

Arts/Sciences Undergraduate Academic Policies

<u>Required Foundational Elements</u>	
<u>Program of Liberal Studies (PLS)</u>	
<u>Capstone, PoP and LEEP Project</u>	
<u>Mathematics Placement Test</u>	
<u>Language Placement</u>	
<u>Music Theory Placement Exam</u>	
<u>Advanced Standing Credit</u>	
<u>Transfer Credits and Evaluation Process</u>	
<u>Class Standing</u>	
<u>Academic Good Standing</u>	
<u>Academic Probation</u>	
<u>Grades of Incomplete</u>	
<u>Required Withdrawal</u>	
<u>Academic Dismissal</u>	
<u>Course/University Withdrawal</u>	
<u>Leave of Absence</u>	
<u>Part-Time Status</u>	
<u>5th Course Approval</u>	
<u>Academic Dishonesty</u>	
<u>Special Major Programs</u>	
<u>Minors and Interdisciplinary Concentrations</u>	
<u>Accelerated Degree Programs</u>	
<u>Special Degree Programs</u>	
<u>Pre-Professional Advising</u>	
<u>Special Credit Opportunities</u>	

Arts/Sciences Undergraduate - Academic Policies

Required Foundational Elements

First-Year Intensives

All students participate in a common foundational experience called a First Year Intensive (FYI) course. These FYIs orient the student to the standards and practices of the university community. The professor who teaches each First Year Intensive also serves as academic adviser to the students until a major is declared. First Year Intensives initiate a student's Clark career with a set of close relationships with both a professor and a small group of students who share at least one intellectual interest. All First Year Intensives fulfill a Program of Liberal Studies (PLS) requirement. The experience lays the groundwork for subsequent phases of development as a student moves toward graduation. The FYI is designed to set the stage for the improved learning at Clark by providing challenging experiences that make a difference to a student's academic and community engagement. A core component of the first-year intensive seminar is participation in the Clark Navigator. The Clark Navigator is a first-year experience program led by upper-class Peer Mentors with the goals to build community, connect students with campus resources, and

plan for a successful first year and Clark career. Throughout the Navigator, students will participate in workshops and interactive planning sessions to develop knowledge and skills.

Program of Liberal Studies

Students are also required to complete Clark's Program of Liberal Studies (PLS). Through this program, students acquire the intellectual habits, skills and perspectives that are essential to liberal education while simultaneously providing opportunities for students to experience the ways of thinking and tools of investigation used by scholars and practitioners. Despite the different skills and perspectives offered in PLS courses, all have been designed to help students meet the LEEP learning outcomes.

The Program of Liberal Studies has two components:

Critical Thinking Courses: While every course at the University involves work in critical thinking, two types of courses place special emphasis on the cultivation of these skills. Students take one course in each of these areas:

- **Verbal Expression: (VE) Verbal Expression** courses place special emphasis on the relationship between writing and critical thinking within a particular discipline.
- **Formal Analysis: (FA) Formal Analysis** courses include the use of a formal, symbolic language as appropriate for a specific discipline, rules of logic for that language, and the use of that language in modeling the subject matter of the discipline.

Perspectives Courses: Perspectives courses offer breadth and introduce students to the different ways in which various disciplines or fields define thinking, learning and knowing. Students must successfully complete one course in each of the following six perspectives categories. Each course must be taken in a different department:

- **Aesthetic: (AP) Aesthetic Perspective** courses emphasize artistic expression and the perception, analysis and evaluation of aesthetic form. These courses are designed to enhance students' appreciation and understanding of the arts.
- **Global Comparative: (GP) Global Comparative** Perspective courses introduce students to comparative analysis by exploring the cultural, political or economic aspects of human diversity around the world. They provide students with tools for analyzing human experience by examining similarities and differences in a global or international context.
- **Historical: (HP) Historical Perspective** courses develop a student's capacity to understand the contemporary world in the larger framework of tradition and history. Courses focus on the problems of interpreting the past and can also deal with the relationship between past and present. All courses are broad in scope and introduce students to the ways scholars think critically about the past, present and future.
- **Language and Culture: (LP) Language and Culture Perspective** courses foster the study of language as an expression of culture. Students may study foreign languages, which highlight the relationship between language and culture, or English-language courses that deal with the same issue.

- **Natural Scientific: (SP) Scientific Perspective** courses teach the principal methods and results of the study of the natural world. Courses focus on the knowledge and theoretical bases of science. They also include laboratories or similar components that introduce students to the observation of natural phenomena and the nature of scientific study.
- **Values: (VP) Values Perspective** courses examine the moral dimension of human life as reflected in personal behavior, institutional structures and public policy in local and global communities. Courses taught from the values perspective focus not only on the systematic formulation and analysis of moral and ethical claims, but also on how moral decisions affect both the individual and society.

- **Diversity & Inclusion (DI)**

At Clark University, learning and teaching take place within a diverse and inclusive community. We teach and learn from each other, formally and informally, both inside and beyond the classroom. We challenge one another's beliefs and assumptions. We extend one another's range of experience. We teach one another to see the world from different and sometimes challenging perspectives. We share one another's concerns, and we respect one another's dignity, regardless of race, gender, class, sexuality, religion, age, ability, citizenship, nationality or ethnicity. Every undergraduate student at Clark University shall be required to complete a course with a Diversity and Inclusion (D&I) attribute. Most courses bearing the Diversity and Inclusion attribute shall have a substantial focus on issues of race, gender, or ethnicity, but others may address issues of religion, age, sexuality, ability, nationality or class. All courses bearing the Diversity and Inclusion attribute engage students in the critical analysis of such topics as power, intersectionality, inequality, marginality, and identity.

Criteria for a Capstone in the Major

A capstone is an experience through which students apply integrative learning. A capstone requires a complex individual or group project that is substantially defined and carried forward by the student and demonstrates accomplishment of Clark's Liberal Education goals, especially a capability to practice within an academic or professional field effectively.

Problems of Practice (PoP) Courses

A Problems of Practice (PoP) course will provide students with an experience of knowledge and skills at work in the world and potentially in their future professional lives. These courses will often be project-based experiences in which students work as a team for an extended period of time, led by a faculty member, to investigate and respond to an engaging and complex question, problem, or challenge. Students in a PoP course will engage with an extended network of collaborators who might include older peers (as Peer Learning Assistants), graduate students, and experts from beyond the campus. With a specific problem or emergent issue, the PoP experience is immersive, exposes the productive tension between theory and practice, and is, by definition, risky, messy and does not yield to tidy solutions at the end of the term. These courses do not examine methods in a vacuum, but put methods into contextually-appropriate practice. The PoP experience necessitates reflection on self, the field, and the development of one's identity within it. These courses are generally intermediate level experiences through which students will develop a "feel for the game," and by modeling independent and collaborative work, will prepare

students to flourish in their Culminating Capstone and their career after graduation from Clark. Students will demonstrate their achievement through persistence, willingness to embrace confusion, constraints, identifying options, and making well-reasoned decisions despite uncertainty about outcomes. These courses will involve public demonstrations with evaluations of consequence beyond the classroom, as well as a grade.

LEEP Project

LEEP Projects are problem-based projects that students complete during the summer working alongside a faculty mentor and with an external organization. These projects offer real-world application of course material, provide an opportunity to engage with others outside of Clark, and enhance mastery of the LEEP learning outcomes.

Mathematics Placement Test

Purpose of the Mathematics Placement Test

Analytical, computational, and technological skills are increasingly important in many disciplines and professional careers. We therefore encourage students to improve and further develop those skills, independent of their intended majors, by taking courses in Mathematics and Computer Science starting in their first year in college.

The Mathematics Placement Test is an independent assessment of students' quantitative ability. It is used to ensure a student has the appropriate level of preparation for one of Clark's introductory Mathematics or other quantitative courses.

Who should take the Mathematics Placement Test?

Generally, students who are ready to register for an introductory course in Mathematics will need to take the placement test. The results on the test will determine which of the three introductory Math courses – Math 119, Math 120, or Math 124 – is at the appropriate level.

Exceptions to this are students who have earned Clark credit for Math 120 – Calculus I through a sufficiently high score on the AP Calculus AB or BC exam, as well as students who have transfer credit equivalent to Math 120 – Calculus I. These students will be able to register for Math 121 - Calculus II directly and do not need to take the placement test.

Students with advanced placement who feel that they are prepared to start their math sequence beyond Calculus I and II should consult with the Math Department.

The mathematics placement test is also used at times for courses not in the Mathematics Department. Most popularly, the course PSYC 105 – Statistics requires a minimum score on the test.

When and how does a student take the Mathematics Placement Test?

Students can take the on-line Mathematics Placement Test anytime. It is strongly recommended that first-year students take it by June 30 before registering for Fall classes. The placement test and additional information about it are located on Canvas. To access the Math Placement test:

1. Tap the [self-enroll](#) link provided to you.
2. Log-in to Canvas using your Clark Account.
3. Tap the Enroll in Course button.
4. You will see a confirmation message that you successfully enrolled.
5. Click Go to the Course to view the Math Placement information and tests.

What are the possible outcomes for students taking the Mathematics Placement Test?

Depending on their score, students who achieve a minimum score will be able to register for one of the introductory Mathematics courses

Math 119 - Precalculus (offered in Fall and Spring)

Math 120 - Calculus I (offered in Fall and often also in Spring)

Math 124 – Honors Calculus I (offered only in Fall)

As well, their score may entitle them to take other courses such as PSYC 105 – Statistics (offered in Fall and Spring), Biol 121 – Math Principles in Biology, and others.

If a student is not satisfied with their placement, they should reattempt the test. Each student has two attempts for the test each semester. There are two parts to the test and the highest score for each part will be the one that is retained.

Any student who feels they have not placed into the correct course should contact the instructor of the course or the Math department.

Language Placement

Clark offers classes in ASL, Arabic, Chinese, French, German, Greek, Hebrew, Japanese, Latin, and Spanish. Other schools in the Worcester consortium have Italian and Russian. Recently our placement procedures have been simplified. For all but Spanish, French and German, students may consult with the language instructor to determine proper placement. The following procedures for Spanish and French, however, can serve as a guide for all.

Please Note: Course placement is based on experience in the language as reflected by the student's high school transcript. Students should be careful to enroll in the appropriate level, as Clark verifies placement by checking their high school transcript. Students enrolling in a class below their designated level will not receive credit for the class and will need to take another LP [Language and Culture Perspective].

Beginning level: 101-102. This course sequence assumes little or no knowledge of the language and is best suited for students who wish to begin a new language. Although students will receive credit after completing each course, they have to complete the sequence 101-102 (2 semesters) satisfactorily to fulfill the LP credit. Please note that students with more than one year of language may not enroll in a 101 course without permission from the instructor.

Beginning level for French and Spanish: 103. Unlike other languages, French and Spanish 103 are the beginning level courses, designed for students with 0-1 years of previous French/Spanish study. Students in any of these languages only have to complete this course satisfactorily to fulfill the LP credit. Please note that students with more than one year of language may not enroll in a 103 course.

For more information on the guidelines of language placement, please check these links:

<https://www.clarku.edu/welcome/placement-exams/language-placement/>

<https://www.clarku.edu/departments/language-literature-and-culture/undergraduate-programs/language-placement-guidelines-and-credit-transfer/>

Music Theory Placement Exam

Who should take the Music Theory Placement Exam?

Any student who would like to enroll in courses in the music program.

Essentially, the Music Theory Placement Exam is used to determine in which initial music theory, history, and performance courses a student should enroll.

Of what does the Music Theory Placement Exam consist, and when is it offered?

The music theory placement exam is offered online through Canvas and can be taken at any time. It consists of 25 multiple choice questions. Students should budget one hour to complete the exam. After students take the exam, they should contact Music Program Director, Professor Cailin Marcel Manson at cmanson@clarku.edu and Professor John Aylward (who teaches the music theory curriculum) at jaylward@clarku.edu to notify them that they have taken the exam and are interested in joining the music program.

What do the results mean?

This exam is literally a placement exam; there is no Pass or Fail. Students with sufficient background knowledge in written music theory skills, as determined by the exam, will be directed to enroll directly in MUSC 121 (Theory I). Students with insufficient skills for Music 121 will be directed to enroll in other coursework offered in the fall that will strengthen their rudiments and prepare them for MUSC 121.

Are there alternatives to taking the Music Theory Placement Exam?

Acceptable proof of preparation for MUSC 121 includes having taken a comprehensive theory course in music prior to MUSC 121 or a score of 4 or higher on the Music Theory AP exam. If the student believes that they are prepared for MUSC 121 but lack these credentials, they should take the online Music Theory Placement Test and contact **Professor John Aylward**.

Advanced Standing Credit

Advanced Placement (AP) Scores

Credit Awarded—A student may receive a maximum of 8 units. One unit for each College Entrance Examination Board AP score of 4 or 5.

A score of 5 for English Lit/Comp will result in a waiver of the Verbal Expression (VE) requirement. Scores of 4 or 5 in other areas may result in Program of Liberal Studies (PLS) waivers. Students may receive a maximum of 3 PLS waivers in total.

College Credit Taken While in High School

Generally, students may earn up to four units of university credit for college courses completed while in high school. Students must have the college send an official transcript to the Academic Advising Center at Clark. Courses are then evaluated for possible transfer credit by the Academic Advising Center.

Students should check with the Registrar's Office to confirm that their transcript was received. If the course work has been evaluated positively, the student will receive notification. If there is a problem, the student will find out what it may be at that time.

Other Forms of Advanced Placement

Credit is awarded for: full International Baccalaureate Diplomas are given one full semester (4 Clark units) of advanced standing credit. The full diploma with a total of 36 or above will be given one full year of credit (8 units) provided all exam scores (including SL scores) are 5 or above. Individual IB courses (at the higher level) with scores of 5 or higher are awarded one Clark unit each; British A-level courses are awarded 1.0 unit each for grade of C or better up to a maximum of 4.0 units; Ontario 13th Year earns up to 4 units of advanced placement; Quebec CEGEP program earns 8 units of advanced placement for completing the full 2 years of study; the German ABITUR (4 units); the Swiss MATURA and Italian MATURITA (4 units); the French or Moroccan Baccalaureate will earn 4 units with the diploma (level of "admis" at least), otherwise one unit will be awarded for each eligible course (with a coefficient of at least 4 and note of at least 10) up to a maximum of 4 units. Other international academic experiences are evaluated individually. Students who have completed Bard Early College are eligible to receive a maximum of 8.0 units of advanced standing credit for appropriate college level courses in which the student has earned a minimum grade of B.

No credit is awarded for successfully passing CLEP (College Level Examination Program) tests, Regents Exams or credit by exam from another college.

Transfer Credits and Evaluation Process

College credit is evaluated for transfer either by the Transfer Evaluation Committee or the Director of the Academic Advising Center after an official transcript from the college awarding credit has been received by Clark.

Credits earned from any liberal arts course with a grade of C or higher, completed at a regionally accredited institution of higher education will be accepted.

Credits evaluated to be non-liberal arts in nature: pre-professional courses; physical education classes; internships and practica; pre-college or remedial classes; first year and sophomore ROTC courses; credits awarded through examinations at individual institutions; Regents Exams or CLEP (College Level Examination Program) credit; credit earned with a Passing or Credit grade, without documentation that the grade was a C or higher; and credit with grades below a C will not transfer.

Students may request reconsideration of a course for PLS waiver by submitting additional documentation, such as a course description or syllabus. First-Year students are limited to a maximum of two PLS waivers.

Transfer credits and PLS waivers that have been approved are recorded in a student's academic transcript.

Students get **1.0** Clark unit for every **4.0** (semester) credit course which is approved. A **3.0** (semester) credit course will transfer in as **0.75** Clark unit. Courses on the quarter hour system transfer at slightly different rates. Transfer students may receive up to a maximum of **16.0** units (junior class standing) and up to half their major requirements in transfer to Clark.

The student's transfer advisor will determine which transfer courses may be accepted as meeting major requirements.

Failure to send an updated transcript with the student's final semester grades, grades below C, inappropriate courses and courses which required further documentation to determine transferability are all reasons for credit not to transfer. All documentation (syllabi, course descriptions, etc.) should be submitted to the Academic Advising Center.

Class Standing

[To access Clark's official policy on "Class Standing", click here](#)

Current class level for undergraduate students is calculated by the number of units earned.

0-7.99 units completed = **First Year class standing**

8-15.99 units completed = **Sophomore class standing**

16-23.99 units completed = **Junior class standing**

24 or more units = **Senior class standing**

Online registration priority dates for undergraduate students, however, are determined by the student's anticipated class as of the next semester, which includes BOTH earned units and currently registered units. For example, if a student has 12 earned units (current sophomore class) and is registered for 4 units this semester (total of 16), then that student's anticipated class for the next semester is junior. Thus, the student's "class for registration purposes" is junior.

Academic Standing

[To access Clark's official policy on "Academic Standing", click here](#)

Academic standing is reviewed each semester and is based upon performance during the previous semester. All students are required to pass at least two course units each semester and maintain a 2.0 grade-point average. In order to remain in academic good standing, first-year students must complete at least five course units with a minimum 2.0 grade-point average by the conclusion of their first year. Sophomores, juniors and seniors must complete at least six course units with a minimum 2.0 grade-point average for the year. Students who fail to meet these requirements will be placed on academic probation by the Dean for Student Academic Success for the next semester for which they enroll at the institution. The progress of students, who are placed on academic probation, is reviewed by the Dean of the College Office at the end of the semester.

Students on academic probation are required to complete at least three course units with a minimum 2.0 term and cumulative grade point average or face the possibility of a required withdrawal for the subsequent semester. A second required withdrawal requires the student to complete two courses at another institution within one academic year semester with grades of C or higher, prior to their application for readmission to Clark. A third required withdrawal is final.

In order to be considered in good standing, students must:

1. successfully complete at least two units **each semester** with a minimum semester GPA of 2.0
2. have a cumulative GPA of at least 2.0
3. successfully complete an acceptable number of courses each semester to advance toward graduation, specifically:
 - complete five units or more during the first year;
 - complete six units or more during the sophomore, junior, and senior years.

Failure to meet these criteria will result in placement on Academic Probation.

Academic Probation

[To access Clark's official policy on "Academic Probation", click here](#)

Academic Probation

Academic probation status may be assigned by designees of Clark University for failure to meet academic good standing criteria. Academic probation status carries with it a number of responsibilities and a number of restrictions.

Responsibilities

The student must meet with an academic success advisor once every two weeks during the semester to review their academics and create academic plans. Failure to meet regularly with an academic success advisor throughout the semester may result in a registration hold being applied to the student's account. Registration holds prevent a student from registering for classes or ordering transcripts until they address the hold cause with the originating office.

Students on probation are required to fulfill the following responsibilities to return to good academic standing:

- regular meetings with an academic success advisor;
- complete a minimum of 3 units;
- a semester and cumulative GPA of at least 2.0.

Restrictions

While the goal of academic probation is to provide students with resources to succeed academically, the following restrictions placed on students who are on academic probation:

- Students may not take more than 4.5 units of credit.
- Students are ineligible to participate in NCAA sports.
- Students may not serve as
 - an officer in any student organization or club,
 - a peer advisor,
 - a resident advisor.
- Students may not study abroad.

Waivers of any of these restrictions must be requested formally through the designees of the Clark University.

Continued Probation

If the student did not successfully meet standards for good academic standing during their initial semester of academic probation, students will be allowed to continue at Clark for one additional semester of continued academic probation provided they meet the following criteria:

If the number of units earned in a term is...	then the term GPA needs to be...
2.0 Units-2.99 Units	2.0 or Above
3.0 Units or Above	1.75 or Above

If the student does not meet these requirements in their initial semester of academic probation, they will be subject to required withdrawal. Additionally, students who do not return to good

standing (minimum of 3 units earned with term and cumulative GPA at 2.0 or higher) after a semester of continued probation will be subject to required withdrawal. All the responsibilities and restrictions of academic probation still apply to students on continued academic probation.

Incomplete Status

Students may petition for an Incomplete grade at the end of the semester due to illness, extenuating or personal circumstances, or for a research delay. Incompletes are granted only to cases in which a significant majority of the course work has already been completed and that there is a reasonable expectation to complete the remaining work beyond the course schedule. Incomplete petitions are reviewed by the College Board and must have faculty support.

To file a petition for an Incomplete, students must first meet with their professors to discuss the petition and seek support. Supporting professors specify on the form: 1) the work to be completed, and 2) a due date that should be no later than March 1 for fall courses or October 1 for spring courses. If the reason for the petition is due to a research delay, then only the professor's signature is required. If the reason for the request is for illness or extenuating or personal circumstances, then the student must submit confirmation of medical or personal extenuating circumstances from the Dean of Students Office or the Academic Advising Center before you meet with the faculty. Completed forms should be submitted to the Academic Advising Center, who will route it to College Board.

During Spring 2023, the following Grade of Incomplete policy went into effect:

Students may petition for an Incomplete grade at the end of the semester due to extenuating circumstances. Incompletes are granted only to cases in which a significant majority of the course work has already been completed as determined by the faculty. In assessing the decision to grant an incomplete, faculty should believe that the student can feasibly complete the remaining work in the time before the next add/drop period. Some elements of courses, such as labs or discussion sessions, might not be feasible to complete as an incomplete. Faculty are welcome to consult with members of the university staff and their department chair in making incomplete decisions.

Incomplete petitions are reviewed by Academic Advising for final approval and must have faculty support in order to be approved. Faculty support should only be granted if:

1. the faculty member can accommodate working and communicating with the student during the period of the incomplete;
2. the faculty member can reasonably expect the work remaining can be completed by the student before the end of the next add/drop period;
3. the student has been engaged in the course for the majority of the semester.

To file a petition for an Incomplete, students must first meet with their professors to discuss the petition and seek support. Supporting professors specify on the form: 1) the work to be completed, 2) the grade the student would earn if they do not complete the incomplete work, 3) a deadline for the student to submit the work to the faculty member, and 4) a deadline for the

faculty to submit the final grade to the Registrar. Completed forms should be submitted to the Academic Advising by the last day of finals.

Students may request up to 2 incompletes per semester with the option to petition for more due to unique extenuating circumstances. Petitions for Incomplete are available at the Academic Advising Center or on their website.

[Incomplete Petition Form](#)

Extensions of Incompletes

Students may petition to extend their incomplete deadline with the support of their instructor. Extensions of incompletes will then be reviewed and either approved or denied by Academic Advising. Students who extend their incompletes beyond the standard deadline will be assigned an academic success advisor with whom they must meet regularly until their incomplete work is finished.

Required Withdrawal

Students who are not making satisfactory progress toward graduation may be placed on required academic withdrawal. Additionally, failure to meet the responsibilities and restrictions of academic probation will result in a review of academic progress by the Dean of the College. Students who are on academic probation who do not achieve good standing and do not qualify for continued academic probation will be subject to required academic withdrawal from the university for at least one semester.

This withdrawal will provide students with an opportunity to spend time away from Clark and to address whatever problems resulted in their poor academic performance. It may also be important for students to continue taking courses to prove that they can successfully manage academic work. Students are free to take courses at other institutions (not Clark's School of Professional Studies) during a required withdrawal (see policy on External Credit). A student may appeal Required Withdrawal status by a formal petition to the College Board. If approved, the student will be placed on continued probation for one semester to achieve good standing.

When students are ready to return to Clark, they need to submit a request for readmission to the College Board. When students return from a required withdrawal, they will be placed on probation for the semester they return. International students who are placed on required withdrawal must consult the Director of the International Students and Scholars Office (x7362) to discuss the implications of this action to their visa status.

A student who has previously been placed on required academic withdrawal and who does not return to good standing may be placed on a second required withdrawal. This second withdrawal bars them from returning to the University for at least one semester and until they have completed at another accredited institution at least two approved courses (equivalent to at least 1.50 units at Clark) during a single semester with grades of C or higher. Students who have been placed on a second required withdrawal may appeal the decision through a formal petition to the College Board. If approved, the student will be placed on continued probation for one semester to achieve good standing.

Academic Dismissal

A student who continues to not achieve academic good standing after returning from their second required withdrawal may be placed on Academic Dismissal. Students who have been academically dismissed may appeal the decision through a formal petition to the College Board. If the appeal is approved, the student will be placed on continued probation for one semester to achieve good standing. Students who have been academically dismissed may not reapply to Clark. Academic Dismissal is a final separation from Clark University.

Course or University Withdrawal

[To access Clark's official Course or University Policy, click here](#)

A student may drop a course at any time during the add/drop period without having a W recorded on their transcript. After the add/drop period ends, a student may withdraw from courses through the final day of regularly scheduled classes (i.e., prior to Reading Period) in any given semester by completing a course withdrawal form. For course withdrawals taken before the last day of classes deadline, a final grade of a W will be recorded. The W grade will not be calculated into the GPA and no credit will be awarded toward earned units. Students who wish to voluntarily withdraw from all courses prior to the last day of classes deadline must contact the Dean of Students and, as noted above, the W grade will be recorded on all courses.

In exceptional circumstances (e.g. serious illness) a student may request to withdraw from any or all courses after the last day of class deadline. Any request to withdraw from courses after the last day of classes deadline will require that the student petition the College Board. Petitions are available at the Academic Advising Center.

New Policy for Course Withdrawal

Effective this Spring 2023 semester, students will meet with an advisor to discuss the course withdrawal and receive a signature on their course withdrawal form before they submit it to the Registrar's Office. First-year students will have their First Year Success Advisor sign the form; upper-class students can have their faculty advisor **or** an advisor from the Academic Advising Center sign their form. (We also encourage upper-class students to discuss the course withdrawal with their faculty advisor.)

As a reminder, the First Year Success Advisors are located in suite 107D in the Academic Commons, and the Academic Advising Center is located on the second floor of the Alumni and Student Engagement Center. Both offices are open Monday – Friday from 9 a.m. to 5 p.m.

Please contact your First Year Success Advisor (FYSA) or Faculty Advisor to schedule an appointment. To schedule an appointment with the Academic Advising Center, please email Advising@clarku.edu.

Academic Calendar: [Click Here](#)

Withdrawal Form: [Click Here](#)

Leave of Absence

[To access Clark's official "Leave of Absence" policy, click here](#)

A student may apply for a leave of absence for a period up to 180 days (typically one semester at a time) during periods of enrollment, defined at Clark as Fall and Spring. Summer is considered a period of non-enrollment because it is not a required term for undergraduate students and is, therefore, not considered part of the leave of absence period. At the end of the requested leave of absence, the student may re-enroll; file an extension of their leave of absence; or withdrawal from the university. Students may request an extension for an additional period up to an additional 180 days. Two extension periods beyond the initial leave of absence are permitted, after which time the student will be withdrawn from the university. The University Leave of Absence policy is for internal purposes only, students will be considered withdrawn to any all external agencies, including the Federal Government. Students receiving federally or state funded aid, should consult with their financial aid counselor to understand how this may impact their aid.

Part-time Status

[To access Clark's official "Part-time Status" policy, click here](#)

Clark University students typically register for a full course load of 4.0 units. In order to be enrolled full time, a student must be registered for a minimum of 3.0 units. Students who wish to register for fewer than 3.0 units in a semester should petition for part time enrollment by contacting the Academic Advising Office at advising@clarku.edu. Approvals are given on a per-semester basis. Students should note that being enrolled less than full time will affect federal aid and university grants and scholarships, and might affect other forms of external financial aid.

Fifth Course Approval

[To access Clark's official "Fifth Course" policy, click here](#)

Juniors and seniors with a minimum of a 3.0 cumulative GPA or a minimum of a 3.0 term GPA from the most recent completed full-time semester may register for a fifth course unit at no additional cost. Sophomores with a minimum of a 3.6 cumulative GPA may also register for a fifth course at no additional cost. The standard number of units that any student may register for in a given semester is 4.5 units; the fifth course approval will raise the allowable unit maximum for the term to 5.5 units.

Academic Dishonesty

[To access Clark's official policy on "Academic Integrity", click here](#)

College Board Procedure for Dealing with Accusations of Violation of Academic Integrity

Section I: Academic Dishonesty

Academic integrity is highly valued at Clark. Research, scholarship and teaching are possible only in an environment characterized by honesty and mutual trust. Academic integrity requires that your work be your own. Because of the damage that violations of academic integrity do to the intellectual climate of the University, they must be treated with the utmost seriousness and appropriate sanctions must be imposed. The maintenance of high standards of academic integrity is the concern of every member of the University community.

Several ways in which academic integrity may be violated are outlined below.

Cheating has three principal forms:

- Unauthorized use of notes, text, or other aids during an examination or in performance of course assignments.
- Copying the work of another (including work generated in whole or in part by artificial intelligence.)
- Handing in the same paper for more than one course unless the faculty members involved give their explicit permission to do so.

Plagiarism refers to the presentation of someone else's work as one's own, without proper citation of references and sources, whether or not the work has been previously published. Submitting work obtained from a professional term paper writer or company is plagiarism. This also applies to work generated in whole or in part by artificial intelligence when not explicitly permitted for a specific course. Claims of ignorance about the rules of attribution, or of unintentional error are not a defense against a finding of plagiarism.

Unauthorized collaboration refers to work that students submit as their own but which was arrived at through a process of collaboration without the approval of the professor. Since standards on appropriate or inappropriate collaboration may vary widely among individual faculty, students should make certain they understand a professor's expectations before collaborating on any class work.

Alteration or fabrication of data includes the submission or changing of data obtained by someone else or not actually obtained in the performance of an experiment or study, except where allowed by the professor. It also includes the changing of data obtained in the performance of one's research.

Participating in or facilitating dishonest activities includes, but is not limited to:

- Stealing examinations
- Forging grade reports or grade change forms, or altering academic records
- Sabotaging the work of another student
- Selling, lending, or otherwise distributing materials for the purpose of cheating

- Forging or altering Graduation Clearance forms
- Forging letters of recommendation
- Forging signatures on any official university documents
- Training AI programs to generate work for other students for the purpose of cheating.

Section II: General Principles

- Members of the College Board and other University officials who have a judicial or investigatory role in a case are required to observe standards of confidentiality. The university expects that all other persons involved in a case will act in such a way as not to defame the reputation of other members of the university community.
- The College Board makes decisions about possible violations of academic integrity on the basis of the preponderance of the evidence
- The mission of the College Board is educational as well as regulatory. Therefore, sanctions for violation of standards will reflect punishment for wrongdoing but will also represent attempts to teach students to uphold strict standards in the future.
- The university regards the violation of standards of academic integrity as a serious offense. Anyone who has information that a violation has occurred is expected to take appropriate action as outlined below. No person who, in good conscience, brings allegations of a violation of academic integrity will be adversely affected, and retaliation will not be tolerated. However, anyone who knowingly makes false or frivolous charges will be subject to discipline.

Section III: Initiating a Review of Possible Violations

A professor who suspects a violation by one of their students should investigate the incident. Any other person who observes an incident or possesses information about activities which they believe to be in violation of academic integrity should initiate a review by approaching the professor of the course in which the suspected violation occurred. In unusual circumstances, the individual may approach the Chair of College Board.

Any person who is uncertain whether to approach a professor or make a charge to the College Board may approach the Chair of the College Board in confidence to discuss the situation and seek consultation.

1. Consultation with the Chair of College Board

Any person, including a student, who observes an incident or possesses information about a possible violation may approach the Chair of College Board to discuss the situation in confidence. Any person who feels that concerns about suspected violations of academic integrity have been improperly handled may also consult with the Chair of the Board. The Chair is available to offer consultation to help determine whether sufficient evidence exists to bring formal charges.

- Where the Chair and the person agree that evidence is insufficient, no formal charge is brought to the Board.
- Where evidence is insufficient to bring charges, but doubt remains, the Chair can work with the person to consider informal solutions. (For example, one can approach the professor and, without making specific charges against a student, explain the reporting person's concerns, and discuss the possibility of more rigorous monitoring to prevent violations.)
- In exploring informal approaches, care should be exercised to avoid making statements to imply that a student has violated academic integrity since no hearing has been held and no finding of guilt has been made.
- Where charges seem appropriate, the Chair will advise the person the on proper procedure for initiating a Board hearing.

2. Initiating a Charge:

Charge initiated by the course professor:

The faculty member may investigate the situation and confront the alleged violator, discussing the charge. If the student acknowledges guilt, the faculty member then informs the Chair of College Board of the case, making the accusation, providing evidence supporting the charge, and recommending a sanction.

The Chair of College Board will review the information provided by the faculty member as well as any prior records of the student involving breach of academic integrity in determining sanctions (see section V: Sanctions).

In cases of first offenses, the College Board most often will ratify the sanction recommended by the faculty member. A letter explaining the charges and sanctions will be sent to the student, as well as kept on file.

Faculty members may recommend to the College Board a range of sanctions, including the following responses:

- Warning without further penalty
- Rewriting of assignment
- Lowering of assignment grade
- Failure of particular assignment
- Failure of the course

Once a student has been notified that they have been charged with a breach of academic integrity, the student may not withdraw from the class until the charge is resolved. If the outcome of the review is confirmation of the charge with a sanction of a failing grade in the course, the student may not withdraw from the class. The grade will be entered as a standing F. Students, whose sanction is less than failure, are able to withdraw from the class if they elect and if it is still within the course withdrawal period.

If the accused student challenges the charge and/or sanction, and/or the offense is so serious as to warrant it, the student, the faculty member, or the College Board may call for a hearing on the case. The College Board will then convene a formal hearing.

Review initiated by other members of the university community:

A student or any member of the university community who observes an incident or possesses information about activities that they believe to be in violation of academic integrity is encouraged, first, to approach the faculty member teaching the course in which the alleged violation occurred.

- The meeting with the faculty member is in confidence
- The complainant's suspicions and the meeting with the faculty member should not be discussed with others. As appropriate, the faculty member may inquire to determine if others witnessed the incident or have pertinent information about it.
- Students or others who are approached to determine if they have witnessed specific events or have information about possible violations are also expected to maintain confidentiality.
- When a faculty member investigates an incident, the procedures outlined above apply.

Taking a complaint directly to the College Board:

Any member of the university community may bring a charge directly to the Chair of College Board. Procedures for a College Board hearing are outlined in section IV below.

Section IV: College Board Hearing

- The charge must be submitted in writing to the Chair of College Board. The charge should be factual, must include a description of the action(s) which is (are) believed to constitute violations of academic integrity, and must outline substantiating evidence. Names of witnesses, if appropriate, must be included in the written charge at the time it is initiated.
- The Chair of the College Board will inform the accused student of the academic integrity charge. Whenever a charge is brought by a person other than the professor of the course in which the alleged violation occurred, the Chair will also notify the professor of the course in which the alleged violation occurred. The student charged will have five (5) business days from the point of notification to respond as requested to the charge. During the academic year, the respondent will be required to meet with the Chair of College Board to discuss the charge. If the student acknowledges the accuracy of the charge, and if this is the first offense for the student, the College Board Chair will accept the recommendation of the instructor of the course for the sanction to be imposed. There will be no need for the full College Board to review the charge in a formal hearing.
- If the accused student denies the charge, they will be informed of the date and location of the College Board hearing at which the case will be heard. The accused will be provided with a copy of the charge, copies of any document(s) to be used in evidence, and an

outline of the hearing procedure. The charge will be read to the Board and any member who has a conflict of interest will be excused from hearing the charge. The Board will then determine the charges to which the accused must respond.

- The student will be advised of the right to bring witnesses and the deadline for informing the Board of the names of witnesses. The student will also be advised of the right to have an advisor present during the hearing.
- The Chair of the Board will also inform the faculty member or student making the charge of the date and location of the hearing and of the charges to which the student accused must respond. The Board will provide the person making the charge with a copy of the procedures for the hearing.
- Witnesses: Names of witnesses must be included in the initial charge. The Board may allow the addition of witnesses not available at the time the charge was made. Such information must be provided to the Board no later than two (2) business days before the hearing.
- Advisors: Both the complainant and the respondent may request the assistance of an advisor from within the Clark community. The advisor may remain throughout the hearing and be available for consultation. However, advisors are not allowed to provide information to the Board or to question the complainant, the respondent, or witnesses. The name of an advisor must be submitted to the Chair at least 48 hours before the hearing.
- Recording: Anyone attending a hearing may take notes. Only the Board may, at its discretion, tape-record the hearing.
- **Hearing procedure:**
 - o Both the complainant and respondent will be present at the hearing together and will have the opportunity to make statements separately to the Board.
 - o The Board will question the complainant, respondent, and witnesses.
 - o The respondent will have the opportunity to respond to all information provided to the Board which is pertinent to the Board's decision.
 - o At its discretion, College Board may invite an expert witness to participate in the hearing during the presentations of the complainant and respondent. The expert witness will remain after the complainant and respondent have been excused to respond to questions that members of the Board may have.
- **Deliberations:**
 - o Board deliberations are ordinarily held immediately following a hearing and are completed as soon as possible after the hearing.
 - o Only Board members will be present during deliberations.
 - o Board deliberations will not be tape-recorded.

- The Board will first determine, by majority vote, if they feel the accused student is responsible or not responsible for each charge.
 - Board will determine sanction(s) of the charge(s) of which the respondent is found responsible.
 - Where applicable, the Board will determine actions to be taken should the respondent fail to comply with a sanction. The Board may delegate that decision to the Chair.
 - Sanctions will be specified in detail, with deadlines and methods of documenting compliance clearly outlined, where appropriate.
- **Notification**
 - Within two (2) business days of completion of the Board's deliberations, the Chair of the Board will notify the accused, in writing, of the outcome of the Board's deliberations and of any sanctions levied by the Board.
 - The Chair of the Board will notify the accuser of the Board's decision regarding guilt or innocence of the charge(s) within two (2) business days of completion of the Board's deliberations. The Board, at its discretion, may also inform the complainant of any or all sanctions applied.
- **Records**
 - At the conclusion of the hearing, the Chair will collect all materials provided to the Board members and all documents used as evidence. Copies of the material will be kept in the confidential files of the College Board.
 - Any tape recording of the hearing will be erased after the period allowed for appeal of the Board decision has expired.

Section V: Sanctions

- As stated in the general principles governing actions of the Board, the Board's mission is educational as well as regulatory, and sanctions will therefore reflect not only punishment for wrongdoing but also efforts to teach students to uphold rigorous standards of integrity in the future.
- In determining the appropriate sanction, the College Board will take into consideration the student's prior history of academic integrity and the seriousness of the violation. Sanctions may include, but are not limited to, one or a combination of the following responses:
 - Letter of warning to the student; this letter stays on file
 - Grade of F or zero for the particular assignment
 - Grade of F for the course
 - Academic probation, the length of which will be determined by the Board
 - Notation of sanction on student's academic record
 - Suspension: student may be suspended for one (1) semester or one (1) year; the Board may suspend the student without the opportunity for transferable credit.
 - Expulsion from the university

Section VI: Appeals of Board Decisions

- An appeal of a College Board decision in an academic integrity case may be made only either by the respondent or by the complainant.
- Any appeal of the Board's decision must be filed in writing within ten (10) business days of notification by the Board. Exceptions to this limit may be made at the discretion of the Board if circumstances warrant.
- Appeals must be based either on new information not available at the time of the original hearing or on flaws in the procedure of the original hearing. Appeals may **not** be based solely on dissatisfaction with the decision by the Board.
 - o appeals of the Board's decision based upon submission of new information are filed with the Chair of the College Board and will be reviewed by the full Board.
 - o Appeals based on a perceived flaw in the hearing process are filed with the Dean of the College. Appeals are heard by the Dean of the College or by the Dean's designee(s).
- When the appeal is heard by the Dean of the College, all documents and recordings of the hearing will be made available to the Dean or Dean's designee(s).
- The decision of the Dean of the College or College Board will be final.

Special Major Programs & Opportunities

The Student-Designed Major

University requirements for any student considering the SDM:

- A student must have a minimum 3.00 cumulative GPA at the time of application, and maintain a minimum 3.00 cumulative GPA throughout completion of the SDM. A student whose GPA drops below 3.00 during study toward the SDM will be required to revert to an existing departmental or interdisciplinary major to complete the bachelor's degree. An appeal to the university's College Board may be made for an exception to this requirement.
- Students generally apply to the SDM during their sophomore year, and they may not apply to the SDM if they have completed 20 or more units of study, including any transfer credit. Students should not apply for an SDM if their GPA is below 3.0.
- The SDM may be taken in combination with an established concentration or an established minor; self-designed concentrations or minors will not be permitted.
- The SDM may be pursued as part of a double major provided the second major is an established departmental or interdisciplinary major. The standard university rules regarding double-counting courses for multiple majors apply. A student cannot apply for two SDM's.
- A student pursuing an SDM must complete all other university requirements for the bachelor's degree (e.g., FYI, PLS, 32 total units, etc.)

The SDM does not fall within the regular supervision of a single department or program. As a result, it requires special effort on the part of the participating student and faculty in consultation with staff in the Dean of the College's office to see that the student acquires a level of intellectual stimulation, training, depth, and breadth comparable to what would be expected in an established major.

Because flexibility is central to the purpose of this program, there is no single formula for the development of an SDM. However, the following questions must be explicitly addressed in the intellectual rationale for an SDM.

1. What are your explicit goals in this major? How can these goals be met with existing faculty expertise at Clark (and, if appropriate, with possible use of resources in the Worcester Consortium)? Why is it impossible (or difficult) to meet these goals through a regular major?
2. What are the primary methods and modes of inquiry to be used in this major? Why is an interdisciplinary approach particularly suitable for your proposed topical focus?
3. How will this major provide you with intellectual breadth across several areas of knowledge? And how will it provide depth through an intensive intellectual exploration of one particular problem or in one particular field of knowledge? In other words, what is the structure of this major? How are your courses related to each other? And how will they improve your ability to analyze your topic at increasingly higher levels of sophistication?
4. Finally, how will this major meet your intellectual goals at Clark, and how does it relate to your career goals after Clark?

Guidelines

1. The SDM is intended for the student who wishes to focus on the systematic exploration of a particular problem or a particular body of knowledge that does not fall within the bounds of existing majors or departments at Clark. It should typically involve three or more disciplines, and draw upon existing Clark faculty expertise and courses offered regularly at Clark.
2. The SDM requires a detailed (1-2 pages single-spaced) description and rationale for the major and a list of required courses, to be developed by the student in consultation with a faculty advisor and two other faculty members (who together constitute the student's SDM supervisory faculty committee). This committee must approve the rationale and course requirements for the major no later than the end of the student's first semester of the junior year.
3. All SDMs shall include a minimum of 12.00 course units, including at least four courses at the 200 level. In most cases, the SDM will include more than this minimum. These courses should be carefully planned by the student and the student's faculty supervisory committee to include courses from three or more disciplines, and to progress from introductory courses to more advanced levels of sophistication by the senior year.
4. In the senior year (usually the second semester), the student will complete a capstone requirement intended to draw on and integrate earlier course work, and to include an independent research component, either through a senior research thesis, a supervised internship experience (that includes research), or a creative independent project.
5. The administration of SDMs is handled by Evette Walters, Director, Academic Advising Center (email: Ewalters@clarku.edu), who is available to advise all students interested in this program.

Procedures

Initial Consultation. A student who wishes to consider developing an SDM should first read the SDM guidelines (i. e., this document) and consult Evette Walters, Director, Academic Advising Center, concerning the SDM requirements and procedures. If it is mutually agreed that the student's interest and abilities and Clark faculty resources seem appropriate for an SDM, the student should proceed as outlined below.

Initiating the Process. All students who plan to complete an SDM must meet with Academic Advising to discuss the process and to receive an electronic application form.

The SDM Faculty Supervisory Committee. The most important step in the program is the selection of a faculty committee chair and two other faculty members to serve on the student's SDM faculty supervisory committee. These faculty members should (in most cases) be in three different departments. The SDM faculty supervisory committee will be responsible for overseeing the academic content of the major, for monitoring the student's progress through the program, and for ensuring the fulfillment of the guidelines for the SDM.

SDM Rationale. Before an SDM will be approved, the student must develop the statement of intellectual rationale for the major, recruit the three members of the faculty supervisory committee, meet together with the committee, and secure unanimous committee approval of the rationale and the course requirements for the proposed major.

SDM Committee Approval. After unanimous approval by the faculty supervisory committee, the written proposal for the major-consisting of the cover page, statement of intellectual rationale, any documentary support (e.g., reference to existing programs to be used at other institutions in the Worcester Consortium), and the list of required courses-must be submitted to Evette Walters, Director, Academic Advising Center. The proposal will then be reviewed for conformity with the SDM Guidelines. If problems are identified, the student may be asked to clarify or elaborate on the proposal in person, or to submit a written modification of the proposal. Copies of the approved proposal will be circulated to the student, to all members of the faculty committee, and to relevant department chairs. Materials for the SDM will be archived by the Academic Advising Center.

Honors for the SDM. In order for students to receive honors in a SDM, they must have a cumulative GPA of 3.25 or above, and they must develop an honors project proposal by the end of their junior year. This normally will consist of an honors thesis based on two or more directed-research courses. The SDM faculty supervisory committee typically will function also as the honors thesis committee, and upon completion of the thesis, the student will have a one-hour oral defense of the thesis with the faculty committee. The committee will evaluate the research, writing, and oral defense of the thesis, and recommend whether or not the work merits the distinction of honors and what level of honors (Honors, High Honors, or Highest Honors). If the committee judges a thesis as not worthy of honors, the student will receive credit for the work completed, but will not receive honors.

Changes in the SDM. After initial approval of an SDM, subsequent changes in the student's program may be approved by the SDM committee, with the committee chair advising Academic Advising. These changes are recorded on an electronic form submitted to Academic Advising and subsequently shared with the Registrar's Office. These changes are archived with the initial application.

Completion of the SDM. Upon final completion of all requirements, the committee chair must certify the student's final completion of the major, and the level of honors, if any, to the Dean of the College, the Academic Advising Center, and the Registrar's Office.

Double Majors

Double majors generally require that students complete **all** major requirements for **both** majors. Completing two majors often means that students can only experience the minimum of classes in each major, rather than sampling the richness of each major. It also generally means that they will be able to take fewer electives in other areas. In some departments, it is possible to make arrangements to ease some of the burden placed upon double majors. Check individual department handbooks for further information. Before choosing a double major, students should consult with their academic advisor to examine the pros and cons of completing two sets of requirements.

Minors and Interdisciplinary Concentrations

[For a complete list of Clark's majors, minors and concentrations, click here](#)

Minors and multidisciplinary concentrations are offered in many departments and programs in order to provide students with opportunities to gain depth in an area of interest in addition to their major. It is not necessary to have a minor or concentration unless your chosen major requires one, but students who choose to pursue one must declare their intention of fulfilling a minor and/or concentration by the end of the junior year. The designation of a minor or concentration will appear on a student's transcript.

Minors

A minor consists of a minimum of six courses completed in a discipline other than one's major. The requirements of the minor are determined by the department offering it.

Concentrations

A concentration consists of at least five interdisciplinary courses plus an integrating capstone experience that might take the form of an internship, independent study, special seminar, or directed reading, as approved by the concentration's faculty.

Accelerated B.A./Master's Degree Programs

Clark offers several programs that allow students to complete the requirements for bachelor's and master's degrees in an accelerated, five-year period. These programs are listed in the [Programs of Study](#) section under the heading Accelerated Degree within this catalog. Students apply to the accelerated B.A./Master's degree programs in their junior year, and begin taking graduate level courses during their senior year. These graduate courses provide academic credit toward completion of the bachelor's degree and fulfill some of the course requirements of the graduate degree. Eligible students are admitted into the graduate program of their choice upon receipt of the BA degree, and typically, in a fifth year of study complete the course requirements for the master's degree.

To qualify for a full (100%) tuition scholarship[^] (maximum of 10 courses) during the fifth year, Clark undergraduate arts & science school students must: be a full-time undergraduate student for four years (eight semesters) at Clark; meet the entry requirements of the chosen graduate program; achieve a 3.40* GPA for the second and third years of study in aggregate; apply to the program by May 1st of the junior year; (or November 1 if the second semester of the junior year is in the fall semester); achieve a 3.40* GPA for the fourth year of study; complete the B.A. degree within five years of initial entry to Clark University, and select an eligible program (Interactive Media, BA/MFA does not offer Tuition Remission/Scholarship and some SOM programs offer a maximum of 50% tuition scholarship).

Undergraduates who transfer to Clark may be eligible for a 50[^] percent tuition scholarship (maximum of 10 courses) during their fifth year under the following conditions: be a full-time student for at least one full academic year prior to admission at the end of the junior year; obtain a GPA of at least 3.40* for whatever portion of the sophomore and junior year coursework taken at Clark in aggregate; maintain a GPA of at least 3.40* during the senior year; apply to the graduate program of your choice by May 1 (or November 1 if the second semester of the junior year is in the fall semester); meet the entry requirements of the chosen graduate program, and select an eligible program (Interactive Media, BA/MFA does not offer Tuition Remission/Scholarship). Eligible students who complete their undergraduate degree requirements in seven semesters of full-time study will be eligible for 75[^] percent tuition remission in the graduate program.

Accelerated Degree Programs are listed in the [Programs of Study](#) section under the heading Accelerated Degree within Clark's Academic Catalog. For additional information click on [Accelerated Degree Program Policies and Procedures](#).

For further information, visit www.clarku.edu/accelerate or contact the Graduate Admissions Office via email (gradadmissions@clarku.edu) or at (508) 793-7373.

*Individual departments may limit the amount of the tuition scholarship awarded for select programs, please see the ADP listing for specific limitations.

*Individual departments may have additional requirements including a potentially higher GPA. Geographic Information Science requires a 3.6 GPA, International Development & Social Change requires a 3.5 GPA in the major and completion of honors, History requires completion of honors in the major.

Special Degree Programs

Dual Degree/Certificate Programs

For students with a specific interest in engineering, Clark offers the following special program to assist them in realizing their academic and career goals:

3-2 Program in Engineering

For students who want to combine their interest in engineering with other liberal arts disciplines, Clark offers the 3-2 Engineering program.

Clark offers this five-year program in conjunction with Columbia University. Students take pre-engineering courses in the sciences along with classes in the arts, humanities, and social sciences for three years, followed by two years of advanced engineering studies at [Columbia University's Fu Foundation School of Engineering and Applied Science](#). Upon completion, students receive two degrees: a B.A. from Clark and a B.S. in engineering from Columbia.

The required curriculum of the 3-2 Engineering program, which is open to all Clark students, must be started during the first year of study to permit the timely completion of all requirements. Those students whose high school background (as determined by placement examinations) has not prepared them to enter calculus (MATH 120) and composition (ENG 020) during their first semester may not be able to enter the program unless they enroll in a summer semester to complete the requirements on time.

Note: Incoming first-year students who expect to enroll in the 3-2 Engineering Program should indicate their interest to their summer advisor when they pick classes in June or July. In addition, please plan to make an appointment with the Program Committee Chair, [Charles Agosta](#), once you arrive on campus for the fall semester; email physics@clarku.edu or call 1-508-793-7169. The [Physics Department](#) is located in Room 231 of the Sackler Sciences Center.

Pre-Professional Advising

At Clark, we know that a liberal arts education is the best preparation for a professional career. The Academic Advising Center will work closely with you to map out an educational path for your successful future in law, medicine, or engineering. The robust interdisciplinary opportunities that distinguish Clark's undergraduate experience will stand in your favor as you pursue the profession of your choice.

For more information, visit: <https://www.clarku.edu/academics/preprofessional-advising/>

Pre-law Advising Program

Pre-law students benefit from Clark's institutional commitment to social consciousness, diversity, inclusion, and the defense of justice. Prelaw advisors will help you develop an individualized approach to the law school application process and will provide guidance about writing personal essays and finding relevant internships.

For more information, visit: <https://www.clarku.edu/departments/prelaw-advising-program/>

Pre-Health Advising Program

Clark is committed to helping you find the right path toward a career in medicine and other healthcare professions. Our pre-health advisors will work with you to outline a personalized pre-health trajectory, including plans for medical school. They will connect you with valuable résumé-building opportunities, including emergency room volunteering and surgeon shadowing.

Whether you hope to become a physician, pharmacist, or another type of health professional, Clark is committed to helping you find the right path toward YOUR career. Our low student-faculty ratio means you will get to know your professors through small classes and research collaboration. Outside of Clark, Worcester abounds with hospitals and other healthcare settings for opportunities to intern, volunteer, network, job-shadow, and more.

For more information, visit: <https://www.clarku.edu/departments/prehealth/>

Special Credits Opportunities

Directed Study

Directed Study courses allow students to pursue independent, in-depth work on a particular topic in an academic discipline. To take a directed study course, students must first get a faculty sponsor to agree to supervise their work in the course. Students may register for a directed study course during the course selection period.

These courses are generally offered for 1.0 unit but variable credit may be arranged (i.e. it is up to the student and the instructor to decide how much credit the coursework is worth). The student must petition the College Board, however, if they feel their coursework will be worth more than 2.0 units. There is no limit to the number of directed study courses that may be counted towards the completion of a B.A. degree. However, student must contact their major department, as each department has its own rules on courses that fulfill the major requirement.

Academic Internships

An academic internship is a credit-bearing, career-related work experience of limited duration in which an individual takes on responsible roles outside of the traditional university environment. Academic internships may take place in a nonprofit organization, government office, or for-profit business. Depending on the employer, some internships are paid.

Rising sophomores, juniors, or seniors may earn academic credit for internships during the fall, spring, or summer terms.

For more information, visit: <https://www.clarku.edu/offices/career-connections-center/gain-experience/academic-internship-program/>

International Students & Scholars Office (ISSO):

<https://www.clarku.edu/offices/isso/international-students/current-students/employment/>