle School and Secondary School
- EDUC 361 The Adolescent Learner
- EDUC 362 Adolescent Literacy
- EDUC 363 Clinical Experience in the Middle Level

- Senior Performance
  - EDUC 452 Student Teaching
  - EDUC 499 Capstone*
  - * Consult major 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.

All education majors must pass State of Iowa approved exit exams with passing scores as determined by the State of Iowa in order to earn licensure. Requirements for licensure are subject to change based on state and departmental mandates.

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. Furthermore, they must complete the core courses required for all education majors with a grade of C or higher, and the following professional core courses:

- EDUC 100 Introduction to Reflecting Teaching
- EDUC 119 Multicultural Education
- EDUC 125 Educational Psychology
- EDUC 200 Foundations of Education
- EDUC 202 Introduction to Exceptionalities B-21
- EDUC 357 Reading in the Content Area (required of all K-12 education majors).
- EDUC 405 Educational Measurement and Evaluation or a designated discipline-specific course/s.

A cumulative GPA of 2.75 or higher is required.

- 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 department for additional Capstone requirements.

All education majors must pass State of Iowa approved exit exams with passing scores as determined by the State of Iowa in order to earn licensure. Requirements for licensure are subject to change based on state and departmental mandates.

ADDITIONAL ENDORSEMENTS

Middle School Endorsement

For a **Bachelor of Arts (BA) Degree in Elementary Education with a Middle School Endorsement**, or to add a Middle School Endorsement to a 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 362 Adolescent Literacy
  - 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 department 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 324 Emergent Literacy
- EDUC 339 Reading Interventions
- EDUC 420 Practicum and Instruction in Correction and Remediation of Reading Problems
- EDUC 450 Foundations of Reading
- 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 or equivalent
- PSYC 121 Child and Adolescent Development
- ATHT 120 Care and Prevention of Athletic Injuries for Athletic Training students
- EDPE 230 Coaching and Sport Theory
- One course from the sequence EDPE 340-347

RESEARCH REQUIREMENT

Educational research is infused throughout the teacher preparation program. Research papers are written using American Psychological Association style as found in the publication manual.

SENIOR PERFORMANCE

The required culminating teacher preparation experience is demonstrated in student teaching courses (EDUC 432, EDUC 452, EDUC 461, EDUC 462, EDUC 463, EDUC 464, EDUC 465 and EDUC 466), and all Capstone requirements (EDUC 499). In special cases, students who do not complete student teaching will design a senior performance with their advisor and education department faculty. This student will earn a Bachelor of Arts Degree in Education without licensure.

COURSE DESCRIPTIONS: EDUCATION

EDUC 100 INTRODUCTION TO REFLECTIVE TEACHING **1 hour**
This introductory course is required of all education students prior to acceptance into the education department. Students are placed, for a total of 30 clock hours in two different settings with 15 hours in each setting. The purpose of this course is to assist students in clearly defining their career goals in the teaching profession. Students are provided with learning activities that are completed through observation and participation in the field experience classroom. Students begin to learn how to apply technology in the teaching profession. Students initiate the electronic portfolio process in this course. This course is offered each semester. Corequisite: Concurrent enrollment in EDUC 200.

EDUC 119 MULTICULTURAL EDUCATION **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. This course is offered each semester. This is an approved intercultural engagement course.

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. This course is offered each semester.

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 with special education needs for a minimum of a 20 hours. This course is offered each semester. Corequisite: Concurrent enrollment in EDUC 100.

EDUC 202 INTRODUCTION TO EXCEPTIONALITIES B-21 **3 hours**
A general survey of exceptional individuals from birth to 21 years and an introduction to special education, including special education history and law disability causation, definitions and classification systems, characteristics of all categories of exceptional learners (disabled and gifted), provision of services and appropriate educational alternatives. Students will be placed in an educational setting with learners with special education needs for a minimum of a 20 hours. This course is offered each semester. This is an approved intercultural engagement course. Prerequisite or corequisite: EDUC 200.

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. This course is offered each spring semester. Prerequisites: EDUC 200, EDUC 125.

EDUC 280 SPECIAL TOPICS **CV**
Study of selected topics focusing on a particular theme. Topics vary to accommodate student needs. This course is offered as needed.

EDUC 290 INDEPENDENT STUDY **CV**
Research, readings or creative work on a chosen topic or problem related to the field of education. This course is offered as needed.

EDUC 324 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: EDUC 332, EDUC 337.

EDUC 330 CLINICAL: LITERACY **1 hour**
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. This course is offered each semester. Prerequisite: Admission to Major. Corequisites: EDUC 331, EDUC 332, EDUC 335. EDUC 331

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). This course is offered each semester. Prerequisite: Admission to Major. Co-requisites: EDUC 330, EDUC 332, EDUC 335.

EDUC 332 DEVELOPMENTAL READING 3 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. This course is offered each semester. 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. This course is offered each semester. 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 social studies and science; analysis and evaluation of teaching performance by students, peers and campus instructor are experienced through an intensive extended clinical experience. This course is offered each semester. 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. This course is offered each semester. Prerequisite: The social science requirement (US history, US government). 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. This course is offered each semester. Prerequisite: One science requirement (biological or physical science). 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. This course is offered each semester. Corequisites: EDUC 333, EDUC 334, EDUC 336.

EDUC 339 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. Prerequisites: 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.

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 middle and/or secondary schools. The course includes a 30-hour high school field experience. This course is offered as needed. Prerequisite: Admission to major, and successful completion of EDUC 360. EDUC 361, EDUC 362, EDUC 363.

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 Teacher Education.

EDUC 360 TEACHING IN THE MIDDLE AND SECONDARY SCHOOL **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. This course is offered each fall semester. Prerequisite: Admission to major or successful completion of Portfolio II assessment. Corequisites: EDUC 361, EDUC 362, EDUC 363.

EDUC 361 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. This course is offered each fall semester. Prerequisite: Admission to major or successful completion of Portfolio II assessment. Corequisites: EDUC 361, EDUC 362, EDUC 363.

EDUC 362 ADOLESCENT LITERACY **3 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. This course is offered each fall semester. Prerequisite: Admission to major or successful completion of Portfolio II assessment. Corequisites: EDUC 361, EDUC 362, EDUC 363.

EDUC 363 CLINICAL EXPERIENCE IN THE MIDDLE LEVEL **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 teaching performance by students, peers and instructor are experienced through an intensive clinical experience. This course is offered each fall semester. Prerequisite: Admission to major or successful completion of Portfolio II assessment. Co-requisites: EDUC 361, EDUC 362, EDUC 363.

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. This course is offered every semester. Prerequisite/corequisite: EDUC 200. Majors only.

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. This course is offered every semester. Prerequisite/corequisite: EDUC 200. Majors only.

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/corequisite: EDUC 200. Majors only.

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/corequisite: EDUC 200. Majors only.

EDUC 380 SELECTED TOPICS IN ELEMENTARY EDUCATION CV
Advanced study of selected topics in elementary education. Courses vary to reflect cutting-edge areas of research and study in the discipline. This course is offered as needed.

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.

EDUC 395 INTERNSHIP/PROFESSIONAL DEVELOPMENT CV
Advanced-level opportunities for students to engage in professional activities. This course is offered as needed.

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. This course is offered each spring semester. Prerequisite: Admission to Major.

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. Prerequisites: EDUC 332, EDUC 337.

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. This course is offered each semester. Prerequisite: EDUC 334, EDUC 335, EDUC 336, EDUC 337 and Admission to Student Teaching.

EDUC 450 BALANCED LITERACY PROGRAMS 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. EDUC 332, EDUC 337.

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. This course is offered each semester. Prerequisite: Admission to Student Teaching.

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. This course is offered each semester. Prerequisite: Admission to Student Teaching.

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. This course is offered each semester. Prerequisite: Admission to Student Teaching.

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. This course is offered each semester. Prerequisite: Admission to Student Teaching.

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. This course is offered each semester. Prerequisite: Admission to Student Teaching.

EDUC 475 SELECTED TOPICS IN SPECIAL EDUCATION CV
This course is offered as needed.

EDUC 480 SELECTED TOPICS IN ELEMENTARY EDUCATION CV
Advanced study of selected topics in elementary education. Courses vary to reflect cutting-edge areas of research and study in the discipline. This course is offered as needed.

EDUC 495 SELECTED TOPICS IN EDUCATION CV
Advanced-level opportunities for students to engage in professional activities. This course is offered as needed.

EDUC 499 CAPSTONE SEMINAR **1 hour**

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. Curricular component of Compass outcomes and 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. Prerequisites: A student must have senior standing and be assigned a student-teaching placement.

COURSE DESCRIPTIONS: SPECIAL EDUCATION

EDSP 200 FOUNDATIONS OF SPECIAL EDUCATION **3 hours**

Students learn about the special education program of study. Participants begin the development of a special education portfolio. Course activities are designed to immerse participants in a beginning understanding of the culture of special education. Students work with a family of a child with a disability, consider education from a family and child's perspective, observe in classrooms and learn how to reflect upon what they are seeing, begin reading special education journals, and start to consider what abilities and disabilities are and how they impact everyone's lives. 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 15-hour placement. This is an approved intercultural engagement course. Prerequisite: Permission of Special Education Advisor.

EDSP 201 SELECTING BEHAVIORAL INTERVENTIONS **3 hours**

The first of a two-part sequence. The second course is offered first semester senior year. The distance in time between when the two courses are taught is by intention on the part of the program designers. This course is designed to enable students to develop and refine their observation skills, to begin to learn how to plan programs and interventions to support positive behaviors and reduce negative behaviors. Participants use all of 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 to manage a classroom and small group learning environments in which productive behaviors and habits, dispositions and values can flourish. They consider a variety of perspectives (humanistic and behavioral) and programs to build their own initial philosophy of management. Prerequisite: EDSP 200.

EDSP 202 INCLUDING EVERYONE **3 hours**

Participants will learn how to plan using differentiated models for students who have more challenging learning needs, such as children who have been identified as falling within the autism spectrum and children who are slower to learn, such as those who have been identified as having a mild to moderate mental disability or mental retardation. Students will observe in inclusive (non-segregated) and segregated life-skills settings, reflect on such learning environments, wrestle with issues of inclusion and components necessary for successful inclusion (determine if there are local models of this), study and utilize a variety of assessments (including ecological) with a learner and family, use assessment information to plan for instruction, and write reports for learners and families including the need for assistive technology. 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. 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. Participants write reports to summarize such information for different audiences. In addition, students will write Individual Education Plans (IEPs) including PLEPs (the present level of educational performance) using assessment information and will determine how to plan for instruction using IEP goals and short-term objectives. Prerequisites: EDSP 200, EDSP 201, EDSP 202, and Admission to Major.

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 students with mild and moderate disabilities who are served in special education programs. Participants will develop individualized education plans (IEPs) based on students' academic needs and teach lessons designed to match the IEP. Corequisites: EDSP 400, EDSP 401, and EDSP 402.

EDSP 400 SPECIAL EDUCATION PRACTICUM
(FIELD EXPERIENCE PRIOR TO STUDENT TEACHING) 3 hours
Provides pre-service teachers a supervised experience in observing and working with students with disabilities. Activities include: collecting observational data, practicing lesson-plan development and implementation, assisting with teaching and tutoring, and developing a cumulative collection of artifacts demonstrating knowledge and skills based on Interstate New Teacher Assessment and Support Consortium standards.Corequisites: 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 children who present challenging behaviors. First they learn strategies for preventing these behaviors, which builds on the previous course from students' first year of special education coursework, EDSP 201 Selecting Behavioral Interventions. They 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 visit classrooms focusing on various techniques, analyze research-based methodologies and discuss the need for wraparound techniques and crisis intervention plans. Issues in the education of such children 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, litigation and regulations that relate to the education of children presenting challenging behaviors. Corequisites: EDSP 301, EDSP 400, and EDSP 402.

EDSP 402 COLLABORATIVE SOLUTIONS (SPECIAL EDUCATION CAPSTONE) 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, the young learner and the 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. Prerequisites: Other 300-level EDSP course requirements and previous coursework. Corequisites: 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.

COURSE DESCRIPTIONS: COACHING

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 340 COACHING OF BASEBALL/SOFTBALL 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 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.

EDPE 341 COACHING OF BASKETBALL 2 hours
Provides the student with a knowledge of coaching theory, methods and strategies. This knowledge is applied to the sport of basketball. Students learn basic skills, coaching theories, and methods and resources for teaching the sport of basketball. Areas included are team fundamentals, offensive and defensive play, coaching methods, field practice and the delivery of instruction.

EDPE 342 COACHING OF SOCCER 2 hours
Provides the student with a knowledge of coaching theory, methods and strategies. This knowledge is applied to the sport of soccer: its history and growth, basic skills, coaching theories and methods of teaching the individual as well as the team.

EDPE 343 COACHING OF FOOTBALL **2 hours**
Provides the student with a knowledge of coaching theory, methods and strategies. This knowledge is applied to the sport of football at the elementary, middle and secondary levels. Instruction includes team fundamentals, offensive and defensive styles of play, coaching methods and teaching strategies.

EDPE 344 COACHING OF TRACK AND FIELD AND CROSS COUNTRY **2 hours**
Provides the student with a knowledge of coaching theory, methods and strategies. This knowledge is applied to track, field and cross country. The intent of this course is to apply the skills, theories and methods needed to coach track and field at all levels. Track, field, and cross country are analyzed for individual form and techniques as well as team effort.

EDPE 345 COACHING OF VOLLEYBALL **2 hours**
Provides the student with a knowledge of coaching theory, methods and strategies. This knowledge is applied to the sport of volleyball. It includes skill analysis, teaching progression, emergency skills, offensive and defensive strategies, coaching skills, practice management, coaching methods, statistics and team organization..

EDPE 346 COACHING OF GOLF **2 hours**
Provides the student with a knowledge of coaching theory, methods and strategies. This knowledge is applied to golf. Golf is analyzed for individual form and technique with instruction in fundamental motor skills of golf as well as strategies of the sport. Student participation, self-evaluation, video analysis and demonstrations will be included.

EDPE 347 COACHING OF TENNIS **2 hours**
Provides the student with a knowledge of coaching theory, methods and strategies. The coaching of tennis includes instruction in fundamental skills, strategies, coaching techniques, individual analysis by use of student participation, demonstrations and video presentations. Organization, administration, scoring, equipment, budgeting, scheduling and other aspects of tennis are included in the course.

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. Trained as thinkers, researchers, and communicators, students are able to make informed and innovative decisions to solve problems and advance causes. These transferable skills align with the modern professional arena, in which one's career is increasingly less defined by one's field. In order to enhance their professional marketability, students apply their learning outside of the classroom, gaining essential experience that prepares them for graduate or professional school, as well as careers in nearly any field.

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.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in English**, a student completes a senior performance and 36-38 hours in English and Writing courses, including:

- ENGL 121 Literary Ventures
- ENGL 215 Literary Voices: British Authors
- ENGL 218 Literary Voices: U.S. Authors
- ENGL 292 Introduction to Literary Criticism
- ENGL 297 Careers
- At least 3 hrs of elective ENGL or WRTG course(s) numbered 200 or above. Note: DRMA 243 is also an elective for the ENGL program.
- At least 6 hours in writing courses at the 200- or 300-level
- 1-3 hours of either ENGL or WRTG 395

- Two 300-level or higher courses (not including 395 and 499)
- One 400-level course (not including 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 Degree in English with Certification in Secondary Education**, a student completes a senior performance and 36 hours in English and Writing courses, including:

- ENGL 121 Literary Ventures
- ENGL 215 Literary Voices: British Authors
- ENGL 218 Literary Voices: U.S. Authors
- ENGL 292 Introduction to Literary Criticism
- ENGL 230 Global Voices
- At least 3 hrs of elective ENGL or WRTG course(s) numbered 200 or above. Note: DRMA 243 is also an elective for the ENGL program.
- At least 6 hours in writing courses at the 200- or 300-level
- Two 300-level or higher courses (not including 395 and 499)
- One 400-level course (not including 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 36 credit hours required for the English major with certification in Secondary Education.

Students should confer with their academic advisors in English and Education regarding specific EDUC and endorsement requirements.

MINOR REQUIREMENTS

For a **Minor in English**, a student completes 18 hours in English and Writing courses including:

- · ENGL 121
- · ENGL 292
- · 3 hours of WRTG course(s)
- · 9 hours of additional ENGL courses

For a **Minor in Writing**, students must complete 15 hours from courses with the WRTG denomination and 3 credits of WRTG 395.

APPLICATION TO MAJOR

Before applying for a major in English, a student must complete GNED 110 Cornerstone I and GNED 111 Cornerstone II, and at least one literature course with a grade of C- or higher in each course.

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.

SENIOR PERFORMANCE

Students majoring in English will demonstrate competency in departmental outcomes through the successful completion of a majority of English coursework, the successful completion of professional and leadership requirements within the major, and passing the Senior Paper and Senior Performance in ENGL 499. Students will receive in ENGL 292 and subsequent English courses a document that explains the specific requirements that must be fulfilled before they can enroll in ENGL 499.

COURSE DESCRIPTIONS: ENGLISH

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. This course is designated as a humanities division course.

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. This course is designated as a humanities division general education course. Prerequisite: ENGL 121.

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: ENGL 121 or SPAN 121 or consent. This course is designated as a humanities division course.

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: ENGL 121 or SPAN 121 or consent. This course is designated as a humanities division course.

ENGL 225 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—from Kant to A. O. Scott—and will apply what they have learned into their own reviews of culture. Prerequisite: ENGL 121 or SPAN 121. This course is designated as a humanities division course.

ENGL 227 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. Prerequisities: ENGL 121 or SPAN 121 or consent. The course is designated as a humanities division course.

ENGL 230 GLOBAL VOICES **3 hours**
The impacts of technology, the global economy, and terrorism remind us that, perhaps more than ever before, it is essential for us to recognize and attend to our place in an international community. This course contributes to students' global awareness by examining literature from locations outside of England and North America. Readings will include works from around the globe, both in English and in translation, and will introduce students to diverse literatures and cultures. Specific cultures may vary. Key topics may include nationalism, conflict, memory/nostalgia, and citizenship. Prerequisite: ENGL 121 or SPAN 121 or consent. This course is designated as a humanities division course. This is an approved intercultural engagement course.

DRMA 243 SHAKESPEARE **3 hours**
Selected comedies, tragedies and history plays. This course is offered every other year. This course is designated as fine arts division course. Prerequisite: Minimum of three hours of literature or consent.

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: ENGL 121 or SPAN 121.

ENGL 292 INTRODUCTION TO LITERARY CRITICISM **3 hours**
Oral and written practice in analysis and literary evaluation of selected works using methods of current schools of literary criticism. Prerequisite: Minimum six hours literature or consent.

ENGL 297 CAREER PREPARATION SEMINAR **2 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. Prerequisite: ENGL 292 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: 12 credits of literature courses including ENGL 292 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: 12 credits of literature courses including ENGL 292 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: 12 credits of literature courses including ENGL 292 or consent.

ENGL 450 THE POLITICS OF GENDER IN LITERATURE **3 hours**
Literature gives us a vital tool through which we can investigate issues pertaining to social constructions of gender and assumptions about gender roles. This course offers students the opportunity to analyze a variety of texts, specifically through the lens of gender. Students may explore, among other topics: notions of masculinity, femininity and gender fluidity as they relate to literature; questions of sexual identity in literature; and the LGBTQ contribution to literature. Prerequisite: 12 credits of literature courses including ENGL 292 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: Minimum nine hours literature or consent.

ENGL 499 ENGLISH INTEGRATION CAPSTONE **3 hours**
This course provides a focal point for and closure to a liberal arts education within the context of the major discipline. As a departmental offering, this course focuses on discipline-specific topics and expands to include breadth of knowledge and synthesis. Interdisciplinary integration of knowledge is emphasized. Curricular component of Compass outcomes and major outcomes are integral to course assessment. For their senior performance they will revise and expand upon a previously written paper and present their findings publicly. Prerequisites: Generally, a student must have achieved junior or senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course.

COURSE DESCRIPTIONS: WRITING

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. This course is designated as a humanities division course. Prerequisites: GNED 110, GNED 111.

WRTG 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. Prerequisites: GNED 110, GNED 111.

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. This course is designated as a humanities division course. Prerequisites: GNED 110, GNED 111.

WRTG 240 PROFESSIONAL WRITING **3 hours**
Intended for students already in control of the essentials of composition who wish to develop their ability to write effectively for professional purposes. This course is designated as a humanities division course. Prerequisites: GNED 110, GNED 111.

WRTG 280 TOPICS IN WRITING **3 hours**
Provides opportunities for further study and practice in expressive, expository and persuasive writing across disciplines. Readings of modern essayists. Optional research paper. Prerequisites: GNED 110, GNED 111.

WRTG 313 LITERARY MAGAZINE EDITING AND PRODUCTION **2 hours**
Students will practice the skills necessary for the production of 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 taken twice for credit. Prerequisite: WRTG 213.

WRTG 315 WRITING FOR PUBLICATION **3 hours**

Students across disciplines will work toward completion and revision of manuscripts, articles, or documents through intensive editing with close attention to the writing standards and practices within their specific fields. This course is ideal for serious student writers wishing to polish work for publication and/or audiences beyond the classroom. Student writers will also engage in reviewing the work of other student writers toward revision. Prerequisites: GNED 110, GNED 111.

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: Minimum of 6 hours in writing courses or consent.

ENVIRONMENTAL STUDIES

MISSION

In accordance with the history and tradition of Clarke University and the BVM congregation, the Environmental Studies program provides a challenging yet supportive learning environment to foster personal and intellectual growth. Environmental Studies is an interdisciplinary 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.

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.

MAJOR REQUIREMENTS

For a Bachelor of Arts (BA) Degree in Environmental Studies, a student completes a minimum of 43-45 hours (25 hours required courses + 12 hours practicum + 6-8 hours in emphasis area) with a grade of C- or better.

Core requirements (37 hours)

- ENVS 100 Introduction to Environmental Studies
- CHEM 110 General Chemistry I
- CHEM 111 General Chemistry II
- BUEC 121 Microeconomics
- MATH 220 Statistics
- BIOL 204 Environmental Biology
- SOC 307 Environment and Society
- ENVS 390 Practicum in Environmental Studies
- ENVS 499 Capstone

Complete one of the emphasis areas.

Natural Sciences: choose 6-8 hours from the following:

- BIOL 116 Ecology, Environment and Diversity
- BIOL 240 Plant Biology
- BIOL 320 Subtropical Ecology
- BIOL 332 Microbiology
- BIOL 325 Conservation Biology
- CHEM 233 Analytical Chemistry
- ENVS 209 Environmental Geology
- ENVS 300 Climate Change

Social sciences: choose 6 hours from the following:

- SOC 201 Social Issues
- HIST 215 Environmental History

Humanities: choose 6 hours from the following:

- ENGL 211 Environmental Literature
- PHIL 212/225 General Ethics or Applied Ethics: Environment
- RELS 218 Ethics for Christian Living

Professional: choose 6 hours from the following:

- BUMG 344 Operations Management
- WRTG 240 Professional Writing
- ART 110 Design for Sustainability

A Minor in Environmental Studies may be obtained by completing 19-22 credits with a grade of C- or better, including

- 3 required courses (10 credits): ENVS 100, BIOL 204 and SOC 307
- 3 additional courses (9-12 credits) from any course(s) listed as available for the different emphases as well as CHEM 111 and/or BUEC 121 from the major core. 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.

APPLICATION TO MAJOR

Prior to application for a Bachelor of Arts Degree in Environmental Studies, a student must have completed ENVS 100 with a grade of at least a C and CHEM 111 with a grade of at least C-. Subsequent to acceptance to the major, students must earn a grade of C- or better in all required courses in the major.

SENIOR PERFORMANCE REQUIREMENT

The senior performance requirement is fulfilled upon successful completion of ENVS 499 Capstone in Environmental Studies.

COURSE DESCRIPTIONS

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 209 ENVIRONMENTAL GEOLOGY **4 hours**
This course covers geologic materials and processes including the characteristics and origins of soil systems. Their relevance to environmental processes in natural terrestrial and aquatic systems is emphasized, along with their importance is understanding problems related to natural resources and land use. Travel to local field sites may be included. Three hours lecture, three hours lab. Prerequisite: ENVS 100 or CHEM 110.

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.

ENVS 390 PRACTICUM IN ENVIRONMENTAL STUDIES **6-12 hours**
The Practicum in Environmental Studies places students with a community partner for a semester or year to focus deeply on a multi-faceted environmental issue. Students use their interdisciplinary knowledge and skills to study the particular situation of the community partner and to propose and evaluate possible solutions. The project culminates in a presentation to and discussion with the partner organization. This work also forms the basis of the student's capstone project. Prerequisite: Successful completion of all required ENVS requirements except Capstone, or permission.

ENVS 499 CAPSTONE IN ENVIRONMENTAL STUDIES **1 hour**

This course provides integration of a liberal arts education with knowledge and skills in environmental studies. Students will round out the work completed for a community partner during their practicum (ENVS 390). Additional review of the academic literature with emphasis on ethical principles may be required, in addition to both a paper and an oral presentation. Curricular component of Compass outcomes and major outcomes will be assessed. Completion of this course satisfies the senior performance requirement for the Environmental Studies major as well as the capstone experience for the curricular component of Compass. Prerequisite: ENVS 390.

FOOD SCIENCE

The Food Science program is housed within the Chemistry department.

MISSION

In accordance with Clarke University's mission and the core values representing the BVM tradition, the B.S. in Food Science degree provides a supportive environment for the personal, intellectual and professional development of food scientists. Food Science is the application of physical, chemical and biological principles to the study of food and improvement of food for the consumer. We build a knowledge base so that students become scientifically responsible citizens with skills, attitudes and values that will allow them to be stewards in the food industry and work towards the Common Good. We accomplish this by providing a variety of learning opportunities such as courses, laboratories, lecture-lab courses as well as research projects and internships. Throughout the curriculum our unifying goal is to provide practical experiences with industry standards and expectations with research quality instrumentation.

OUTCOMES

In the context of the university mission, the goal of the food science degree is to promote the appreciation of scientific concepts and its applications to food. The outcomes of the food science degree as aligned with the university mission are:

1. **Knowledge Base:** Students develop a broad and deep understanding of the physical, chemical and biological principles that govern the structure of food and its transformations, including an appreciation for food safety and fundamentals of food processing.

2. **Thinking Skills:** Students demonstrate sound analytical skills needed to assess scientific questions, design methods to answer them, and acquire and interpret data as it relates to the application of scientific principles to food.

3. **Communication Skills:** Students develop skills in effectively communicating scientific information both orally and in writing.

4. **Professional Ethics and Values:** Students develop attitudes and values consistent with the highest standards of the profession in the food industry.

MAJOR REQUIREMENTS

The Bachelor of Science (BS) degree in Food Science prepares students for direct employment in the food industry and for graduate programs in Food Science.

For a Bachelor of Science (BS) degree in Food Science, a student completes 59-61 hours in food science, chemistry and associated fields.

41-43 hours of Core courses in Chemistry and Food Science:

- FDSC 110 Introduction to Food Science
- FDSC 133 Food and Nutrition
- CHEM 110 General Chemistry I
- CHEM 111 General Chemistry II
- FDSC 210 Fundamentals of Food Processing
- CHEM 221 Organic Chemistry I
- CHEM 222 Organic Chemistry II
- CHEM 340 Biochemistry
- FDSC 345 Sensory Perception
- FDSC 360 Food Chemistry
- CHEM 385 Scientific Information
- FDSC 395 Internship* (see Cooperative Education/Internship paragraph)
- FDSC 499 Capstone

18 hours of required support courses:

- BIOL 115 Fundamentals of Cell Biology and Genetics
- BIOL 270 Genetics
- BIOL 332 Microbiology
- MATH 220 Statistics
- PSYC 111 Introductory Psychology

APPLICATION TO MAJOR

Students may apply for a Food Science major after successful completion (C- or higher) of FDSC 110, FDSC 133, CHEM 110, CHEM 111. Students who do not successfully complete these courses may apply upon attaining an overall C or above in the above courses, FDSC 220 and CHEM 221.

CERTIFICATION REQUIREMENTS

The program will require students to be proficient in computer data acquisition, structural drawing, molecular modeling and online information retrieval. This proficiency is included in the required coursework.

Further, the Food Science major requires students to obtain the following certifications before they can graduate:

- ServSafe Food Handler certification
- Better Process Control Schools (BPCS) 2-day course (recommended: 4-day course)

Students will have opportunities to fulfill the ServSafe certification at Clarke through Dining Services. Efforts will be made to coordinate BPCS certification at nearby state schools. (It can also be completed online).

COOPERATIVE EDUCATION/ INTERNSHIP

Internships are in food industry or in health fields, as appropriate. Internships will be run through the Compass and Career Services Office with 60 hours of work per credit hour. A minimum one-credit hour internship in the food industry is required for Food Science majors. Students may seek additional internships in health fields or research institutions according to their interest.

SENIOR PERFORMANCE

The senior performance requirement is fulfilled upon completion of FDSC 499 Food Science Capstone. This is a 3 credit-hour course where students will complete an analysis of a food processing plant and incorporate HACCP (Hazard Analysis Critical Control Points) training. Students will be encouraged to work in the food industry to complete their analysis. All students will submit a written report and give an oral presentation describing their work.

COURSE DESCRIPTIONS

FDSC 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, food safety, HACCP and regulation. The course is designed for those seeking a Food Science degree and those students wanting a basic understanding of the food industry. This course is designated as an intercultural engagement course and mathematics/ natural sciences division course. Two hours lecture, two hours laboratory. Prerequisite: None.

FDSC 133 FOOD AND NUTRITION **3 hours**
Introduces students to the foundational principles of health, wellness and nutrition. Students study basic nutrients and current dietary recommendations with an emphasis on how food sources and processing (by cooking as well as digestion) affect nutrition. The relation between nutrition and illness is studied as well as the variation in nutritional requirements due to age, gender, pregnancy and genetic background. The laboratory will introduce standard methods of food preparation and some methods of food analysis. Two hours lecture, two hours laboratory Prerequisite: None.

FDSC 210 FUNDAMENTALS OF FOOD PROCESSING **3 hours**
Introduces students to food processing concepts such as food properties, principles of food preservation, food processing techniques and packaging. Underlying food engineering principles including material and energy balances, sources of energy, thermodynamics, fluid flow, heat transfer, and mass transfer are explored both in the course and in the laboratory. Two hours lecture, two hours laboratory. Prerequisite: FDSC 110, CHEM 110.

FDSC 345 SENSORY PERCEPTION **3 hours**

This course will examine how sensory tests are used to evaluate color, taste, flavor and texture of food and to measure human perception. The course studies how the human body turns physical stimuli into neuronal impulses (sensation), and how the brain receives and interprets these impulses (perception). Psychological principles and theories will be discussed as well as the roles of evolution, development, society, prior knowledge, and inference in our perceptual judgments and our conscious experiences. Students will design and conduct sensory tests and apply statistical methods to interpret results. Two hours lecture, two hours laboratory. Prerequisites: PSYC 111 and MATH 220.

FDSC 360 FOOD CHEMISTRY **4 hours**

This course builds upon the core scientific concepts from previous courses to understand the underlying chemical basis of the composition and properties of food and the changes food undergoes during handling, processing and storage. Students will gain knowledge of the innate properties of biological substances used as sources of food, and the means to manipulate them. Students will study and manipulate model systems in the laboratory to gain a deeper understanding of the complex nature of food systems. Three hours lecture, four hours laboratory. Prerequisite: FDSC 210, CHEM 340.

FDSC 395 INTERNSHIP **1 - 3 hours**

Internships are in food industry or in health fields, as appropriate. Internships will be run through Career Services with 60 hours of work per credit hour. A minimum one-credit hour internship in the food industry is required for Food Science majors, and students may seek additional internships in health fields or research institutions according to their interest. Prerequisite: Consent.

FDSC 499 CAPSTONE **3 hours**

The Food Science Capstone course provides a focal point for the integration of a liberal arts education with training in the food science major. Students will work both individually and in groups to choose a consumer food item, devise and design a process for its manufacture and complete a HACCP (Hazard Analysis Critical Control Points) plan for the process. Students will also produce a sufficient quantity of the food item for consumer testing and analysis. All students will submit a written report and give an oral presentation describing their work. Prerequisite: FDSC 360.

HISTORY/POLITICAL SCIENCE

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 the outcomes of the social science division and the other curricular Compass outcomes. History majors acquire skills in research, analytical thinking, interpretation, written and oral communication and logical organization.

OUTCOMES

The History and Political Science department outcomes flow from the Clarke University mission and goals. Students completing a major in History and Political Science at Clarke University will demonstrate the following outcomes:

1. Recognize the significance of and discuss in depth major historical concepts and political ideas in Western, United States and World history.

2. Identify, analyze and interpret primary and secondary historical resources and data

3. Students will follow guidelines established by professional historians and utilized in historical journals in their writing.

4. Determine professional career preference and prepare to seek employment in that area.

5. Identify and differentiate the moral perspectives endemic to the historical study of diverse cultures and political societies.

6. Integrate and apply historical/political perspectives in service projects, internships and career choices.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in History**, a student must complete 36 hours including:

- 24 hours of core courses
    - HIST 101 Western Civilization I
    - HIST 102 Western Civilization II
    - HIST 107 United States History I

- HIST 108 United States History II
- HIST 200 Introduction to Primary Research
- HIST 205 Modern Asian History
- HIST 208 Modern Latin American History
- HIST 499 History Capstone

- 12 hours of history electives, 9 of which must be from 300 level courses in History and Political Science.

History majors are required to have a minimum of a 2.00 GPA in their major. In addition, individual major courses must be passed with at least a C-.

HISTORY MAJOR WITH LICENSURE IN SECONDARY EDUCATION

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. Students should confer with their academic advisor regarding specific teaching major, minor and endorsement requirements and required major courses. Consult the chairs of the history and education departments for details.

HISTORY MINOR REQUIREMENTS

For a Minor in History, a student must complete 21 hours of History and/or Political Science courses, 15 of which must be in History.

POLITICAL SCIENCE MINOR REQUIREMENTS FOR NON-HISTORY MAJORS

For a Minor in Political Science, a student must complete 21 hours of approved Political Science and/or History courses, 15 of which must be in Political Science.

POLITICAL SCIENCE MINOR FOR HISTORY MAJORS

For a Political Science minor, History majors must complete an additional 18 credit hours of approved political science courses.

APPLICATION TO MAJOR

A student may apply for a history major after successfully completing 30 semester hours of university credit, at least six of which must be in history. Ordinarily application to major is incorporated in HIST 200.

EXPERIENTIAL EDUCATION/INTERNSHIPS

Students may earn academic credit for supervised, professionally related work experience with public or private employers such as museums, political campaigns and government agencies. Consult the department chairperson for details.

SENIOR PERFORMANCE REQUIREMENT

The senior performance requirement is fulfilled by successfully completing the HIST 499 Capstone ordinarily taken in the first semester of the senior year.

COURSE DESCRIPTIONS: HISTORY

HIST 101 WESTERN CIVILIZATION I **3 hours**
An investigation into major themes of Western historical development from ancient societies through 1648. Required for History majors and minors. This course is designated as a social science division course.

HIST 102 WESTERN CIVILIZATION II **3 hours**
An investigation into major themes of Western historical development from 1648. Required for History majors and minors. This course is designated as a social science division course.

HIST 107 UNITED STATES HISTORY I **3 hours**
An investigation into major themes of historical developments in the early years of United States settlement. Required for History majors and minors. This course is designated as a social science division course.

HIST 108 UNITED STATES HISTORY II **3 hours**
An investigation into major themes of United States history from the 1870's to the present. Required for History majors and minors. This course is designated as a social science division course.

HIST 200 INTRODUCTION TO PRIMARY RESEARCH **3 hours**
An investigation into the research sources available in government, public and private historical archives, libraries and museums. This course includes exploration and preliminary planning for graduate study and/or professional careers in the fields of history and political science. Required for History majors. Cross-listed as POLI 200.

HIST 202 UNITED STATES CONSTITUTIONAL LAW **3 hours**
A case study approach in historical perspective to major concepts in the US constitution as interpreted by the courts. Crosslisted as POLI 203.

HIST 205 MODERN ASIAN HISTORY **3 hours**
An investigation into the political, economic and social development of Asia as a world force. Required for History majors.

HIST 208 MODERN LATIN AMERICAN HISTORY **3 hours**
An investigation into the political, economic and social development of Latin American countries. Required for History majors. This is an approved intercultural engagement course.

HIST 210 MODERN WORLD POLITICS **3 hours**
An investigation into political trends around the world within an historical perspective. Cross listed as POLI 210. This course is designated as a social science division course. This is an approved intercultural engagement course.

HIST 215 ENVIRONMENTAL HISTORY **3 hours**
An investigation into the major themes that characterize the historical relationship between humanity and the environment. It is designated as an elective under the Environmental Studies major. Prerequisites: HIST 101, 102, 107, or 108.

HIST 280 TOPICS IN HISTORY **CV**
Study of selected historical periods and issues. Topics will vary. Course may be taken more than once for credit.

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. Prerequisite: Completion of 6 hours of core courses.

HIST 302 UNITED STATES WOMEN'S HISTORY **3 hours**
Analysis of the development of the roles of women in the unfolding United States history from the colonial period through the present. Prerequisite: HIST 107, 108.

HIST 313 THE HISTORY OF EUROPE TO 1848 **3 hours**
This class is an advanced analysis of major issues in modern European history to 1848. Students will explore both the historical context of the new philosophies that emerged as well as their meaning for contemporary society. They will do so through an examination of primary and secondary materials and of the major historiographical arguments pertaining to the period. Prerequisite: HIST 102.

HIST 314 THE HISTORY OF EUROPE SINCE 1848 **3 hours**
This class is an advanced analysis of major issues in modern European history from 1848 to the present. Students will explore both the historical context of the new philosophies that emerged as well as their meaning for contemporary society. They will do so through an examination of primary and secondary materials and of the major historiographical arguments pertaining to the period. Prerequisite: HIST 102.

HIST 346 UNITED STATES FOREIGN POLICY **3 hours**
An investigation into the foreign policy theories and practices of the United States government in historical perspective. Prerequisite: HIST 108. Crosslisted as POLI 346.

HIST 367 EARLY AMERICAN HISTORY **3 hours**
An advanced analysis of major issues related to the populating of the Americas and the founding of the United States. Prerequisite: HIST 107.

HIST 368 19TH CENTURY US HISTORY **3 hours**
An advanced analysis of major issues in 19th century United States history. Prerequisite HIST 107.

HIST 369 US 1900 TO THE PRESENT **3 hours**
Introduction to the theories, practices and effects of United States social, economic and political policies. Through advanced critical thinking and active class participation students examine how US government actions affect all demographics within the country, evaluate the effects of U.S. policy in a global context and compare/contrast their own personal values with those used as the foundation of United States domestic and foreign policies and programs. Prerequisite HIST 108.

HIST 395 INTERNSHIPS **CV**
The department supervises a number of internships in museums, political campaigns, and local and state government. Prerequisite: Consent.

HIST 480 ADVANCED TOPICS IN HISTORY **CV**
A critical, in-depth analysis of selected historical periods and issues. Topics will vary. Course may be taken more than once for credit. Prerequisite: Completion of all core courses.

HIST 490 INDEPENDENT STUDY **CV**
Individual research, reading or creative work directly related to the major field with frequent conferences with advisor and presentation of results for department evaluation. Prerequisite: Consent.

HIST 499 HISTORY CAPSTONE **3 hours**
This course provides a focal point and closure for a liberal arts education within the context of the history major. As a departmental offering, 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. Curricular component of Compass outcomes and major outcomes are integral to course assessment. Prerequisite for HIST 499: Generally, a student must have achieved senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course.

COURSE DESCRIPTIONS: POLITICAL SCIENCE

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. This course is designated as a social science division course.

POLI 200 INTRODUCTION TO PRIMARY RESEARCH **3 hours**
An investigation into the research sources available in government, public and private historical archives, libraries and museums. This course includes exploration and preliminary planning for graduate study and/or professional careers in the fields of history and political science. Required for History majors. Crosslisted as HIST 200.

POLI 202 UNITED STATES CONSTITUTIONAL LAW **3 hours**
A case study approach in historical perspective to major concepts in the US constitution as interpreted by the courts. Crosslisted as HIST 202.

POLI 210 MODERN WORLD POLITICS **3 hours**
An investigation into political trends around the world within an historical perspective. Crosslisted as HIST 210. This course is designated as a social science division course. This is an approved intercultural engagement course.

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. This course is designated as a social science division course.

POLI 280 TOPICS IN POLITICAL SCIENCE **CV**
Study of selected political issues. Topics will vary. Course may be taken more than once for credit.

POLI 300 WORLD ISSUES **3 hours**
A study of current political world issues within an understanding of the historical settings. Prerequisite: HIST 108.

POLI 346 UNITED STATES FOREIGN POLICY **3 hours**
An investigation into the foreign policy theories and practices of the United States government in historical perspective. Prerequisite: HIST 108. Crosslisted as HIST 346.

POLI 395 INTERNSHIPS **CV**
Professional experience in government or politics as arranged with department and off-campus supervisors.

POLI 490 INDEPENDENT STUDY **CV**
Open to qualified students presenting acceptable projects and independent programs of study, research or field work.

JUSTICE AND PEACE STUDIES

Recognizing the need for Catholic commitment and social responsibility and aware that contemporary moral problems have global implications, Clarke University offers a minor in justice and peace studies. The program of study draws upon the strengths of various disciplines and emphasizes an understanding of recent history, contemporary social/political problems and ethical values. Students obtain the minor by completing 21 semester hours according to the distribution listed below. Course descriptions can be found under the appropriate departmental heading.

For a **Minor in Justice and Peace Studies**, a student completes 21 hours including:

- 9 hours of history/political science courses, with at least six hours in history, chosen from the following:
    - HIST 102 Western Civilization II
    - HIST 205 Modern Asia
    - HIST 206 Modern Latin America
    - HIST/POLI 210 Modern World Politics
    - HIST 314 Modern Europe Since 1848
    - HIST 369 U.S. 1900 to the Present
    - POLI 120 American National Government
    - POLI 300 World Issues
    - POLI/HIST 346 United States Foreign Policy
- 9 hours of religious studies/philosophy courses, chosen from the following:
    - PHIL 212 General Ethics
    - PHIL 245 Philosophy of Peace and War
    - PHIL 270 Philosophy of Woman
    - RELS 216 Contemporary Catholic Faith
    - RELS 218 Ethics for Christian Living
    - RELS 222 Multicultural Faces of Jesus
- 3 hours of sociology courses, chosen from the following:
    - SOC 201 Social Issues
    - SOC 202 Race and Ethnicity

Periodically, the disciplines involved in this minor offer topics courses relevant to justice and peace studies. A student may elect to use such courses as partial fulfillment of the minor upon the approval of the program chair and academic dean.

MATHEMATICS

MISSION

The Clarke University mathematics department's mission is aligned with the University mission of providing a supportive environment that encourages personal and intellectual growth. The Clarke University mathematics department 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.

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.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Mathematics**, a student must complete at least 32 hours of mathematics courses numbered 223 or above with a grade of C- or higher, including:

- MATH 225 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:
  - CIS 211 Introduction to Programming

MATHEMATICS MAJOR WITH LICENSURE IN SECONDARY EDUCATION

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.

Students should consult with their academic advisor regarding necessary coursework for a math endorsement.

Students other than math majors seeking math as a second endorsement should consult with their advisor.

MINOR REQUIREMENTS

For a **Minor in Mathematics**, a student must complete at least 20 hours of mathematics courses numbered 220 or above with a grade of C- or better, including MATH 225 Calculus I, MATH 226 Calculus II, and MATH 333 Linear Algebra.

APPLICATION TO MAJOR

Before applying for admission to the department as a major or minor, a student must be in good academic standing and have satisfactorily completed 30 hours of course work, including MATH 225 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 department 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 223) 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.

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.

COMPUTER LITERACY REQUIREMENT

Each mathematics major is required to learn at least one programming language, which is usually done through CIS 211 Introduction to Programming.

COURSE DESCRIPTIONS

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 124 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.

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 124 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 required to enroll in this course may use it to fulfill athletic and financial aid eligibility.

MATH 101 PRESTATISTICS **3 hours**
Using technology and actual data, this course focuses on developing the skills necessary for MATH 220 Statistics. Topics include fractions, percents, graphs of data, measures of center and spread, and a review of some basic algebra concepts.

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. This course fulfills the university mathematics proficiency requirement. Prerequisite: MATH 105 or instructor permission.

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. This course is designated as a mathematics and natural science division course, and fulfills the university mathematics requirement.

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 220 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 220 Statistics). This course is designated as a mathematics and natural science division course, and fulfills the university mathematics proficiency requirement. Prerequisites: Three years of high school mathematics or equivalent and appropriate placement.

MATH 180 TOPICS IN MATHEMATICS **1-3 hours**
A study of basic concepts in various areas of mathematics.

MATH 220 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. This course is designated as a mathematics and natural science division course, and fulfills the university mathematics proficiency requirement. Prerequisite: MATH 090 or equivalent or appropriate placement.

MATH 225 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. Meets five days per week, which may include time in the computer lab. A TI-83 graphing calculator or equivalent is required. This course is designated as a mathematics and natural science division course, and fulfills the university mathematics proficiency requirement. Prerequisite: Four years of high school mathematics or equivalent or MATH 117.

MATH 226 CALCULUS II **4 hours**
Sequel to MATH 225 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. Meets five days per week, which may include time in the computer lab. A TI-83 graphing calculator or equivalent is required. Prerequisite: MATH 225 or consent.

MATH 230 STATISTICS FOR MAJORS **3 hours**
This course explores the statistical concepts in the MATH 220 course at a depth more appropriate for mathematics majors and minors. Prerequisite: permission of department.

MATH 280 TOPICS IN MATHEMATICS **1-3 hours**
Students will study basic concepts in various areas of mathematics.

MATH 290 INDEPENDENT STUDY **CV**
A student will study a lower-division course independently.

MATH 295 INTERNSHIP, LOWER DIVISION **CV**
A professional experience in mathematics as arranged with department or off-campus supervisors.

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.

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 226.

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: MATH 226 or 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 226.

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 226 or consent.

MATH 390 INDEPENDENT STUDY **CV**
A student will study an upper-division course independently.

MATH 395 INTERNSHIP, UPPER DIVISION **CV**
A professional experience in mathematics as arranged with department or off-campus supervisors.

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 226 and MATH 333 or consent.

MATH 480 SPECIAL TOPICS IN MATHEMATICS **1-3 hours**
Contemporary applications of mathematics are developed. Prerequisite: Consent.

MATH 487 RESEARCH **1-4 hours**
Students read and conduct research or do creative work on a problem in mathematics and/or computer science.

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. Curricular component of Compass outcomes and major outcomes are integral to course assessment. Prerequisites: Generally, a student must have achieved senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course, MATH 333 Linear Algebra, MATH 336 Geometry Seminar, and consent.

MUSIC

MISSION

In accordance with Clarke University's mission, the music department 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.

GOALS

1. The music department 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 the university's curricular component of Compass is supported by the music department 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.

OUTCOMES

The music student will be able to:

1. Perform, analyze and compose music of various styles and cultures at a high level of technical and artistic skill.

2. Synthesize information from various musical eras and cultures to create expressive and stylistically-informed musical performances, and to conduct research and integrate ideas in a musically literate style.

3. Implement technology in support of teaching, creating, recording and performing music.

    In addition, the music education student will demonstrate knowledge of and proficiency in the methodology of music education by:

- Performing proficiently on secondary instruments.
- Evaluating and applying current and historic music education methodologies.
- Creating lesson plans, curricula, and projects demonstrating an ability to sequence musical concepts and an awareness of multicultural and diversity issues.

ACCREDITATION

Clarke University is an institutional member of the National Association of Schools of Music. Clarke's music education program is also approved by the Iowa Department of Education.

AUDITION

All potential music majors are required to audition either in person or by audio recording prior to registration. Based on an audition, fine arts 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
  - MUSC 271 History and Literature of Music II
  - MUSC 371 History and Literature of Music III
  - MUSC 471 History and Literature of Music IV
- 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 a major ensemble for eight semesters (at least five of which should be taken for credit) and meet departmental requirements for recital classes and concert attendance.

Students completing a bachelor of arts degree in music through Clarke's music program must meet all departmental 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, 20 hours of music education courses, and 29 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 OR
    MUSC 124 Art of Listening
  - MUSC 271 History and Literature of Music II
  - MUSC 371 History and Literature of Music III
  - MUSC 471 History and Literature of Music IV
- 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 departmental requirements for recital classes and concert attendance.

- 16 hours of additional music courses which include:
  - 1 hour of MUSC 138 Composition I
  - 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

  *(Additional fee required)
  - 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.

- 29 hours of education courses including:
  - 1 hour of EDUC 100 Introduction to Reflective Teaching
  - 3 hours of EDUC 119 Multicultural Education
  - 3 hours of EDUC 125 Educational Psychology
  - 3 hours of EDUC 200 Foundations of Education
  - 3 hours of EDUC 202 Introduction to Exceptionalities
  - 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*
  - 1 hour of EDUC 499 Capstone Seminar*

  * These courses are taken during the professional semester.

- Required curricular component of Compass courses, including:
  - GNED 110 Cornerstone I
  - GNED 111 Cornerstone II
  - PSYC 121 Child and Adolescent Development
  - One mathematics course
  - One U.S. history, American government, or world history course
  - One literature 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. All education majors must pass two State of Iowa approved exit exams with passing scores as determined by the State of Iowa in order to earn licensure.

MINOR REQUIREMENTS

For a **Minor in Music**, a student completes 22 hours including:

- 8 hours of music theory courses, including:
  - MUSC 161 Music Theory I
  - MUSC 261 Music Theory II
  - MUSC 162 Sight-Singing/Ear Training I
  - MUSC 262 Sight-Singing/Ear Training II
- 6 hours of music history courses, including:
  - MUSC 171 History and Literature of Music I
  - MUSC 271 History and Literature of Music II OR MUSC 371 History and Literature of Music III
- 4 hours of applied music courses in a major performance area, ordinarily one hour per semester*
- 4 hours of ensemble courses

* Additional fee required for applied lessons.

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.

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 department
- Meet with music department 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 department. The applicant may view his/her status in MyInfo after the completion of the above steps.

A major in music education carries additional requirements as specified in the Teacher Education Handbook. For more information, consult the director of music education.

Students interested in combining music study with theatre, consult the Drama Department section of this catalog.

Students interested in combining music study with religious studies, consult the Religious Studies section of this catalog.

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. Furthermore, students must submit an annual self-evaluation of progress in the areas of practice, performance, repertoire and leadership within the music department. Students receiving fine arts scholarships must maintain a GPA of 3.0 in music courses, an overall GPA of 2.5 and participate in a major ensemble each semester.

EXPERIENTIAL EDUCATION/INTERNSHIP

Internships that provide the student with practical application of skills and knowledge can be arranged with the Compass and Career Services office to match the needs and interests of a student with the needs and activities of the cooperating business or organization.

RESEARCH REQUIREMENT

All music majors will complete the university research requirement by writing a research paper in MUSC 499 Capstone: Music.

SENIOR PERFORMANCE REQUIREMENTS

Requirements include a musical performance or a music project, and satisfactory completion of the senior test and MUSC 499 Capstone: Music.

COURSE DESCRIPTIONS

MUSC 100 RECITAL CLASS **0 hours**
Studio and departmental 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 101 THEORY REVIEW **1 hour**
Review of the elements of music: staff, clefs, key signatures, scales, intervals and chords, meter and rhythm, and musical forms. Keyboard applications. For potential music majors. Placement by examination.

MUSC 105 CHORUS **1 hour**
Reading and study of choral literature from all style periods. Rehearsal and preparation for public concerts and special events. This course is designated as a “hands-on” fine arts division course. Prerequisite: Audition.

MUSC 106 WIND ENSEMBLE **1 hour**
Reading and study of instrumental literature concentrating on 20th-century and American composers. Rehearsal and preparation for public concerts and special events. This course is designated as a “hands-on” fine arts division course. Prerequisite: Audition.

MUSC 111 CLASS VOICE **1 hour**
For instrumental music and music education majors, drama students and others who want to acquire basic vocal skills. Normally limited to two semesters. Additional fee.

MUSC 112 CLASS PIANO **1 hour**
Keyboard techniques for beginning pianists. For non-music majors. 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. For music majors only.

MUSC 119 CLASS GUITAR **1 hour**
Guitar techniques for beginning guitarists. Additional fee.

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. Introductory course 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, forms. This course is designated as a fine arts division course.

MUSC 126 MUSIC IN WORLD CULTURES **3 hours**
An introduction to several of the world's music traditions, including ways of listening to, understanding and appreciating music and examining its role in society. This course is designated as a fine arts division course and is an approved intercultural engagement course.

MUSC 131 APPLIED STUDIES: VOICE **1 hour**
Basic study of vocal technique through vocalises and song literature from different style periods. For first-year music or music education majors in their major performance area, for music and music education majors in a minor performance area or for the non-music major. Private instruction. Additional fee. Prerequisite: Audition.

MUSC 132 APPLIED STUDIES: KEYBOARD **1 hour**
Basic studies in piano or organ techniques and literature from different style periods. For first-year music or music education majors in their major performance area, for music and music education majors in a minor performance area or for the non-music major. Private instruction. Additional fee. Prerequisite: Audition.

MUSC 134 APPLIED STUDIES: STRINGS **1 hour**
Basic studies in string techniques and literature. For first-year music or music education majors in their major performance area, for music and music education majors in a minor performance area or for the non-music major. Private instruction. Additional fee. Prerequisite: Audition.

MUSC 135 APPLIED STUDIES: WOODWINDS **1 hour**
Basic studies in woodwind techniques and literature. For first-year music or music education majors in their major performance area, for music and music education majors in a minor performance area or for the non-music major. Private instruction. Additional fee. Prerequisite: Audition.

MUSC 136 APPLIED STUDIES: BRASS **1 hour**
Basic studies in brass techniques and literature. For first-year music or music education majors in their major performance area, for music and music education majors in a minor performance area or for the non-music major. Private instruction. Additional fee. Prerequisite: Audition.

MUSC 137 APPLIED STUDIES: PERCUSSION **1 hour**
Basic studies in percussion techniques and literature. For first-year music or music education majors in their major performance area, for music and music education majors in a minor performance area or for the non-music major. Private instruction. Additional fee. Prerequisite: Audition.

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. For the first semester, first-year music major with an emphasis in composition and music education majors, or for the non-music major with the permission of the instructor.

MUSC 139 APPLIED STUDIES: GUITAR **1 hour**
Basic studies in guitar techniques and literature. For first-year music or music education majors in their major performance area, for music and music education majors in a minor performance area or for the non-music major. Private instruction. Additional fee. Prerequisite: Audition.

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. For music majors.

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. For music majors.

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. For music majors.

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.

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 Music Theory I.

MUSC 171 HISTORY AND LITERATURE OF MUSIC I **3 hours**
An introductory survey of major composers and literature from all style periods of Western music and selected non-Western musical genres. For music majors and minors. Ordinarily taken during first semester of the first year.

MUSC 205 TOUR **1-2 hours**
Project requirements and credit to be determined by instructor and department chair.

MUSC 208 OPERA WORKSHOP **1 hour**
Analysis and performance of roles for the lyric stage. Prerequisite: MUSC 131 or audition.

MUSC 225 MUSIC IN THE UNITED STATES **3 hours**
A survey of folk, popular and classical music from the colonial period to contemporary times. This course is designated as a fine arts division course.

MUSC 227 THEATER MUSIC **3 hours**
A survey of theater music highlighting musicals and opera. Extensive use of videos and recordings with emphasis on listening. This course is designated as a fine arts division course. Open to all students.

MUSC 231 VOICE (Major) **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.

MUSC 232 KEYBOARD (Major) **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.

MUSC 234 STRINGS (Major) **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.

MUSC 235 WOODWINDS (Major) **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.

MUSC 236 BRASS (Major) **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.

MUSC 237 PERCUSSION (Major) **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.

MUSC 238 COMPOSITION (Major) **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 necessary for all composition and music education students. Prerequisite: MUSC 138 or instructor approval.

MUSC 239 GUITAR (Major) **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.

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. Additional fee.

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. Additional fee.

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. Additional fee.

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. Additional fee.

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 161/162. Co-requisite: MUSC 262.

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 **3 hours**
A survey of Western art music in the United States from colonial times to present, including music of Native American, African American, Hispanic American and other influential non-Western cultures. Prerequisite: MUSC 171 or consent.

MUSC 280 SPECIAL TOPICS **CV**
Concentrated courses or workshops in special areas of music. Offered as needed.

MUSC 290 INDEPENDENT STUDY **CV**
Independently pursued study or project under the direction of an instructor. Proposal and credits to be arranged in consultation with department chairperson.

MUSC 295 INTERNSHIP/CO-OP ED **CV**
Professional development. Arranged through Compass and Career Services office and music department. Prerequisites: Sophomore standing, minimum 2.0 average, faculty sponsor.

MUSC 305 CHORUS **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 critical leadership within the ensemble resulting from their previous experience in music courses, lessons and/or ensembles. Prerequisites: MUSC 105, MUSC 131 and/or consent.

MUSC 306 ADVANCED CHAMBER ENSEMBLE **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), and/or consent.

MUSC 307 ADVANCED VOCAL ENSEMBLE **1 hour**
Advanced reading and study of choral literature of varied styles. Rehearsal and preparation for public concerts and special events. Members are expected to demonstrate a high level of technical skill and artistic expression within the ensemble. Prerequisite: Audition. Co-requisite: MUSC 105 or MUSC 305.

MUSC 315 ART OF ACCOMPANYING **1 hour**
The development of technical and stylistic techniques for the accompanist. Repertoire includes solo vocal, solo instrumental and choral literature. Prerequisites: Sophomore standing and consent.

MUSC 331 VOICE (Major) **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: Departmental acceptance and MUSC 231.

MUSC 332 KEYBOARD (Major) **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: Departmental acceptance and MUSC 232.

MUSC 334 STRINGS (Major) **1-2 hours**
Development of advanced techniques necessary for the artistic performance of literature written for string instruments. Prerequisites: Departmental acceptance and MUSC 234.

MUSC 335 WOODWINDS (Major) **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: Departmental acceptance and MUSC 235.

MUSC 336 BRASS (Major) **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: Departmental acceptance and MUSC 236.

MUSC 337 PERCUSSION (Major) **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: Departmental acceptance and MUSC 237.

MUSC 338 COMPOSITION (Major) 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. Prerequisites: Departmental acceptance and MUSC 238.

MUSC 339 GUITAR (Major) 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: Departmental 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 2 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, 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.

MUSC 355 CONDUCTING I 2 hours
Principles and methods for teaching choral and instrumental groups. Selection and interpretation of music literature. Conducting techniques. Prerequisite: Junior standing or consent.

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.

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 361/362.

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 361/362.

MUSC 371 HISTORY AND LITERATURE OF MUSIC III **3 hours**
A survey of Western art music from antiquity through the early Baroque era. Prerequisites: MUSC 361/362, MUSC 271 or consent.

MUSC 395 INTERNSHIP/CO-OP ED **CV**
Professional development. Arranged through Compass and Career Services office and music department. Prerequisites: Junior standing, 2.5 GPA, faculty sponsor.

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.

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 **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 461/462, and MUSC 371 or consent.

MUSC 480 SPECIAL TOPICS **CV**
Concentrated courses or workshops in special areas of music. Offered as needed. Prerequisite: Junior standing or consent.

MUSC 490 INDEPENDENT STUDY **CV**
Independently pursued study or project under the direction of an instructor. Proposal and credits to be arranged in consultation with department chair. Prerequisite: Junior standing.

MUSC 499 CAPSTONE: MUSIC **3 hours**
This course provides a focal point for and closure to liberal arts education within the context of the major discipline. It 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. Both the curricular component of Compass outcomes and departmental outcomes are integral to course assessment. Prerequisites: MUSC 461/462 and MUSC 471, senior standing, music majors only, and completion of a minimum of 42 hours of the curricular component of Compass.

NURSING

The Clarke BSN 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 DC 2001, (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 men and women 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.

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 Theories, Issues and Roles of Professional Nursing

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 220 Statistics
- 6 credits in social sciences (sociology or psychology)
- All other Clarke University degree requirements

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.

- 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.

Application forms may be obtained from and an interview scheduled with the nursing and health department secretary 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 clinical portion of the nursing major. Some students may be eligible for advanced placement.

Registered nurses seeking a **Bachelor of Science in Nursing (B.S.N.) Degree** may receive advanced placement through the Iowa Articulation Plan. For specific information, see the RN to BSN Online Nursing Program description provided later in this section.

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 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 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.

COMPUTER LITERACY REQUIREMENT

The computer literacy requirement is met through integration of computer work in the nursing curriculum. For students with little or no prior experience in using computers, a computer course is recommended to support computer work in nursing.

RESEARCH REQUIREMENT

Nursing majors fulfill the research requirement by successful completion of NURS 322 Nursing Research.

SENIOR PERFORMANCE REQUIREMENT

Meeting all requirements of NURS 499 Professional Nursing and Nursing Issues and NURS 426 Nursing Synthesis, including successfully completing the clinical component, satisfactory achievement on the comprehensive examination (ATI), a written remediation plan approved by the department chair, and any other requirements of the course as stated in the syllabus, satisfies the senior performance requirement for nursing students.

RN TO BSN ONLINE PROGRAM

Clarke University offers registered nurses the opportunity to complete a Bachelor of Science in Nursing (B.S.N.) Degree and acquire knowledge and skills to enhance their careers in professional nursing.

Students may attend full or part time.

Consideration is given to previous education and experience. Clarke University is a validated participant in the Iowa Articulation Plan for Nursing Education: RN to Baccalaureate. Three placement options are offered. In all options, prior nursing education is validated and 31 semester hours for nursing are posted on the student's transcript. Required nursing and health courses are available in an online format. Courses are scheduled in such a way that an individual could complete all required nursing and health courses in two academic years.

REQUIREMENTS

Admission requirements include:

- Admission to Clarke University
- Current registered nurse licensure
- Current CPR certification
- Completed application
- Documentation of health requirements
- Cumulative GPA of 2.75 on prior university-level work
- Completion of at least 30 hours of university course work including anatomy and physiology I-II, microbiology, psychology and sociology
- Interview with faculty
- Complete background check and mandatory reporter training (information to be administered by the Nursing Department)

Progression requirements include:

- If not completed prior to matriculation, CHEM 107 or its equivalent must be completed by the end of the first year of study in order to progress in the RN-BSN program.
- Maintenance of an overall GPA of at least 2.75
- Achievement of at least a 2.00 (C) in each required nursing and health course
- Achievement of at least a 1.67 (C-) in each required support course
- Maintenance of active licensure as a registered nurse
- Maintain currency of all health documentation requirements.
- Maintenance of CPR certification
- Purchase of liability insurance through the university annually while enrolled
- Compliance with clinical experience and other guidelines as given in the Clarke University Nursing Student Handbook and course syllabi.

Degree requirements include:

- A minimum of 124 credit hours total
- A minimum of 30 credit hours from Clarke University
- A maximum of 95 credits may be transferred into Clarke University
- Completion of all requirements of the major
- Completion of all general education requirements (See Academic Program section.)

Nursing majors fulfill the research requirement by successful completion of NURS 322 Nursing Research. A statistics course with a minimum grade of C- is a prerequisite for NURS 322.

Senior Performance Requirement:

RN-BSN students complete the capstone requirement through completion of NURS 400: Capstone: Baccalaureate Seminar. Seminar discussions focus on contextual factors (social, technological, economic, environmental, and political) which impact nursing care and patient outcomes. A capstone paper focuses on the student's ability to integrate theory and practice within the context of program and university outcomes.

Students complete 26 hours of nursing and health courses in the major, including:

- NURS 322 Nursing Research
- HLTH 313 Pathophysiology
- NURS 400 Capstone: Baccalaureate Seminar
- NURS 416 Community Health Care*
- NURS 423 Theories, Issues and Roles in Professional Nursing
- NURS 427 Professional Nursing Leadership and Management*

- NURS 435 Care Across the Lifespan*
- NURS 437 Health Policy

* Includes a clinical component.

COURSE DESCRIPTIONS

NOTE: Courses marked with an asterisk (*) include a clinical component. Students provide their own transportation to clinical sites.

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, 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 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.

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.

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 220.

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 132, BIOL 211, BIOL 212, NURS 226, HLTH 222, HLTH 212, HLTH 313.

NURS 380-381 TOPICS IN NURSING **1-3 hours**
Provides for study of nursing care related to a particular client population, a particular client problem, or particular issues. Prerequisite: Consent.

NURS 400 CAPSTONE BACCALAUREATE SEMINAR **2 hours**
This capstone course provides a focal point for a liberal arts education within the context of the nursing major. As a departmental offering, this course focuses on specific emerging topics in nursing, such as genetics/genomics, ANA code of ethics, etc., and expands to include breadth of knowledge and synthesis. Interdisciplinary integration is emphasized. General education and nursing outcomes are integral to course assessment.

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 or acceptance to a RN:BS completion option. This is an approved intercultural engagement course.

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: Senior standing.

NURS 423 THEORIES, ISSUES AND ROLES IN PROFESSIONAL NURSING **3 hours**
Exploration to a variety of nursing issues, theories and applications of these approaches to nursing practice are discussed. Implications for practice, research, education and administration of nursing services and evolving roles are included in the discussion. Nursing department and general education outcomes are emphasized and assessed in this RN to BSN Capstone course. Prerequisite: Admission to RN:BS completion option.

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: Senior standing.

NURS 427 PROFESSIONAL NURSING LEADERSHIP AND MANAGEMENT* 4 hours
A professional nurse is expected to exercise management skills and demonstrate leadership ability. In this course, leadership theory and management concepts are studied, evaluated and applied in classroom and clinical settings. Prerequisite: Admission to RN:BS completion option.

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 435 CARE ACROSS THE LIFESPAN* 4 hours
The primary goal of this course is to expand healthcare knowledge related to caring for individuals across the lifespan. Students will be exposed to topics and information including pediatrics, maternal health, adult health of males and females, and vulnerable and geriatric populations. Didactic (online) education will be supported by 45 hours of clinical practice.

NURS 437 HEALTH POLICY 3 hours
The primary goal of this course is to expand knowledge related to the politics, legislation, and regulation related to health policy. Current issues, challenges, and controversies affecting professional nurses will be addressed. Special emphasis will be placed on how health policy affects rural, under-served, and vulnerable populations.

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 346.

NURS 499 PROFESSIONAL NURSING AND NURSING ISSUES 3 hours
This Capstone course provides a focal point for and closure to a liberal arts education within the context of the nursing major. As a departmental offering, this course focuses on specific topics in nursing and expands to include breadth of knowledge and synthesis. Interdisciplinary integration is emphasized. Curricular component of Compass outcomes and 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 major and 42 credit hours completed in the curricular component of Compass.

COURSE DESCRIPTIONS: HEALTH COURSES

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: It is strongly recommended that CHEM 107 and BIOL 132 be taken as pre- or co-requisites. Admission to the nursing major or consent.

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. This is an approved intercultural engagement course.

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 level in Nursing or approval from Nursing Department.

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.

For these reasons, within the liberal studies component at Clarke, philosophy is an area in itself and all students are required to take at least six hours in philosophy. 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.

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.

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 321 Medieval Philosophy
  - PHIL 322 Renaissance and Modern Philosophy
  - PHIL 323 Contemporary Philosophy
- 9 hours of philosophy electives
- PHIL 499 Philosophy Capstone

In addition to the above, students also complete a major portfolio over the course of their philosophical studies. This portfolio will demonstrate proficiencies in various fields of the discipline, progressive learning, participation in departmental activities, engagement in service work, compilation of a personal bibliography of philosophical works read, career preparation and submission of philosophical work for publication or presentation. Lastly, coursework in foreign language (French, German, Greek or Latin) and history are recommended for philosophy majors.

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 112 General Ethics OR PHIL 225 Applied Ethics
- 12 hours in philosophy electives.

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 110-111 Cornerstone I-II and PHIL 110 Fundamentals of Philosophy.

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 department for internship credit. Because of the transferable skills of philosophy, a wide range of options is possible based on a student's individual interests.

SENIOR PERFORMANCE REQUIREMENT

All majors take PHIL 499 Philosophy Capstone, ordinarily in their senior year.

COURSE DESCRIPTIONS

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. This course is designated as the core foundational philosophy course.

PHIL 200 OUR BVM AND CLARKE University HERITAGE **3 hours**
An exploration of the origins, history, philosophy and faith commitments of the religious congregation that founded Clarke University. The class is organized chronologically, beginning with the early days in Ireland and then proceeding to the voyage to America, initial settlement in Philadelphia, the move to Dubuque, the growth and expansion of the congregation to other areas of the country, and the BVMs today. A sub-focus of the class will be the origin, growth, nature and significance of Clarke University in BVM history. This course is designated as a humanities division course.

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. This course is designated as a foundational philosophy course.

PHIL 213 WESTERN POLITICAL THOUGHT **3 hours**
An historical survey of political philosophies from ancient times to the present. Prerequisite: PHIL 110.

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 environment, the family, animal issues and sports. Prerequisite: PHIL 110. This course is designated as a foundational philosophy course.

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. This course is designated as a foundational philosophy course.

PHIL 245 PHILOSOPHY OF PEACE AND WAR **3 hours**
A study of concepts, theories and issues broadly related to violence and nonviolence but with emphasis on alternatives to the use of violence. Specific topics include the just war theory, nuclear weapons proliferation, deterrence, human rights, Catholic social teaching, civilian-based defense and conflict resolution. Prerequisite: PHIL 110. This course is designated as a foundational philosophy course.

PHIL 250 ASIAN PHILOSOPHY **3 hours**
A survey of some major non-Western philosophical systems, including Chinese, Hindu and Buddhist contributions. Prerequisite: PHIL 110. This course is designated as a foundational philosophy course. This is an approved intercultural engagement course.

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. This course is designated as a humanities division course.

PHIL 270 PHILOSOPHY OF WOMAN **3 hours**
A detailed study of issues of importance to both sexes but with emphasis on the experiences, contributions and roles of women. Course content is related to the general concerns of paid labor, family, sexuality and marriage. Prerequisite: PHIL 110. This course is designated as a foundational philosophy course. This is an approved intercultural engagement course.

PHIL 280 TOPICS IN PHILOSOPHY **CV 1-3 hours**
A study of a particular approach to philosophy, or a particular philosopher's thought, or a particular philosophical problem or area. Prerequisite: PHIL 110.

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. Each of the sections of the exam will be examined and analyzed in detail, and students will be given test-taking strategies specific to each section. In addition, students will be introduced to the writing sample section of the exam and offered strategies for improving their writing skills for crafting these particular sorts of essays. Students will be assessed based on their participation in the course, preparation of test sections to be discussed in class, and on improvement in performance on the exam from the beginning of the class (based on a diagnostic sample test) to the end of class (when students will have an opportunity to take a previous exam under simulated test conditions). This course does not satisfy credit for any curricular component of Compass requirement but does satisfy credit toward graduation and as elective credit within the philosophy major or minor.

PHIL 296 PHILOSOPHY OF ART **3 hours**
An analysis of philosophical ideas and theories as they relate to a variety of art forms. A study of the nature of the art object, the artist and the aesthetic experience. Prerequisite: PHIL 110.

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: PHIL 110.

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: PHIL 110.

PHIL 321 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: PHIL 110.

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: PHIL 110.

PHIL 323 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: PHIL 110.

PHIL 351 EXISTENTIALISM **3 hours**
A study of the basic themes and sources of existentialism as well as the texts of prominent 19th and 20th century existentialists. Prerequisite: PHIL 110.

PHIL 395 INTERNSHIP/EXPERIENTIAL EDUCATION **1-3 hours**
Academic credit for professionally related work experience. A maximum of six semester hours may be applied toward the major or three toward the minor. Prerequisite: Junior or senior standing and faculty sponsor.

PHIL 480 ADVANCED TOPICS IN PHILOSOPHY **1-3 hours**
A study of a particular approach to philosophy, or a particular philosopher's thought, or a particular philosophical problem or area. The advanced topics listing is intended primarily for majors and minors in philosophy. Prerequisite: Majors, minors or consent.

PHIL 490 INDEPENDENT STUDY **CV**
An independent philosophical investigation of any approved topic under the guidance of an instructor. Prerequisite: 12 hours of philosophy, including PHIL 110.

PHIL 499 PHILOSOPHY CAPSTONE **3 hours**
This course provides a focal point for and closure to a liberal arts education within the context of the discipline of philosophy and completion of the departmental portfolio. As a departmental 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. Interdisciplinary integration of knowledge and research are incorporated. Curricular component of Compass outcomes and major outcomes are integral to course assessment. Prerequisite: Generally, a student must have achieved senior standing as a philosophy major and completed 42 credit hours in the curricular component of Compass before taking the Capstone course.

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. To assist students interested in the law, PHIL 300 Critical Thinking is periodically offered for academic credit.

Clarke University has a memorandum of understanding with the University of Iowa and with Drake 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 the University of Iowa's School of Law or Drake University's Law School 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 department.

PRE-PHYSICAL THERAPY

UNDERGRADUATE DEGREE OPTIONS

Students interested in the pre-physical therapy program can choose from a variety of undergraduate majors. It is essential for the student to work closely with his/her advisor to plan a program of study that meets the major, the curricular component of Compass, and prerequisite requirements to qualify for the DPT program. Most undergraduate students who qualify will start the DPT program their senior year at Clarke University, and finish their undergraduate degree at the end of the first year of the DPT program.

ADMISSION REQUIREMENTS

See Doctor of Physical Therapy pages in the graduate section of this catalog for information on requirements for admission to the program.

THE DPT PROGRAM

See Doctor of Physical Therapy pages in the graduate section of this catalog for information on requirements for admission to the program, including undergraduate requirements.

COURSE DESCRIPTIONS

The following undergraduate physical therapy courses are taken prior to admission in the professional phase of the program. A complete listing of physical therapy courses, including those taken in the DPT program, can be found in the physical therapy section in the graduate portion of this catalog.

PT 101 INTRODUCTION TO PHYSICAL THERAPY **2 hours**
Through presentations, field visits and discussion, the student is provided with an overview of the physical therapy profession. The course is designed for those considering physical therapy as a career option. Prerequisite: Admission to the pre-professional phase of the physical therapy program.

PRE-PROFESSIONAL HEALTH SCIENCE PROGRAMS

Clarke offers students the opportunity to prepare for entrance into professional programs in the area of health science while completing their undergraduate degree. Many health science programs require a baccalaureate degree as a prerequisite for entrance into the professional program. Although application for admission into professional programs must be sought independently by the student, Clarke pre-professional health science advisors will act as advisors to students who wish to fulfill prerequisites for admission into specific programs. These advisors will also assist students in seeking admission to the following programs. Students planning to enter any of the following programs must notify the undergraduate studies dean so that a pre-professional health advisor and academic program may be assigned to them.

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 prescribe 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.

Clarke students in the Pre-Professional Health Program are expected to 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.

VETERINARY MEDICINE

A solid foundation in the sciences is basic to the veterinary program. Veterinary medicine colleges strongly encourage students to complete a baccalaureate degree before enrolling, although entrance may be possible after 60 semester credits.

The specific requirements for admission to the professional program vary, but all require a minimum of biology (8-12 credits), chemistry (12-16 credits) and physics (8 credits). Other commonly required courses are English composition, humanities and social sciences and mathematics. As a liberal arts college with strong majors in biochemistry and biology, Clarke offers the opportunity to excel in all of these disciplines. Students are advised to consult the university of their choice to determine specific requirements.

Most successful applicants have a GPA of 3.0 or higher. An additional requirement for admission often is the successful completion of a standardized examination such as the MCAT , VMAT or the GRE. The Veterinary Medical College Application Service (VMCAS) is a centralized distribution, collecting and processing service for applying to most colleges of veterinary medicine. Clarke advisors will assist students in completing the application.

PHARMACY

A degree in pharmacy requires a six-year program culminating with the doctor of pharmacy degree. Students interested in pharmacy can complete two years of pre-pharmacy liberal arts and science courses at Clarke before transferring to a university college of pharmacy where the remaining four-year professional program is completed. Pre-professional course work should include general and organic chemistry, biology, calculus and physics. Many schools require economics in addition to other courses.

Students should request a catalog from the college of pharmacy they expect to attend and, with their advisor, plan the pre-pharmacy program accordingly. In addition to the required science courses, students must plan to meet the general education requirements of the school to which they will transfer.

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 a Clarke advisor in planning an appropriate program.

PODIATRIC MEDICINE

Podiatric Medicine, a four-year graduate program, is an area in which the demand for practitioners far exceeds the predicted supply. A broad general education such as that provided at Clarke University is an important component of the program's prerequisites. Although students may apply to some schools after three years of undergraduate study, the baccalaureate degree is strongly encouraged. In the event that admittance to the podiatry program is obtained after three years at Clarke, the professional program may be used as the final year of the baccalaureate studies for a Clarke degree.

Admission requirements minimally include biological sciences, general and organic chemistry and physics. Students should be acquainted with specific entrance requirements for the program in which they expect to participate and consult an advisor in planning an appropriate program at Clarke. The minimum overall GPA of 2.5 is required; however, this may vary with the professional college. Candidates are required to take the Medical College Admission Test (MCAT) as part of their application process.

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.

PSYCHOLOGY

MISSION

The mission of Clarke University's Psychology Department 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 Department faculty builds with them as a model for the qualities of respect, caring, and social justice essential to success in their future careers.

OUTCOMES

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.

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 psychology core courses:

- PSYC 111 Introductory Psychology
- PSYC 121 Child & Adolescent Development (or) PSYC 122 Adult Development
- PSYC 221 Abnormal Psychology
- PSYC 224 Social Psychology
- PSYC 320 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 231 Behavior Modification
- PSYC 240 Positive Psychology
- PSYC 261 Psychology of Sex and Gender
- PSYC 265 Psychology of Women
- PSYC 281 Motivation & Emotion
- PSYC 310 Psychology of Close Relationships
- PSYC 330 Theories of Counseling & Psychotherapy
- PSYC 345 Sensation & Perception
- PSYC 381 Personality
- PSYC 385 Physiological Psychology
- PSYC 471 Cognitive Psychology

3 hours of the following support course:

- MATH 220 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 225 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 (including MATH 220 Statistics) with a grade of C- or better.

TEACHING ENDORSEMENT

Please see the Education Department for further information on the teaching endorsement.

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 220 Statistics is required as a psychology major support course.

MINOR REQUIREMENTS FOR ATHLETIC TRAINING STUDENTS

Please see the Athletic Training Department for further information on the minor requirements.

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 department reserves the right to decide on the acceptability of psychology courses offered by other campuses to fulfill major requirements.*

Students who have taken a lifespan course, such as lifespan development or human development, may substitute the course for one of the developmental courses listed under Psychology Major Requirements. Approval for course substitution is granted by the department chair.

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 220 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 department. 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.

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 Compass and 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.

RESEARCH REQUIREMENT

Psychology majors are required to take two courses in which the primary focus is the implementation and written explanation of scientific research in psychology. Those courses are: PSYC 320 Social Science Research Methods and PSYC 499 Capstone: Psychology Research.

SENIOR PERFORMANCE REQUIREMENT

Students are required to complete PSYC 499 Capstone: Psychology Research. This is an integrative project that is implemented, carried out and written according to American Psychological Association (APA) style.

COURSE DESCRIPTIONS

PSYC 111 INTRODUCTORY PSYCHOLOGY **3 hours**
In this course, the breadth of psychology is scientifically examined. The history of psychology is explored through 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**
This course focuses on research and theories pertaining to human physical, cognitive, and socio-emotional development from conception through adolescence. Course topics include parenting strategies, attachment, language development, gender socialization, media influence, and bullying.

PSYC 122 ADULT DEVELOPMENT **3 hours**
This course discusses research and theories pertaining to the physical, cognitive and socioemotional development from early adulthood through the end of life. Course topics include career, family, aging, retirement and death.

PSYC 221 ABNORMAL PSYCHOLOGY **3 hours**
This course examines 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 224 SOCIAL PSYCHOLOGY **3 hours**
The discipline of social psychology explores the effects of others on our thoughts, feelings, and behaviors. Course topics include conformity, persuasion, social cognition, aggression, prejudice, and close relationships. Prerequisite: PSYC 111.

PSYC 231 BEHAVIOR MODIFICATION **3 hours**
In this practical and process oriented course, the elementary principles of behavior modification are explored. In addition to theory, students practice applying learning theory for self-improvement. With the topics of reinforcement, punishment, extinction, stimulus control, generalization and cognitive behavioral techniques, lifelong self-care skill building is facilitated. Prerequisite: PSYC 111.

PSYC 240 POSITVE PSYCHOLOGY **3 hours**
The scientific study of aspects of life that make people feel fulfilled. In an experientially designed course, students will learn and apply topics such as positive thinking, values to enhance emotions, physical self-care and relationship enhancement as they impact happiness. This course is intended to facilitate personal growth by way of self-care to prevent or mitigate the impact of compassion fatigue in helping professions. Prerequisite: PSYC 111.

PSYC 261 PSYCHOLOGY OF SEX AND GENDER **3 hours**
This course provides an introduction to the biological, psychosocial, behavioral and cultural aspects of sexuality and gender. Topics include the biological basis of sexuality, sexual behavior, exploring personal values, complexities of gender, cultural perspectives on sexuality, sexually transmitted diseases, sexual disorders, sexual aggression/violence, pornography and related issues. Prerequisites: PSYC 111, PSYC 121, or PSYC 122.

PSYC 265 PSYCHOLOGY OF WOMEN **3 hours**
The psychology of women addresses a multitude of unique characteristics and hardships faced by women in the United States and around the world. Topics for discussion include stereotypes and biases, violence against women, sexuality, motherhood, work outcomes, and psychological disorders. This is an approved intercultural engagement course. Prerequisite: PSYC 111, PSYC 121 or PSYC 122.

PSYC 280 TOPICS IN PSYCHOLOGY **3 hours**
Study of a particular current topic of importance in psychology. Topics will vary according to the needs of the students and the interests of the faculty. Prerequisites: Acceptance to psychology major or consent.

PSYC 281 MOTIVATION & EMOTION **3 hours**
This course examines the many factors that arouse, maintain and direct human behavior such as hunger, sex, addiction, sleep, aggression, happiness, and creativity. Prerequisite: PSYC 111.

PSYC 310 PSYCHOLOGY OF CLOSE RELATIONSHIPS **3 hours**
The psychology of close relationships is a burgeoning field that explores the many facets of relationship development and the factors that influence whether a relationship succeeds or fails. Empirical research on numerous aspects of close relationships, including such topics as attraction, friendship, love, marriage, conflict, divorce, and bereavement will be discussed. This course focuses on the application of content to past and current close relationships with a goal of enhancing current and future close relationships. Prerequisite: PSYC 111, PSYC 121 or PSYC 122.

PSYC 320 SOCIAL SCIENCE RESEARCH METHODS **3 hours**
In this course students examine survey and experimental designs used in psychological research. Topics include research ethics, measurement methods, sampling and generalizability, reliability, validity and statistics. Students are expected to use this course as preparation for developing their own research studies, which will occur in PSYC 499 Capstone: Psychology Research. Prerequisite: Psychology major or consent.

PSYC 330 THEORIES OF COUNSELING AND PSYCHOTHERAPY **3 hours**
In this course students examine the major psychological approaches to helping people with life problems. Students explore how people change and grow via various theoretical orientations and corresponding techniques. Prerequisites: PSYC 111, PSYC 121, or PSYC 122.

PSYC 345 SENSATION AND PERCEPTION **3 hours**
Sensation and perception is how the human body turns different physical stimuli into neural impulses (sensation), and how the brain receives and interprets these impulses (perception). This course will discuss these processes in a number of modalities, including the visual, auditory, gustatory, olfactory, tactile systems, and how sensory and perceptual processes shape our experience of "reality." Psychological principles and theories will be discussed as well as the roles of evolution, development, society, prior knowledge, and inference in our perceptual judgments and our conscious experiences. There is a lab associated with this course in which students will have the opportunity to have hands-on experience with these concepts. Prerequisites: PSYC 111 and MATH 220.

PSYC 381 PERSONALITY **3 hours**
This course places an emphasis on comparing and contrasting various paradigms such as psychoanalysis, sociocultural, trait, and existential humanistic. In its breadth, personality theory also encompasses the history of psychology. Prerequisite: PSYC 111.

PSYC 385 PHYSIOLOGICAL PSYCHOLOGY **3 hours**
This course focuses on the biological underpinnings of human behavior. Neuroanatomy, physiology, and psychopharmacology serve as a foundation for learning about topics such as sensory and motor systems, homeostatic regulation, learning, memory, cognition, and neurological and psychological disorders. Prerequisite: PSYC 111, 121, or 122.

PSYC 395 PSYCHOLOGY INTERNSHIP **CV**
Individual internships on campus and off campus provide valuable supervised practical experience. No more than three credit hours may be applied to the major without approval of department chair. Prerequisites: Acceptance as a psychology major or consent.

PSYC 471 COGNITIVE PSYCHOLOGY **3 hours**

The thinking involved in such activities as language, problem-solving, and memory are investigated. Topics include attention, memory strategies, and perception and language. Prerequisite: PSYC 111.

PSYC 490 INDEPENDENT STUDY **CV**

Individual study in the field of psychology supervised by a psychology faculty member. No more than three credit hours may be applied to the major without approval of the department chair. Prerequisite: Acceptance as a psychology major with a minimum GPA of 2.5 in major courses and/or consent.

PSYC 499 CAPSTONE: PSYCHOLOGY RESEARCH **3 hours**

This course provides a focal point for and closure to the psychology major within the context of a liberal arts education. As a departmental offering, this course focuses on individual empirical research on a topic chosen by the student and expands to include breadth and integration of knowledge and synthesis. Approved research plans are supervised by a psychology faculty member and include statistically analyzed results that are reported in a professionally written research paper. Psychology major and the curricular component of Compass outcomes are integral to course assessment. Prerequisites: Generally, a student must have achieved junior/senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course; PSYC 320, and acceptance as a psychology major or consent.

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.

A Distinctive Vision

With its global experience and faculty commitment to mission and evangelization, this Clarke University program is distinctive from other religious studies programs in the country. Spirituality shapes our mission and identity as each student is invited to deepen their spiritual values and understanding of vocation. As the only BVM University in this country, Religious Studies at Clarke University highlights a 180 year history of Catholic women religious and their associates witnessing to their faith as rooted in BVM core values. Nestled in the upper Mississippi valley with its agricultural, industrial and technological richness, Religious Studies at Clarke University serves the Church and attends to marginalized and vulnerable populations, from the local community to the wider world. Raising social consciousness, reflecting on the Catholic social tradition, and acting for justice is integral to student experience in our department, but it is also true of the Clarke University experience. Whether studying solely in the Religious Studies major or in combination with another major discipline, a Clarke University Religious Studies degree gives students new perspectives that translate into job advantage, graduate school, enrichment, and preparation for living thoughtfully and courageously in the 21st century!

OUTCOMES

Majors in religious studies will be proficient in 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.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Religious Studies**, a student completes 30 hours of religious studies course work at the following levels.

200 level courses – Majors will select up to three courses from any 200-level religious studies course in the catalog, excluding humanities courses (i.e., RELS 202 or RELS 211)

300 level courses – Majors are required to take the following 300 level courses:

- RELS 387 – Guided Research
- RELS 395 – Practicum in Catechetical, Liturgical, Pastoral, or Youth Ministries

In addition to the above two required 300 level courses, majors must complete at least two 300 level courses that intensify any 200 -level foundational religious studies course. Prerequisite: Nine hours in religious studies.

> A 300 level course intensifies a major'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, excluding humanities level courses (i.e., RELS 202 or RELS 211).

400 level courses – Majors are required to take the following:

- RELS 402 Christian Experience of God
- RELS 404 History of Catholic-Christian Thought
- RELS 499 Senior Capstone

MINOR REQUIREMENTS

For a Minor in Religious Studies, a student completes 21 hours of religious studies courses, including:

- 6 hours of foundation course credit.
- 6 hours from any 300 or 400 level courses.
- 9 hours of religious studies electives including humanities courses.

These are arranged in dialogue with the religious studies department chair.

APPLICATION TO MAJOR

Ordinarily, application to a major may be made after a student has earned 30 or more semester hours of academic work and has successfully completed foundation course credits (6 hours).

MINISTRY TRACKS (FOR RELIGIOUS STUDIES MAJORS OR MINORS)

Students majoring or minoring in Religious Studies may focus their studies in pursuit of a particular career path in any of the following areas:

- Youth ministry
- Music ministry
- Health care ministry
- Social work & faith-based service

Working with advisors in Religious Studies and another department (Psychology, Music, Nursing, or Social Work) and taking a selection of courses in both disciplines, students craft individualized learning plans to meet the specialization and to fulfill partial requirements for national Catholic lay ministry certification. See the Religious Studies department website for suggested curriculum options for each Ministry Track.

SPIRITUALITY AND LEADERSHIP TRACK (FOR THOSE NOT MAJORING OR MINORING IN RELIGIOUS STUDIES)

Students desiring to deepen their faith or explore the religious dimensions of their future professions may pursue the Spirituality and Leadership Track. Students work with a mentor to integrate Religious Studies coursework into another academic major or professional program around questions of faith, spirituality, and vocation. This 15 credit track is recognized on a student's university transcript and includes:

- 6 hours of foundational Religious Studies courses
- 3 hours of 200 level Religious Studies electives
- 6 hours from any 300 level or 400 level Religious Studies courses, including the humanities courses
- Faith & Leadership Activity – With the guidance of a mentor, students lead or participate in an activity that demonstrates an integration of spirituality and the Clarke University mission. This may happen in an academic course, a student life activity, an extracurricular event, a faith community, or off-site with a learning contract.

Application Process

1. Set up an appointment with the Chair of the Religious Studies department to learn more about the tracks and discuss your professional career interests.

2. Fill out a single-page application for the appropriate track.

PROFESSIONAL DEVELOPMENT EXPERIENCES

In addition to academic work, majors prepare for jobs in the field or for graduate school in the following ways:

- Character and Vocation Indicator

  Once a student declares the major or 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

  Majors are required to construct a portfolio no later than the first 300 level intensification course. 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 in religious studies.

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 major or 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 six hours toward a major and three hours of credit toward a minor in religious studies through the Prior Learning Assessment program. For details, contact the department chair and see Prior Learning Assessment section of this catalog.

COMPUTER LITERACY AND RESEARCH REQUIREMENTS

Religious studies majors are required to be technologically proficient in areas that aid them either in ministry or in graduate school work. Students are required to use databases and manage bibliographies for research. Students demonstrate competency with other e-learning content and skills as part of the portfolio-building process in their 300-400 level courses.

SENIOR CAPSTONE

Religious Studies majors are required to fulfill and pass all academic and professional components related to the RELS 499 Senior Capstone course.

COURSE DESCRIPTIONS

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. This course is designated as the core foundational religious studies course.

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 majors, minors, and spirituality track students 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 200: RELS 100. RELS 200 is designated as a foundational religious studies course.

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 majors, minors and spirituality track students has additional requirements in an area of theological study and requires the prior completion of at least 6 hours of religious studies credit. RELS 202 is designated as a humanities course. This is an approved intercultural engagement course.

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 majors, minors, and spirituality track students 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. RELS 204 is designated as a foundational religious studies course.

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 majors, minors, and spirituality track students 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. RELS 205 is designated as a foundational religious studies course.

RELS 206-306 INTRODUCTION TO THE OLD TESTAMENT 3 hours
The course is an exploration of the Old Testament in light of biblical scholarship. It introduces the resources of biblical interpretation to survey the history, theology, and literature of the Old Testament. It surveys major figures and texts, and addresses the broad themes of Old Testament theology with sensitivity to Christian theology of revelation. A 300-level course intensification for majors, minors, and spirituality track students 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 206: RELS 100. RELS 206 is designated as a foundational religious studies course.

RELS 208-308 SACRAMENTAL EXPERIENCE 3 hours
An exploration of the sacraments of the Catholic faith in the context of Christianity's central message of human transformation in the Spirit. The course considers the nature of Christian hope and the place of God in human experience while surveying the history and role of the sacraments in the larger life and mission of the church. Course topics provide a point of reference for students' investigation of their own spiritual development. A 300-level course intensification for majors, minors, and spirituality track students 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 208: RELS 100. RELS 208 is designated as a foundational religious studies course.

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 majors, minors and spirituality track students 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; Recommended for RELS 211 and RELS 311: PHIL 110 (or equivalent). RELS 211 and RELS 311 are designated as humanities courses.

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 majors, minors and spirituality track students 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. RELS 216 is designated as a foundational religious studies course.

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 majors, minors, and spirituality track students 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. This course is designated as a foundational religious studies general education course.

RELS 218-318 ETHICS FOR CHRISTIAN LIVING **3 hours**

Examination of the relationship between Christian faith and ethics. In personal, professional, and social spheres of life, Christians face a continual stream of moral questions and problems that make living complex. In discovering and responding to one's Christian vocation a person begins to recognize that moral choices and actions not only shape the individual and his or her relationship with God, but also affect a wide range of other persons in society. Through methodological inquiry students examine how character, choices, and community provide a structural framework for engaging Christian ethics in relation to issues facing Christian believers living in the 21st century. A 300-level course intensification for majors, minors, and spirituality track students 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. RELS 218 is designated as a foundational religious studies course.

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 majors, minors, and spirituality track students 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. RELS 219 is designated as a foundational religious studies course.

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 majors, minors, and spirituality track students 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 222: RELS 100. RELS 222 is designated as a foundational religious studies course. RELS 222 and RELS 322 are approved intercultural engagement courses.

RELS 280 TOPICS IN RELIGIOUS STUDIES **CV**
Study of a topic of current interest in the area of scripture, theology or spirituality. Prerequisite: RELS 100.

RELS 380 TOPICS IN RELIGIOUS STUDIES **CV**
Study of a topic of current interest in the area of scripture, theology or spirituality. Prerequisite: Six hours in religious studies, including RELS 100.

RELS 387 GUIDED RESEARCH **3 hours**
An independent and in-depth investigation of a particular topic of interest. Prerequisites: Major status and nine hours in religious studies including RELS 100.

RELS 395 PRACTICUM 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 department faculty member. Prerequisites: Major status and 15 hours in religious studies.

RELS 402 THE TRINITARIAN MYSTERY **3 hours**
A study of the Christian understanding of God as pure self-gift / agape. Beginning with the New Testament, the course examines the revelation of God in Jesus and traces the development of the early church's christological and trinitarian insights through the councils of the first five centuries. Later historical developments and contemporary theology are then investigated to assist students to grasp how Christian understanding has developed over time and in different cultures. Examination of the Christian view of God is set in relation to the Christian view of the human person and salvation. Readings include selections from classic primary theological texts, church documents, and key spiritual writings. Prerequisite: Nine hours in religious studies. One 300 level course is recommended for majors.

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. One 300 level course is recommended for majors.

RELS 487 GUIDED RESEARCH **CV**

An independent and in-depth investigation of a particular topic of interest. Prerequisites: Major status and nine hours in religious studies including RELS 100.

RELS 499 SENIOR CAPSTONE **CV**

This course provides a focal point for and closure to a liberal arts education within the context of the major discipline. 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 research is emphasized. Curricular component of Compass outcomes and major outcomes are integral to course assessment. Prerequisite: Generally, a student must have achieved junior standing and completed 42 credit hours in the curricular component of Compass and 24 credit hours in religious studies completed including RELS 387 or RELS 487.

SCHOLARS PROGRAM

MISSION

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.

GOALS

Students 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.

OUTCOMES

As a result of participation in the Scholars Program, students will be able to:

1. Think critically and creatively
2. Communicate effectively in oral and written form
3. Demonstrate effective collaboration skills
4. Demonstrate active engagement with the larger academic community

REQUIREMENTS

The Scholars Program is a point-based system, and students choose one of two tiers to pursue. In order to successfully complete Tier 1, students must earn at least 170 points. At least 95 of those points must be curricular, must meet the thinking and communication outcomes and must earn a passing grade in CUSP 301 Scholars Seminar course. In addition, at least 40 of those points must meet the engagement outcome. Given the importance of community within the program's mission, students are also required to remain active in the program (attend meetings, social events, etc.) from the time they are accepted into the program until the time they graduate from the program.

To assist Scholars Program students with the scheduling of Scholars classes, all Scholars Program students will be advised by the program director and will be allowed to register during the time period allotted to juniors and seniors. Students cannot take Scholars classes S/U.

In addition, the Scholars Program director monitors student progress each semester. Students must have a minimum overall GPA of 3.3 at graduation in order to graduate from the program. Successful completion of the program is recognized at the annual Honors Banquet, at Commencement, and is noted on a student's final transcript.

ADMISSION PROCESS

Applicants must have earned at least 15 college credit hours. In addition, applicants to the Scholars Program typically will have achieved a cumulative GPA of 3.25 or better for their college courses.

Applications to the Scholars Program are accepted each fall and spring semester. New applicants are interviewed as part of the application process.

COURSE DESCRIPTION

CUSP 301 SCHOLARS SEMINAR **3 hours**

This seminar, offered each spring to advanced students in the Scholars Program, will focus on a different topic each time that it is offered. The Scholars Program outcomes are integral to course assessment.

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

We, the members of the Social Work Department of Clarke University, founded in the Spirit of the Sisters of the Blessed Virgin Mary, promote intellectual growth through an academically rigorous education grounded in the liberal arts. We ensure readiness as competent, empathic, ethical, value based generalist practitioners through professional mentoring relationships. We impart the values of service, social justice, and social responsibility through the provision of developmentally meaningful activities within the local and global community.

GOALS

1. Prepare competent, ethical, empathic, value-based generalist social workers, grounded in a strong liberal arts foundation.

2. Engage students in a process of connecting Social Work Theory to generalist practice by engaging in meaningful community activities appropriate to their level of education.

3. Foster learning through mentoring relationships.

4. Encourage service, social justice and social responsibility at the local and global level.

OUTCOMES

The Outcomes for social work students are based on the 10 core competencies provided by the Council on Social Work Education.

1. Identify as a professional social worker and conduct oneself accordingly.

2. Apply social work ethical principles to guide professional practice.

3. Apply critical thinking to inform and communicate (writing and speaking) professional judgments.

4. Engage diversity and difference in practice.

5. Advance human rights and social and economic justice.

6. Engage in research-informed practice and practice-informed research.

7. Apply knowledge of human behavior and the social environment.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

9. Respond to contexts that shape practice.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

MAJOR REQUIREMENTS

For a **Bachelor of Social Work Degree**, an overall 2.33 (C+) cumulative GPA is required in major 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 35 semester hours, including:

- Major courses:
  - SW 101 Introduction to Social Welfare and Social Work
  - SW 225 Issues in Social Work Practice
  - SW 231 Human Behavior in the Social Environment
  - SW 360 Practice I: Social Work with Individuals
  - SW 375 Practice II: Social Work with Groups and Families
  - SW 381 Advanced Issues in Social Work Practice
  - SW 385 Practice III: Community Organization
  - SW 400 Social Work Research
  - SW 481 Social Policy: Form and Analysis
  - SW 497 and SW 498 Social Work Field Capstone OR
  - SW 499 Social Work Field Capstone
- Required supporting courses:
  - SOC 101 Introduction to Sociology
  - BIOL 102 Biology of the Human Body or BIOL 211 Human Anatomy and Physiology I
  - PSYC 111 Introductory Psychology
  - SOC 202 Race and Ethnicity
  - MATH 220 Statistics
  - PSYC 221 Abnormal Psychology

APPLICATION TO MAJOR

To apply for a major in social work, the student completes SW 101 Introduction to Social Welfare and Social Work with a C+ or better, submits formal application, letters of recommendation and completes a departmental interview. Students complete the application process while enrolled in SW 231 Human Behavior in the Social Environment.

CAPSTONE REQUIREMENT

Field Practicum

As the Capstone of their education, senior social work students complete 440 clock hours of actual social work practice in a social service agency.

Students complete field instruction over two semesters, registering the first semester for SW 497 Field Instruction (4 hours) and the second SW 498 Field Instruction (4 hours). Transfer students may need to complete a block placement of 8 credit hours during the summer of SW 499 Field Instruction.

The following are some of the agencies providing field instruction experience for social work students:

- Boys and Girls Club
- City of Dubuque Housing Department
- Community Foundation of Greater Dubuque
- Finley Hospital/Unity Point
- Four Oaks
- Hillcrest Family Services
- Hills and Dales
- Juvenile Court Services
- Luther Manor
- Mentor Dubuque
- Multicultural Family Center
- Opening Doors (Maria House and Teresa Shelter)
- Operation New View
- Project Concern
- Riverview Center
- St. Mark Youth Enrichment

COURSE DESCRIPTIONS

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 231 HUMAN BEHAVIOR IN 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. Prerequisites: SW 101.

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, Death and Dying, Social Work in Health, and Social Work with the Older Adult. Prerequisites: SW 101.

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. Prerequisites: SW 231.

SW 375 SOCIAL WORK 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.

SW 381 ADVANCED ISSUES IN SOCIAL WORK PRACTICE 3 hours
An in-depth 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, interest of students, and expertise of the faculty. Some examples of advanced issues include: Rural Social Work, Global Issues in Social Work, Mental Health Policy, Social Work Practice with the Older Adult. Prerequisites: SW 360

SW 385 SOCIAL WORK PRACTICE III: COMMUNITY 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.

SW 397 INDEPENDENT STUDY/INDEPENDENT PROJECTS CV **3 hours**
Proposal and credits to be arranged with the social work department chair. This course is offered each semester.

SW 400 SOCIAL WORK RESEARCH **3 hours**
Students are introduced to the basic steps of the traditional scientific research process. A group research project is carried out following the approval of the Institutional Review Board. The initial results are analyzed and presented to the class. Students are also exposed to alternative research methods, such as program evaluation and direct practice evaluation.

SW 481 SOCIAL POLICY: FORM AND ANALYSIS **3 hours**
Introduction to the basic issues relative to social policy development as a process policy analysis; role of the social worker in policy-making; special emphasis on current policy issues relevant to social work. Prerequisites SW 360.

SW 497 SOCIAL WORK FIELD CAPSTONE **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 15 hours per week or 220 clock hours during one semester in placement Some placements will require students to provide their own transportation. A weekly two-hour seminar is required of all students in field instruction. Application for field instruction must be made in the semester preceding the semester in which the course is to be taken. Prerequisite: SW 385. Majors only.

SW 498 SOCIAL WORK FIELD CAPSTONE **4 hours**
Individually planned and supervised experiences in public or voluntary socialservice agency that will enable students to integrate social work knowledge with practical experience. The student spends approximately 15 hours per week or 220 clock hours during one semester in placement. Some placements will require students to provide their own transportation. A weekly two-hour seminar is required of all students in field instruction. Application for field instruction must be made in the semester preceding the semester in which the course is to be taken. Prerequisite: SW 385. Majors only.

SW 499 SOCIAL WORK FIELD CAPSTONE **8 hours**
Individually planned and supervised experience in a public or voluntary social service agency that will enable students to integrate social work knowledge with practice experience. The student spends approximately 32 hours per week, or 440 clock hours during the summer in an agency placement. Some placements will require students to provide their own transportation. A weekly two-hour seminar is required of all students in field instruction. Application for field instruction must be made in the semester preceding the semester in which the course is to be taken. Prerequisite: SW 385. Majors only.

SOCIOLOGY

SOCIOLOGY MINOR

The task of sociology is to accurately describe and explain social interactions or behaviors. Sociologists also work to understand the meaning of social interactions or behaviors. Studying sociology provides students with the knowledge and skills necessary to appreciate the complexities of social life and develop an awareness of the connections among themselves, their communities, society at large, and the global environment.

OUTCOMES

The sociology minor should study, review, and demonstrate understanding of the following:

1. The discipline of sociology and its role in contributing to our understanding of social reality.
2. To think critically.
3. To develop values pertaining to the sociological perspective and social inequality.
4. The role of theory in sociology.
5. The role of evidence and qualitative and quantitative methods in sociology.
6. How culture and social structure operate.
7. The internal diversity of American society and its place in the international context.

MINOR REQUIREMENTS

Students seeking a **Minor in Sociology** must complete 21 credit hours.

- Required Courses:
  - SOC 101 Introduction to Sociology
  - SOC 201 Social Issues
  - SOC 202 Race and Ethnicity
  - SOC 301 Social Research
  - SOC 302 Social Theory
- Electives:
  - Students seeking a minor need to take two elective courses. One of these elective courses must be a 300-level course.
- Total credit hours: 21

COURSE DESCRIPTIONS

SOC 101 INTRODUCTION TO SOCIOLOGY **3 hours**
Course challenges students to begin thinking of their own lives and those of others as social experiences that are mysteriously complicated and yet knowable. Students learn what sorts of information help us accurately understand the social world.

SOC 102 INTRODUCTION TO ANTHROPOLOGY **3 hours**
Introductory study of human nature, human evolution, and human behavior in a variety of cultural settings.

SOC 201 SOCIAL ISSUES **3 hours**
Learning focuses on the knowledge and skills needed to understand social issues from a sociological perspective. Students will gain knowledge about some social issues and learn how to successfully learn about other social issues by applying the skills learned in class. Students will conduct secondary research on four social issues covered in class. This course is an approved intercultural engagement course and a social science division course. Prerequisite: SOC 101 or member of Scholars Program.

SOC 202 RACE AND ETHNICITY **3 hours**
Race and ethnicity examines fundamental issues of US diversity and ways in which social structures and cultural beliefs have reinforced 19th century notions of racial inequity. The course then explores how changes to these structures and beliefs can lead to racial equity. We do this through both historical and social science lenses. At the root of the course, our questions are: Does it matter if raced-based disparities have been or are intentional or unintentional? Can we create positive change by becoming more intentional? This course is designated as an intercultural engagement course and a social science division course. Prerequisites: GNED 110 and PHIL110, or SOC 101

SOC 208 CRIMINOLOGY **3 hours**
Study of the causes, types, distribution, and prevention of crime. Course will consider social structures that affect and are affected by crime, including a look at the present organization of domestic and international legal systems. Emphasis is on the sociological understanding of deviance and crime in society. Prerequisite: SOC 101.

SOC 209 CAUSES OF DELINQUENCY **3 hours**
A critical analysis of the nature of delinquent behavior with a focus on impact of race, class, and gender. Course examines theories, causes, and treatment of children exhibiting delinquent behavior. Prerequisite: SOC 208

SOC 210 TRADITIONAL AND COMMUNITY-BASED CORRECTIONS **3 hours**
Study of how U.S. culture and legal system respond to convicted criminals. Course explores conditions, nature, and effectiveness of corrections, the social institutions that impact corrections, and the role of change in corrections systems. Prerequisites: SOC 208

SOC 280 TOPICS IN SOCIOLOGY **3 hours**
This course provides a focused look at traditional specialty areas in sociology. Students will reinforce their general knowledge, values, and skills related to sociology. Courses will require Prerequisite: SOC 101.

SOC 301 SOCIAL RESEARCH **3 hours**
Introduction to the basic steps of the traditional scientific research process. Students conduct primary research following the approval of the Institutional Review Board. Initial results are analyzed and presented to the class. Students are also exposed to alternative research methods such as community-based research. Prerequisites: 200-level SOC course.

SOC 302 SOCIAL THEORY **3 hours**
Course examines classic through contemporary sociological theory. Students learn the content of the theories and the relationships between the theories. Emphasis is on critical thinking and writing. Students will complete a research paper where they apply social theory to a contemporary social issue. Prerequisites: 200-level SOC course.

SOC 303 THEORY IN CRIMINOLOGY **3 hours**
Course examines classic through contemporary criminological theory. Students learn the content of the theories and the relationships between the theories. Emphasis is on critical thinking and writing. Prerequisites: SOC 208.

SOC 304 SOCIAL SCIENCE STATISTICS **3 hours**
Introduction to statistics as a tool for analyzing and understanding data related to the social sciences. The course emphasizes the theoretical basis of statistical methods and how to use them in social research. Classes take place in the computer center to allow students the opportunity to learn the computer program Statistical Package for the Social Sciences (SPSS). Prerequisites: SOC 301 and junior standing.

SOC 307 ENVIRONMENT AND SOCIETY **3 hours**
The course explores the human world that is imbedded in the natural world. Our social behaviors and beliefs affect and are affected by the natural world. This course explores the material and ideological concerns surrounding this crucial environment and society relationship. Prerequisite: 200-level sociology course or BIOL 204.

SOC 320 LAW AND CRIME **3 hours**
Course considers U.S. and international legal systems. Students learn what constitutes criminal law and how to understand the role of the legal system in curtailing or addressing crime. Prerequisites: SOC 208.

SOC 380 ADVANCED SOCIOLOGY TOPICS **3 hours**
Students explore more specialized sociological topics with more rigorous theoretical or research components than 200-level courses require. Prerequisites: 200-level SOC course.

SOC 490 INDEPENDENT STUDY **CV**
Reading, research and creative work on a problem related to the major field. Prerequisite: Consent of instructor.

SPANISH

MISSION

The Spanish program is at the heart of the humanities at Clarke University, and helps students to become life- and career-ready. The study of language, literature, 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, literature, 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.

GOALS

1. The Spanish program encourages students to recognize the value of and be sensitive to literature and cultural expressions

2. The Spanish program fosters awareness of self in a global context.

3. The Spanish program enables students to improve their writing and speaking skills.

4. The Spanish program promotes an awareness of the need to contribute to a more just and peaceful world.

5. The Spanish program fosters the students' critical and analytical skills.

6. The Spanish curriculum develops the students' ability to use a critical eye and to respond appropriately to constructive criticism in order to grow personally and intellectually, with the ultimate goal as contributing to society in positive ways.

7. The Spanish program encourages students to make connections between texts and experience, as well as among disciplines.

OUTCOMES

Spanish majors will be able to:

1. Synthesize learning acquired during the study of literary texts, periods, theories, and criticism.

2. Demonstrate sensitivity to the student's own culture, as well as other cultures, and understand the connections among them.

3. Demonstrate advancement in literary interpretation.

4. Write effectively, using a variety of perspectives, styles, and structures.

5. Articulate orally learning acquired in the Major.

DESCRIPTION

The Spanish program promotes the study of languages and cultures. It provides students with opportunities and training to communicate effectively with native speakers of Spanish while enhancing their understanding of peoples and their cultures through the study of literature and civilization.

The Spanish program offers a major and minor in Spanish. In addition, the program offers sequential instruction in Spanish. Our program offers majors the opportunity to achieve high communicative competency in the Spanish language while reaching an understanding of Hispanic life and ideas through study of its literature and culture. Students who minor in Spanish are introduced to cultural aspects of the Hispanic world while working on proficiency in the language.

MAJOR REQUIREMENTS

For a **Bachelor of Arts (BA) Degree in Spanish**, a student completes 36 hours of Spanish courses above the elementary level, including:

- SPAN 103 Intermediate Spanish I
- SPAN 104 Intermediate Spanish II
- SPAN 111 Conversation, Composition, and Grammar
- SPAN 112 Advanced Composition and Grammar
- At least one civilization course from the following:
  - SPAN 235 Civilization of Spain
  - SPAN 246 Latin American Civilization
- SPAN 250 Approaches to Hispanic Literature
- At least one literature and culture course from the following:
  - SPAN 354 Seminar in Latin American Literature and Culture
  - SPAN 364 Seminar in Spanish Peninsular Literature and Culture
- SPAN 499 Spanish Integration Capstone
- Four elective courses (12 credits)

A student must earn at least a C in all major courses. Ordinarily, no course may be repeated more than once.

MINOR REQUIREMENTS

For a **Minor in Spanish**, a student completes 21 hours of Spanish above the elementary level, including:

- SPAN 103 Intermediate Spanish I
- SPAN 104 Intermediate Spanish II
- SPAN 111 Conversation, Composition, and Grammar
- SPAN 112 Advanced Composition and Grammar
- One civilization course from the following:
    - SPAN 235 Civilization of Spain
    - SPAN 246 Latin American Civilization
- SPAN 250 Approaches to Hispanic Literature
- One elective course (3 credits)

A student must earn at least a C in all minor courses. Ordinarily no course may be repeated more than once.

For a **Bachelor of Arts (BA) Degree in Spanish with Certification in Secondary Education**, students must complete a minimum 30-semester hour teaching major in an approved teaching major field as well as the education program. Students should confer with their academic advisor regarding specific teaching major, minor and endorsement requirements and required major courses. Consult the chairs of the language and literature and education departments for details.

For **Elementary and Secondary Endorsement in Spanish**, in addition to Education Department requirements, a student completes 30 semester hours in Spanish courses:

- SPAN 103 Intermediate Spanish I
- SPAN 104 Intermediate Spanish II
- SPAN 111 Conversation, Composition, and Grammar
- SPAN 112 Advanced Composition and Grammar
- At least one civilization course from the following:
    - SPAN 235 Civilization of Spain
    - SPAN 246 Latin American Civilization
- SPAN 250 Approaches to Hispanic Literature
- At least one literature and culture course from the following:
    - SPAN 354 Seminar in Latin American Literature and Culture
    - SPAN 364 Seminar in Spanish Peninsular Literature and Culture
- SPAN 499 Spanish Integration Capstone
- Two elective courses (6 credits)

CREDIT FOR ADVANCED PLACEMENT IN LANGUAGE

Advanced placement will be awarded in foreign languages to "non-native students" on the basis of successful completion of an upper-level language course at Clarke University. Students who complete the SPAN 104 Intermediate Spanish II with the grade of B- or better will receive three hours credit for SPAN 103 Intermediate Spanish I. Students who complete the SPAN 111 Conversation, Composition and Grammar with a grade of B- or better will receive six hours credit for intermediate language. Students who obtain approval to start with SPAN 112 Advanced Composition and Grammar and complete it with a grade of B- or better may receive up to nine hours credit for the intermediate level and for one semester of conversation. Students who obtain approval to start at the literature or civilization level and complete the first course with a B- or better may receive up to six hours credit for intermediate and six hours for Spanish conversation and composition.

APPLICATION TO MAJOR

A student may apply for a Spanish major after satisfactory completion of one three-hour course at the 200-level or above.

EXPERIENTIAL EDUCATION/INTERNSHIPS

The Spanish program encourages students to participate in internship programs according to their interests and available opportunities.

STUDY ABROAD

Students seeking a major or minor in Spanish are strongly encouraged to study in a Spanish-speaking country. Study abroad is a key factor in reaching high levels of proficiency commonly required by employers and graduate language programs. Clarke University sponsors a semester program in Spain, summer programs in Spain and Ecuador, and has affiliations with long-established institutions that administer programs in several Spanish-speaking countries. Clarke's "Semester in Santiago de Compostela, Spain" program allows students to spend a full semester in Spain, studying a minimum of 12 credit hours in the following courses: SPAN 270 Advanced Composition and Conversation, SPAN 335 20th-Century Spain, SPAN 360 The Way to Santiago – "El Camino de Santiago," SPAN 366 Spanish Literature: Middle Ages Through the 19th Century, and SPAN 395 Internship/Experiential Education. In addition, students may take up to three mini-courses on different topics. Students in the program stay with local families that have been carefully selected and have experience hosting international students.

NATIVE SPEAKERS OF SPANISH

Native speakers of Spanish should take Spanish courses numbered 300 or above. Spanish faculty consent is needed for 200-level courses.

SENIOR PERFORMANCE/RESEARCH REQUIREMENT

The senior performance and research requirement is an oral research presentation in Spanish. Each major must write a research paper in SPAN 499 Spanish Integration Capstone. The results of this research are presented orally in Spanish to the Language and Literature faculty and students. This course also serves as the curricular component of Compass Capstone course for Spanish majors.

COURSE DESCRIPTIONS

SPAN 100A-100B SPANISH IN THE UNITED STATES: LANGUAGE AND CULTURES I-II **3-3 hours**

This course sequence examines the cultures and cultural expressions of the different Latino populations in the United States, such as those originating in Mexico, Puerto Rico, Cuba, the Dominican Republic, Central America and other Spanish-speaking countries. This is also an introductory language sequence with a focus on the acquisition of simple communication skills in Spanish. The sequence is designed to meet the Clarke University Foreign Language Proficiency Requirement in the Adult Studies program. Daytime students may not take these courses.

SPAN 101-102 ELEMENTARY SPANISH I-II **3-3 hours**

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. Fulfills the foreign-language requirement.

SPAN 103-104 INTERMEDIATE SPANISH I-II **3-3 hours**

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. Prerequisite: SPAN 102 or placement exam. These courses are designated as humanities division courses. These courses are approved intercultural engagement courses.

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. Prerequisite: SPAN 104 or placement exam. This course is designated as a humanities division course. This is an approved intercultural engagement course.

SPAN 112 ADVANCED COMPOSITION AND GRAMMAR **3 hours**

Intensive practice in written Spanish to improve expressive abilities and understanding of Hispanic cultures by appropriate use of form and content. An analysis of more difficult Spanish grammatical constructions according to student need. Prerequisite: SPAN 111 or placement exam. This course is designated as a humanities division course. This is an approved intercultural engagement course.

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. This course is designated as a humanities division course.

SPAN 211 ADVANCED CONVERSATION **3 hours**
Intensive practice using selected materials to acquire a high level of oral communication and comprehension. Prerequisite: SPAN 111 or placement.

SPAN 222 SPANISH FOR PROFESSIONS **3 hours**
Spanish for professions attends to language specific to business, education, social work, and health (as needed by students enrolled in the course). In addition, students learn the cultural customs, mores, social practices, and beliefs of various cultures vital to better understanding the people these professions serve. This course combines Spanish grammar, conversation, listening, writing, specific vocabulary for the particular professions and reading practice relevant to professional interests. If focusing on different professions, students may take the course more than once (i.e. once for Spanish for Professions: Business and another time for Spanish for Professions: Health). Prerequisite SPAN111 Spanish Composition, Conversation and Grammar.

SPAN 223 SPANISH TRANSLATION **3 hours**
James S. Holmes suggests, "The translation process is a multi-level process; while we are translating sentences, we have a map of the original text in our minds and at the same time, a map of the kind of text we want to produce in the target language. Even as we translate serially, we have this structural concept so that each sentence in our translation is determined not only by the sentence in the original but by the two maps of the original text and of the translated text which we are carrying along as we translate." Students in Translation will work toward creating those mental Spanish and English maps in written communication. Prerequisite SPAN112 Advanced Composition and Grammar.

SPAN 235 CIVILIZATION OF SPAIN **3 hours**
Study of significant aspects of the historical, political, social, economic, religious and cultural realities of Spain, in order to better understand the Spanish way of life. Conducted in Spanish. Prerequisite: SPAN 111 or proficiency. This course is designated as a humanities division course.

SPAN 246 LATIN AMERICAN CIVILIZATION **3 hours**
A study of the history and culture of Latin America from the pre-Columbian period to the present, with emphasis on 20th-century socio-political movements. Conducted in Spanish. Prerequisite: SPAN 111 or proficiency. This course is designated as a humanities division course.

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. This course is designated as a humanities division course and fulfills the literature requirement.

SPAN 260 SPANISH GRAMMAR AND CONVERSATION **3 hours**
University of Santiago de Compostela, Spain, or equivalent university: phonetics, conversation, language structures, vocabulary building and reading. This course is offered every other year in the summer. Prerequisite: SPAN 104 or consent.

SPAN 261 SPANISH CULTURE **3 hours**
University of Santiago de Compostela, Spain or equivalent university: lectures on Spanish art, literature, contemporary history, music and folklore. Study tour through Spain. This course is offered every other year in the summer. Prerequisite: SPAN 104 or consent.

SPAN 270 ADVANCED COMPOSITION & CONVERSATION **3 hours**
Offered in Santiago de Compostela, Spain: advanced course designed to develop listening comprehension, oral skills, and the ability to write in Spanish at the advanced level. Conducted in Spanish. Prerequisite: SPAN 112 or consent.

SPAN 280 TOPICS IN SPANISH **1-3 hours**
Study of selected topics related to the language, cultures and/or literatures of the Spanish-speaking world. Prerequisite: Consent.

SPAN 323 SPANISH PHONETICS AND PHONOLOGY **3 hours**
A study of the sounds of Spanish (Phonetics) and the rules that govern their distribution (Phonology) in the language. Students will learn sound differences between Spanish and English, and among various dialects of Spanish. Use of recorded materials will support the learning. Prerequisite: At least one 200-level course.

SPAN 335 20TH-CENTURY SPAIN **3 hours**
Offered in Santiago de Compostela, Spain. Exploration of the complexities of modern Spain, such as its recent history, traditions, institutions and artistic manifestations. Conducted in Spanish. Prerequisite: SPAN 112 or consent.

SPAN 344 U.S. LATINO CULTURE AND CIVILIZATION **3 hours**
This course, offered in Spanish, explores the cultural history and current situations of U.S. Latinos. Students read and analyze short stories, novels, autobiographies, and poetry representative of Cuban-American, Puerto Rican, Mexican-American, Dominican-American, and other Latino authors, with special emphasis on bilingualism and biculturalism, ethnicity, and gender in identity formation. Prerequisite: SPAN 250 Approaches to Hispanic Literature.

SPAN 354 SEMINAR IN LATIN AMERICAN LITERATURE AND CULTURE **3 hours**
A seminar with rotating topics on Latin American literature and culture. Topics may include Latin American poetry, testimonial literature and political violence, Latin American women writers, and the representation of Latin America in literature and film. The course includes a research project and formal assessment of speaking skills. (May be repeated for credit when the topic is different). Prerequisite SPAN 250 Approaches to Hispanic Literature.

SPAN 360 THE WAY TO SANTIAGO – "EL CAMINO DE SANTIAGO" **3 hours**
Offered in Santiago de Compostela, Spain. Study of one of the most important pilgrimages of the Catholic tradition. An analysis of the art, history, literature and anthropology of "El Camino de Santiago." Conducted in Spanish. Prerequisite: SPAN 112 or consent.

SPAN 364 SEMINAR IN PENINSULAR LITERATURE AND CULTURE **3 hours**
A seminar with rotating topics on the literature and culture of Spain. The focus may be on different literary genres or periods in Peninsular literature (selected works of representative authors of prose, poetry, and theatre including authors like Larra, Bécquer, Galdós, Unamuno, Pardo Bazán, and Lorca) or on varying themes like literature in film and women writers. Students will undertake a research project and formal assessment of speaking skills. The course may be repeated for credit if the focus of the course is different. Prerequisite: SPAN 250 Approaches to Hispanic Literature.

SPAN 366 SPANISH LITERATURE: MIDDLE AGES THROUGH THE 19TH CENTURY **3 hours**
Offered in Santiago de Compostela, Spain. Study of Spain's most representative literary movements and authors from the Middle Ages to the end of the nineteenth century. Conducted in Spanish. Prerequisite: SPAN 112 or consent.

SPAN 395 INTERNSHIP/EXPERIENTIAL EDUCATION **1-3 hours**
Academic credit for professionally related work experience on or off campus. Arranged through the Compass and Career Services office and the Spanish program.

SPAN 480 SELECTED TOPICS **1-3 hours**
Selected areas in language, culture or literature. Conducted in Spanish. Prerequisite: Consent.

SPAN 490 INDEPENDENT STUDY **1-3 hours**
Reading, conversation, research or creative work related to major field. Prerequisite: Consent.

SPAN 499 SPANISH INTEGRATION CAPSTONE **3 hours**
This Capstone course provides a focal point for and closure to a liberal arts education within the context of the Spanish major. This course focuses on literary genres and the civilizations of Spain and Spanish America and expands to include breadth of knowledge and synthesis. Interdisciplinary integration of knowledge and research is emphasized in such work as an oral presentation and a research paper, which are required of each student. Curricular component of Compass outcomes and major outcomes are integral to course assessment. Prerequisites: Generally, a student must have achieved senior standing and completed 42 credit hours in the curricular component of Compass before taking the Capstone course or consent. Conducted in Spanish.

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.

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.

SPORT MANAGEMENT MAJOR REQUIREMENTS

For a Bachelor of Arts (BA) Degree in Sport Management, a student must complete: 43 hours of core courses, including:

- BUSM 131 Foundations of Sport Management
- BUMG 112 Principles of Management
- BUEC 121 Microeconomics
- BUSM 230 Global Perspectives in Sport
- BUAC 225 Principles of Financial Accounting
- BUAC 226 Principles of Managerial Accounting
- BUSM 235 Sport Law
- BUSM 260 Sport Psychology
- BUSM 295 Practicum
- BUFN 310 Finance I
- BUSM 325 Sport Marketing & Communication
- BUSM 370 Facilities & Event Management
- BUSM 450 Financing Sport Organizations
- BUSM 495 Internship
- BUMG 499 Capstone: Strategy and Policy

9 hours of supporting courses required by the Accounting & Business Department, including:

- CIS 201 Advanced Computer Applications in Business
- MATH 220 Statistics
- Ethics course (PHIL 225 Applied Ethics: Business or PHIL 212 General Ethics)

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 121 Microeconomics
- 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.

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 121 Microeconomics

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 Compass and Career Services Office to discuss the application process and possible placement opportunities.

SENIOR PERFORMANCE

The Clarke University senior performance requirement is fulfilled through the successful completion of BUMG Capstone: 499 Strategy and Policy. This course requires a student to demonstrate the Sport Management knowledge they have obtained through the application to a Sport Business simulation. All students will present their findings through oral and written presentation. Emphasis of the curricular component of Compass outcomes and assessments are included in this integrated Capstone course.

COURSE DESCRIPTIONS

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.

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. 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 131.

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 **3 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 Management profession, 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. Prerequisites: Admission to the program and junior standing.

GRADUATE STUDIES AT CLARKE UNIVERSITY

Named in memory of Mary Frances Clarke, foundress of the Sisters of Charity of the Blessed Virgin Mary, Clarke University has a long history of education in the liberal arts tradition. Clarke University graduate studies, established in 1964, flow from this tradition and are guided by the institutional core values of education, freedom, justice and charity.

Excellence in teaching, enhanced by scholarship and service, has always been the first priority among the Clarke University faculty. Clarke University has been a leader in its creative and flexible response to the particular needs of graduate students and their ongoing intellectual growth. Graduate faculty and students are part of the larger Clarke community of learners: dedicated educators, motivated students and experienced administrative and support staff.

The graduate programs at Clarke are designed to provide an opportunity to pursue personal and academic development that will enhance skills needed for career transitions and leadership growth. The departments that offer graduate programs are business, education, social work, nursing, and physical therapy.

Business

- Master of Business Administration (MBA)
- Master of Organizational Leadership (MOL)

Education

- Master of Arts in Education (MAE)
    - Instructional Leadership
    - 4 + 1

Social Work

- Master of Social Work (MSW)

Nursing

- Doctor of Nursing Practice (DNP)
    - Family Nurse Practitioner
    - Health Leadership and Practice

Physical Therapy

- Doctor of Physical Therapy (DPT)

GRADUATE PROGRAMS AND COURSES

Mission

The graduate studies program fosters the mission of Clarke 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 the beginning core courses through the culminating integration and synthesis in each graduate program.

Graduate Program Goals

We envision graduates of Clarke University graduate programs to be persons who believe in and demonstrate:

- Comprehensive Integration of theory and practice in the profession
- Effective communication skills in varied professional forms
- Collaborative teamwork and leadership in the field and community
- Appreciation of the global, social, spiritual, and cultural forces influencing professional practices and ethical decision-making
- Scholarship and professional inquiry

STUDENT CLASSIFICATION AND STATUS

Graduate Student Classifications

- "Graduate students" are individuals who are seeking a master's or doctoral degree at Clarke University and have completed the application process.
- "Graduate candidates"
  - Master's Level: individuals who are seeking a master's degree at Clarke University and have fulfilled the following requirements:
    - Complete more than 60% of the course work in the degree program with a minimum 3.0 GPA.
    - Complete the application for graduation online or in the registrar's office.
  - Doctoral Level: individuals who are seeking a doctoral degree at Clarke University in programs with candidacy requirements and have fulfilled the following requirements:
    - Complete between 24 and 30 semester hours of course work in the degree program with a minimum 3.0 GPA.

- Complete the Process for Candidacy in the Graduate Program with the appropriate materials on file.
- Complete the application for graduation online or in the registrar's office.

- "Non-degree students" are persons who are not pursuing a degree, but desire a course at Clarke University. Non-degree students may take no more than nine credit hours concurrently or sequentially. With the exception of students pursuing an endorsement/licensure by the Department of Education, non-degree students who have completed nine hours of graduate credit must apply to that program if they wish to continue enrolling in graduate courses for credit.
- Undergraduate students enrolled in graduate courses are not classified as graduate students.

ACADEMIC POLICIES AND PROCEDURES

The Graduate Policy Council evaluates new graduate programs and revisions in existing programs and makes recommendations to the administration for action.

New courses, courses requiring minor revision and academic procedures related to graduate programs are reviewed and acted upon by this council.

Academic Advisor

Each graduate student is assigned an academic advisor in the graduate program of study to which he/she is admitted by the chair of the department or his/her designee. Departmental policies regarding advising should be noted and followed.

Academic Appeals

Appeals of course grades should first be made to the course instructor. If the appeal is not resolved, the grade may be appealed to the chair of the department. If the appeal is not resolved at the department level, a written appeal may be made to the dean of adult and graduate studies.

The written appeal must be made within 30 days of receipt of the final grade from the registrar's office. The dean of adult and graduate studies reviews materials submitted by the student and may request additional documentation from the course instructor and department chair. He/she will render a decision in writing within seven working days of receiving the appeal and secure written signature of the vice president for academic affairs. Should either the student or the instructor wish to appeal the decision of dean of adult and graduate studies, he/she must submit the appeal in writing to the vice president for academic affairs within five working days of receiving the written decision of the dean for graduate studies. Within five working days of receiving the written appeal, the vice president will appoint an appeals panel of three graduate faculty and two graduate students, at least one of whom must be from a department other than that of the student making the appeal. The panel will review all previously submitted documentation and may request other information. The panel will meet and render a decision within 14 working days after appointment. The party making the appeal may be present for meeting(s) of the committee. The decision of the panel is final and will be communicated in writing within seven working days after the decision making occurs.

An appeal of departmental academic policy may be made to the department chair. If an appeal is not resolved at the departmental level, a written appeal may be made to the dean of adult and graduate studies who will make a final disposition of the appeal within 20 working days of receiving the appeal. Further appeals follow guidelines as described above.

GRADUATE ACADEMIC INTEGRITY POLICY

Clarke University's mission and Catholic tradition call 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 work 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.

4. At the graduate level, the ethics of each professional program demand the student be held to a higher standard. Quality in one's professional life stems from the integrity of each person.

Students are expected to be aware of and abide by specific principles of academic honesty.

Academic integrity specifically prohibits the following forms of academic misconduct:

- Cheating
  - Giving or receiving unauthorized assistance (e.g., copying another student's work or using unauthorized notes during an exam; communicating during exams, either face to face or for an online course; 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 semesters, or checking homework or test answers from previous semesters.
  - Using unauthorized materials, such as hidden notes, tape recorders, cell phones, cameras, text messages, computers and other equipment.
- Plagiarism
  - Using another person's exact language without the use of quotation marks or proper citation.
  - Re-arranging another's ideas or material and presenting them as original work without providing proper citation.
  - Submitting another's work as one's own; this includes purchasing work from other sources, including the internet.
  - Submitting a translation of someone else's original words claiming them as one's own.

- Other forms of academic misconduct:
  - 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 college documents, forging an instructor'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, a public speech, a job interview, a home visit, etc.).
  - Seeking unfair advantage (e.g., requesting an extension by using a falsified excuse, obtaining an exam prior to its administration).
  - Denying access to information or material 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 and 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.
- In addition, students are expected to act with civility and professional behavior.
  - Students are expected to act as ethical individuals.
  - Exhibit appropriate professional conduct and represent the profession effectively.
  - Accept responsibility for personal and professional growth. Students will fulfill commitments and be accountable for their own actions.
  - Interact effectively and respectfully with peers, faculty, and staff.

Any violation of this policy will be treated as a serious matter. Penalties ranging from failure of the assignment or exam to failure of the course will be enforced. In cases of repeated or flagrant violations, a student may be dismissed from the university. A repeat offense of a serious nature will likely result in dismissal from the program. Faculty members will report cases of academic dishonesty to the academic affairs office. If applicable, the student life office will be notified as well for additional disciplinary action.

Students facing allegations of academic dishonesty may not withdraw from the course or courses where the alleged violations occurred. 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. If 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.

Academic Integrity Reporting and Appeal Process
Faculty members report cases of academic dishonesty to the academic affairs office. Cases will be brought to and decided by the Academic Integrity Board (AIB). At the graduate level, members of the AIB will include representatives from each graduate program, serving on the Graduate Policy Council. A graduate student from a different discipline than the accused will also sit on the Board. A department may recommend a course of action or consequence, but ultimately, the decision rests with the AIB.

This board is also charged with resolving student appeals of academic integrity violations.

Student Appeal of Charge

1. The faculty member reports the violation to the graduate dean or designated official and to the student within 7 business days of discovering the offense.

2. The student has 5 business days from the day of being informed of the alleged violation to contact the chair of the board expressing the intent to appeal the charge. The chair will then supply the student with a copy of the appeal form. The student must complete and submit the form to the AIB chair within the next 2 business days.

3. The chair and the vice chair of the Academic Integrity Board will receive paperwork and, within 3 business days of receipt, determine a date and time of the appeal meeting and the composition of the board. The official meeting will occur within 10 business days of the date when the chair and vice chair receive this paperwork.

4. If the student has materials for the board to review, they must be presented to the chair at least 24 hours before the AIB meeting.

5. Students called before the board may ask one support person to accompany them; however, this person will not be involved in the conversation and will be required to sign a confidentiality agreement prior to the meeting.

6. The faculty member who made the initial charge may be required by the AIB to attend the meeting.

7. The student will be notified by the board of its determination/findings within 7 business days of the AIB meeting.

Multiple Offenses and Board-Initiated Meetings

1. The faculty member reports the violation to the appropriate dean or designated official and to the student within 7 business days of discovering offense.

2. Multiple offenses: The graduate dean will notify the chair and vice chair of the AIB in cases of multiple offenses within 3 business days after receiving notification from the faculty member. The chair and the vice chair will receive all pertinent documentation and within 3 business days of receipt will notify the student, determine the composition of the board, and communicate the date and time of the meeting. The official meeting will occur within 10 business days of the date when the chair and the vice chair receive this paperwork.

3. Board initiated: After the graduate dean shares information with the chair and the vice chair on each student violation of the academic integrity policy reported by faculty, the chair and the vice chair will determine whether or not a meeting should be held. Within 3 business days of receipt, they will notify the student, determine the composition of the board, and communicate the date and time of the meeting. The official meeting will occur within 10 business days of the date when the chair and the vice chair receive this paperwork.

4. In either multiple offenses or board-initiated cases, the student may provide additional material for the board to review. This information must be presented to the chair at least 24 hours before the AIB meeting.

5. In either multiple offenses or board-initiated cases, the faculty member who made the initial charge may choose to attend or not to attend the AIB meeting.

6. Students called before the board may ask one support person to accompany them; however, this person will not be involved in the conversation and will be required to sign a confidentiality agreement prior to the meeting.

7. The faculty member who made the initial charge may be required by the AIB to attend the meeting.

8. After reaching a decision, the AIB makes a recommendation to the vice president of academic affairs. The Academic Affairs Office notifies the student of the final decision within 7 business days of the AIB meeting.

Academic Progression
Students must maintain a 3.00 GPA in graduate work. Grades of less than C (including C-) are not acceptable. No more than two courses with a grade of C or C+ may be applied toward degree requirements. Students with three (3) or more C grades in required courses will be required to retake one or more courses and are ineligible for candidacy. In such cases, graduation may be delayed. Consult department handbooks for additional discipline-specific policies governing progression and dismissal.

Academic Standing
There are three categories of academic standing for students enrolled in graduate programs at Clarke University.

- Good standing: The student maintains a cumulative 3.00 GPA or above.
- Probation: The student's GPA is below 3.00.
- Dismissed: The student's GPA remains below 3.00 following nine successive credits of graduate course work taken after being placed on probationary status. A student may also be dismissed for violations of academic integrity or professional ethics.

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), the graduate student should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of three additional hours of student work per week. The Federal government requires this minimum standard for instruction and corresponding student work be used in awarding Federal financial aid (34 CFR 600.2).

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

Credit Load
Students may be full-time, half-time or less-than-half-time. Full-time graduate students, except those in the physical therapy program, enroll in nine semester hours each semester. Non-degree students may not take more than six hours. Enrollment in more than nine hours in a semester must be approved by the advisor and dean of adult and graduate studies. Half-time graduate students carry five to eight semester hours each semester. Less-than-half-time graduate students carry from one to four semester hours each semester.

Dismissal
Students may be dismissed for:

- Less than satisfactory academic performance. Graduates students must maintain a 3.00 GPA to be granted candidacy, to apply for graduation and/or to be awarded a graduate degree. Consult department handbooks for additional discipline-specific policies governing progression and dismissal.
- Violations of academic integrity, professional ethics, or departmental or university standards for behavior.

In extreme situations, students may be dismissed from the university after their first semester or after an unsuccessful semester with academic warning.

In the event that a student is dismissed from a Clarke University graduate program for academic difficulty, professional/ethical behavior difficulty, or other appropriate reason/s, ordinarily the student will not be permitted to return to the program.

Students who wish to appeal the decision regarding dismissal must file a letter with the vice president for academic affairs within 10 days of receipt of the letter of dismissal. The letter of appeal must clearly state the reasons for the student's poor academic standing or designated reason for dismissal as well as a detailed plan of action to remedy the situation.

Two letters of recommendation from Clarke graduate faculty in the student's program of studies must accompany the letter of appeal. The vice president for academic affairs will review the student's petition and then decide whether or not to allow the student an additional probationary period. The decision of the vice president for academic affairs in this matter is final.

ENROLLMENT PROCEDURES

Adding/Dropping

Courses may be added to a student's schedule with the approval of his/her advisor and the instructor of the course. If a course is added prior to the post-registration date, there is no additional registration fee other than any applicable tuition. A student may change a course within the first two weeks of each semester or as specified for courses scheduled in non-traditional formats. Adding/dropping courses can be completed online with the student's advisor or the student may complete the form that is available in the registrar's office.

Withdrawal

With approval of the instructor and academic advisor, a student may withdraw from a class up to two weeks after midterm. The course will remain on the student's academic record and bill. When a student officially withdraws from a course, the course is not used in calculating the GPA, but is reflected in the attempted hours for the semester. Forms for withdrawing from a course are available in the registrar's office or may be found online.

Repeated Courses

A student who elects to repeat a course will not have the credit hours counted twice when calculating satisfactory academic progress. The better of the two grades earned for the course will be used in calculating the cumulative GPA. A graduate course may be repeated only once.

Non-Credit/Audit

Non-credit/audit courses do not count toward graduate requirements for satisfactory academic progress.

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 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

Any student who believes he or she has been subject to unjust actions or denied his or her rights is expected to 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, students should describe the nature of the complaint and a desirable resolution. Both parties are encouraged to try to find a fair and satisfactory resolution.

If the parties involved in complaint are unable to find a satisfactory resolution and further action is deemed appropriate, students must follow the procedures for their specific complaints as outlined in this Catalog or the Student Handbook. If a student has a complaint and is unsure with whom to address the concern, the student 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 of complaints may be addressed.

GRADUATION AND COMMENCEMENT

Commencement
Graduating students must complete the MyInfo application for graduation a year in advance of the anticipated graduation date. While degrees are conferred in December, May, and August, there is only one commencement ceremony which occurs in May. A graduation fee is required of all students earning a degree.

There are three conferral dates at Clarke University each year in December, May, and August. All grades and final transcripts must be received by the registrar's office by the following dates:

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

Diplomas will be mailed provided that the student's account balance is paid in full.

FINAL TRANSCRIPTS

Final transcripts with degree information are sent upon request when the following conditions have been met.

1. All degree requirements are completed.

2. All accounts are paid in full, including the graduation fee.

GRADUATION REQUIREMENTS

To graduate a student must:

- Have a cumulative 3.00 GPA.
- Have earned the number of credits appropriate to the degree sought. Only credits in graduate courses approved by the department count toward meeting this requirement.
- Have no more than two grades of C or C+ that count toward the degree.
- Have demonstrated synthesis and scholarly activity in the Capstone experience as outlined by the department.
- Have successfully met all departmental and general degree requirements within seven years of admission to the program of study.

GRADE AND OTHER ACADEMIC REPORTS

Grades are issued at the end of each semester or session. Final course grades are held by the registrar's office if a student has bills outstanding or is obligated to the university in any other way. Transcripts or diplomas will not be granted to students who are financially indebted to Clarke University.

Grading System

The quality of each student's work is expressed in grades and grade points per semester hours. The scale is:

A	4.00 grade points
A-	3.67 grade points
B+	3.33 grade points
B	3.00 grade points
B-	2.67 grade points
C+	2.33 grade points
C	2.00 grade points
C-	1.67 grade points
D	1.00 grade point
F	0.00 grade points

Grades of C- or lower will not count toward graduation requirements. If the course is a program requirement, it must be retaken. No more than two courses with a final grade of C or C+ may be used toward graduation. When this occurs, the student, with the recommendation and approval of the advisor, will select which course/s will be retaken.

Incomplete

An "incomplete" is a temporary grade that must be converted to a permanent grade on or before the beginning of the following semester. This temporary grade may only be used when teacher and student have discussed the relevant issues in a timely fashion and faculty gives permission for the student to select the "incomplete" option in lieu of an immediate grade.

The student must obtain an Incomplete Grade Contract Form, available online or from the registrar's office. After it is completed, the form must be signed by the student and instructor and returned to the registrar's office before the finals/assesment week of the semester. A deadline for completion must be entered on the form. This date must not extend beyond post-registration. After the appropriate work is submitted and graded, the instructor must enter a permanent grade. If the incomplete grade is not replaced by a permanent grade by the deadline stated on the request form, the incomplete grade will be replaced by an F (fail) grade.

Under extraordinary circumstance, students may request one extension of this time from the academic dean. Students bear the responsibility for filing the incomplete extension form with the registrar by the agreed upon deadline and for completing the outstanding work before the extended time has elapsed.

Students who do not complete work in a timely manner, i.e., approved dates specified by the instructor, will receive a failing grade. Details can be obtained from the registrar's office.

Probation
Students who do not earn the cumulative GPA of 3.0 that is required for good academic standing at the graduate level are placed on academic probation. Ordinarily, a student may be on probation no more than one semester. Exceptions must be approved by the dean of adult and graduate studies or vice president for academic affairs.

Registration
Toward the end of each semester students complete the registration process for the next semester. Registration requires communication with academic advisors, adherence to departmental policies and financial clearance from the student accounts office.

Transfer Credits
Up to six (6) 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 3.00 or better on a 4.00 scale 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 his/her designee and approved by the Dean of Adult Graduate Studies.

The department also designates 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. When the number of transfer credits falls short of the number of credits for the equated course, the department chair may request a copy of the course syllabus to determine how the student will complete the required number of credits and satisfy the learning goals not met by the transferred course.

UNDERGRADUATE STUDENTS IN GRADUATE COURSES

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 cum grade point. In this case, enrollment in graduate-level courses may not exceed a total of 6 credit hours, or 9 credit hours in the case of BSN completion students taking graduate Nursing courses. 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 GPA's.

WITHDRAWAL/READMISSION

Students who plan to withdraw from the university should notify their advisor. Students who leave campus without filing withdrawal papers will be deemed to have attended through the semester, unless the last date of attendance can be documented and forms completed prior to the end of the semester. Students will not be eligible for refunds for graduate tuition and course fees if withdrawal papers are not filed in accord with the published designated dates.

The university's standard timeline governing full or partial refund of tuition and fees apply to all graduate students withdrawing from one or more courses. If a student withdraws from Clarke University prior to completing 60 percent of the semester, institutional charges for tuition and course fees will be refunded based on the percentage of the semester that has not been completed. Financial aid awarded will be returned to the federal, state and Clarke University programs based on the same percentage.

A student who has been absent from Clarke University for longer than one year must reapply to the university through the graduate studies office.

POLICIES FOR GRADUATE STUDENTS

Graduate students are responsible for complying with the student policies as stated in the undergraduate section of this catalog. Accommodation, privacy of records, discrimination, substance abuse, and other policies and practices are described; all students are responsible for compliance.

Standards of Student Conduct
A student enrolling in the university assumes an obligation to conduct himself/herself in a manner compatible with the norms and values of the university. Behavior that violates the values of the university, disrupts the orderly educational or administrative operation of the university or that is coercive or threatening to the safety and well-being of others is subject to disciplinary action. Action, depending on the severity and repetitiveness of the behavior, may range from admonishment to dismissal from the university.

Misconduct for which students are subject to discipline includes committing or attempting to commit any of the following.

1. Intentionally or carelessly engaging in conduct that threatens or endangers the health or safety or causes physical harm to any person, including the violator.

2. Unauthorized use, possession or storage of any firearms, explosives, other weapons, fireworks or dangerous chemicals.

3. Use, possession or distribution of alcohol, except as permitted by law.

4. Use, possession or distribution of any controlled substance, except as permitted by law and/or possession of drug paraphernalia.

5. Theft of property or of services, or knowing possession of stolen property.

6. Intentionally or carelessly misusing, destroying or damaging university property or the property of others.

7. Disorderly conduct or careless interference with college or university-sponsored activities.

8. Violation of rules governing residence in university-owned or -controlled property.

9. Violation of university regulations or policies.

10. Intentionally initiating or causing to be initiated any false report, warning or threat of fire, explosion or other emergency.

11. Intentionally furnishing false information to the university or a member of the campus community.

12. Forgery; unauthorized alteration or misuse of university or other documents, records or instruments of identification; or significant misrepresentation on applications or resumes.

13. Willful fraud committed against a member of the campus community or campus visitor.

14. All forms of academic dishonesty, including, but not limited to, cheating, fabrication, plagiarism and facilitating academic and/or research dishonesty.

15. Misuse of electronic communications including the university network or the Internet.

16. Failure to comply with the directives of university officials acting in performance of their duties. University officials include students appointed to act as representatives of the university.

17. Unauthorized entry into or use of university facilities or property.

18. Any effort by conspiracy or omission to impede or hinder any disciplinary proceeding.

19. Lewd, indecent or obscene conduct or expression; use of fighting words.

20. Conduct that results in harassment, infringement of rights or hardship to any member of the university community that does not fall under any of the above standards.

GRADUATE STUDENT SERVICES

Clarke University offers a full range of support services to graduate students. Among these are campus ministry, career services, computer services, counseling center, multicultural student services, the library, and the Margaret Mann Academic Resource Centers, which include the learning center, writing center and technology center.

GRADUATE TEACHING ASSISTANTSHIPS

Description of a Graduate Teaching Assistant

A graduate teaching assistant (GTA) 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. Is selected and employed to assist the teacher of record for undergraduate courses with specifically assigned responsibilities.
6. Has participated in GTA training sessions.
7. Will assist in the direct support of instruction and serve enrolled students. (Clerical work will be included, but it is neither the primary purpose nor principal activity of the teaching assistant.)
8. Maintains standards of academic honesty and integrity. (GTAs report violation of these to the faculty mentor.)
9. Is well-informed about departmental and university regulations and follow them consistently.
10. Is supervised by the assigned mentor, and is evaluated by students, appropriate departmental personnel and mentor.

Duties of Graduate Teaching Assistants

Instructional:

- Lab instructor and evaluator
- Discussion session leader
- Grader

Non-instructional:

- Lab assistant
- Lab preparer
- Technical assistant

MASTER OF ARTS IN EDUCATION

The MAE with an instructional leadership emphasis 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.

The MAE is available in three unique formats to meet the needs of different teacher leaders: Online, The Archdiocesan Partnership Program, and the 4+1 Program.

- The Online and Archdiocesan programs serve new and experienced professionals. The Archdiocesan program is a collaborative effort between the Archdiocese of Dubuque and Clarke University. The MAE in Instructional Leadership embeds an optional reading endorsement as part of the graduate coursework.
- The 4+1 Program is designed for Clarke University students completing their undergraduate degree with a major or licensure in education and 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 the new teacher's pre-professional experience, knowledge, skills and instructional strategies.

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.

THE EXPERIENCED PROFESSIONALS PROGRAM: (ONLINE AND ARCHDIOCESE PROGRAMS)

Admissions Requirements

A student interested in the Master of Arts in Education (MAE) program at Clarke University must submit the following to:

Graduate Admissions Office
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

1. A completed graduate application form, available online at www.clarke.edu/apply.
2. A $35 application fee (waived for Clarke University graduates). Please make checks payable to Clarke University. To pay using a credit card, please visit www.clarke.edu/graduate/applicationfee.
3. 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.
4. Documentation of all teaching certificates and licenses.
5. Two completed recommendation forms, at least one of which relates to academic ability, available online at www.clarke.edu/graduate.
6. A statement of goals for graduate education and subsequent career plans.
7. A minimum TOEFL PBT score of 550 or IBT of 80, or IELTS score of 6.5 if English is not the applicant's first language.

Interview: Applicants must also complete an interview, which is scheduled when all materials and documents have been received.

NOTE: All entrance requirements must be completed prior to acceptance and registration.

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.

Archdiocesan Forgivable Loan Program

A forgivable loan program is available to MAE students who currently teach within the Archdiocese of Dubuque. Contact the Graduate Studies Office for more information.

ONLINE MASTER OF ARTS IN EDUCATION

ONLINE MAE

Research Core - Three required research courses:

1. EDGR 500 Intro to Grad Research
2. EDGR 585-I Action Research I
3. EDGR 585-II Action Research II

Instructional Coursework - Choose 27 credits from the following options or equivalent (all 3 credits):

- EDGR 503 Brain Based Learning
- 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

Curriculum for the Optional Reading Endorsement:

Students who take reading endorsement courses within their MAE complete the Research Core and Instructional Coursework above, and substitute the following 12 credits of reading endorsement courses in the instructional coursework. These courses are offered concurrently in the spring and summer sessions:

- EDGR 545 Balanced Literacy Programs
- EDGR 548 Emergent Literacy
- EDGR 549 Reading Interventions
- EDGR 550 Advanced Practicum and Instruction in Reading

MAE ARCHDIOCESAN PARTNERSHIP PROGRAM

This program is for educators in schools of the Archdiocese of Dubuque. Half of the credits are earned through professional development coursework of the Archdiocese, and half are courses taught by Clarke faculty. See the table below for details.

Archdiocese of Dubuque (18 credits)
Taught by Archdiocesan Faculty

Required (9 credits)

- EDGR 510 Teacher as Leader (3 credits)
- EDGR 529 Success Skills for Students (3 credits)
- EDGR 527 Inclusionary Practices (3 credits)

Electives (9 credits)

- EDGR 532 Leadership and Vision for Technology (3 credits)
- EDGR 506 Technology for Teaching and Learning (3 credits)
- EDGR 526 Principles of Effective Literacy Instruction (3 credits)
- EDGR 553 Professional Development Research Seminar (2 credits)
- EDGR 528 Professional Development Applications (1 credit)
- EDGR 511 High School Professional Learning Networks (1 credit)
- [High School Course coming 2018-19 (3 credits)]

Clarke University (18 credits)
Taught by Clarke Faculty

Required (9 credits)

- EDGR 500 Introduction to Graduate Research (3 credits)
- EDGR 585 Action Research (6 credits)

Electives (9 credits – may transfer up to 6 credits)

- EDGR 514 The Reflective Educator (3 credits)
- EDGR 523 Teaching Diverse Learners (3 credits)
- EDGR 525 Motivation and Management (3 credits)
- EDGR 530 Planning and Designing Student-Centered Learning Environments (3 credits)
- EDGR 534 Mentoring and Induction of New Teachers (3 credits)
- EDGR 580 Special Topics (3 credits)

4 + 1 MAE PROGRAM

The 4 + 1 Program is designed for students who desire to complete their undergraduate degree and proceed directly into a one-year, practicum-based Master's Degree through Clarke. Admission to this program is competitive and will be granted to the most qualified candidates.

In the Clarke University 4+1 MAE program, graduate students in education 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.

The 4+1 program offers a rich balance of content research and pedagogical experience. Online courses merging novice and veteran teachers offer a diverse exchange of ideas. A January immersion course provides an experiential component to begin the graduate student journey and deepen the understanding of the significant impact of socioeconomic factors in education. Monthly seminar discussions from August through May allow students to share practicum experiences.

A student interested in the Master of Arts in Education (MAE) 4+1 program at Clarke University must submit the following to:

Graduate Admissions Office
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

ADMISSION REQUIREMENTS

1. Completed graduate application form available online at www.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 www.clarke.edu/graduate).
5. One letter of recommendation from any Clarke faculty member outside the education department (Form available on line at www.clarke.edu/graduate).
6. Disposition forms demonstrating consistently high ratings.
7. 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.

The 4 + 1 Program is for Clarke University education majors only.

Post-Graduation

- Official transcript documenting completion of baccalaureate degree.
- Documentation of all teaching certificates and licenses.

REQUIRED COURSEWORK (30 CREDITS):

- January of Senior Year: EDGR 523 Teaching Diverse Learners (3 credits, Milwaukee)
- Summer after Graduation: EDGR 500 Introduction to Graduate Research (3 credits, Online)
- Fall of 5th Year: EDGR 561 Practicum I (9 credits, On Site)
  EDGR 585-I Action Research I (Session 2, 3 credits, Online)
- Spring of 5th Year: EDGR 562 Practicum II (9 credits, On Site)
  EDGR 585-II Action Research II (Session 2, 3 credits)
- Elective Coursework (6 credits) – Choose 2 courses from:
  - EDGR 503 Brain-Based Learning
  - EDGR 533 Grant Writing
  - EDGR 513 Problem-Based Learning
  - EDGR 514 Reflective Educator
  - EDGR 553 Reading 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 fulfill requirements for Iowa K-8 Reading Endorsement

COURSE DESCRIPTIONS

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. Prerequisites: EDGR 500, EDGR 513, or consent. (Required for Archdiocesan students).

EDGR 504 CHARACTERISTICS OF EFFECTIVE INSTRUCTION 3 hours
By enhancing educator's technology and leadership skills, learning can become more personal and powerful in all grades. Students and teachers alike can produce materials that reflect critical thinking, creativity and synthesis of concepts learned. Digital tools possess the potential for increased student time on task. Skillfully employing technology enables students to be more engaged in their own learning process. Engendering a rich technology enriched learning environment for students and staff assists in transforming teaching and learning practices --a basic purpose of Characteristics of Effecting Education. This course will thoughtfully consider the needs of 21st century learners and how we might teach them through creating optimal learning environments.

EDGR 505 CREATING INNOVATORS 3 hours
This course will embed the principles of researched-based engaged learning and reform instruction as they relate to the Problem/Project/Challenged Based Learning instructional model and indicators of high technology performance.

EDGR 506 TECHNOLOGY FOR TEACHING AND LEARNING 3 hours
This course will address incorporation of technology into instructional practice. Students will explore the use of technology in their classroom and begin to make shifts in lesson design and implementation of technology driven learning experiences to achieve higher levels of learning and engagement.

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. (Required for Archdiocesan students).

EDGR 511 HIGH SCHOOL PROFESSIONAL LEARNING NETWORK **1-2 hours**
This course will deepen understanding of the Iowa Core standards. Focus will be on high-leverage strategies impacting student learning and achievement. Students will have opportunities to share effective instructional practices and resources, expanding upon their instructional repertoire.

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. (Required for Archdiocesan students).

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.

EDGR 516 Visionary Masters **3 hours**
This course focuses on current research and cutting edge practices relating to instructional leadership and technology integration in learning. Research shows that teaching and learning in the digital age are moving targets. This course will thoughtfully consider the needs of 21st century learners and how we might teach them through creating optimal learning environments.

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.

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 526 PRINCIPLES OF EFFECTIVE LITERACY INSTRUCTION 3 hours
This course focuses on the fundamental principles that inform research based literacy and reading instruction. It is designed to give educators an overview of the relationship of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Participants will develop research-based instructional strategies to successfully differentiate instruction to meet the needs within their diverse classrooms.

EDGR 527 INCLUSIVE PRACTICES IN EDUCATION 3 hours
The course will provide participants and other school personnel the knowledge and skills for inclusive supports in school settings, thereby improving the academic and social skills of their students.

EDGR 528 PROFESSIONAL DEVELOPMENT APPLICATIONS 1 hour
This course focuses on the transfer of learning from site-based professional development into the classroom with emphasis on the essential connection to continuous academic improvement of students. Participants will develop and implement a plan that achieves curricular and instructional change within the classroom.

EDGR 529 SUCCESS SKILLS FOR STUDENTS IN A CHANGING WORLD 3 hours
Participants will gain knowledge of the skills and attributes P-12 students need to develop for success. Participants will explore the impact of trauma in the classroom and cultivate trauma-sensitive learning environments for students across content areas, grade-levels, and educational settings. Participants will learn to apply this knowledge in teaching environments.

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. (Required for Archdiocesan students).

EDGR 533 GRANT WRITING **3 hours**
The focus 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**
The 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 BALANCED LITERACY PROGRAMS **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. 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. 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. 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. 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.

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-I.

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 585-II.

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 ACTION RESEARCH **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 his/her 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.

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.

MASTER OF BUSINESS ADMINISTRATION

The Clarke University MBA Program seeks to attract professionals that are interested in developing strong critical thinking and ethical problem solving skills to effectively lead organizations. Students in the MBA program may choose from three certification options; managerial professional, human resources, or project management. Clarke MBA students may elect to enroll in additional coursework through University of Wisconsin-Platteville for an advanced certificate in project management. MBA students may also choose to complete the Fast Track Master of Organizational Leadership degree program at Clarke, by taking 6-7 additional graduate courses. Thereby completing two graduate degrees in as few as three years.

OUTCOMES

Clarke University envisions MBA graduates to be persons who believe in and demonstrate:

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

ADMISSION REQUIREMENTS

Applications may be submitted at any time; however, newly admitted students begin their studies in August or October for the fall semester and in January or March for the spring semester. The prospective graduate student interested in the master of business administration (MBA) program at Clarke University must submit the following to:

Graduate Admissions Office
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

1. A completed graduate application form. This is available online at www.clarke.edu/apply.
2. A $35 application fee (waived for Clarke University graduates). Please make checks payable to Clarke University. If paying with credit card, please call (563) 588-6635 with your credit card number and expiration date.
3. Official academic transcripts. These transcripts must document:

4. Completion of a baccalaureate degree from an accredited college or university.
   - minimum GPA of 2.8 on a 4.0 scale.
   - Graduate Management Admission Test (GMAT) scores. This assessment is waived for students with a 3.00 or higher GPA in the last 60 hours of undergraduate coursework
5. A professional resume.
6. A 1-2 page essay reflecting on the following:
   - The knowledge, skills, and values the prospective student has developed in his/her professional career.
   - The goals and expectations for expanding the individual's knowledge, skills, and values through the Clarke University MBA program.
7. A minimum TOEFL PBT score of 550 or IBT of 80, or IELTS score of 6.5 if English is not the applicant's first language.

ADDITIONAL APPLICATION REQUIREMENTS

Once prospective students have completed the application process, they will be invited to interview with the Director of Graduate Business Studies. The interview is intended to be a two way interview; it provides the academic advisor with additional information about the student's goals and aspirations, and affords the student an opportunity to learn more about the MBA program.

TRANSFER OF GRADUATE COURSES

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.

EARLY-ACCESS MBA PROGRAM

The Clarke University Early-Access MBA Program (33 hours) offers eligible Clarke University undergraduate students the opportunity to complete three to twelve hours of graduate credit while in their undergraduate degree program. Three to seven (the 1 credit hour orientation course and two, three-credit hour courses) hours may be taken in the fall semester or second-to-last semester and three to six hours may be taken in the spring or last semester. These credits will be counted as general electives in the undergraduate degree program as well as credits toward the MBA.

To be eligible for admission to the Early-Access MBA Program as a Clarke University undergraduate, the applicant must have finished a minimum of 30 credit hours from Clarke University prior to matriculation in the MBA program.

Early Access Admission Requirements
Clarke University students may apply for admission to the Early Access Program by mid-term in the semester they anticipate completing 90 credit hours; ordinarily this will be the second semester junior year. The applicant must complete a minimum of 30 credit hours from Clarke University prior to matriculation in the MBA program. The prospective student interested in the Early Access to the Master of Business Administration must be a first-time applicant to the MBA program and submit the following to:

Graduate Admissions Office
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

- A completed graduate application form, available online at www.clarke.edu/apply
- Documentation of:
- A cumulative GPA of 3.0
- An internship
  - A minimum of one internship experience prior to the completion of the undergraduate degree is required
  - Work experience may be considered in lieu of internship
- Two completed recommendation forms, available online at www.clarke.edu/graduate. At least one of which must be from undergraduate faculty in the student's major
- A professional resume
- A one- to two-page essay reflecting on the knowledge, skills and values the student has developed in his/her undergraduate studies and how these impact his/her career goals.
- A minimum TOEFL PBT score of 550 or IBT of 80, or IELTS score of 6.5 if English is not the applicant's first language.
- Interview and development of MBA degree plan with Clarke University's Director of Graduate Business Studies.

FAST TRACK MBA

The Fast Track MBA allows students who complete the MOL degree at Clarke to take 6-8 additional courses to complete a second graduate degree. Therefore, two graduate degrees may be completed in as few as three years. The MOL focuses on successfully building effective teams, strengthening communication skills and leading organizations. The MBA focuses on building knowledge and expertise in the functional areas of business. Obtaining both degrees makes a very well-rounded leader.

Admission Requirements
Students who are in their final year of the MOL program can apply online at www.clarke.edu/graduate for the Fast Track MBA program. Students should submit an updated resume in addition to the application.

Once the application process is completed, students will meet with the Director of Graduate Business Studies to discuss the program, and develop a curriculum plan.

Time Limits
The Fast Track MBA program utilizes coursework from the MOL program to complete the degree. Therefore, students need to complete the MBA degree within 7 years from the start of the MOL program.

Curriculum
Students complete the MOL program and in addition, complete the following MBA courses:

- BUMG 505 Operations Management
- BUMG 509 Managerial Accounting
- BUMG 512 Marketing Management
- BUMG 515 Managerial Finance
- BUMG 519 Economic Environment in Business
- BUMG 585 Global Strategic Management
- Plus 2 certification courses if selecting the Project Management or Managerial Professional Certifications.

See the MBA curriculum section for course descriptions and certification course options.

Students who complete the Human Resource Certification for the MBA will not be required to take the two certification courses, as those courses were already completed in the MOL.

ADVANCED CERTIFICATE IN PROJECT MANAGEMENT

An agreement between Clarke University and University of Wisconsin-Platteville provides successful MBA students with the opportunity to earn an advanced certificate in project management. Interested Clarke students who have a 3.0 GPA and have completed 18 semester hours in the MBA program, including BUMG 561, Topics in Project Management, may enroll in the coursework for an advanced certificate in project management (total of 9 semester credit hours).

- PROJMGT 7080 Project Scope Management
- PROJMGT 7040 Interpersonal Skills for virtual and co-located project teams
- BUSAMDIN 5540 Quality Management or BUSADMIN Advanced Quality Management

Interested students should consult with the Director of Graduate Business Studies for details.

NOTE: To maintain financial aid students need to be enrolled in at least 5 credit hours at one institution. Students participating in the Certificate in Project Management program need to be enrolled in 5 or 6 hours at one institution. Three credits at each institution will not qualify for the half-time status, and consequently financial aid status is changed. Students considering this program should contact the financial aid office at Clarke University for specific information.

MBA CURRICULUM

- Core Courses (Total of 24 credit hours)
  - BUMG 501 Organizational Management (3 credit hours)
  - BUMG 502 Graduate Research and Presentation Methods (1 credit hour)
  - BUMG 505 Operations Management (3 credit hours)
  - BUMG 509 Managerial Accounting (3 credit hours)
  - BUMG 512 Marketing Management (3 credit hours)
  - BUMG 515 Managerial Finance (3 credit hours)
  - BUMG 519 Economic Environment in Business (3 credit hours)
  - BUMG 535 Professional Ethics (2 credit hours)
  - BUMG 585 Global Strategic Management (Capstone) (3 credit hours)
- MBA Tracks:
  - **Managerial Professional:**
    - BUMG 560 Business Analytics
    - BUMG 561 Project Management
    - BUMG 571 Human Resource Management
  - **Project Management Professional:**
    - BUMG 561 Project Management
    - BUMG 571 Human Resource Management
    - BUMG 595 Project Management Externship
  - **Human Resources Professional:**
    - BUMG 571 Human Resource Management
    - BUMG 525 Strategic Planning and Leadership Communication
    - BUMG 573 Leading in the 21st Century

COURSE DESCRIPTIONS

BUMG 501 ORGANIZATIONAL MANAGEMENT **3 hours**

This course 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.

BUMG 502 GRADUATE RESEARCH AND PRESENTATION METHODS **1 hour**

Students will undertake an examination of the rigors of advanced graduate study and reflect on personal strengths and challenges at the start of their program. Topics include identity as scholar-practitioner, academic research and quality sources, academic writing and professional presentation methods.

BUMG 505 OPERATIONS MANAGEMENT **3 hours**
This course focuses on the tools used in the efficient management of operations in a production or service organization. Topics include reliability theory, quality control, inventory management, queuing theory, simulation, project management and job shop scheduling. Prerequisite: Statistics.

BUMG 509 MANAGERIAL ACCOUNTING **3 hours**
This course addresses the use of accounting information in decision making. Students focus on cost management and managerial accounting concepts. Topics include product costing, relevant costs for decision analysis, cost systems, and budgeting and control. Emphasis is on the interpretation and use of accounting information rather than its creation and accumulation. Prerequisite: Principles of Accounting or equivalent or BUMG 500.

BUMG 512 MARKETING MANAGEMENT **3 hours**
This course examines the formation of marketing strategy from a managerial perspective using the case study methodology. Topics include determining target market needs and wants, product planning, channel development, promotion strategy, price setting, research and current trends. Prerequisite: Principles of Marketing or equivalent or BUMG 500.

BUMG 515 MANAGERIAL FINANCE **3 hours**
This course addresses the financial dimensions of decision making. The emphasis is on planning, financial analysis, capital structure, capital budgeting and working capital management. Prerequisite: Principles of Accounting, Finance I or equivalent or BUMG 500.

BUMG 519 ECONOMIC ENVIRONMENT IN BUSINESS **3 hours**
Economic analysis is utilized in examining the economic environment of the business firm. Topics include the significance of markets, the informational content of prices, economic perspectives on competition, international trade, central banks and monetary policy, and government regulation of business. Prerequisite: Microeconomics or equivalent.

BUMG 535 PROFESSIONAL ETHICS **2 hours**
This course examines the ethical dimensions of formulating and implementing corporate policies and strategic plans. It utilizes ethical analysis and case studies to identify important ethical issues to be considered in making responsible corporate decisions. Topics may include privacy, employee job security, product reliability, occupational health and safety, conflict of interest, and the community and political impacts.

BUMG 560 BUSINESS ANALYTICS **3 hours**
This course introduces the techniques of predictive modeling and analytics in a data-rich environment. Excel is utilized in the process of formulating business objectives, utilizing appropriate data selection, preparation and statistical models. Students will design, build, evaluate, and implement predictive models for a variety of practical business applications to identify risks and opportunities and solve real-world business problems using data.

BUMG 561 PROJECT MANAGEMENT **3 hours**
This course addresses the managerial discipline of project 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.

BUMG 571 HUMAN RESOURCE MANAGEMENT **3 hours**

This course provides an in-depth analysis of human resource management and employment relations in organizations. The course is taught using a systems approach. This approach 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.

BUMG 573 LEADING IN THE 21ST CENTURY **3 hours**

This course addresses current issues in management focusing on selected topics which may include managing in a changing technological environment, restructuring for the digital economy, corporate creativity, quality control, or intellectual capital growth.

BUMG 585 STRATEGIC MANAGEMENT **3 hours**

This capstone course focuses on strategic planning and the firm 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, matching strategies to company's situation and implementing strategies. After completing this course students will be equipped to analyze and understand the challenges of organizational management.

BUMG 595 PROJECT MANAGEMENT EXTERNSHIP **3 hours**

The externship component of our program is an opportunity for students to apply and practice their knowledge and skills in a real world setting. Externships include training objectives agreed upon by the employer, faculty advisor, and student. Each externship requires 240 hours of work during the semester.

MASTER OF ORGANIZATIONAL LEADERSHIP

The Clarke University MOL program is designed for a variety of industry professionals who seek to gain leadership skills that can be applied immediately in the work environment. Clarke MOL students acquire the tools needed to focus on the collaborative dimension of leading people to achieve organizational success.

In addition, students who pursue the MOL at Clarke University may choose to complete the Fast Track Master of Business Administration degree program by taking 6-8 additional graduate classes. Thereby completing two graduate degrees in as few as three years.

OUTCOMES

Clarke University envisions MOL graduates to be persons who believe in and demonstrate:

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

ADMISSION REQUIREMENTS

Requirements for Full Admission to the Master of Organizational Leadership
Applications may be submitted at any time; however, newly admitted students begin their studies in August or October for the fall semester and in January or March for the spring semester. The prospective graduate student interested in the master of organizational leadership (MOL) program at Clarke University must submit the following to:

Graduate Admissions Office
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

1. A completed graduate application form. Complete the online application form, or print and complete the form and mail with application fee. Students can apply from a variety of undergraduate degree programs; and there are no prerequisites.

2. $35 application fee (waived for Clarke University graduates). Please make checks payable to Clarke University. To pay using a credit card, please visit www.clarke.edu/graduate/applicationfee.

3. Official academic transcripts. These transcripts must document:

   - Completion of an undergraduate program from an accredited college or university with a minimum 3.0 GPA. Students under a 3.0 GPA may be admitted on a probationary basis and are required to maintain a 3.0.

4. A professional resume.

5. A 1-2 page essay reflecting on the following:

   - The knowledge, skills, and values the prospective student has developed in his/her professional career.
   - The goals and expectations for expanding the individual's knowledge, skills, and values through the Clarke University MOL program.

6. A minimum TOEFL PBT score of 550 or IBT of 80, or IELTS score of 6.5 if English is not the applicant's first language.

7. A personal Interview with the Director of Graduate Business Studies.

TRANSFER OF GRADUATE COURSES

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.

Early-Access Master of Organizational Leadership Program

The Clarke University Early-Access MOL Program (36 hours) seeks to attract students who are interested in advanced leadership studies to gain a competitive edge in the marketplace. The early-access program offers eligible students the ability to complete three to 12 hours of graduate credit while in their undergraduate degree in any discipline. Three to seven (one credit hour orientation course and two, three-credit hour courses) hours may be taken in the fall semester and three to six hours may be taken in the spring semester. These credits will be counted as undergraduate electives toward their bachelor's degree.

Students who meet the following requirements will be given priority admission and early access into the MOL Program. To be eligible for admission to the Early-Access MOL program as a Clarke University undergraduate, the applicant must have finished a minimum of 30 credit hours from Clarke University prior to matriculation in the MOL program.

UNDERGRADUATE DEGREE OPTIONS

Students from all majors can apply for the Master of Organizational Leadership degree. There are no required prerequisites for this program. It is necessary for the student to work closely with his/her advisor to complete the necessary program of study that meets the major and curricular component of Compass requirements to qualify for the Early-Access MOL program. Students who qualify will start the MOL program during their senior year at Clarke University and finish their undergraduate degree while accumulating up to 12 credits toward the MOL degree. After the completion of the undergraduate degree, students continue in the hybrid format MOL Program. When work responsibilities, course schedules and the students' undergraduate major requirements allow, they may be eligible to seek an exception and complete 12 credits each semester of their fifth year.

EARLY ACCESS ADMISSION REQUIREMENTS

1. Clarke University students may submit their application by mid-term in the semester they anticipate completing 90 credit hours. Ordinarily, this will be the second semester of the junior year. Complete the online application form, available online at www.clarke.edu/apply. Students must be first-time applicants to the MOL program.

2. A minimum cumulative GPA of 3.0

3. Documentation of completed or planned internship. A minimum of one internship experience prior to undergraduate degree completion is required. Work experience may be considered in lieu of an internship.

4. Two completed recommendation forms, at least one of which must be from undergraduate faculty in the student's major.

5. A professional resume.

6. A one- to two-page essay reflecting on the following:

   - The knowledge, skills, and values the prospective student has developed in his/her undergraduate studies and or career.
   - The goals and expectations for expanding the individual's knowledge, skills, and values through the Clarke University MOL program.

7. A minimum TOEFL PBT score of 550 or IBT of 80, or IELTS score of 6.5 if English is not the applicant's first language.

8. Interview and development of MOL degree plan with Clarke University's Director of Graduate Business Studies.

The MOL admissions committee reserves the right to make justifiable exceptions to these requirements on a case-by-case basis.

FAST TRACK MOL

The Fast Track MOL allows students who complete the MBA degree at Clarke to take 6-7 additional courses to complete a second graduate degree. Therefore, two graduate degrees may be completed in as few as three years. The MBA focuses on building knowledge and expertise in the functional areas of business. The MOL focuses on building effective teams, strengthening communication skills and successfully leading organizations.

Admission Requirements

Students who are in their final year of the MBA program can apply online at www.clarke.edu/apply for the Fast Track MOL program. Students should submit an updated resume in addition to the application.

Once the application process is completed, students will meet with the Director of Graduate Business Studies to discuss the program and develop a curriculum plan.

Time Limits

The Fast Track MOL program utilizes coursework from the MBA program to complete the degree. Therefore, students need to complete the MOL degree within 7 years from the start of the MBA program.

Curriculum

Students complete the MBA program and, in addition, complete the following MOL courses:

- MOL 504 Assessing and Developing Leadership Styles
- MOL 510 Leadership Theory
- MOL 516 Dardis Communications – Leadership Presentation Skills (1 credit)
- MOL 517 Dardis Communications – High Impact Leadership (1 credit)
- MOL 518 Dardis Communications – Convincing Conversations (1 credit)
- MOL 525 Strategic Planning and Leadership Communication (unless already taken in the MBA Human Resources Professional Certification)
- MOL 530 Leadership Research
- MOL 563 Leading and Building Effective Teams
- MOL 599 Leadership Experiential Work Action Project (Capstone)

See the MOL curriculum section for the course descriptions.

MASTER OF ORGANIZATIONAL LEADERSHIP CURRICULUM

The MOL curriculum consists of 36 credit hours (3 hours per course, with the exception of four 1-credit courses and the 2 credit hour Professional Ethics course):

- MOL 500 Utilizing Data for Decisions
- MOL 501 Organizational Behavior
- MOL 502 Graduate Research and Presentation Methods (1 credit hour)
- MOL 504 Assessing and Developing Leadership Styles
- MOL 510 Leadership Theory
- MOL 516 Dardis Communications - Leadership Presentation Skills (1 hour)
- MOL 517 Dardis Communications - High Impact Leadership (1 hour)
- MOL 518 Dardis Communications - Convincing Conversations (1 hour)
- MOL 525 Strategic Planning and Leadership Communication
- MOL 530 Leadership Research
- MOL 535 Professional Ethics (2 credit hours)
- MOL 563 Leading and Building Effective Teams
- MOL 571 Situational Leadership
- MOL 573 Leading in 21st Century
- MOL 599 Leadership Experiential Work Action Project (Capstone)

COURSE DESCRIPTIONS

MOL 500 UTILIZING DATA FOR DECISIONS **3 hours**
Designed as a foundational course, this course provides an understanding of accounting, finance and marketing. Accounting practices and financial data are examined and applied to leading in the 21st century. Key marketing concepts are explored, relating to leaders setting organizational direction. Offered in the fall.

MOL 501 - ORGANIZATIONAL BEHAVIOR **3 hours**
This course 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. Offered in the spring.

MOL 502 - GRADUATE RESEARCH AND PRESENTATION METHODS **1 hour**
Students will undertake an examination of the rigors of advanced graduate study and reflect on personal strengths and challenges at the the start of their program. Topics include identity as scholar-practitioner, academic research and quality sources, academic writing and professional presentation methods.

MOL 504 ASSESSING AND DEVELOPING LEADERSHIP STYLES 3 hours
This course is designed to 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 MOL graduate to provide effective leadership in a variety of professional settings. Offered in the fall.

MOL 510 LEADERSHIP THEORY 3 hours
Designed to look at contemporary theories of leadership. MOL students will analyze and enhance their critical thinking abilities by comparing leadership theories. The course is intended to educate students as to the strengths and limitations of the leadership models covered in the course. A review of the leadership theories and the application to business is examined through the stories and the experiential learning of each student. Course emphasizes connecting leadership theories and practices to leadership situations related to student experiences. Offered in the fall.

MOL 516 DARDIS COMMUNICATIONS: LEADERSHIP PRESENTATION SKILLS 1 hour
Using real-world situations, students will learn to: organize their thoughts quickly and present their ideas persuasively, captivate audiences with a professional delivery style, overcome inhibitions and speak with a purpose, strategically build presentations to meet the audience's needs, and control nervousness under pressure. Offered in the spring (additional course fee).

MOL 517 DARDIS COMMUNICATIONS: HIGH IMPACT LEADERSHIP 1 hour
Designed to ensure students will project a professional image, students will: acquire skills that differentiate oneself as a true leader, learn how to make positive first impressions, engage in rapport building and networking, and develop necessary business and social etiquette. Focus is on gaining the vital skills of today's most influential leaders. Offered in the spring (additional course fee).

MOL 518 DARDIS COMMUNICATIONS: CONVINCING CONVERSATIONS 1 hour
Students will learn to actively listen to understand critical business issues, effectively ask questions to uncover needs, handle objections, to present sound solutions and negotiate win-win agreements. This course allows students to gain an awareness of how they look and sound during a persuasive conversation and to hone their skills. Offered in the spring (additional course fee).

MOL 525 STRATEGIC PLANNING AND LEADERSHIP COMMUNICATION 3 hours
This course focuses on strategic planning and the firm in the global environment. It combines the organization's vision with an organization's desires and capabilities. Topics include: leading the strategic management process, competitive analysis, evaluating company resources and competitive capabilities, matching strategies to company's situation and effectively communicating and implementing strategies. Offered in the spring.

MOL 530 LEADERSHIP RESEARCH 3 hours
This course is designed to examine organizational topics related to the student's Experiential Work Action Project. Basic quantitative methods such as survey design, data collection, and data analysis will also be covered. Students will research and develop strategies for their Leadership Experiential Work Action Projects. Offered in the fall.

MOL 535 PROFESSIONAL ETHICS **2 hours**
This course examines the ethical dimensions of formulating and implementing corporate policies and strategic plans. It utilizes ethical analysis and case studies to identify important ethical issues to be considered in making responsible corporate decisions. Topics may include: privacy, employee job security, product reliability, occupational health and safety, conflict of interest, and the community and political impacts. Offered in the summer and the fall.

MOL 563 LEADING AND BUILDING EFFECTIVE TEAMS **3 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. Offered in the spring.

MOL 571 SITUATIONAL LEADERSHIP **3 hours**
This course provides an in-depth analysis of human resource management and employment relations in organizations. The systems approach 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. Offered in the spring.

MOL 573 LEADING IN THE 21ST CENTURY **3 hours**
This course addresses current issues in leadership and management focusing on selected topics, which may include: leading in a changing technological environment, restructuring for the digital economy, corporate creativity, quality control, or intellectual capital growth. Through the use of readings, case studies and hands-on activities, students will develop critical thinking skills and an understanding of leaders' decision-making processes. Offered in the fall.

MOL 599 LEADERSHIP EXPERIENTIAL WORK ACTION PROJECT (CAPSTONE) **3 hours**
This course is designed as an experiential and theoretical exploration in an area of focused study regarding a real life project, problem or work assignment. Students will focus on integration of the theoretical concepts into the current work environment. Offered in the spring.

MASTER OF 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 MSW program's concentration is in service to those who have mental health and medical needs in our society with a commitment to interprofessional care and rural populations. 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 Bureau of Labor Statistics predicts that the need for social workers is expected to grow faster than average for all occupations through 2020. Employment for social workers is expected to increase overall by 25%, and the need for mental health and medical social workers to be even greater.

MISSION

Clarke University's Master's in Social Work Program is an academically rigorous program dedicated to professional excellence. We impart the values of service, social justice, and social responsibility to the mental health and medical needs of society with a commitment to diverse groups, interprofessional care, and service to rural populations.

GOALS

1. Prepare academically competent dedicated professionals who value service, social justice and social responsibility.
2. Build and maintain collaborative relationships with the community mental health and medical services in promoting interprofessional services to clients and developing resources to meet the needs of diverse groups.
3. Advocate for the empowerment of oppressed and vulnerable groups with particular attention to those in rural areas.

OUTCOMES

The Outcomes for social work students are based on the 10 core competencies provided by the Council on Social Work Education.

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate (writing and speaking) professional judgments.

4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

ADMISSION REQUIREMENTS

A student interested in the Master of Social Work program at Clarke University must submit the following to the Graduate Admissions Office:

1. A completed graduate application form, available online at www.clarke.edu/apply.
2. A $35 application fee. Pay online at www.clarke.edu/graduate/applicationfee. (non-refundable; waived for Clarke University graduates).
3. Completed prerequisite classes: Introduction to Sociology, Introduction to Psychology, Biology, and Statistics.
4. Completion of any undergraduate program from an accredited college or university. The applicant must have must have a minimum GPA of 3.0 in his or her major field of study.
5. Complete an in-person or Skype interview.
6. To be considered for the Advanced Standing Program, the applicant must have completed his or her undergraduate degree within the last 5-7 years from a social work program that has been accredited by the Council on Social Work Education (CSWE). Course grade of a B in undergraduate social work courses and a C in statistics will qualify students for advanced standing status. Bridge courses are available for those who earned their undergraduate social work degree in the last five to seven years.
7. A minimum TOEFL PBT score of 550, IBT score of 80 or minimum IELTS score of 6.5 if English is not a first language.

MASTER IN SOCIAL WORK CURRICULUM 2 YEAR PROGRAM (64 CREDITS)

Year 1 – FOUNDATION CURRICULUM (32 credits)

- SW 513 Human Behavior in 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 Social Work Research I
- SW 531 Advanced Issues in Social Work Practice
- SW 540 Practice III: Social Work with Communities and Organizations
- SW 581 Social Policy: Form and Analysis
- SW 597 Field Practicum I
- SW 598 Field Practicum II

Year 2 - MENTAL HEALTH AND MEDICAL ISSUES CONCENTRATION AND ADVANCED STANDING (ONE YEAR FOR THOS ENTERING WITH A BACHELOR OF SOCIAL WORK) (32 Credits)

- SW 553 Psychopathology
- SW 560 Advanced Practice with Individuals & Families
- SW 600 Medical Issues in Social Work
- SW 601 Mental Health and Social Work
- Mental/Medical Health (three courses required)
  - Topics may include: Crisis Intervention, Problematic Substance Use, Domestic Violence, Gerontology, Trauma Informed Care
- SW 650 Social Work Research II
- SW 655 Field Practicum III
- SW 656 Field Practicum IV

FOUNDATIONAL LEVEL COURSE DESCRIPTIONS

SW 513 Human Behavior in 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.

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.

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.

SW 525 DIVERSITY AND PRIVILEGE 3 hours
This course examines social work roles and issues related to human diversity, difference, and privilege. Social work values, ethics, and social and economic justice will be explored throughout. Students will learn to apply an understanding of individual and group differences, specifically those related to culture, race, ethnicity, religion, ability, sexual orientation, national origin, gender, class, and age as these each impact on research and generalist social work practice.

SW 530 SOCIAL WORK RESEARCH I 3 hours
Students are introduced to the basic steps of the traditional scientific research process. A group research project is carried out following the approval of the Institutional Review Board. The initial results are analyzed and presented to the class. Students are also exposed to alternative research methods, such as program evaluation and direct practice evaluation.

SW 531 ADVANCED ISSUES IN SOCIAL WORK PRACTICE 3 hours
An in-depth 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, interest of students, and expertise of the faculty. Some examples of advanced issues include: Rural Social Work, Global Issues in Social Work, Mental Health Policy, Social Work Practice with the Older Adult.

SW 540 PRACTICE III (COMMUNITY ORGANIZING) 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.

SW 581 SOCIAL POLICY: FORM AND ANALYSIS 3 hours
Introduction to the basic issues relative to social policy development as a process policy analysis; role of the social worker in policy-making; special emphasis on current policy issues relevant to social work.

SW 597 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 15 hours per week or 220 clock hours during one semester in placement. Some placements will require students to provide their own transportation. A weekly two-hour seminar is required of all students in field instruction.

SW 598 FIELD PRACTICUM II **4 hours**
Individually planned and supervised experiences in public or voluntary social service agency that will enable students to integrate social work knowledge with practical experience. The student spends approximately 15 hours per week or 220 clock hours during one semester in placement. Some placements will require students to provide their own transportation. A weekly two-hour seminar is required of all students in field instruction.

YEAR 2 AND ADVANCED STANDING COURSE DESCRIPTIONS

SW 553 PSYCHOPATHOLOGY **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.

SW 560 ADVANCE PRACTICE WITH INDIVIDUALS AND FAMILIES **3 hours**
This course builds on and adds to the foundation content provided in SW: Practice 1. A more in-depth examination of treatment goals and processes provides an arena which the student can be helped to integrate foundation knowledge from other courses including information on conditions in the social environment, human development, social policy, and research methods. Special attention is paid to helping students understand the appropriate uses of DSM V symptom classification. It also delves more deeply into practice models, including crisis intervention, brief treatment, long-term therapy and family therapy. The use of relationship in treatment is examined with focus on use of self, transference and countertransference, and the termination process.

SW 600 MEDICAL ISSUES IN SOCIAL WORK **3 hours**
This is an advanced, clinical practice of social work in health care course. It is presented within the framework of the person in environment perspective. This course expands upon the content of Human Behavior in the Social Environment, and practice courses with individuals, families, and groups. The components of assessment and intervention are expanded to include understanding of medical concerns, physical functioning, and the socio-cultural meanings ascribed to illness. Focus will also be directed to issues such as strategies for coping with illness, spirituality and illness, self-concept and identity, the impact of illness on relationship and socioeconomic conditions. Attention will also be directed to interprofessional relationships social workers form in health care systems.

SW 601 MENTAL HEALTH AND SOCIAL WORK **3 hours**

This course explores issues in the treatment of individuals with mental health challenges. It will provide an historic overview of policies related to treatment of mental illness, the evolution of theories of etiology of mental illness, and phases of illnesses. Students will learn about the impact of stigma, race, ethnicity, age, gender, and socioeconomic factors related to mental illnesses. Students will deepen their knowledge of the clients' and families' perspectives of mental illness and treatment. Students will gain an understanding of general mental health treatment approaches including psychotropic medications, in-patient and outpatient care, and case management. Special consideration will be given to co-occurring diagnoses and homelessness.

SW 630 CRISIS INTERVENTION **3 hours**

The Crisis Intervention course provides theoretical knowledge for practice. This course will explore current theory and practice models for acute and post trauma situations with individuals, families, groups, organizations, and communities.

SW 631 SOCIAL WORK AND PROBLEMATIC SUBSTANCE USE **3 hours**

This course provides an overview of the history, current understanding, prevention, assessment, and treatment of problematic substance use. Students will learn knowledge and skills to conceptualize, screen for, assess, and treat substance use problems, with s specific focus on populations of particular concern to the social work profession (e.g., persons affected by poverty, racism, sexism/heterosexism, and serious mental illness; children and older adults). Models of addiction/intervention (including 12 step/self-help, cognitive-behavioral/skills training, motivational enhancement, and harm reduction) will be presented with particular attention to their existing evidence bases. A biopsychosocial perspective will be emphasized, and throughout the semester the course will attend to the impact of socioeconomic and cultural factors on all facets of understanding and responding to problematic substance use. Furthermore, values of the social work profession will be integrated into classroom discussion and assignments.

SW 632 DOMESTIC VIOLENCE **3 hours**

Domestic Violence is an offering to satisfy a Mental Health/Health Care required course. Students will learn about the history of family violence, theories of family violence, assessment of and intervention techniques with family violence. The course will also examine types of violence, including elder abuse, child abuse, and intimate partner abuse. Students will also learn about the social context of violence including race, class, gender, sexual orientation, and religion.

SW 633 SOCIAL WORK IN RURAL COMMUNITIES **3 hours**

Rural Social Work is an offering to satisfy a mental health and medical issues concentration level requirement. Drawing upon disciplinary knowledge from the social sciences, this course begins with an examination of what constitutes rural communities, and how the characteristics of rural communities contribute to factors of both risk and resilience with respect to bio-psycho-social-spiritual functioning. Focusing on social service needs in general, and medical and mental health needs in particular, the course identifies specific challenges that are common in rural communities. It presents practice theory, knowledge, skills, and values relevant to responding to the particular needs of rural communities. Culturally competent and ethical practice is emphasized. Particular attention is given to acknowledging and responding to dimensions of diversity that may go unrecognized in rural communities as well as to examining aspects of ethical practice related to confidentiality and boundaries that may be particularly challenging in smaller rural communities.

SW 650 SOCIAL WORK RESEARCH II **3 hours**

This course presents advanced concepts of the research process and the methods employed in this process. Students will be able to critically analyze and write a research report and carry out the steps of the traditional scientific research process. A research project is carried out following the approval of the Institutional Review Board. The initial results are analyzed and presented to the class. Students are also exposed to alternative research methods, such as program evaluation and direct practice evaluation.

SW 655 FIELD PRACTICUM III **4 hours**

This course is the 3rd level, advanced field experience in the MSW program. This course focuses on individually planned and supervised experience in a public or voluntary social service agency. The student spends approximately 16 hours per week (2 full days a week). A weekly one hour seminar is required of all students in field practicum. Integration of advanced social work knowledge with practical experience is emphasized.

SW 656 FIELD PRACTICUM IV **4 hours**

This course is the 4th level, advanced field experience in the MSW program. This course focuses on individually planned and supervised experience in a public or voluntary social service agency. The student spends approximately 16 hours per week (2 full days a week). A weekly one hour seminar is required of all students in field practicum. Integration of advanced social work knowledge with practical experience is emphasized.

DOCTOR OF NURSING PRACTICE

DOCTOR OF NURSING PRACTICE

Clarke University offers a Doctor of Nursing Practice degree with two concentrations: as a Family Nurse Practitioner and in Health Leadership and Practice to serve the needs of working health care professionals seeking post baccalaureate study. Additionally, a certificate in Nursing Education (12 credits) is available for students to add on to an existing program of study or as a stand alone post masters/post doctoral certificate. 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 DC 2001, (202) 887-6791.

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:

Graduate Admissions Office
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

1. A completed graduate application form, available online at www.clarke.edu/apply.
2. A $35 application fee (waived for Clarke University graduates). Please make checks payable to Clarke University. To pay online, visit www.clarke.edu/graduate/applicationfee.
3. 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.
4. Three completed recommendation forms, including one relative to clinical performance, one relative to academic ability, and one other.
5. Curriculum vitae.
6. Proof of personal health insurance.
7. Photocopy of current unencumbered licensure as a registered nurse.
8. Statement of goals for graduate education and subsequent career plans.
9. Documentation of a minimum TOEFL PBT score of 550 or IBT of 80, or IELTS score of 6.5 if English is not the applicant's first language.
10. Interview
11. For the DNP Program, the GRE is required for GPA less than 3.00.
12. 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 students may take up to 3 classes in the DNP program provided they carry a 3.0 GPA. Courses available for both undergraduate and graduate credit include: HLTH 515 Advanced Pathophysiology; NURS 510 Nursing and Leadership Theory; and NURS 502 Research Design in Nursing.

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)
- Health Leadership and Practice Concentration
  - HLTH 570 Holistic Health Promotion (2)
  - HLTH 575 Outcomes Management and Quality Improvement (3)
  - NURS 560 Bioethics (3)
  - NURS 615 Transcultural Healthcare Leadership (3)
  - NURS 625 Community and Population Health (3)
  - NURS 635 Transformational Leadership in Nursing (3)
  - NURS 600L, 610L, 620L Leadership Labs
  - 6 elective credits in business/management

- 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
- Nursing Education certificate:
  - HLTH 530 Education Practicum (3)
  - NURS 533 Instructional Processes (3)
  - NURS 536 Curriculum Development (3)
  - NURS 539 Accountability in Practice Based Education (3)
- Program Electives
  - NURS 564 End of Life Care (3)
  - NURS 566 Pediatric Palliative Care (3)
  - 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.

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.

COURSE DESCRIPTIONS

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.

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 533 INSTRUCTIONAL PROCESSES **3 hours**
This course examines the selection, application and evaluation of instructional strategies in nursing education and staff development. Testing and measurement of outcomes are included. Emphasis is given to both classroom and distance instructional methods.

NURS 536 CURRICULUM DEVELOPMENT **3 hours**
This course focuses on diverse pedagogical approaches to nursing education. Emphasis is given to curriculum planning, design and implementation and evaluation in associate and baccalaureate degree programs in nursing.

NURS 539 ACCOUNTABILITY IN PRACTICE-BASED EDUCATION **3 hours**
This course focuses on the central role of accountability in developing, implementing, and evaluating professional education and continuing education in practice-based professions.

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 560 BIOETHICS **3 hours**
Health care professionals are increasingly confronted with ethical decision making. This course focuses on ethical principles, theories of ethics, and social justice. The course will delve into ethical discernment as it relates to clinical, educational, and leadership venues.

NURS 564 END OF LIFE CARE **3 hours**
This course is designed to prepare the caregiver to provide optimal end of- life care. The basis for this study comes from the End of Life Nursing Education Consortium's research into nursing education and care for the terminally ill. All participants who successfully complete this course will have the opportunity to become certified as an end-of-life nursing education trainer.

NURS 566 PEDIATRIC PALLIATIVE CARE **3 hours**
This course is designed to prepare the caregiver to provide optimal end-of life care to the pediatric patient and family. The basis for this study comes from the End of Life Nursing Education Consortium's research into nursing education and care of children and families facing end-of-life problems. Topic areas included are nursing care at the end of life, pain and symptom assessment and management, cultural considerations, ethical/legal issues, communication, loss, grief and bereavement, care at the time of death, and models of excellence in pediatric palliative care.

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 600L LEADERSHIP LAB 1 **0 hour**
Initial lab course, precepted one on one, for students in the Health Leadership and Practice concentration to demonstrate leadership and education competence. Students are expected to complete 200 hours.

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 Nursing Statistics.

NURS 610L LEADERSHIP LAB 2 **0 hour**
Lab course, precepted one on one, for students in the Health Leadership and Practice concentration to demonstrate leadership and education competence. Students are expected to complete 200 hours.

NURS 615 TRANS-CULTURAL HEALTHCARE LEADERSHIP **3 hours**
This course provides a foundation for building the scholarship of advanced trans-cultural and holistic nursing practice. Sources of knowledge and procedures for acquiring knowledge, both formal and informal, will be studied for the power to positively influence health outcomes. Lectures and discussions supplement practice and encourage students to explore sociocultural determinants of health and illness - economic realities, cultural values and gender roles, education levels, governmental policies, access to technology, and the competence of health care providers. Students are expected to enhance practice and/or leadership skills, including clinical reasoning, and advance to a higher level of expertise in trans-cultural nursing through community based practicum experiences.

NURS 620L LEADERSHIP LAB 3 **0 hour**
Lab course, precepted one on one, for students in the Health Leadership and Practice concentration to demonstrate leadership and education competence. Students are expected to complete 200 hours.

NURS 625 COMMUNITY AND POPULATION HEALTH **3 hours**
The Community and Population Health course introduces students to the concepts and methods of the practice of caring for a community's population. This course will cover a wide array of topics related to community and population health in order for students to be able to understand the concepts of healthy global communities, vulnerable populations, health promotion, disease management, risk reduction, community assessment, epidemiology, political action and case management. Emphasis is on promotion of health for individuals, families and communities.

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 635 TRANSFORMATIONAL LEADERSHIP NURSING **3 hours**
The purpose of this course is to provide DNP students with content to understand and develop skills to lead through complex challenges, initiate health policy to eliminate health disparities, and improve overall healthcare.

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, 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.

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 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 530 EDUCATION PRACTICUM **3 hours**
Much of the basic education for nurses and for students in other health professions occurs in clinical settings. These settings require teaching methodologies quite different from the classroom setting. This course focuses on clinical instruction and the development of clinical judgment in the health professions. Emphasis will be given to clinical education in associate and baccalaureate degree programs.

HLTH 570 HOLISTIC HEALTH PROMOTION **2 hours**
The purpose of this course is to provide graduate nursing students with content to understand health promotion concepts, theories and the disparities that exist within populations that are relevant to advanced nursing practice.

HLTH 575 OUTCOMES MGMT & QUALITY IMPROV **3 hours**
This course provides an introduction to the concepts and practices of quality management, process improvement, and the assessment of outcomes in health care delivery settings. Through active class participation students will develop an in-depth understanding of basic concepts and frameworks of outcomes management and quality improvement applied in specific health care situations. Students will focus on outcome data to evaluate care delivery, and propose quality improvement initiatives.

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.

DOCTOR OF PHYSICAL THERAPY

MISSION

The mission of the physical therapy program is congruent with the mission of Clarke University and consistent with contemporary preparation of physical therapy professionals. Both the University and department missions include providing a supportive environment that encourages personal and intellectual growth of professional leaders, promotes reflective professional practice within the context of a diverse global community, and advances decision making that is rooted in spiritual and ethical principles as well as social responsibility. The department mission aligns with the Normative Model of Physical Therapist Professional Education: Version 2014 in that it emphasizes excellence in the teaching and learning of skills related to the practice of physical therapy, the importance of critical thinking and ethical decision making, and the development of lifelong learning skills that will empower graduates to adapt to changing healthcare environments. The program's mission is also congruent with the Guide to Physical Therapist Practice (online), as students develop the attitudes, behaviors, and skills needed to contribute to the contemporary physical therapy community in a variety of settings. The Physical Therapy Department Mission Statement follows:

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 encourages personal and intellectual growth, promotes global awareness and social responsibility, and deepens spiritual values. As educators, we will play a significant role in 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.

GOALS

Goals Related to Students

In accordance with the mission of Clarke University and the philosophy of the physical therapy department, the faculty strives to:

1. Educate students to be competent and safe practitioners of physical therapy in a variety of practice settings.

2. Educate students in utilizing and mastering evidence-based clinical decision-making skills as the foundation for their physical therapy practice.

3. Educate students about professional ethics and legal issues in clinical practice and the profession of physical therapy as outlined in the APTA code of ethics.

4. Educate students about attitudes and clinical skills that are essential for optimizing their role as a physical therapist as a member of the health care team and the community.

5. Educate students to value, promote and improve the quality of health care through the unique and cooperative contributions of physical therapy.

6. Educate students to critically interpret and contribute to research related to the field of physical therapy.

7. Educate students to be advocates for patient rights within the current and evolving health care environment (from political, economic and cultural perspectives).

8. Educate students to accept responsibility for personal and professional growth, and to participate in the development of the physical therapy profession.

9. Initiate students on a lifelong process of learning.

Goals Related to the Faculty

The core faculty will:

1. Demonstrate commitment to the profession through membership in the American Physical Therapy Association (or other appropriate professional organization).

2. Participate in one or more area of scholarship as defined by Boyer.

3. Maintain clinical expertise in assigned content areas.

4. Participate in service activities consistent with the mission of the program and the University.

5. Be composed of clinical specialists and academically prepared doctorates.

6. Tenure-track faculty will make progress toward achieving tenure and promotion as described by the University's Faculty Evaluation Manual and Employment Manual.

Goals Related to the Physical Therapy Program

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.

The program's mission is reflected in goals related to students, faculty members, and the program itself.

The goals delineated for students clearly are rooted in the department mission: Students' personal and intellectual growth is highlighted, particularly with regard to development of critical thinking and ethical decision-making skills.

Goals related to faculty members also emerge from the department's mission: The faculty is committed to achieving excellence in physical therapy education, to maintaining their own professional qualifications (in both the academic and practice settings), and to being active in the community and professional organizations. Faculty members believe that excellence in physical therapy education is achieved by maintaining clinical expertise, by participating in research, and by disseminating knowledge through professional organizations. By achieving articulated goals, tenure- track faculty members are able to make progress toward promotion and tenure.

Finally, the goals of the Doctor of Physical Therapy Program itself are based on its mission: The program provides continuing education to local clinicians, and faculty and students collaborate with providers in the community in offering pro-bono care to clients, thereby helping them achieve optimum health and wellness.

APPLICATION PROCESS

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 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.

ADMISSION PATHWAYS FOR THE DPT PROGRAM

Applicants to the DPT program follow one of two admission pathways. The admission process varies depending on the pathway:

I. Early Assurance Pathway Process

This process is followed by students who were accepted to Clarke University as first-year students in the early assurance pathway to the pre-PT program. These students received 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 professional phase of the DPT program.

II. Standard Admission Pathway Process

The following students follow the standard admission process: Clarke University students not accepted in the early assurance pathway, undergraduate students from universities with 3+3 articulation agreements with Clarke, and graduates from other institutions. The process for standard admission to the DPT program includes submission of an application through PT Centralized Application Service (PTCAS), http://www.ptcas.org.

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:

   - 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
   - In addition, the following course is a prerequisite for Clarke University undergraduates: PT 101 Introduction to Physical Therapy (may be waived for transfer students with more than 60 credit hours)

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 http://www.clarke.edu/media/files/Admissions/Graduate/clinicallog.pdf.

6. Responses to essay questions

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. A minimum TOEFL PBT score of 550 or IBT of 80, or IELTS score of 6.5 if English is not the applicant's first language.

I. EARLY ASSURANCE PATHWAY

Students graduating from high school may apply for the early assurance pathway. Acceptance in the early assurance pathway is competitive. Admitted students complete the application process to the professional (DPT) program through the Office of Graduate Admissions at Clarke University during their junior year at Clarke. Letters of Intent signed and submitted prior to matriculation as first-year students will be used to document the early assurance pathway. Students in this pathway are first time applicants to the professional phase. Students who meet all the priority requirements will be guaranteed admission into the professional phase of the DPT program.

The fall prior to starting in the professional (DPT) phase, students must submit the following to:

Graduate Admissions Office
1550 Clarke Drive
Dubuque, Iowa 52001
or email materials to graduate@clarke.edu

1. A completed graduate application form, available online at clarke.edu/graduate/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:

All students must meet the minimum requirements. For priority admission, students must provide documentation of the following:

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/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 prerequisites:

   - PT 101 Introduction to Physical Therapy
   - 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.*

II. STANDARD ADMISSIONS PATHWAY PROCESS

The process for standard admission to the DPT program requires submission of applications through PT Centralized Application Service (PTCAS), http://www.ptcas.org.

All students must meet the minimum requirements listed above. Students who meet those requirements are eligible to apply to the DPT program. The application process must be completed and all materials submitted by the designated date.

Students from Clarke University and those from universities with 3+3 articulation agreements with Clarke who meet all the requirements established in the early assurance pathway will be given preference for admission into the DPT program over other standard pathway students.

Individuals who received their undergraduate education at another institution are welcomed and encouraged to apply to the DPT program.

Clarke undergraduates and students from universities with 3+3 articulation agreements must demonstrate that they will earn their undergraduate degree prior to the start of the second year of the professional DPT program. Applicants from other institutions must either have their undergraduate degree completed or demonstrate that they will complete their undergraduate degree prior to the start of the first year of the professional DPT program. This documentation must be received with the application materials by the date designated on the Clarke DPT admissions website.

Transfer of Graduate Courses

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 410 Human Gross Anatomy
- BIOL 420 Human Physiology
- DPT 514 Functional Anatomy & Biomechanics
- DPT 515 Issues in Health Care
- DPT 518 Physical Agents

SPRING

- BIOL 425 Exercise Physiology
- BIOL 445 Neuroscience
- DPT 524 Patient Care
- DPT 526 Introduction to PT Exam & Intervention
- DPT 528 Therapeutic Exercise
- DPT 529 Clinical Practicum I

- **SUMMER**
- DPT 631 Internship 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

WINTERIM

- DPT 632 Internship 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 Internship 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 Internship IV (8 weeks)
- DPT 735 Internship V (8 weeks)

COURSE DESCRIPTIONS

All of the following courses are required for completion of the physical therapy program, with the exception of PT 101, which is only required in the pre-professional phase for Clarke University undergraduates.

BIOL 410 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. Three hours lecture; three hours laboratory. Prerequisite: BIOL 116 or BIOL 211 & 212.

BIOL 420 HUMAN PHYSIOLOGY **4 hours**
Physiology of the tissue, organs and systems of the human body. Mechanisms of nerve function, muscle contraction, circulation, respiration, excretion, and hormonal regulation. Three hours lecture; three hours laboratory. Prerequisite: BIOL 116, or BIOL 211 & 212, and CHEM 111.

BIOL 425 EXERCISE PHYSIOLOGY **4 hours**
A study of the human body at exercise, with special emphasis on the skeletal, muscular and cardiovascular systems. Three hours lecture; three hours laboratory. Prerequisite: BIOL 116, an animal or human structure course, or BIOL 211.

BIOL 445 NEUROSCIENCE **4 hours**
This course emphasizes the neuroanatomy and underlying neurophysiology of the world's greatest supercomputer - the human nervous system. Communication between the outside world and the central nervous system is presented using electrical models of cell signaling, neurotransmitters, selective toxins and some of the pathology that can be associated with the nervous system. Three hours lecture; three hours laboratory. Prerequisite: BIOL 115, 116, or BIOL 211 & 212 and CHEM 111, or permission of the instructor.

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 emphasized.

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.

DPT 518 PHYSICAL AGENTS **3 hours**
Biophysics of light, heat, and electricity are applied to the application of such agents to human tissues. Indications, contraindications, 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.

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.

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.

DPT 528 THERAPEUTIC EXERCISE **2 hours**
Covers the spectrum of therapeutic exercise interventions for physical therapists. Critical thinking with regard to selection of exercises depending on the condition of the patient and patient diagnosis is emphasized.

DPT 529 CLINICAL PRACTICUM I **1 hour**
Students participate in providing wellness services to retirees 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.

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.

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.

DPT 614 MUSCULOSKELETAL PT I **4 hours**
Examination and intervention for patients with musculoskeletal dysfunction of the upper 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.

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.

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.

DPT 619 CLINICAL PRACTICUM II **1 hour**
Students participate in providing wellness services to retirees 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.

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.

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.

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.

DPT 624 MUSCULOSKELETAL PT II **4 hours**
Examination and intervention for patients with musculoskeletal dysfunction of the lower 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.

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.

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.

DPT 629 CLINICAL PRACTICUM III **1 hour**
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.

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.

DPT 710 ADVANCED SPECIALTY ELECTIVE **1 hour**
Guided study for in depth investigation of topics in physical therapy theory, research, and clinical practice.

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.

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.

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.

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.

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.

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 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 APA publication format will be required.

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.

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.

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.

DPT INTERNSHIPS I-IV **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 minimum of one affiliation in each of the following settings: hospital acute care, outpatient orthopedics, neurologic rehabilitation, and a specialty area (geriatrics, pediatrics sports medicine, home care, other). This approach will prepare physical therapists to practice in a variety of settings across a variety of patient conditions.

DPT 631 INTERNSHIP I **8 hours**

DPT 632 INTERNSHIP II **4 hours**

DPT 733 INTERNSHIP III **8 hours**

DPT 734 INTERNSHIP IV **8 hours**

DPT 735 INTERNSHIP V **8 hours**

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MPT, J.N Medical College
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MFA, University of Arizona

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MS, Western Illinois University
Ph.D., Capella University

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MA, University of Illinois
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DPT, Clarke College
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MN, University of California
Ph.D., University of Southern California

Lynn Lester, BVM
Associate Professor of Education
MA, San Francisco State University
MA, Ed.D, University of San Francisco

Jennifer Mai
Professor of Physical Therapy
BS, Bradley University
MS, University of Indianapolis
DPT, Clarke College
Ph.D., Nova Southeastern University

Sunil Malapati
Professor of Chemistry
Mtech - Indian Institute of Technology, Bombay, India
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Amanda Matson
Associate Professor of Mathematics
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Ph.D., North Dakota State University

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MS, University of Wisconsin – Platteville
DPT, Clarke College

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MPT, St. Ambrose University
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