



ACHIEVEMENT LIVES HERE

CATALOG

2022-2023



Welcome to Cleary University!

As a new, continuing or returning student in the Cleary community, you deserve the best education that will provide you with a strong and valuable path to achieve your professional and personal goals. If you are a student athlete pursuing your passion, a working mother trying to secure a degree for the first time, a public servant balancing your personal and community responsibilities, an undergraduate exploring career options, or a graduate student preparing for higher-level responsibilities, the Cleary team is here to support and guide you on your journey to success.

To help you in your academic journey, this Catalog provides you with important information about Cleary University - its policies, procedures, campus life activities and key contacts - as well as a complete guide to its programs, classes and degree concentrations.

The Cleary team is excited that you chose our university to continue your education. We believe in you and we will support you, provide you with the tools and resources and mentor you as you successfully reach your professional and personal goals.

Again, it is great to have you in the Cleary Community!

Respectfully,

A handwritten signature in black ink, reading "Douglas M. Stein". The signature is fluid and cursive, with the first name "Douglas" being more prominent and the last name "Stein" following in a similar style.

Douglas M. Stein, Ph.D., CPA, CMA, CGMA

Provost

Cleary University



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The History of Cleary University

The history of a school is not an enumeration of its lands, buildings and other material equipment. It is the men and women, the faculty and the student body which constitutes the school.

OVER 13 DECADES
OF BUSINESS SUCCESS



THE HISTORY OF CLEARY UNIVERSITY

1883 P.R. arrived in Epikanti in 1883, impressed by the quality of the little town. He decided to start his own school of penmanship. The Cleary School of Penmanship opened for business on the evening of October 3, 1883, in a second floor, two-room space of a local building, with only two students, the Blabbert sisters. Thus P.R. Cleary became the innovator.

1885 From the beginning, Cleary College was co-ed. He opened new career paths for women in business, shorthand, stenography and secretarial science. Women now had new opportunities other than teaching. From the school's beginning, there was a strong discrimination against women in 1885 he offered the first night classes in the area to permit the working man or woman to continue their education.

1887 Through his persistence and industry, the school grew rapidly. Within two years, he moved the school to larger quarters in the Union Block on Congress Street, now Michigan Avenue, and by 1891, he had 175 students. Recognizing the potential application of his teaching principles, Cleary renamed his school "Cleary Business College."

1891 In this environment he was able to implement his novel fundamental principles of education:

- "Students should learn in the same environment where they will be working."
- "A grounded education should be provided to include English, mathematics, and civics."
- "Students should be afforded a social environment."

1895 In 1895 he graduated and played golf with who was the first teacher of commerce in Epikanti, the Michigan Business School System. The next year, Cleary opened his first business school for men, the Michigan Business School, which resulted in an enrollment of 300 students.

1898 In 1898 P.R. Cleary was first in developing business services for his students. He would travel to the southwestern Michigan area, interviewing business men to determine their needs in employment. He would then tailor his curriculum to meet those needs.

1900 By 1900, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1902 In 1902, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1904 In 1904, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1906 In 1906, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1908 In 1908, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1910 In 1910, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1912 In 1912, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1914 In 1914, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1916 In 1916, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1918 In 1918, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1920 In 1920, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1922 In 1922, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

1924 In 1924, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

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2018 In 2018, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

2020 In 2020, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

2022 In 2022, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

2024 In 2024, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

2026 In 2026, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

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2098 In 2098, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."

2100 In 2100, Cleary was offering 22 courses and had 1,000 students. The school was known as "The Cleary School of Business."



GENERAL INFORMATION



- CHRYSLER**
- ACADEMIC COUNSELING
 - ACADEMIC ADVISING
 - CLASSROOMS
 - CAREER SERVICES
 - COUNSELING SERVICES
 - STUDENT SERVICES
 - VETERANS RESOURCE CTR.
 - SECUNDA MUSEUM



GENERAL INFORMATION

About Us

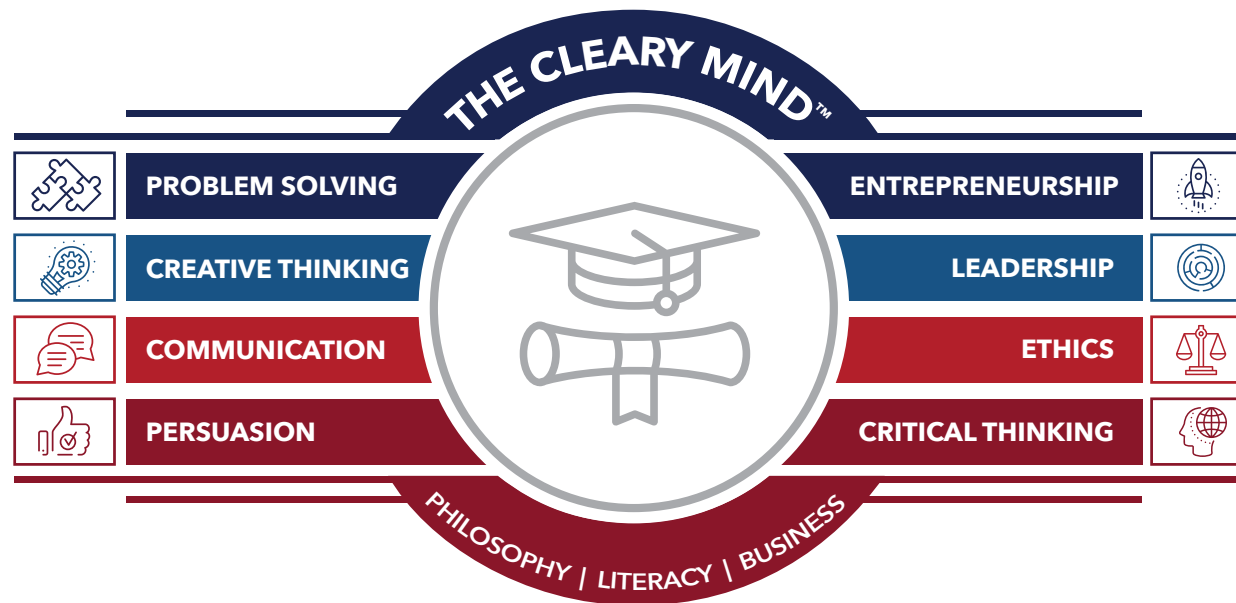
Cleary University, an independent, not-for-profit, private, business arts university, creates a dynamic and challenging business school culture, deliberately designed to forge The Cleary Mind™ through the unique integration of business, philosophy, and literacy. Through active and engaged learning, undergraduate and graduate students are challenged to achieve a level of excellence that enables them to enter the business environment uniquely prepared to contribute as critical thinkers, problem solvers, communicators, and organizational leaders.

Mission

To provide an intimate and inclusive, student-centered business education that instills the values of The Cleary Mind™ in our community.

Vision

Inspiring students to dare to transform the status quo.



The Cleary Mind™

In the 21st century, there is less certainty about the landscape in which our students will graduate. Consequently, Cleary University is acutely aware that we are educating a generation for a world that is unknown and, indeed, will be shaped by those very students. This awareness has led us to reimagine teaching and learning that is cognizant of both subject discipline imperatives and wider educational opportunities and experiences. Cleary's approach focuses on learning gained in studying a wide range of different subject disciplines, which enables understanding of each subject through the lens of another discipline which greatly favors a breadth of interdisciplinary study.

The Cleary Mind™ is comprised of eight distinct attributes through multidisciplinary lenses that provides compelling evidence to illuminate graduate attributes as ways of being, thinking, and acting.

The Eight Attributes of The Cleary Mind™

The Cleary Mind™ attributes are clearly defined statements about the transferable knowledge, characteristics, and abilities of Cleary graduates used to secure employment. The attributes are not a list of skills to be mastered; rather, they encapsulate for both students and the wider community the characteristics that are designed to be transferable across and beyond all disciplines in which they have been developed. As critical-thinkers, problem-solvers, communicators, and management leaders, Cleary graduates will be known for their curiosity, self-efficacy, appetite to continually learn new skills, and – through the transformation of ‘self’ – uniquely able to contribute to the dynamic world of business.

This means that all Cleary graduates are unique and will leverage their own experiences, approaches, and voice through the opportunities provided by Cleary University.

Graduates of the University, through the Cleary Business Arts Curriculum™, will develop these Eight Attributes of The Cleary Mind™:

1. Problem Solving - The process of finding solutions to difficult or complex issues.

2. Creative Thinking - Ways to look at and solve problems from different perspectives.

3. Communication The imparting or exchange of information, news, or knowledge.

4. Persuasion - The action of selling someone to do or believe something.

5. Entrepreneurial Mindset - The mindset of creative business generation and economic return at any point in the economy.

6. Ethics - Moral principles that govern behavior or the conducting of an activity.

7. Leadership - The ability to lead people and organizations to a goal they/it would have not otherwise attained.

8. Critical Thinking - The objective analysis and evaluation of an issue in order to form a judgment.

Rationale

The curricular philosophy of the Cleary Business Arts Curriculum™ delivers these key advantages:

- A deliberate integration of philosophy and literacy within a business education
- Education that prepares the Cleary graduate to think – both spontaneously and methodically
- Education that ensures consistent quality control and cohesive structure
- Academic experiences that transcend the growing vocational, approach to business education
- A logical and progressive pathway from enrollment to graduation

Values and Standards

At Cleary University, we value:

- Effective learning through the application of knowledge
- Constant focus on understanding and satisfying student and employer needs
- Continuous and systematic improvement of products, services, and processes
- Work as a source of learning, societal contribution, and dignity
- Innovation and opportunity as keys to advancement
- Responsible and ethical business practice and value exchange
- Dedicated staff, faculty, trustees, and other stakeholders

ACADEMIC ASSESSMENT

Academic assessment is consistent with our institutional mission to provide an intimate and inclusive, student-centered business education that instills the values of The Cleary Mind™ in our community, because it measures the acquisition of knowledge and skills through higher education. Improvements to the assessment system inherently support the University's mission and strategic priorities and help to ensure the ongoing relevance and rigor of our academic programs as we serve our stakeholders' needs and provide students with a quality education.

Assessment refers to the planning, data collection, analysis, and continuous improvement associated with assessing student learning outcomes related to academic programs at both undergraduate and graduate levels. Assessment also refers to decision-making related to data analysis. Assessment is conducted at the course, program (e.g., BBA and MBA), and institutional level, and focuses on institutional and program outcomes as defined by the University and as required by our accred-

iting body, the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

We are required by the HLC to conduct an annual assessment, which is tangential to the real reason we do it - to measure and continuously improve student learning. This process of continuous improvement is referred to as "closing the assessment loop" or simply "closing the loop." The cycle begins with learning outcomes and designing an assessment plan, curriculum map, assessment activities, data analysis and evaluation, and program adjustments. In addition, this assessment includes all facets of the university that impact student learning, including co-curricular areas like athletics, residential housing, and more. Student learning is equally as important outside the classroom.

Cleary University Enrollment and Student Profile

Cleary University's diverse student population consists of more than 800 students. Approximately 28% of our students attend on a part-time basis. The average age of a Cleary student is 25 years old. Women comprise 41% of the student population. The largest racial or ethnic

group self-identifies as Caucasian (59%).

Cleary University Faculty

Educators at Cleary are more than just teachers; they serve as mentors and provide guidance for students. Sixty full-time and part-time faculty members bring experience and academic credentials to Cleary University classrooms. Providing real-world experiences gained from working in business and industry, and giving personalized attention to students due to a low teacher -student ratio of 1:18, Cleary faculty provide an excellent education in the Business Arts Curriculum.

Student Success

Cleary University prides itself on providing an education that allows students to succeed. This is measured in two ways. Students attending Cleary University successfully pass 92% of courses taken. Applying skills and knowledge acquired in the classroom to a student's future is an important part of student success. Cleary University annually surveys graduates on future plans. With a 78% response rate, Cleary is proud to report that its graduates

are poised for success. Cleary graduates go on to careers or graduate school at a 99% rate. Fifteen percent of our graduates opt to continue their education with graduate school, and 84% are employed upon graduation.





ACCREDITATION AND OTHER RECOGNITIONS

- Cleary University is accredited by the Higher Learning Commission (HLC)

The HLC is nationally recognized by the U.S. Department of Education and by the Council of Higher Education Accreditation (CHEA).

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604

800-621-7440

www.hlcommission.org

- Cleary University is recognized for veterans' training under the G.I. Bill for Veterans Educational Assistance.
- The University is approved by the United States Department of Justice, Immigration, and Naturalization Service as an institution of higher education for training foreign students.

- Cleary University has been approved by the State of Michigan Department of Licensing and Regulatory Affairs (LARA) to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). The NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Accreditation credentials and other qualifying recognitions are available for review upon a reasonable request made to University officials.

Non-Discrimination and Equal Employment Opportunity Policy

Cleary University provides equal employment opportunities to all employees, applicants and students without unlawful discrimination based on age, color, disability, height, marital status, national origin, race, religion, sex/gender, sexual orientation, veteran status, and weight in accordance with applicable laws. This policy applies to all terms and conditions of employment and educational

services. In addition, the University will provide reasonable accommodation to qualified persons who have protected disabilities that are unrelated to their ability to do the job to the extent that the University receives a timely request of the need for accommodation in accordance with the University ADA policy.

All employees and students are expected to comply with both the letter and spirit of this policy. Employees and students who believe that they may be subject to unlawful discrimination in employment or educational services are encouraged to address their concerns in accordance with the University Anti-Harassment policy.



CALENDARS



Note: An academic calendar change beginning in Fall 2023 is in the process of being approved. Upon approval, the calendar will be updated on the website: www.cleary.edu.

TRADITIONAL CALENDAR 2022-2026

| Fall Semester | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---------------------------------|-------------------|-------------------|-------------------|--------------------|
| Fall Semester | 8/29 - 12/18/22 | 8/28 - 12/17/23 | 8/26 - 12/15/24 | 8/25 - 12/14/25 |
| Midterm Break - No Classes | 10/24 - 10/25/22 | 10/23 - 10/24/23 | 10/21 - 10/22/24 | 10/20 - 10/21/25 |
| Thanksgiving Break - No Classes | 11/23 - 11/25/22 | 11/22 - 11/24/23 | 11/27 - 11/29/24 | 11/26 - 11/28/2025 |
| Semester Break - No Classes | 12/19/22 - 1/8/23 | 12/18/23 - 1/7/24 | 12/16/24 - 1/5/25 | 12/15/25 - 1/4/26 |
| Spring Semester | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| Spring Semester | 1/9 - 5/7/23 | 1/8 - 5/5/24 | 1/6 - 5/4/25 | 1/4 - 5/3/26 |
| President's Day - No Classes | 2/20 - 2/21/23 | 2/19 - 2/20/24 | 2/17 - 2/18/25 | 2/16 - 2/17/26 |
| Spring Break - No Classes | 3/6 - 3/12/23 | 3/4 - 3/10/24 | 3/3 - 3/9/25 | 3/2 - 3/8/26 |
| Semester Break - No Classes | 5/8 - 5/14/23 | 5/6 - 5/12/24 | 5/5 - 5/11/25 | 5/4 - 5/10/26 |
| Summer Semester | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| Summer Semester A Session | 5/15 - 7/2/23 | 5/13 - 6/30/24 | 5/12 - 6/29/25 | 5/11 - 6/28/26 |
| Summer Semester B Session | 7/3 - 8/20/23 | 7/1 - 8/18/24 | 6/30 - 8/17/25 | 6/29 - 8/16/26 |
| Semester Break - No Classes | 8/21 - 8/27/23 | 8/19 - 8/25/24 | 8/18 - 8/24/25 | 8/17 - 8/23/26 |
| Commencement | 5/6/23 | 5/4/24 | 5/3/25 | 5/2/26 |

NONTRADITIONAL AND GRADUATE CALENDAR 2022-2026

| Fall Semester | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|-----------------------------|-------------------|-------------------|-------------------|--------------------|
| Fall Semester | 8/29 - 12/18/22 | 8/28 - 12/17/23 | 8/26 - 12/15/24 | 8/25 - 12/14/25 |
| Fall Semester A Session | 8/29 - 10/23/22 | 8/28 - 10/22/23 | 8/26 - 10/20/24 | 8/25 - 10/19/25 |
| Fall Semester B Session | 10/24 - 12/18/22 | 10/23 - 12/17/23 | 10/21 - 12/15/24 | 10/20 - 12/14/25 |
| Thanksgiving Break | 11/23 - 11/25/22 | 11/22 - 11/24/23 | 11/27 - 11/29/24 | 11/26 - 11/28/2025 |
| Semester Break - No Classes | 12/19/22 - 1/8/23 | 12/18/23 - 1/7/24 | 12/16/24 - 1/5/25 | 12/15/25 - 1/4/26 |

| Spring Semester | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|-----------------------------|---------------|---------------|---------------|---------------|
| Spring Semester | 1/9 - 5/7/23 | 1/8 - 5/5/24 | 1/6 - 5/4/25 | 1/4 - 5/3/26 |
| Spring Semester A Session | 1/9 - 3/5/23 | 1/8 - 3/3/24 | 1/6 - 3/2/25 | 1/4 - 3/1/26 |
| Spring Semester B Session | 3/6 - 3/12/23 | 3/4 - 3/10/24 | 3/3 - 3/9/25 | 3/9 - 5/3/26 |
| Spring Break - No Classes | 3/6 - 3/12/23 | 3/4 - 3/10/24 | 3/3 - 3/9/25 | 3/2 - 3/8/26 |
| Semester Break - No Classes | 5/8 - 5/14/23 | 5/6 - 5/12/24 | 5/5 - 5/11/25 | 5/4 - 5/10/26 |

| Summer Semester | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|-----------------------------|----------------|----------------|----------------|----------------|
| Summer Semester A Session | 5/15 - 7/2/23 | 5/13 - 6/30/24 | 5/12 - 6/29/25 | 5/11 - 6/28/26 |
| Summer Semester B Session | 7/3 - 8/20/23 | 7/1 - 8/18/24 | 6/30 - 8/17/25 | 6/29 - 8/16/26 |
| Semester Break - No Classes | 8/21 - 8/27/23 | 8/19 - 8/25/24 | 8/18 - 8/24/25 | 8/17 - 8/23/26 |
| Commencement | 5/6/23 | 5/4/24 | 5/3/25 | 5/2/26 |

DATES CLOSED

| Campus Closed | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|------------------------|------------------|------------------|------------------|------------------|
| Juneteenth | 6/19/22 | 6/19/23 | 6/19/24 | 6/19/25 |
| Labor Day | 9/5/22 | 9/4/23 | 9/2/24 | 9/1/25 |
| Thanksgiving | 11/24 - 11/25/22 | 11/23 - 11/24/23 | 11/28 - 11/29/24 | 11/27 - 11/28/25 |
| Martin Luther King Day | 1/16/23 | 1/15/24 | 1/20/25 | 1/19/26 |
| Memorial Day | 5/29/23 | 5/27/24 | 5/26/25 | 5/25/26 |

PUBLIC SAFETY CALENDAR

| 2022-2023 | Start Date | End Date |
|-----------------|------------|----------|
| Fall Semester | 8/15/22 | 12/18/21 |
| Session A | 8/15/22 | 9/25/22 |
| Session B | 9/26/22 | 11/6/22 |
| Session C | 11/7/22 | 12/18/22 |
| Break | 12/19/22 | 1/8/23 |
| 2023 | Start Date | End Date |
| Spring Semester | 1/2/23 | 5/14/23 |
| Session A | 1/2/23 | 2/19/23 |
| Session B | 2/20/23 | 4/2/23 |
| Session C | 4/3/23 | 5/14/23 |
| Break | 5/15/23 | 5/21/23 |
| 2023 | Start Date | End Date |
| Summer Semester | 5/22/23 | 8/13/23 |
| Session A | 5/22/23 | 7/2/23 |
| Session B | 7/3/23 | 8/13/23 |
| Break | 8/14/23 | 8/20/23 |

ADMISSIONS



ADMISSIONS

General Admission Requirements

Cleary University grants admission to students whose academic achievements demonstrate they are prepared to succeed in a university curriculum and graduate. The Cleary University Admissions Office reviews all applications on a rolling basis. The applicant's official transcripts, test scores, school involvement, and program will be considered in the admissions decision. Admission requirements, criteria, and guidelines are applied equally to all students, including "home-study" students. A review of the academic credentials will consist of all high school/college-level coursework and all available standardized test scores. Applicants for non-credit academic programs may be admitted without meeting any of the above requirements with special permission from the University, but are not eligible for Title IV financial aid funds. The online application for undergraduate admission to the University can be accessed by visiting:

[https:// www.cleary.edu/steps-to-apply](https://www.cleary.edu/steps-to-apply)



Official Transcripts

Students must provide an official copy of their high school and/or all previous college transcripts for their file at Cleary University. Any students registering for classes without official transcripts on file accept responsibility for ensuring that they are not duplicating courses that might be brought in as transfer credit. All transcripts must be sent from the originating schools directly to Cleary University and become the property of the University.

Mailing Address:

Cleary University Enrollment Office
3750 Cleary Drive
Howell, MI 48843

For schools to email official transcripts, use:
admissions@cleary.edu when placing your order.

Test Optional

Effective for the entering class in Fall 2020, Cleary University moved to a Test Optional admission process. Students no longer are required to submit copies of their

SAT or ACT scores to be considered for general admission to the University. The admissions committee continues to place the strongest emphasis on a student's academic preparation in high school as the best predictor of success at the college level; however, please note that home-schooled students and students completing their high school diploma through an unrecognized, unaccredited program are required to submit copies of their SAT or ACT scores (with writing) to complete their applications.

For more information on specific scores or assessment criteria, please contact Cleary University Admissions. Except for reasons prohibited by applicable discrimination laws, students may be excluded from admission or dismissed from Cleary University at any time for reasons considered appropriate by the University. The University has the right to deny admission to any student who is in default on any Title IV loans, which include the Subsidized Stafford Loan, Unsubsidized Stafford Loan, Perkins Loan, and/or PLUS Loan.



Nondiscrimination Policy

Cleary University has a policy of nondiscrimination regarding students on the basis of race, color, national or ethnic origin, sex/gender, sexual orientation, veteran status, age, and religion in the administration of its admissions policies, educational policies, scholarship and loan programs, and other school-administered programs. Cleary also maintains a policy of nondiscrimination on the basis of a handicap in regard to admission or employment and access to programs or activities. Cleary University does not discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments.

When to Apply

Prospective students are encouraged to apply for admission as soon as they decide they are interested in attending Cleary University. Each application is considered individually based on overall academic achievement and extracurricular involvement. Upon review of the application and supporting documents, an admission decision will be made. Admission decisions are made on a rolling basis throughout the year, and students will be notified

via U.S. mail or email within 15 business days. If all criteria for admission to Cleary University are not met, the University reserves the right to cancel admission.

Pre-admission counseling and campus tours are available on weekdays through the Office of Admissions and at special weekend events.

Office hours are Monday through Friday during normal business hours. For more information, call 800-686-1883.

FIRST TIME STUDENTS

A First-Time-in-College student applying for admission to a degree program is required to submit the following:

- An application for admission.
- An official high school transcript. Students currently enrolled in high school should send an unofficial transcript at the time the application is made. Final senior grades must be submitted by the high school as soon as possible after graduation. Final admission is dependent upon review of the final high school transcript with the posted graduation date.
- ACT or SAT scores optional but will be considered in lieu of GPA requirements.

Students who meet their state's requirements for home study at the secondary-school level have the academic qualification necessary for Title IV eligibility. Completion of a home study program at secondary level may be self-certified. A student must show a high school diploma, the equivalent of a high school diploma, or an alternate to a high school diploma. High school diploma equivalents are a General Education Development Certificate (GED) or a state-certified diploma received after passing a state-authorized exam that is recognized as the equivalent of a high school diploma.

First Time in College (Under 22 years of age):

This applies to any student who is under 22 years of age and has not enrolled in a post-secondary institution after the summer following high school graduation. An application for admission may be made any time after completion of the junior year of high school. Students with a minimum six- or seven-semester high school GPA of 2.0 are admissible.

Those with a minimum seven-semester grade point average (GPA) of 1.5 - 2.0 may be admitted provisionally and are required to attend the summer Bridge Program (two classes in summer) as well as meet with an academic advisor regularly during their first semester. Any student with a GPA lower than 1.5 will be required to submit a letter of appeal stating why they believe college is the right choice for them and must interview with a faculty panel to determine admission (contact an enrollment specialist for further information at 800-686-1883).

First Time in College (22 years of age and over):

This category is for any student who is over 22 years of age who has not enrolled in a post-secondary institution following high school graduation or successful completion of the GED. An application for admission may be made any time after graduation from high school or successful completion of the GED.

Students who have graduated from high school with a minimum GPA of 2.0 are admissible.

Students who have graduated with a cumulative GPA of 1.5 - 2.0 may be admitted provisionally and are required to attend the academic Bridge Program (two classes the following semester) as well as meet with an academic advisor regularly during the first semester of full time attendance. Students with a GPA lower than 1.5 will be required to submit a letter of appeal stating why they believe college is the right choice for them and must interview with a faculty panel to determine admission (contact an enrollment specialist for further information at 800-686-1883).

First Time in College (Home study students)

A home study student is any student who has not attended an accredited public or private high school. Students must submit all available academic records with their application and schedule a personal in-person or phone interview with an admissions representative. Students who meet their state's requirements for home-schooling at the secondary-school level have the academic qualification necessary for Title IV eligibility. Completion of a homeschooling program at secondary level may be self-certified.

A student must show a high school diploma, the equivalent of a high school diploma, or an alternative to a high school diploma. High school diploma equivalents are a GED or a state-certified diploma received after passing a state-authorized exam that is recognized as the equivalent of a high school diploma.

New International Students

International students must meet the minimum admission requirements to be considered for admission to Cleary University. All International Student Document Checklists can be found online at:

<https://www.cleary.edu/international/international-admissions>

Each checklist includes a list of required documents and the necessary steps to secure a visa to study in the United States. Be mindful that failure to provide required documentation significantly can delay the admissions process. Additionally, each checklist will explain what happens after the visa is received, highlight the steps that must be taken prior to arrival stateside, and provide some helpful

tips for the first days on campus. Please print and use it as a tool to help guide you through the process. Email questions or concerns to internationaladmissions@cleary.edu.

Michigan Language Center and Conditional Admission of International Students

Prospective international students who do not meet the English language requirements for full admission may choose to participate in the Michigan Language Center (MLC) University Pathway Program. This program enables international students to meet an English requirement to gain undergraduate or graduate admission to Cleary by successfully completing the Advanced Level at MLC (no TOEFL or IELTS needed) and receiving a letter of recommendation. All students must earn a 2.0 GPA or higher in Cleary's Bridge Program courses, successfully pass the Advanced Level at MLC, and receive a letter of recommendation to enroll as a fully admitted student. In addition, MLC students can receive up to nine undergraduate credits from Cleary University for their MLC studies, which will count toward their degree.

MLC students who successfully complete the Advanced Level courses below will be awarded up to nine credits toward a Cleary University degree program. These credits may be used toward fulfilling the general education requirements in English (ENG)/Communications (COM) or as electives.

MLC Advanced Level Courses Credits

- English (ENG)/Communications (COM)
- Advanced All Skills and Grammar AND Advanced Reading
- ENG 1000 English Composition OR elective
- Advanced Writing AND Advanced Speaking and Listening
- COM 1400 Speak Up! OR Humanities (HUM) elective
- Advanced TOEFL Preparation Elective Class

These credits may be applied to a degree program as an elective.

MLC students who are at the Advanced Level can start undergraduate studies while taking MLC classes by enrolling in select Bridge Program classes at Cleary as long as the students are admitted provisionally. This program allows international students to start earning credits toward their degree while attending MLC classes at the Advanced Level.

MLC students will enroll in TCM 1010 The College Experience Retooled (3 credits) in conjunction with the MLC Advanced Level courses. TCM 1010 runs for the duration of 14 weeks in the Summer and 16 weeks in the Fall and Spring. Upon successful completion of TCM 1010, MLC students may choose to enroll in additional Cleary courses while completing MLC Advanced Level.

Bridge Program Course 1

TCM 1010 The College Experience Retooled (3 credits)

Bridge Program Course 2

ENG 1000 English Composition (3 credits)

All students must earn a 2.0 GPA or higher in Cleary's Bridge Program courses, successfully pass the Advanced Level at MLC (no TOEFL or IELTS needed), and receive a letter of recommendation to enroll as a fully admitted student.

International Application Deadlines

Please go to:

<https://www.cleary.edu/international/international-ad-missions>

to see the application deadlines by each term.

International Students Living Outside the United States

International students who are living outside the United States and require an F-1 visa appointment should submit all application materials, be admitted, and submit their \$500 deposit six weeks prior to the beginning of the semester of intake. This is to ensure there is enough time to send an I-20, sit for a visa appointment*, settle affairs at home, make flight accommodations, and confirm attendance to the international admissions team.

**If a visa appointment cannot be made at least one week prior to the semester start date, the I-20 will be changed to the next available semester.*

Canadian Students Living Outside the United States

Canadian students living outside the United States are not required to make a visa appointment and may follow the same deadline as international students who are living in the United States.

International Students Currently Living in the United States

F-1 students currently in the United States must submit all application materials, be admitted, and pay the deposit two weeks prior to the beginning of the semester of intake. This allows adequate time for application processing and completion of the transfer process in SEVIS.

**B session start dates are not recommended for undergraduate students. If graduate students want to start at the B session start date, they are required to take two graduate level courses in an eight or seven or six-week timeframe. All questions regarding deadlines can be submitted to internationaladmissions@cleary.edu.*

Early College Program

An Early College program is a defined program wherein high school students who meet the admissions criteria enroll in a program of study leading to the attainment of an associate's degree. Students may take Cleary courses during grades 9-13, depending on their high school of enrollment, and then earn both a high school diploma and the associate's degree (assuming the student fulfills all Cleary requirements) at the end of that year.

Early College students must meet the criteria established through their high school of enrollment. Contact a Cleary Enrollment Specialist or a high school counselor for more information on admissions criteria and processes.

Dual Enrollment Program

Dual Enrollment is a "drop in" program wherein high school students who meet admissions criteria can register and attend selected college courses at Cleary. The student could decide to then attend Cleary as a regular college student and apply the Dual Enrollment courses, or, if attending another college, transfer the Cleary credits to another college or university. The Cleary course also may fulfill a high school graduation requirement. The student graduates at the end of year 12 with a high school diploma.

High school dual enrollment students are granted the full privileges of any Cleary University student. Cleary offers dual enrollment students a special tuition rate that applies to all dual enrollment registrations.

Students who meet the following criteria are eligible to take dual enrollment courses:

- High school freshman, sophomore, junior, or senior
- Have a 2.0 or higher cumulative, unweighted GPA
- Obtain standardized test scores that show readiness for college-level work
- Receive high school counselor/school administration recommendation and approval
- Complete a Cleary University registration form

Dual enrolled students are required to consult a Cleary University Enrollment Specialist to register for first semester classes. Students are required to contact their academic advisor prior to registration for continuing semesters. Students are required to have approval from their high school counselor prior to enrolling each semester.

This program applies only to Cleary University day classes (1000- and 2000-level courses held between the hours of 7:30 a.m. and 5:00 p.m.). Unless otherwise authorized, high school students are not permitted to enroll in the University's evening or fully online courses.

Course grades will be calculated in accordance with the University's grading system. All academic policies apply. A student must earn at least a 2.0 GPA in each Cleary University course to remain eligible for dual enrollment.

Veterans Educational Benefits

VA students are those who expect to receive education benefits from the U.S. Department of Veterans Affairs under VA education programs.

Certification Request: In order to initiate the process, VA students must complete a VA Request for Certification Form. The VA Request for Certification Form must be submitted to the Records Office at Cleary University 30 days prior to the start of each semester. A Codes of Conduct Form must be submitted to the VA certifying official, as well as a copy of the DD-214 Form for students claiming the Post-9/11 GI Bill or the Montgomery GI Bill, or the NOBE (Notice of Basic Eligibility) for members of the Selected Reserves and National Guard who do not have active duty service other than the Initial Active Duty for Training (IADT). The certifying official will complete the

enrollment certification and submit it to the Department of Veterans Affairs.

Failure to provide complete information will result in a delay of certification to the Department of Veterans Affairs. Eligibility for VA benefits is determined by the Department of Veterans Affairs, not by the certifying official. Submission of the certification request does not guarantee payment of benefits by the VA.

The VA students with Chapter 30, 1066 or 1067 benefits must self-verify to the VA (via WAVE or by phone) at the end of each month. It is required that students receiving this VA benefit must inform the VA if there is any change to their enrollment. To reach a VA representative by phone, call 888-442-4551, or use the automated telephone service at 877-823-2378. Chapter 31, 33, and 35 students do not have to self-verify and are awarded benefits from the VA based on the information in the enrollment certification submitted by Cleary's VA certifying official.

Benefit Payments and Enrollment

VA benefits are payable for approved courses and programs only. Restrictions apply to some courses and/or programs under some or all VA regulations. The Cleary University certifying official is required to report to the Department of Veterans Affairs the complete details of enrollment and any other status changes.

VA students promptly must notify Cleary's certifying official of any change in enrollment, including official and unofficial withdrawals. VA students who fail to successfully complete a course are required to notify the Department of Veterans Affairs of the last date of attendance. Failure to do so will result in Cleary reporting that the student never attended the course, unless there is evidence showing the last date of attendance.

Determination of Benefits and Contact Information

Cleary University cannot determine eligibility or payment of VA benefits, and the certifying official is not an employee of the Department of Veterans Affairs. VA students having questions concerning the type or amount of the VA benefits must direct them to the Department of Veterans Affairs.

Contact information:

VA Regional Office

P.O. Box 66830

St. Louis, MO 63166-6830

(888) 442-4551

General VA Information:

<http://www.gibill.va.gov>

Education forms:

<http://www.va.gov/vaforms.htm>



ADMISSION STATUS AND APPEALS

Admission

An admission decision is considered official upon delivery of an acceptance letter on Cleary letterhead. The director can rescind an admission decision if any of the information submitted in the application process is found to be inaccurate; without submission of an official, final transcript from any previous institution attended, including high school (if required) and four-year institutions, or if the student's qualifications change significantly (for example, if a student's disciplinary or criminal background changes after admission is offered).

Early Admission

High school juniors and seniors can apply for early admission to Cleary University. If students meet current application criteria, they are eligible for provisional admission. Students should be aware that any financial aid and official admission may be subject to change based on final high school grades and test scores.

Special Admission

Recognizing that not all students have educational backgrounds that fit the Application for Admission form, the University will consider, on an individual basis, applications for enrollment from students with nontraditional educational backgrounds.

In certain cases, students who have not completed their secondary education may enroll and take individual courses. Such college credit would be validated upon completing work for a high school diploma or obtaining a GED.

Provisional Admission

A student who is admitted provisionally is approved for enrollment for the first semester only. These students may have a limit set on the number of credits in which they may enroll in the first semester, and most provisionally admitted students are required to enroll in The College Experience Retooled (TCM 1010), a Cleary University course designed to support a successful transition to the University. All provisionally admitted students must

achieve a minimum GPA of 2.0 in the first semester to remain at the institution and to be considered admitted to the University.

Provisional admission also may be granted to students who do not meet all requirements at the time of application but demonstrate exceptional promise. Please contact the Office of Admissions at admissions@cleary.edu or 517-338-3330 for more information.

Students who are provisionally admitted will be required to earn a cumulative GPA of 2.0 or higher their first semester in order to be considered for full admission and registered the following semester.

Denied Admission

A denied student is one who is denied admission to the University. A denial decision is only made for the term for which a student applies, and a student who is denied may reapply for a future semester provided that circumstances for the student have changed (for example, a semester of coursework elsewhere). Denial decisions can be appealed

by sending a letter to the director of the admissions office making the decision.

Admissions Appeals

Applicants denied admission may request reconsideration.

Requests must be submitted in writing to the Office of Admissions and should include an explanation of the circumstances related to the reasons for denial. The appeal letter should clearly express why the student struggled academically, what they have learned since that experience, and what they will do to increase their chances of academic success going forward.

Review of the request and supporting documentation will be conducted by the appellate committee and will culminate in one of the following outcomes:

- Admission denial is upheld
- Provisional admission is granted
- Full admission is granted

Decisions of the appellate committee are binding. Applicants who are denied admission may reapply for admission when all factors that initiated the denial have been corrected. Applicants granted provisional admission will be required to meet with an academic advisor to develop an academic plan prior to registering for classes.

Readmission for Veterans

Veterans returning after military leave to perform military service promptly will be readmitted at the same academic status achieved and at the same tuition rate when last in attendance at Cleary University. Please note that while the tuition rate will be retained, returning students will be responsible for obtaining their textbooks and other required learning materials. Current fees assessed to all incoming students also will apply.

This readmission policy applies provided the absence does not exceed five years and the return date to Cleary University does not exceed nine months after being released from active duty. A copy of the discharge form (DD214) is required for verification purposes and should be submitted to the University Admissions Office.

STUDENT STATUSES

Traditional Students

Traditional students largely are defined by the metrics that follow. Students meeting any one or more of these are considered a traditional student:

- Student athlete
- Lives on campus
- Starts classes within four years of graduating or finishing a high school program

Additionally, traditional students usually are unmarried, not working a full-time job, do not have dependents that they are responsible for, and are claimed dependents. Traditional students are always undergraduate students.

Most of the time, traditional students attend the University on a full-time basis, but this is not exclusive to that population. Please see the following definition regarding non-traditional students for further information.

Nontraditional Students

Cleary University recognizes that any student who does not qualify as a traditional student from the previously noted definition will be considered a nontraditional student and additionally accepts the recommendation of the National Center of Education Statistics (NCES) definition of a nontraditional student. Three separate metrics were utilized to determine student status: 1) enrollment patterns 2) financial and family status 3) high school graduation status. These metrics were chosen to identify students who have histories and behaviors that may increase student risk and attrition. All of these touchpoints do not need to be met in order for a student to be considered a nontraditional student, but identification of them denotes a student outside the traditional student definition. The metrics are defined as follows, with Cleary University amendments:

- **Enrollment patterns.** Assuming that traditional enrollment in postsecondary education is defined as enrolling immediately, or within four years, after high school and attending full-time, students who diverge from this pattern in terms of enrollment time would be considered nontraditional. According to the NCES,



students who delayed enrollment in postsecondary education by four years or more after high school or who attended part-time were considered nontraditional. Note that it is possible for a nontraditional student to attend the University in a full-time capacity.

- **Financial and family status.** Family responsibilities and financial constraints used to identify nontraditional students included having dependents other than a spouse, being a single parent, working full-time while enrolled, or being financially independent from parents.
- **High school graduation status.** Students who did not receive a standard high school diploma but earned some type of certificate of completion also were considered nontraditional. This included GED recipients and those who received a high school certificate of completion.

Adult Learner

The adult learner falls under the same parameters as a nontraditional student with only the age of the student as a differential. Wherein nontraditional students can, conceivably, be as young as 18 years old, while adult learners will be a nontraditional student who begins their program at age 25 or older. The adult learner designation is only for undergraduate students.

Adult learners are known by a wide variety of names – including nontraditional students, adult students, returning adults, adult returners, mature learners, and many more – and they have an even wider variety of cultural and educational backgrounds, abilities, responsibilities, and experiences.

No matter how different each adult learner is, there are some similar typical characteristics. When defining adult learners:

- They're usually 25 or older.
- They've delayed entering college for at least four years following high school.

- They're usually employed full-time.
- Many times, they have a family and dependents to support.
- They may have started college as a traditional student but needed to take time off to address other responsibilities.
- They're looking to enhance their professional lives or may be switching careers.
- They have more experience than traditional students, having already started a career or served in the military.

Graduate Student

A graduate student is a student who has successfully earned a bachelor's degree and has enrolled in the Graduate School.

Dual Enrolled Student

Students who are in high school can take classes at Cleary University. These students are considered dual enrolled students and traditional students. For further information, please see the admissions section.

Early College Student

Students who are enrolled in an early college program through an agreement between their secondary school and Cleary University are considered early college students and traditional students. For further information, please refer to the admissions section.

Full-Time Students

Students enrolled in the undergraduate program for 12 or more credit hours per semester are full-time students. Students enrolled in the graduate program for six or more credit hours per semester are full-time students.

Part-Time Students

Students enrolled in the undergraduate program for fewer than 12 credit hours per semester are part-time students. Students enrolled in the graduate program for fewer than six credit hours per semester are part-time students.

Guest Student (Non-Degree Seeking)

College students who wish to take selected courses for credit but do not wish to pursue a degree at Cleary

University may be considered for admission in this category. Students admitted in this category must submit a completed Michigan Uniform Guest Student Application. An application fee is not required.

PATHWAYS TO CLEARY

Transferring to Cleary

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:

The transferability of credits you earn at Cleary University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the baccalaureate, master's, or certificate credits you earn in an educational program also is at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include

contacting an institution to which you may seek to transfer after attending Cleary University to determine if your credits or degree, diploma, or certificate will transfer.

Types of Credit

Advanced Standing/Transfer Credit/Prior

Transcripted (PT) Learning

Prior transcripted learning refers to credit applicable to the student's degree completion plan and accepted as advanced standing/transfer credit to Cleary University.

- Undergraduate transfer credit may be awarded for up to 90 credits/hours earned at another postsecondary institution.
- To be eligible for transfer, the credits/hours must have been earned at a regionally accredited institution recognized by the U.S. Department of Education and carry a grade of 2.0 or "C" or better (undergraduate course) or 3.0 or "B" or better (graduate course).
- Grades of "Pass," "Credit," or similar may be considered if the source institution indicates its equivalence to Cleary's minimum acceptable letter grade.
- Courses taken through a foreign institution also may be eligible for transfer credit, following comparable guidelines.
- In lieu of a transcript, you must submit a course-level credential evaluation from an approved foreign credential evaluator. **Note:** If you are applying to a program that requires completion of a prior degree, rather than seeking transfer credit, a transcript-level evaluation with GPA calculation is generally sufficient. You or your prior institution may be asked for a course syllabus or similar documentation to assist in the evaluation of a particular course. Failure to provide the requested documentation may prevent transfer credit from being awarded.
- Transfer credits from non-regionally accredited institutions will be reviewed on an individual basis.
- Students who have completed six or more academic credit hours at a regionally-accredited institution are not required to submit high school transcripts.
- Up to 90 international transfer credits may be accepted. Students must provide a course by-course evaluation performed by a National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators, Inc (AICE) member organization.

Courses taken through a foreign institution also may be eligible for transfer credit, following comparable guidelines. In lieu of a transcript, you must submit a course-level credential evaluation from an approved foreign credential evaluator. **Note:** If you are applying to a program that requires completion of a prior degree, rather than seeking transfer credit, a transcript-level evaluation with GPA calculation generally is sufficient.

You or your prior institution may be asked for a course syllabus or similar documentation to assist in the evaluation of a particular course. Failure to provide the requested documentation may prevent transfer credit from being awarded.

Transfer credits from non-regionally accredited institutions will be reviewed on an individual basis. See the non-regionally accredited transfer credit policy for more information.

Students who have completed six or more academic credit hours at a regionally-accredited institution are not required to submit high school transcripts.

Up to 90 international transfer credits may be accepted. Students must provide a course by-course evaluation performed by a NACES or AICE member organization.

Credit by Examination

Credit by examination may be awarded for external exams such as DANTES Subject Standardized Tests (DSSTs), the College Level Examination Program (CLEP), Defense Language Proficiency Tests (DLPTs), Cambridge International, and other similar exams. To be eligible for credit, the exam must have been recommended for credit by an approved agency or recommended by Cleary faculty, and a minimum acceptable score must have been earned.

Advanced Placement Program

Cleary University participates in the Advanced Placement Program of the College Entrance Examination Board and grants either advanced credit, advanced placement, or both to students who have completed college-level studies while still in high school and have earned satisfactory scores on Advanced Placement examinations. Credit may be granted based on satisfactory scores (three or higher on a five-point scale) for more than 30 Advanced

Placement exams sponsored by The College Board. Students may request a copy of the exam results from The College Board, 45 Columbus Avenue, New York, NY 10023.

High School Articulation

High School Articulation credit will be granted to students for competencies achieved as part of a formal articulation agreement with a secondary, proprietary, or charter school. Contact an enrollment specialist for a complete list of high schools with which Cleary University has articulation agreements.

Professional Learning Credit

Professional Learning (PL): A form of prior learning known as professional learning is college level learning that is offered through workshops, seminars, certifications, or courses presented at non-regionally accredited colleges or through professional organizations.

- Up to 60 professional learning credits may be awarded apart from any credits awarded from a normal prior learning assessment.

- Professional learning credits will be added to a student's academic record after the drop/add date for a session in which a student is actively enrolled and has earned or will have 15 credit hours earned in residency with Cleary at the end of the current session.
- Professional learning credits may be awarded for prior learning acquired through military training, professional learning or licensure, non-college coursework, or work or life experience. Cleary has also established credit recommendations based on an internal review of the curriculum or training programs of certain organizations.

All prior learning is reviewed on a case-by-case basis, and credit is awarded ultimately at the discretion of the University. Cleary does not guarantee the transferability of credits from other educational institutions or other sources of prior learning.

These are the general guidelines governing the application of prior learning credit.

1. You must provide official documentation to receive credit. Official documentation is typically an official transcript sent directly from the source institution to Admissions or the Office of the

Registrar. For alternative credit sources that do not provide an official transcript, verification will be determined on a case-by-case basis.

2. Learning represented must be equivalent to college-level learning and not designated as developmental or remedial.
3. Prior learning must be consistent with the current knowledge and skills taught in Cleary courses.
4. Credits awarded in any combination of prior learning may not exceed 75 percent of the credits required in an undergraduate degree or 50 percent of a graduate degree.
5. All official prior learning documentation provided will be evaluated for credit, and all eligible prior learning that can satisfy a requirement within your program will be awarded. Previously awarded prior learning credit cannot be removed upon request.
6. Credit cannot be awarded for a course once you start taking an equivalent course at Cleary. You are encouraged to submit transcripts for evaluation before you plan to take the course.

Further information regarding PL is available at www.cleary.edu

Military Training or Experience

Cleary University recognizes college credit for military training and experience. Twelve semester credits are awarded for each year of active military service up to a maximum of 60 semester hours. To receive credit for military service, students should submit a copy of the discharge form (DD214). Should a review of a student's military training records indicate there is potential for greater credit award, copies of the military training records and/or a copy of the transfer or discharge form (DD214) will be submitted to the American Council on Education, Department of Military Evaluations, for a credit recommendation.

A total maximum of 90 transfer credits may be accepted on a student's military, educational, and occupational experience from Joint Services Transcripts, provided no other credits from non-regionally accredited sources are in consideration for transfer.



RECOGNIZED INDUSTRY CERTIFICATIONS

Cleary University awards undergraduate college credit for some industry training and certifications. Some examples of certifications that would be considered for credit include (but are not limited to): PMP Certification, SHRM Certification, Financial Planning Certification, ServSafe, Insurance Licenses, Six Sigma Green Belt or Black Belt, Real Estate License. Equivalencies are listed on the following pages.

| Industry Certifications | Credits |
|--|---------|
| Programming in R | 3 |
| Google Data Analytics Certificate | 12 |
| IBM Cybersecurity Analyst Professional Certificate | 10 |
| IBM Data Science Specialization | 12 |
| IBM Data Science Fundamentals with Python and SQL Specialization | 9 |
| IBM Data Science Professional | 12 |
| IBM Data Analyst Professional | 12 |
| Google IT Support Professional Certificate | 12 |
| Google IX Design Certificate | 10 |
| Google Marketing Analytics & Performance Optimization | 3 |
| Professional HR Certified | 3 |
| Six Sigma Black Belt Training | 12 |
| Six Sigma Yellow Belt Training | 12 |
| Six Sigma Green Belt Training | 12 |

| | |
|---|----|
| MCOLES | 30 |
| Michigan State Trooper Academy | 30 |
| ServSafe Food Handler | 3 |
| Certified Nursing Assistant (CNA) | 12 |
| Dental Hygienist | 12 |
| EMT - Paramedic | 46 |
| CPA (current) | 26 |
| Leadership Livingston Certificate | 12 |
| Insurance Educational Association | |
| Certified Professional in Disability Management (CPDM) CPDM 1, Essentials of Disability Management CPDM 2, Disability Case Management -- The Medial and Administrative Components CPDM 3, Disability Management-Implementation | 18 |
| PADI Americas, Inc. Certified | |

| | |
|--|----|
| Group Life/Health Insurance: Parts A, B and C | 10 |
| Licenses Insurance Professional | 90 |
| Certified Financial Planner | 56 |
| Michigan Fire Fighter Training Council for Fire I and II | 27 |
| NFPA Fire Inspector I | 6 |
| NFPA Fire Inspector II | 6 |
| Company Fire Inspector | 3 |
| Plans Review | 3 |
| Fire Prevention Officer | 6 |
| Fire investigation: electrical systems | 3 |
| Accident investigation and analysis | 3 |
| Fire dynamics and modeling | 4 |
| Arson detection | 3 |
| Accident investigation and analysis | 3 |
| Fire dynamics and modeling | 4 |
| Arson detection | 3 |
| Staff and Command | 18 |
| MFFTC Instructor Orientation | 1 |
| Instructor I | 6 |
| Instructor I Train the Trainer | 1 |
| Instructor II | 6 |
| Hazardous Materials Technician I | 4 |

| | |
|---|----|
| Hazardous Materials Technician II | 4 |
| Hazardous Materials Specialties | 3 |
| Hazardous Materials - Medical Technician II (Haz Tac) | 3 |
| Emergency response to terrorism: tactical considerations: hazardous materials | 2 |
| Hazardous materials response: confined space operations | 1 |
| Hazardous Materials Operations | 1 |
| Cargo Tank Training | 1 |
| Hazardous Materials First Responder Operations | 3 |
| Real Estate License | 3 |
| Nouveau Riche | 6 |
| First Aid/CPR | 3 |
| National Institute for Automotive Service Excellence (per course) | 3 |
| UAW - Ford | 21 |
| General Motors | |
| Electrician Apprentice | 9 |
| Electrical Skills Examination, Task Series 1 | 6 |
| Electrical Skills Examination, Maintenance Level, Task Series 1 | 6 |
| Electrical Skills Examination, Operator Level, Task Series 1 | 6 |

| | |
|--|----|
| Mechtronics, Advanced Industrial Electrical Skills I | 3 |
| Mechtronics, Advanced Mechanical Skills I | 1 |
| Mechtronics, Advanced Mechanical Skills II | 3 |
| Mechtronics, Basic Industrial Electrical Skills | 3 |
| Mechtronics, Basic Mechanical Skills I | 3 |
| Mechtronics, Basic Mechanical Skills II | 2 |
| Mechtronics, Basic Process Control | 3 |
| Mechtronics, Basic Programming Logic Control | 3 |
| Programmable Logic Control Skill Exam | 6 |
| Drafting and CAD | 13 |
| AutoCAD | 4 |
| AutoCAD II | 4 |
| CDL Class A | 15 |
| CDL-A Instructor | 18 |
| CDL Class B | 12 |
| CDL Class B Instructor | 18 |
| Welding | 6 |

You are encouraged to submit all evidence of prior learning for evaluation. For example, to show military experience, you must submit your DD-214 form and military joint transcripts for review.



Prior Learning Assessment (PLA)

Prior learning assessment is the evaluation of college level learning outcomes gained apart from collegiate study and professional learning. If your experiential learning has not been recommended for credit through one of the methods described previously, the assessment of prior learning achieved apart from formal college work or professional certification and training may be conducted by submitting a portfolio through the PLA course, PLA4999 (or another designated PLA course).

The Cleary Prior Learning Assessment Portfolio consists of two parts:

- PLA Application - Students will submit the application for PLA, and Cleary internally will review eligibility requirements and all necessary documentation. If work experience does not reflect course content and objectives, the student may be denied.
- Portfolio Submission - Students shall create a portfolio that includes essays for the targeted course(s) - up to 10 courses. There is no guarantee of earned credit for portfolios submitted for review. Reviews are conducted by faculty experts in specific disciplines.

In order to be eligible for the PLA program, students must:

- Be fully admitted and seeking a bachelor's degree
- Be in good academic standing
- Have a cumulative GPA of 3.00 or higher
- Not already have attempted or received a grade for the targeted course(s)
- Have at least three years of experience in the field related to the targeted course(s)
- Have submitted a complete application

Any undergraduate course may be targeted for a PLA, with the exceptions of LED 3010 and LED 4900, capstone courses, courses with specific technological requirements, internship courses, and courses considered to be required to complete the degree.

A total of 10 courses (30 credits) can be earned in any combination of the following areas:

- Up to 10 three-credit courses in major and concentration degree requirements (no more than 50% of total required major courses)
- Up to 10 three-credit courses in elective degree requirements

Additional restrictions are as follows:

- Students may not seek PLA credit for a course in which credit was accepted in transfer.
- Developmental or remedial courses do not qualify as experiential knowledge.
- The learning experience integrated into the PLA Portfolio must have taken place following the student's graduation from high school.
- Credits earned through PLA Portfolio reviews are applied as transfer credit.
- Credits earned through PLA do not meet eligibility for Federal Financial Aid qualification. Credit earned through portfolio review is not term-specific, and therefore may or may not be transcribed on a student's transcript within a given term.
- Credit awarded based on the PLA Portfolio review does not qualify a student for loan deferment.
- Credits earned through PLA are not guaranteed to transfer to another institution.

Time Limitation of Credit Transfer

Credit earned 10 or more years prior to the date of admission cannot be applied toward major or specialization requirements or professional learning. However, it may be applied toward the fulfillment of many general education

requirements and electives. To ensure student success, the general education areas of written communication and math may not always be fulfilled with credit earned 10 or more years prior to the date of admission; students may be required to take a current written communication and/or math course.

Non-Regionally Accredited Transfer Policy

Students who complete course work at a college or university that is not regionally accredited may submit a request that their course work be considered for transfer. Cleary University will review course work from a non-regionally accredited institution if it is nationally accredited.

A maximum total of 60 transfer credits may be accepted in combination from all non-regionally accredited sources (e.g., Certified Learning, ACE credits, POST, CLEP, DSST, International Baccalaureate).

Non-regionally accredited course work will be reviewed for transfer credit based on an official transcript from the offering institution, as well as a syllabus for each course to be evaluated by the department or college faculty.

- Official transcripts should be provided directly from the sending institution to Admissions or the Office of the Registrar.
- Students may need to submit syllabi for each course for evaluation of credit.
- Transferability of course work will be determined by faculty in the appropriate discipline or college, and the credit awarded may be restricted both in number of units and in degree applicability.
- Courses from non-regionally accredited institutions may be considered on a course-by-course basis if the institution's accrediting agency was recognized by both the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE) at the time of attendance.
- Cleary requires a grade of C or better for credit from non-regionally accredited (USDE and CHEA recognized) institutions.

Block Transfer Policy

For transfer students who earn an associate degree from a Michigan community college with a cumulative GPA of at least 2.0, Cleary's Block Transfer Policy applies:

- An earned Associate of Business Administration from a regionally accredited institution will fulfill the

general education requirements in the B.B.A or B.S. programs.

- An earned Bachelor of Business Administration or Bachelor of Science degree from a regionally accredited institution will fulfill the general education requirements in the B.B.A. or B.S. programs.
- An earned Associate of Business Administration (A.B.A.) or Associate of Science (A.S.) degree earned at a foreign institution will not fulfill the general education requirements in the B.B.A. or B.S. programs.
- Transcripts are evaluated such that the community college general education program credits will be transferred in full to satisfy a minimum of 30 general education requirements.

1. Only courses in which a grade of C or 2.0 or higher has been achieved are eligible for transfer.
2. Courses transferred as part of the community college's general education program that have MTA general education equivalents will be transferred as equivalent courses, within the general education domains, or applied toward non-MTA general education domains. Other general education courses required by the community college will be transferred as electives.

3. Fulfilling the English and Composition Requirement: Block transfer students who have transfer credit for the equivalent of ENG1000 and ENG1100 will not have the requirement of taking additional writing courses.

4. Foundation Courses: Cleary students must either transfer in or take courses in the following five categories: 1) Communication (two courses minimum, six credits) taken in sequence, 2) Quantitative and Logical Reasoning (one course minimum, three credits), 3) Human Civilization, Legacy, and Creation (two courses minimum, six credits), 4) Social and Behavioral Science (two course minimum, six credits), 5) Perspective on a Diverse World (one course, three credits), 6) Observation and Analysis of the Natural and Physical World (two course minimum, six credits), 7) Learning Beyond the Classroom (Satisfy 2, waived for post-traditional, degree completion, and veteran students)

****Students may enroll in one course in this domain and choose to complete a general education elective.**

5. All Cleary students must earn a minimum of 30 credits in general education requirements. Students who have not earned a total of 30 credits in the general education area must earn the

remaining general education credits by choosing courses that satisfy general education categories for which the students did not transfer equivalent courses or have access through prior learning.

6. General education courses required for the major program cannot be waived. Cleary accepts a total of 30 credits from all sources combined.

Posthumous Degrees

The University may award a posthumous degree if the deceased student has completed the following:

- At least 85% of credit hour requirements at a level commensurate with graduation requirements of that program and most requirements for the major
- Was actively enrolled within the year preceding the request for a posthumous degree. When the degree includes a thesis or research capstone requirement, the following additional provisions apply:
 1. The student must have completed the research to the extent that a capstone or thesis, or one or more articles in lieu of a thesis, can be prepared
 2. The Dean must approve the research and results, including a capstone or thesis or article(s), and recommend granting the degree.

A request for a posthumous degree award must be made in writing to the Dean of the school in which the student was enrolled. The Dean will review the student's overall record to determine whether to make a recommendation to the Provost, with whom final approval rests.

Acceptability of Graduate Transfer Credit

Graduate courses completed at another regionally accredited college or university (or a recognized foreign institution) may be transferred to Cleary University and applied toward a graduate degree program, provided that these criteria are met:

- The course earned graduate credit at the home institution and is comparable to Cleary University graduate level work.
- The student earned a grade of A or B in the course or minimum of 3.0 (or the equivalent, if another grading system were used).
- The course was not applied toward an undergraduate degree.
- A Dean approved the acceptance of the transfer course(s).

Transfer course work is not computed in the Cleary University GPA.

For master's degree programs, no more than 37% of the required credits for the degree can be transfer credits (e.g., a student in a 33-credit degree program may use no more than 12 transfer credits). A student in a graduate certificate program should check the transfer credit limit for that specific certificate; certificate programs may not allow any transfer credit.

Fixed-core courses or required program courses are not eligible for transfer credit.

FINANCIAL INFORMATION



FINANCIAL INFORMATION

The cost of attending Cleary University is competitive with most independent universities in the Midwest. In an annual study of selected private institutions, Cleary's basic charges for tuition and room and board generally are found to be lower than those of other similar universities. Current charges, without factoring in any financial aid, are outlined below.

Basic Costs

The tuition and fees listed on the following pages are in effect for the 2022-2023 academic year. These are subject to change by executive approval.

Application Fee/Deposit

Currently there is no application fee to apply to Cleary University. First-time students submit the enrollment deposit of \$150 to hold their place in the upcoming class. This deposit is credited to the student's first semester tuition statement. All enrollment deposits that are not postmarked or canceled in writing by May 1st will not be eligible for a refund. May 1st is the suggested deadline to submit deposits.

TUITION RATES

Undergraduate

Traditional undergraduate block tuition is based on a per semester cost of \$11,139, which includes students taking 12 to 18 credits. Traditional students who take fewer than 12 credits per semester will pay \$757 per credit hour. Students granted permission to enroll for 19 semester hours will pay the regular full-time tuition rate plus the current per credit hour rate for the respective, incremental semester hour(s).

Non-traditional undergraduate block tuition is based on a per semester of \$7,725, which includes taking 10 to 13 credits. Non-traditional students who take fewer than 10 credits per semester will pay \$858 per credit hour.

Graduate

Graduate and graduate certificate tuition is based on \$1,005 per credit hour.

Early College

Early college fees are based on individual agreements with school districts. Please contact the Office of Admissions for more information at 800-686-1883.

Dual Enrollment

Dual enrollment fees are based on individual agreements with school districts. Please contact the Office of Admissions for more information at 800-686-1883.

Online

Online students will follow the same tuition pricing models as shown above based on student classification (traditional, non-traditional, graduate).

Fees

A required student support technology fee entails the use of technology for online and on-campus systems including IT support services, tutoring, and RedShelf (electronic textbooks).

The required Student Activity Fee is for traditional students and helps defray the costs of many campus activities including, but not limited to, athletic events, lectures, holiday events, etc.

Students participating in a non-credit certificate course will pay \$1,500 per course.

All full-time first-year students must participate in Welcome Week. A fee is included in the enrollment deposit to cover Welcome Week costs.

All graduating students are assessed a graduation fee due one semester before their graduation date. The fee covers the cost of the student's diploma and other costs associated with the process of awarding a degree.

Failure to sign and return the Student Account contract in the July statement of the account, regardless of the amount due, will result in a late fee.

SUMMARY OF FEES FOR 2022-2023

| | |
|---|---|
| Enrollment Deposit | \$150 |
| Student Activity Fee | \$250 per semester |
| Technology Fee | \$425 per semester (includes electronic access to all text-books through RedShelf and 3 hours of tutoring per week through TutorMe) |
| Late Payment Fee | \$150 |
| Non-Sufficient Funds | \$50 (includes credit card declines) per occurrence |
| Payment Plan Fee | \$150 (per semester) |
| Prior Learning Assessment | \$530 (per occurrence) |
| Diploma Reorder | \$35 (per occurrence) |
| Graduation Fee | \$100 undergraduate students (assessed during the last semester of enrollment) |
| Graduation Fee | \$125 graduate students (assessed during the last semester of enrollment) |
| Transcript Request | \$15 (per occurrence) |
| Early College | Contact Admissions |
| Dual Enrollment Pricing/ per credit hour | Contact Admissions |

GENERAL FEES

Parking Fee

Cleary University does not require parking fees for students, staff, or guests.

Residence Halls

As a residential university, Cleary recognizes that the institution's teaching mission extends beyond the classroom. In order to provide students with the maximum opportunity to engage in this out-of-class education, all full-time traditional students are required to live on campus for the first two years. Exemptions based on local residence, marital status, or part-time students may be made by application to the Housing Committee.

Traditional residence hall rooms are furnished with beds, desks, chairs, and dressers. Students furnish their own pillows, bedding, telephones, towels, and study lamps.

Students are held financially responsible for the loss of keys, breakage, property or residence hall damage,

equipment or furnishings removed from the premises, and fines. See Room Damage for more information.

Students who are living on or off campus are encouraged to purchase a renter's insurance policy to cover personal contents (laptops, clothing, etc). The University is not responsible for any damage/theft of a student's personal property.

2022-23 Campus Housing Fees

Students living in the North Complex are charged \$5,000 per semester. Students living in the South Complex are charged \$4,250 per semester.

Meal Plan Fee

All students living in University housing are required to participate in the meal plans. The 2022-23 meal plan fee is \$2,100 per semester, \$4,200 per academic year. The meal plan includes 16 meals per week consisting of breakfast, lunch, and dinner Monday-Friday, and brunch on Saturdays.

Campus Housing Cancellation Fees

Housing cancellation prior to move-in: If you choose to terminate your contract prior to move-in, you remain responsible for a \$300 cancellation fee. Cancellation requests must be submitted in writing no later than 30 days prior to move-in to the Housing Department.

Failure To Move In: If you fail to move in after submitting your contract and your room has been assigned, you will remain responsible for a \$300 cancellation fee.

No Shows: Residents who have not properly occupied their room by noon on the first day of classes and have not notified the Department of Residence Life of their late arrival may be declared "no shows" and be reassigned based on availability of bed space. If the student is found not to be enrolled, the student shall be charged a \$300 cancellation fee.

Cancelling housing after move-in: Students wishing to cancel their contract after moving into the residence halls may do so by paying a prorated fee for time assigned to the room, plus the \$300 cancellation fee. The fees will be added to the student's financial account. Non-payment of the fees may result in a student registration hold or restriction on graduation and ability to obtain a transcript.

Deposits and Reservations

New students who have submitted an enrollment deposit and turn in their room and board agreement by the deadline are assigned rooms during the summer. The enrollment deposit is refundable and can be cancelled by May 31st in writing.

Returning students establish their priority for room reservations by submitting a room and board agreement online in March. The advance housing payment must be made before the student can be housed. This payment is applied to the student's room charge and is refundable if housing is cancelled by May 31st in writing.

Room Damage

Students agree to pay for damages, lost University property, or unnecessary service costs caused to University housing facilities during the academic year based upon the condition of the residence during monthly room check. Should a residence hall be destroyed or damaged sufficiently to prevent the use of the facility, in the event of a public emergency or other unforeseen occurrences beyond the control of the University that result in residents being displaced, the housing contract immediately may be terminated. In this event, the resident is responsible for charges up to the date of termination. The University shall not be liable for any expenses, damages, or loss that the student incurs for relocation or inconvenience as a result of such termination. We encourage residents to purchase renter's insurance as a protection for personal belongings.

After students have vacated their living space upon conclusion of the semester, the University retains the right to charge students for damages to their residence based on the condition of their room and suite at the start of the Residence Life contract. This includes, but is not limited



to, contracted deep cleaners for carpet stains, more than standard painting and filling for excessive wall damage and other damages to property and infrastructure. Students who do not follow checkout protocols given by the Residence Life coordinators will be charged \$50. Students who leave trash in the room after checkout will be charged a minimum of \$50.

Incidentals

Damages or losses to any room, facility, or property of Cleary University will be billed directly to the responsible party.

Key Replacement

Students are responsible for their Cougar dining card/room key. If the card is damaged, lost, or stolen, it is the student's responsibility to contact the Registrar's Office immediately. Cleary University is not responsible for any unauthorized transactions. Students will be charged \$25 for each replacement card; this fee will be required to be submitted to the business office at the time of replacement.

ACADEMIC PROGRAM FEE

Payment Plans

Tuition payments are due in full one month prior to the start of the semester. Students will have the option to sign up for a four-month payment plan option per semester, due on the first of the month with the last payment due November 1st for the Fall semester and March 1st for the Spring semester. Automatic (recurring) payments are required for monthly payment plans. Tuition must be paid in full or have a payment plan in place prior to census, otherwise students will be dropped from their classes at Cleary University.

A \$150 monthly late payment fee will be assessed when the minimum payment is not received by the due date, the credit card payment was declined, or an NSF check was received. Cleary University only offers monthly payment plan options. There is an administrative fee associated with each payment plan that is set up.

A \$150 administration fee will be charged each semester for administrative costs to set up your payment plan. Payments are due on the 1st of each month (August, September, October, and November) for the Fall semester. For the Spring semester, they are due December, January, February, and March. For the Summer semester, they are due April, May, June, and July.

Any non-current student with a past due balance will be subject to any/all collection fees up to 33.3% and/or attorney fees necessary to collect the amount due. Students with a past due account will not be permitted to register for classes or have transcripts or diplomas released until their prior balance is paid in full.

INTERNATIONAL STUDENTS

International students must meet the minimum admissions requirements to be considered for admission to Cleary University. All international student document checklists can be found online at:

<https://www.cleary.edu/international/international-admissions/>

Each checklist will show a list of required documents and the necessary steps to secure a visa to study in the United States. Be mindful that failure to provide required documentation significantly can delay the admissions process. Additionally, each checklist will explain what happens after students receive their visa, highlight the steps that must be taken prior to your arrival stateside, and give students some helpful tips for their first days on campus. Please print and use this checklist as a guide through the process. If you have any questions or concerns, email:

internationaladmissions@cleary.edu.

International Student Application Deadlines

Please go to **<https://www.cleary.edu/international/international-admissions>** to see the application deadlines for each term.

International Students Living Outside the United States

International students who are living outside the United States and require an F-1 visa appointment should submit all application materials, be admitted, and submit their \$500 deposit by the applying semester deadline. This is to ensure there is enough time to send an I-20, sit for a visa appointment*, settle affairs at home, make flight accommodations, and confirm attendance to the international admissions team.

**If a visa appointment cannot be made at least two weeks prior to the semester start date, the I-20 will be changed to the next available semester.*

Canadian Students Living Outside the United States

Canadian students living outside the United States are not required to make a visa appointment and may follow the deadline for international students who are living in the United States.

International Students Currently Living in the United States

F-1 students currently in the United States must submit all application materials, be admitted, and pay the deposit according to the application deadline for the semester of intake. This allows adequate time for application processing and completion of the transfer process in SEVIS.

B-session start dates are not recommended for undergraduate students. Graduate students who want to start at the B session start date are required to take two graduate level courses in an eight- or seven-week timeframe.

All questions regarding deadlines can be submitted to: internationaladmissions@cleary.edu.

CANCELLATIONS AND WITHDRAWALS

If students decide not to attend Cleary University, it is their obligation to properly withdraw. Non-attendance of classes does not classify as an official withdrawal and does not relieve students of their financial obligation or entitle the student to a refund.

All students who are given permission to cancel their registration or who are withdrawing from their classes will be liable for payments of tuition and all fees in accordance with the liability schedule. The last day to withdraw from classes without any tuition liability is the drop/add deadline.

Withdrawals

The process of withdrawing from Cleary University is a formal procedure that the student has the responsibility to initiate. A “W” is recorded on the academic transcript. A student withdrawing shall be responsible for payments of tuition and fees in accordance with the tuition and fee liability schedule. The date recorded by the Registrar’s Office will be used as the official withdrawal date for tuition adjustments or refund purposes.

All adjustments or refunds of financial charges are based on the date the withdrawal request form is officially received by the Registrar’s Office, not the date of the last class attended. Students must submit the completed and signed withdrawal request form to the Registrar’s Office.

International students who drop/add or withdraw from classes must first speak with their academic advisor to make sure they are complying with their F-1 student visa status and regulations.

Non-Attendance/Non-Payment/Dismissal

Non-attendance of classes WILL NOT cancel your registration nor will it relieve students of their financial obligation or entitle them to a refund. Failure to appropriately cancel registration with Cleary University may result in the assessing of additional administrative fees to the student’s financial account balance. A student who is dismissed for academic or disciplinary reasons prior to the end of an academic term shall be liable for tuition and fees due for the term according to the tuition and fee liability schedule.

Financial Aid Implications

Federal regulations require the Office of Financial Aid to apply a formula established by the U.S. Department of Education to determine the amount of federal financial aid a student may have earned as of the date in which



the student's withdrawal is processed by the Registrar's Office. The amount of federal financial aid returned to federal aid programs is determined by the amount of time students spent in academic participation, but has no relationship to the institutional charges incurred by students. Return of institutional scholarships correlates with the drop/withdraw timeframe. If students submit a complete drop or total withdrawal before the end of the 100% tuition deadline, they will not receive their institutional scholarship(s). Any total withdrawals on or after the 50% deadline could result in adjustment in institutional scholarship(s).

Institutional aid is non-refundable. The student is responsible for any federal aid funds that must be returned due to insufficient academic participation.

Please consult an advisor in the Financial Aid office before officially changing your enrollment status or withdraw from the University, as financial aid may be impacted by any status change.

Work-Study Programs

Cleary University participates in the federal college work-study program and provides jobs for undergraduate and graduate students who have financial need as determined by filing out the FAFSA form. This federal program allows students to gain much-needed experience while earning wages to help pay for their education. Work-study wages are dependent upon the type of work and skill level needed for the position and the current year funding level at the University. Wages will be paid at no less than the current minimum hourly wage rate for both on-campus and off-campus work-study students.

On-campus college work-study students work within a department at the school and are supervised by departmental staff. Off-campus students work for a nonprofit organization or public agency where the work is performed for the general public. In addition, college work-study students:

- Are only allowed to work part-time up to 20 hours per week
- Are not allowed to work during the time they are scheduled to be in class

- Are required to maintain a 2.0 GPA
- Are required to have need in their financial aid budget, determined by filling out the FAFSA form at: studentaid.ed.gov/sa/fafsa
- May contact the Career Services office for more information/opportunities

REFUNDS

Advance Housing Payment Refund

The advance housing payment will be refunded if the Housing Committee has received written notice of cancellation by May 31st for returning students.

Enrollment Deposit (New Students Only)

If the student's plan to attend Cleary University changes, the deposit will be refunded if a written request post-marked by May 1st or earlier is submitted to the Office of Admissions.

Institutional Aid

Institutional aid will be posted to the student's account two weeks after census (the 4th Tuesday after classes

start). Aid only can be posted if the financial aid file is complete. If the student's account reflects a refund after the institutional aid is posted, it will be returned to the student up to 45 days AFTER it has been posted. The student must be in good standing with the University in order to receive the refund. If students are not in good standing, they will need to complete an academic improvement plan with the assigned advisor.

All Cleary University institutional aid will be added to a student's account after determining federal and state grant eligibility. Because of this policy, any student receiving a Cleary scholarship must submit a FAFSA each year and complete the verification process, if selected. Continuing students must re-apply before the state deadline – traditionally March 1st. Failure to do so may result in an adjustment or loss of scholarship funds. The FAFSA opens each year on October 1st for the subsequent academic year.

Please visit **studentaid.ed.gov/sa/fafsa** to renew your FAFSA.

Important: Cleary institutional aid in any combination (excluding housing scholarships) cannot exceed 50% of annual tuition.

Refund Procedure

When a student's account is placed into a credit balance status, a refund will be issued. Depending on what places the student into a credit balance will determine when the funds are refunded. All Title IV funds will be returned within 14 days of placing the student's account into a credit balance. Institutional aid will be refunded 45 days after placing the student's account into a credit balance. Institutional aid only will be refunded if students are in good standing with the University. All refunds will be processed through PayPal unless a check is requested by the student. Students are responsible for setting up their PayPal account with their Cleary student email address.

Students can request a refund early to purchase computers or other school supplies by submitting a completed advance funds request form to the Business Office.

Non-Refundable Fees

All fees charged are non-refundable.

Class Withdrawal/Refunds/Tuition and Fee Adjustments

The last opportunity to drop from or change classes without any tuition liability is by noon on the Monday following the start of the semester (the drop/add deadline). Students who wish to withdraw from the semester must complete an official Withdrawal Request Form, which can be obtained from Academic Advising. The form includes instructions on how to complete and submit the form for processing. A course change is defined as one or more courses switched for one or more courses of equal credit. Students who reduce the number of credits to fewer than the 12 credits for a semester, or completely withdraw from the University after the drop/add deadline, will be responsible for paying tuition and fees pertaining to the dropped credits.

The last day to withdraw from classes without any tuition liability is the drop/add deadline. This means that if students reduce their number of credits to fewer than 12 for the semester, or completely withdraw from the University after the drop/add deadline, they will be responsible for paying tuition and fees.

The first day of classes, as scheduled by the University, shall be deemed to be the first day that classes are offered, as scheduled on the academic calendar.

Students who enroll for classes after the semester start date or start attending class(es) after the semester start date and then withdraw from classes are still responsible for paying tuition and fees in accordance with the tuition and fee liability schedule.

Students are responsible for 1) knowing that they are registered for classes 2) knowing the classes for which they are registered 3) paying their billing statements in a timely manner 4) understanding and following the correct procedures to withdraw from courses or credits.

Tuition and Fee Liability Schedule

During the 100% eligible refund period, any refunds will be processed and charges removed for tuition and all fees. After the 50% eligible refund period, tuition will be prorated and all fees are due in full. After the 0% eligible refund period, students are liable for tuition and all fees in full. Students who register for courses and who do not file the appropriate Withdrawal Request Form or do not drop courses before the end of the Drop/Add period are liable for their full charges.

Financial Aid

Financial aid eligibility is determined by completing the FAFSA form at: <https://studentaid.ed.gov/sa/fafsa>.

The school code for Cleary University is 002246.

State and Federal Grants

All federal and state grant funding is subject to the applicable government budget offices. All grants awarded will not be funded until the University receives funding from the government sources.

Financial need is determined from the information provided on the FAFSA form at:

<https://studentaid.ed.gov/sa/fafsa>.

A formula is used to determine Expected Family Contribution (EFC), which is a number that determines students' eligibility for federal student aid.

The Financial Aid Department develops a cost-of-attendance budget based on Federal Methodology Cost of Attendance Budget guidelines that are composed of direct and indirect expenses while attending college. To determine student need, the following formula is used:

Cost of Attendance (-) EFC = Need. The Need figure determines the maximum amount of aid eligible in the form of grants, awards, work-study, and loans. The cost of attendance for programs is based on the number of credits taken per semester, books, supplies, room, board, and transportation costs. Cleary University uses several different budgets depending on the student's situation. The Michigan Department of Education uses its own budget to determine eligibility for Michigan Tuition Grant and Michigan competitive scholarships.

2022-2023 FEDERAL METHODOLOGY COST OF ATTENDANCE ESTIMATION

| Category | Tuition | Institutional Fees | Room / Board | Loan Fees | Books / Personal | Travel | Total Budget |
|------------------------|----------|--------------------|--------------|-----------|------------------|---------|--------------|
| Traditional On-Campus | \$22,279 | \$1,350 | \$13,600 | \$100 | \$5,000 | \$3,000 | \$45,329 |
| Traditional Off-Campus | \$22,279 | \$1,350 | \$9,500 | \$100 | \$5,000 | \$3,000 | \$40,729 |
| Non-Traditional | \$23,175 | \$1,275 | \$13,500 | \$100 | \$7,500 | \$4,500 | \$50,100 |
| Graduate | \$18,090 | \$1,275 | \$13,500 | \$100 | \$7,500 | \$4,500 | \$45,015 |

The Financial Aid Department is required to provide an estimated Cost of Attendance (COA) to help students budget for college. The COA includes direct costs (those billed by the university) and indirect costs (those that will differ from student to student based on their personal needs).

Living expenses are based on consumer reports for 2021-22. Direct costs are averaged among all cost levels per student type. All students enrolled in a graduate program are considered independent.

Federal Aid Programs

All federal grants awarded are preliminary, and disbursements are based on the federal budget approval process.

Federal Pell Grant

This grant is a federal award with an annual range from \$639 to \$6,495 (amount estimated on 21/22 values). The Pell Grant is paid in proportion to the number of credit hours in which an eligible student is enrolled. Full-time Pell Grant recipients may receive this grant for a maximum of six years. The FAFSA form is used to apply.

Federal Supplemental Educational Opportunity Grant (SEOG)

This federal grant is intended for undergraduate students with exceptional financial need. Awards are granted on a need basis. The average SEOG award is \$300 per semester. The FAFSA form is used to apply.

Michigan Aid Programs

All state grants awarded are preliminary, and disbursements are based on the state budget approval process.

Michigan Tuition Grant (MTG)

This state grant is intended to provide students with the choice to attend a private, degree-granting, nonprofit, Michigan institution of higher learning. Eligibility is based on need as determined by FAFSA and documented Michigan residency. Awards are granted in increments up to \$1,400 (amount estimated on 21/22 values) with a state application deadline of March 1st, and are restricted to tuition and fees. Priority funding is given to those who apply early. The FAFSA form is used to apply. Continuing students must re-apply before the state deadline. Failure

to do so may result in an adjustment or loss of scholarship funds.

Important: Gift aid received can reduce the eligibility of this grant. The amount and availability of this grant is determined by the Michigan Budget Office. This grant is only available in Fall and Spring semesters.

Michigan Competitive Scholarship (MCS)

This award, based on both financial need and merit (qualifying American College Test score) and all eligibility requirements (half-time enrollment, Michigan resident, etc.), is available for use at Michigan public and private postsecondary colleges. Students may take the ACT after leaving high school if they have not had college experience. The test score remains on record for 10 years. Students receiving MCS must maintain a cumulative 2.0 GPA per academic year to continue to receive MCS. Awards are restricted to tuition and fees. Priority will be given to first-year students who completed the FAFSA form by March 1st. Continuing students must re-apply before the state deadline. Failure to do so may result in an adjustment or loss of scholarship funds.

Important: Gift aid received can reduce the eligibility of this grant. The amount and availability of this grant is determined by the Michigan Budget Office. This grant is only available in Fall and Spring semesters.

Tuition Incentive Program (TIP)

The Tuition Incentive Program (TIP) encourages students to complete high school by providing college tuition assistance after graduation to eligible students as determined by the State of Michigan. Students must be enrolled in an associate's degree program to receive Phase I.



At Cleary University:

Phase I - Phase I can be used towards associate level classes for a total of \$118 per credit hour (amount estimated on 21/22 values), up to 30 credits per academic year.

Phase II - Must have certificate, associate's degree, or 56 transferable semester credits. Assistance is up to \$500 per semester; maximum \$2,000 over the program (amount estimated on 21/22 values).

Important: Although values are discussed based on prior-year award amounts, the amount and availability of this grant is determined by the Michigan Budget Office.

For more detailed information or to check your eligibility contact: www.michigan.gov/mistudentaid

Loans

Loan Default: Students found in default of any Title IV loans or owing a Title IV refund to any college will not be eligible to receive any aid funds.

Enrollment Status: To participate in most aid programs, students must enroll at a minimum of half-time per semester in a program leading to a degree. See Enrollment Classifications.



ENROLLMENT CLASSIFICATIONS

Classification

| Credits Per Semester | Full-Time | $\frac{3}{4}$ Time | $\frac{1}{2}$ Time |
|----------------------|------------------|--------------------|--------------------|
| Undergraduate | 12+ credit hours | 9-11 credit hours | 6-8 credit hours |
| Graduate | 6-8 credit hours | 3-5 credit hours | |

William D. Ford Federal Direct Loans

Low-interest loans for students and parents are available to help pay for the cost of a student's education. The lender is the U.S. Department of Education rather than a bank or other financial institution. Interested students must complete the FAFSA form. Loan recipients must complete a Master Promissory Note (MPN) and entrance counseling (EC).

William D. Ford Federal Direct Loans available:
Direct Subsidized and Unsubsidized Loans

Direct subsidized loans are for students with financial need, as determined by filing the FAFSA form. No interest

is charged on a direct subsidized loan while enrolled in a degree-seeking program, while registered at least half-time, and during grace and deferment periods. Direct unsubsidized loans are not based on financial need. Hence interest is charged during all periods on an unsubsidized loan.

Direct PLUS Loans: Direct PLUS Loans are low-interest loans available to parents of dependent students or for graduate students in need of additional funding to help pay for the student's educational expenses. Interest is charged on the Direct PLUS Loan during all periods.

The following charts provide the maximum annual and lifetime loan amounts that can be borrowed through the William D. Ford Federal Direct Loan program.



Dependent Student

| Grade Level | Annual Total | Annual Subsidized Loan Limit |
|-------------------------|--------------|------------------------------|
| Freshman 0-29 credits | \$5,500 | \$3,500 |
| Sophomore 30-59 credits | \$6,500 | \$4,500 |
| Junior 60-89 credits | \$7,500 | \$5,500 |
| Senior 90+ credits | \$7,500 | \$5,500 |

Independent Student

| Grade Level | Annual Total | Annual Subsidized Loan Limit |
|--------------------------|--------------|------------------------------|
| Freshman 0-29 credits | \$9,500 | \$3,500 |
| Sophomore 30-59 credits | \$10,500 | \$4,500 |
| Junior 60-89 credits | \$12,500 | \$5,500 |
| Senior 90+ credits | \$12,500 | \$5,500 |
| Graduate or Professional | \$20,500 | N/A |

Maximum Lifetime Loan Limits

| | |
|---------------------------|-----------|
| Subsidized Loan Limit | \$23,000 |
| Dependent Undergraduate | \$31,000 |
| Independent Undergraduate | \$57,500 |
| Graduate or Professional | \$138,500 |

Parent of a Dependent Student

The parent of a dependent student may borrow a parent PLUS loan for up to the cost of attendance minus other financial aid. This is a credit-based loan that requires application and approval from the U.S. Department of Education. If by chance a parent is denied a PLUS loan, the student is eligible for additional funds in unsubsidized loans.

Alternative Loans

Private alternative loans are educational loans available to help students cover additional educational expenses over and above what regular financial aid may not cover. Students should always apply for federal financial aid by filing the FAFSA Form and taking out low-interest federal direct (Title IV) loans first before considering taking out alternative loans. Title IV loans may be more favorable than the terms and conditions of private alternative loans. Due to federal regulations and a changing credit market, the University is unable to provide loan vendor recommendations. Students may wish to consult their own

banking institution as well as investigate other options to compare rates and benefits best suited to their individual needs. Additional information may be found at <https://www.cleary.edu/finaid/references/> listed under Alternative Loan Sources.

CLEARY UNIVERSITY AID PROGRAMS

Applying for Cleary University Grants and Scholarships

When applying for institutional aid, it is important to know that students compete for limited scholarship funding. In addition to admittance to Cleary University, a student also must submit official transcripts before merit-based aid will be processed. Since scholarships are based on academic achievement, the transcript provides evidence of previous academic achievement as well as a cumulative GPA. It is important to submit this document as soon as possible to meet any deadlines and remain eligible. All Cleary University institutional aid is grade dependent. A student must be in good academic standing to continue receiving Cleary scholarships.

SCHOLARSHIP TERMS AND CONDITIONS

Admission Honors Scholarships

Eligible students are new, traditional, undergraduate students with a high school GPA of 3.0 or higher who start attendance at Cleary University the semester following high school graduation and meet criteria listed below. Qualified students must be enrolled full-time. Scholarships will be applied and automatically renewed to no more than eight semesters provided the appropriate GPA is maintained. Students may qualify for lower-tiered awards should they fall below the initial award threshold; however, they cannot increase the level of initial award or return to a previously awarded, higher level.

| Scholarship | Amount Per Year | GPA | SAT |
|---|-----------------|----------|-----------|
| Presidential Scholarship | \$10,000 | 3.7 | 1600-1160 |
| Enterprise Scholarship | \$7,500 | 3.2-3.69 | 1050-1159 |
| Entrepreneurship Scholarship (Must meet one criteria listed) | \$4,000 | 3.0 | 1000 |
| Cleary Scholar Award Level 1 | \$1,000 | 2.5-2.99 | N/A |
| Cleary Scholar Award Level 2 | \$500 | 2.0-2.49 | N/A |

Important: Presidential, Enterprise, and Entrepreneurship scholarships are not eligible with any other merit-based scholarships. Admissions Honors Scholarships are not valid in the Summer semester. Cleary institutional aid in any combination (excluding housing scholarships) cannot exceed 50% of annual tuition. All cumulative GPAs will be reviewed after the Spring semester grades are posted to determine continued eligibility. Any students attending Summer semester will have their cumulative GPA reassessed and scholarship adjusted accordingly.

Admissions Transfer Scholarships

Eligible students are new, transferring students with at least 24 credits transferring that are applicable to an undergraduate degree. Qualified applicants also must apply and register for first semester classes no later than three weeks before the start of the semester or session. Students attending less than full time may have their scholarship allocated based on credit hours enrolled at Cleary University.

| Transfer Scholarship Level | Traditional (awards are divided among three semesters) | Non-traditional (awards are divided among three semesters) | GPA |
|----------------------------|---|---|-----|
| Honors Transfer | \$4,000/year | \$4,000/year | 3.0 |

Students whose GPA starts falling below the qualification for merit-based scholarships after the Fall semester will be notified by the Financial Aid Office of the potential risk of losing their scholarship. All cumulative GPAs will be reviewed after the Spring semester grades are posted. Any students attending the Summer semester will have their cumulative GPA reassessed and scholarship adjusted accordingly.

Important: Cleary institutional aid in any combination (excluding housing scholarships) cannot exceed 50% of annual tuition. Traditional transfer scholarships are not valid in the Summer semester.

Academic and Athletic Excellence (AAE)

Eligible students are new student athletes. Awards are determined by the amount of the applicable Admissions Honor scholarship and the athletic award determined by the Director of Athletics. The continued eligibility of AAE is dependent on student athlete eligibility to play their designated sport and the continued GPA of the applicable Admissions Honor scholarship.

Students must be registered for at least 12 credit hours each semester unless the student is in the last semester before graduation and taking all of the remaining required courses for their degree, in which case the athletic portion of AAE will be prorated in accordance with the policies of Cleary University. Student athletes risk losing the athletic portion of AAE if they do not meet the academic eligibility requirements set forth by the National Association of Intercollegiate Athletics (NAIA). The head coach and the Athletic Director reserve the right to dismiss a student athlete from the team or reduce the athletic portion of AAE for lack of effort and/or a poor

attitude and attendance. Student athlete guidelines are defined by the athletic department in the student athlete handbook.

If a student is unable to maintain academic standing or otherwise starts falling below the qualification for a scholarship, refer to the probation, dismissal, and reinstatement policies.

Important: Cleary institutional aid in any combination (excluding housing scholarships) cannot exceed 50% of annual tuition. All cumulative GPAs will be reviewed after the Spring semester grades are posted to determine continued eligibility of the merit-based component of AAE. Any students attending the Summer semester will have their cumulative GPA reassessed and scholarship adjusted accordingly.



DECA

Incoming freshmen who have participated in DECA must have a 2.5 GPA and have submitted a letter of recommendation from their advisor. Additional criteria are described as follows for the various organization scholarships. Renewal requires maintaining a 2.5 GPA after each Fall semester, good campus citizenship, remaining enrolled as a full-time student and actively participating in DECA at Cleary University each academic year.



- **\$4,000 (\$1,000/year)**

All incoming high school seniors who have participated in one of the business organizations may qualify. Must have a 2.5 GPA and have submitted a letter of recommendation from the organization advisor to the Admissions Office.

- **\$10,000 (\$2,500/year)**

Must meet the criteria above and:

- Have held a state officer position, or
- Advanced to national or international competition.

- **\$20,000 (\$5,000/year)**

Must meet the criteria above and:

- Have held a national officer position, or
- Placed first at the national or international competition

Cleary University institutional aid in any combination (excluding housing scholarships) cannot exceed 50% of annual tuition.

MBA Scholarships

Eligible students are new students enrolled in a Cleary MBA program. Eligibility will be determined by admissions staff based on:

- Official academic transcripts (GPA 3.35 or higher required)
- Essay and résumé
- Letter of recommendation



Part 1: Cumulative Undergraduate GPA

| Scholarship | Amount | GPA |
|-----------------|------------------------------|----------|
| GPA Scholarship | \$2,100 (\$350 per semester) | 3.35-4.0 |

Part 2: Leadership

| Scholarship | Amount | GPA |
|------------------------|---------------------------------|--|
| Leadership Scholarship | \$3,000 (\$500 per semester) | Minimum of five years management experience (people or processes), two years campus or athletic leadership/ captain, incremental professional progression, entrepreneurial (business owner) experience, held a position at the director level or higher. |

Important: Cleary institutional aid in any combination of (excluding housing scholarships) cannot exceed 50% of annual tuition. All cumulative GPAs will be reviewed after the Spring semester grades are posted to determine continued eligibility. Any students attending the Summer semester will have their cumulative GPA reassessed and scholarship adjusted accordingly.

Cleary University Alumni Legacy Scholarship

Children of Cleary University BBA, BS, MS, or MBA graduates are eligible to receive a 20% grant toward tuition in a degree-seeking program. All students are expected to pay the remaining tuition and fees at the point of registration, or they may utilize the Cleary University installment payment plan. Students must maintain a 2.0 GPA and successfully complete the semester. Grants may be adjusted based on a prorated tuition cost in cases where a student withdraws from, or fails, a class.

Important: Cleary institutional aid in any combination (excluding housing scholarships) cannot exceed 50% of annual tuition. All cumulative GPAs will be reviewed after the Spring semester grades are posted to determine continued eligibility. Any students attending the Summer semester will have their cumulative GPA reassessed and scholarship adjusted accordingly.

Students who are unable to maintain academic standing or otherwise start falling below the qualification for a scholarship should refer to the probation, dismissal, and reinstatement policies.

Educational Training/Fostering Futures Matching Grant

Cleary University offers a 50% matching grant for students eligible for the Michigan Educational Voucher (ETV) or the Fostering Futures Scholarship (FFS). This scholarship is renewable annually provided the student satisfies the Satisfactory Academic Progress (SAP) requirements. Eligible students must:

- Be admitted to Cleary University
- Be registered in a degree-seeking program
- File the FAFSA form before March 1st for the upcoming academic year
- Provide a copy of the ETV or FFS award letter, or inform the Office of Financial Aid of eligibility

ETV application and additional information may be found at <https://mietv.samaritas.org/FFS>

Students must complete an application annually during the open enrollment period. The application can be completed online in the MiSSG Student Portal at www.michigan.gov/missg.

Important: This grant is not eligible with any other Cleary institutional aid. Institutional aid in any combination (excluding housing scholarships) cannot exceed 50% of annual tuition. All cumulative GPAs will be reviewed after the Spring semester grades are posted to determine continued eligibility. Students attending the Summer semester will have their cumulative GPA reassessed and scholarship adjusted accordingly.

Students who are unable to maintain academic standing or otherwise start falling below the qualification for a scholarship should refer to the probation, dismissal, and reinstatement policies.

50% Military Service Grant for Undergraduate Students

This grant is available to veterans who have exhausted their VA benefits. The grant applies to tuition after all other state and/or federal grants, scholarships, or employer reimbursements have been awarded. This scholarship is not valid with any other institutional scholarship from Cleary University. Semester GPAs will be reviewed after each semester to determine continued eligibility.

- Students are required to complete the FAFSA form annually.
- Students must accept any grants and/or scholarships for which they may be eligible.
- Honorably discharged veterans are required to provide a copy of their DD214.
- Students are required to maintain a GPA of 2.0 or higher and successfully complete all classes to maintain eligibility.

50% Military Service Grant for Graduate Students

This grant is available to veterans who have exhausted their VA benefits. The grant applies to tuition after all other state and/or federal grants, scholarships, or employer reimbursements have been awarded. This scholarship is not valid with any other institutional scholarship from Cleary University. Semester GPAs will be reviewed after each semester to determine continued eligibility.

- Students are required to complete the FAFSA form annually.
- Students must accept any grants and/or scholarships for which they may be eligible.
- Honorably discharged veterans are required to

provide a copy of their DD214.

- Students are required to maintain a GPA of 3.0 or higher and successfully complete classes to maintain eligibility.

Important: This grant is not eligible with any other Cleary institutional aid. Institutional aid in any combination (excluding housing scholarships) cannot exceed 50% of annual tuition. All cumulative GPAs will be reviewed after the Spring semester grades are posted to determine continued eligibility. Any students attending the Summer semester will have their cumulative GPA reassessed and scholarship adjusted accordingly.

Students who are unable to maintain academic standing or otherwise start falling below the qualification for a scholarship should refer to the probation, dismissal, and reinstatement policies.

Yellow Ribbon Enhancement Program

Cleary University will match 50% up to \$1,000 per semester for current active military or honorably discharged veterans to offset tuition after the maximum tuition cap has been reached under the Post-9/11 GI Bill.

Cleary University Alumni Grant

Cleary University MBA, MS, BBA, or BS graduates in good standing (both financially and academically) who have completed all requirements for their degree are eligible to receive a fifty percent tuition grant (50%) for additional classes of equal or lower degree level upon approval from the Grant Committee. All students are expected to pay the remaining tuition and fees at the point of registration, or they may elect to utilize the Cleary University payment installment plan. Students must maintain the appropriate minimum GPA (2.0 for undergraduate students and 3.0 for graduate students) and successfully complete the semester. To be in good standing financially, eligible students must not have an outstanding undergraduate balance. Alumni grants will be removed in cases where the student withdraws from, or fails, a class. This scholarship is not valid with any other institutional scholarship from Cleary University. Semester GPAs will be reviewed after each semester to determine continued eligibility.

Important: This grant is not eligible with any other Cleary institutional aid. Institutional aid in any combination (hous-

ing scholarships) cannot exceed 50% of annual tuition. All cumulative GPAs will be reviewed after the Spring semester grades are posted to determine continued eligibility. Any students attending Summer semester will have their cumulative GPA reassessed and scholarship adjusted accordingly.

Students who are unable to maintain academic standing or otherwise start falling below the qualification for a scholarship should refer to the probation, dismissal, and reinstatement policies.

Cleary University Next Step Grant

Cleary University offers a 20% tuition grant to Cleary baccalaureate graduates who enroll in the Cleary MBA or MS program. To be eligible, students must:

- Complete the registration process
- Pay the remaining tuition and fees at the point of registration, or they may elect to utilize the Cleary University payment installment plan
- Maintain continuous enrollment to retain this grant

Students who withdraw or receive a failed grade will lose grant eligibility

Graduate Assistants

New students in this category must have earned an undergraduate degree and must currently be working toward their graduate degree. Students in this position are expected to bring experience and expertise to their role. Available graduate assistant positions are posted on the Cleary website.

The graduate assistant, while enrolled in the Cleary University MBA or MS program, is required to take at least one graduate class per session (three credits) and remain in good academic standing (3.0 or higher GPA). If the student withdraws from classes, eligibility for the assistantship and scholarship ends immediately.

Graduate assistants will work an average of 24 hours per week for the University, either on or off campus. If the graduate assistant is an international student, they are limited to 20 hours maximum per week. Graduate assistant supervisors are responsible for ensuring performance expectations are met and for terminating the assistantship if they are not met.

Graduate assistants will receive a 50% graduate tuition scholarship for their Cleary University MBA or MS program, provided the previously noted standards and requirements have been met. Scholarships will not be applied to additional courses needed due to poor academic progress.

Important: This scholarship is not valid with any other institutional scholarship from Cleary University. A GPA of 3.0 must be maintained. All cumulative GPAs will be reviewed after the Spring semester grades are posted to determine continued eligibility. Any students attending the Summer semester will have their cumulative GPA reassessed and scholarship adjusted accordingly.

Disbursements

Federal Aid funds are posted for an eligible student when the aid file is complete, but not more than 10 days prior to the applicable semester for continuing students and not before 30 days after the start of class for new/reactivating/probationary students. State grants for each semester are posted to the student account after the aid file is complete, the student is registered for classes, and the institution receives funds from the state. Pell Grants and

loan proceeds are not posted to the student account until they are received from the U.S. Department of Education.

It is the policy of the Financial Aid Department to divide awards into two equal parts to correspond to the two semesters of the regular academic year: Fall and Spring for traditional students; Fall, Spring, and Summer for non-traditional students.

Satisfactory Academic Progress (SAP) Policy

The U.S. Department of Education requires students receiving financial aid to maintain Satisfactory Academic Progress. The policy, monitored by the University, is divided into three components: 1) pace of progression 2) hours attempted 3) GPA. A student must be making progress in all three areas to continue receiving financial aid.

Eligibility is based on a student's entire academic record whether financial aid was given during any period. All periods of enrollment count toward SAP (Fall, Spring, and Summer). Accountability begins with the student's start date (semester or session start date) at Cleary University

and includes transfer hours from other institutions.

According to Federal Regulation §668.16 (e)(ii)(B), enacted April 29, 1994, the time to complete the educational program length, as a full-time student, may not exceed more than 150% of the published length. This means that a four-year program must be completed by the sixth year [4 X 150% = 6]. Total credits allowed for undergraduate studies would be no more than 180 semester credits (120 x 1.5). The maximum time frame will be adjusted on an exceptional basis for students who transfer in credits, change their majors, or enroll in a subsequent degree.

| Enrollment or Program Types | Maxium Aid |
|--|--------------------------------------|
| Full-time bachelor's degree students (120 credits) | 12 semesters (6 years) at full-time |
| Half-time bachelor's degree students | 24 semesters (12 years) at half-time |
| Full-time associate degree students (60 credits) | 6 semesters (3 years) at full-time |
| Half-time associate degree students | 12 semesters (6 years) at half-time |

Academic pace is determined by dividing the total number of credits successfully completed by the total number of credits attempted.

Hours Attempted and Hours Completed

Effective September 1999, each new, continuing, or reactivating student successfully must complete 67% of the hours attempted during each evaluation period. Evaluation is conducted at the end of each payment period (semester). If, by the end of the evaluation period, students have not successfully completed at least 67% of the hours for which they officially registered, financial aid for the following semester may be cancelled.

Examples of a 67% completion rate during a one-semester period would be:

- Completing eight of 12 registered credits each semester
- Completing four of six registered credits each semester

For financial aid purposes, the following grades will be counted as unsatisfactory completion: I, F, W, FW, and IW. Retaken classes are considered as attempted courses

when determining completion rates. Classes that are taken a second time to improve the earned grade are only allowed to be paid with federal Title IV aid once beyond the initial class. Transfer credits from other institutions are also included in the attempted and completed count.

Note: Incompletes (I) must be converted to a passing letter grade.

The student's transcript will be evaluated again after an I grade is converted to a letter grade. Transfer credits will be counted toward the maximum timeframe but will not be included in the calculation of a student's cumulative GPA. All transfer hours will be treated as hours attempted and completed.

Grade Point Average

A student's cumulative GPA (GPA) is calculated from all classes taken and all grades received while attending Cleary University and should be above the minimum threshold (2.0 for undergraduate or 3.0 for graduate students). Although transfer credits apply to the degree and are used in the calculation of completion rates, transfer GPAs are not calculated in this calculation.

Students must have good academic standing consistent with the requirements to graduate by the end of their second academic year.

Retakes and Withdrawn Courses

Students admitted into an eligible program and taking coursework within that program may receive financial aid for one academic year. These classes and GPAs will be counted in the maximum timeframe and GPA.

When students withdraw officially, they are assigned a W with no GPA assigned to calculate in the cumulative GPA, but the W is counted as an unsuccessfully completed class.

If students withdraw unofficially, the instructor assigns an F, which is counted both in completion and GPA. This is part of Cleary's academic withdrawal policy. If students retake the class and get a passing grade, the retake is listed on the transcript and the F grade is noted with an R and is no longer calculated in the cumulative GPA, but taking the class twice is counted in the attempted credits.

Loss of Financial Aid Eligibility

Students who have not achieved the required GPA and/or are not successfully completing their educational program at the required pace no longer is eligible to receive assistance under the Title IV HEA programs. All students in this category will be notified.

Financial Aid Warning

Cleary University checks satisfactory progress at the end of each payment period. Students who did not meet satisfactory academic progress (SAP) requirements will be placed on financial aid warning. This status will allow the student to receive FSA funds for one payment period. If, at the end of the warning period, Cleary University determines that the student is again meeting academic progress standards, the student may continue their eligibility. If it is determined that the student is not meeting academic progress requirements, they lose aid eligibility unless they successfully appeal and are placed on probation.

SAP APPEAL AND ACADEMIC PLAN

SAP Appeal

After a student has been granted a probation period and still has not fulfilled the SAP requirements, the student may petition in writing for reconsideration of eligibility for Title IV aid based on unusual circumstances. Examples of such circumstances include a death in the family, a health issue, an increase in work hours, or other like circumstances. Third party documentation of circumstances is required along with the written appeal (copy of death certificate, physician's note, employer notice of increased work hours, etc.).

Written appeals must include:

- Reasons why the student failed to meet SAP requirements
- How the student's circumstances have changed
- How the student now will be successful in meeting the SAP requirements

Students will be expected to meet with their academic advisor to create an academic success plan. The academic success plan will include the requirements and

corresponding timeline, with an identified completion date, to ensure that the student is able to satisfy the SAP requirements. Once the Academic Success Plan is completed, it must be submitted along with the written appeal to appeal aid termination.

Academic Success Plan

In cases where it is not possible for a student to bring their GPA and completion rate up to acceptable levels over

one additional payment period, the use of an academic plan may be used over multiple terms for students who have been granted an appeal. Reinstatement of financial aid by the Financial Aid office is dependent on receipt of a completed and signed (by both the student and the academic advisor) academic success plan from the academic advisor to the Financial Aid office.



Financial Aid Termination Status

Students who fail to maintain academic progress requirements after the warning and appeal process will be required to complete coursework at their own expense to bring their GPA and/or completion rate to acceptable levels before being considered for future aid. Aid granted after reinstatement will be based on available funds.

The above policy is based on Title IV Federal Regulation §668.16(e) (ii)(B) through (D). Questions or requests for additional information regarding the SAP policy can be directed to the Financial Aid office.

Evidence of Attendance Policy for Financial Aid Purposes

Evidence of attendance in enrolled classes is required for all University students.

Satisfactory evidence of attendance is defined as fulfilling at least one of the following:

- Discussion or participation in an on-ground or online classroom

- Completing a Canvas quiz
- Uploading an assignment in a Canvas classroom

Attendance is required for all classes in order to qualify for financial aid. Failure to meet this requirement may result in loss of eligibility for certain types of student financial aid.

Return of Title IV Funds

This policy applies when students receiving financial aid cease to be enrolled.

Federal Financial Aid Refunds - Return of Title IV Calculation

Financial Aid Recipients: Students receiving Federal Title IV funds (e.g., Federal Pell, SEOG, Direct, or PLUS loans) may receive a reduction or cancellation of financial aid if a drop or withdrawal (official or unofficial) from all classes occurs before completing 60% of the semester. The Return of Title IV calculation is a federally mandated formula to determine how much of the Title IV funds are required to be returned to the federal government

and how much was “earned” by the student at the time of withdrawal. Financial aid adjustments will be based on a student’s last date of attendance or class participation regardless of when a completed drop/add form is received by the Records Office.

Official Withdraw

Students who drop courses between the voluntary drop date, aside from academic drops, and the withdrawal date, have a record of the courses on their transcripts with an automatic grade of W. The withdrawal date deadlines are the end of the 14th week of classes for Fall and Spring semesters, the end of the 12th week of classes for a 14 week Summer semester, after the 10th week of a 12 week session, and the end of the sixth week of classes for any seven- or eight-week online or graduate session, and the end of the fifth week for any six-week online or graduate session. This grade will be submitted once consultation with the academic advisor and course instructor determine that the student will be reasonably unable to pass the course.



Unofficial Withdraw

A student who stops attending all courses in sessions (A/B) during a semester at any point prior to completing the payment period and period of enrollment without officially withdrawing is considered to have withdrawn for Title IV purposes, per the U.S. Department of Education. If students plan to attend a session at a later time during the same semester, they must submit written confirmation at the time of withdrawal with their advisor that they plan to attend other sessions later in the semester. If students fail to attend at a later date in the semester, the Title IV Fund calculation will be made based on the last date the student attended or participated in the semester.

Effective Fall 2020, students are allowed to drop classes through the first Monday following the start of the semester; all drops must be requested by noon on Monday. When this occurs, all financial aid will be removed from the student's account and returned to financial aid sources.

Return of Title IV funds will be computed using the U.S. Department of Education R2T4 approved software, which calculates the number of days that the student has participated in class during the semester over the total number of days in the semester. The total number of days in the semester excludes break time and weekends. A grade of W will be given for any class from which the student withdraws. (Note: A withdrawal applies on or after the second week of the semester.)

Refund Distribution as Prescribed by Federal Regulation for Title IV Funds

In most cases, withdrawing from a class(es) does not guarantee a cash refund of the monies paid on the student's account. The student may owe the government

some of the money that was disbursed at the beginning of the semester. Funds returned to the federal government are used to reduce the outstanding balances in individual federal programs. Funds must be returned by the student or the school allocated in the following order of priority within 45 days:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans, Federal Direct PLUS Loans, Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (SEOG)
- Other federal sources

If the student is receiving a Pell Grant and does not begin attendance in class(es), Pell Grant funds will be adjusted for each non-attended class even if the semester has been completed. Students are not entitled to Pell Grant funding for a class that they never attended.

Post-withdrawal disbursement: A student may be eligible for a post-withdrawal disbursement if, prior to withdrawing, the student earned more federal financial aid

than was disbursed. If a student is eligible for a post-withdrawal disbursement of Title IV funds, it will be processed for the student and a refund will be issued within 14 days of a credit balance on the student's account.

If the post-withdrawal disbursement includes loan funds, Cleary University must get student permission before it can disburse loan funding. Students may choose to decline some or all of the loan funds so that additional loan debt is not incurred. Notice will be sent to students and the students must respond within 14 days; otherwise, all loan funds will be cancelled and the student will be responsible for any charges that remain on their school billing account.

Cleary University automatically may use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. However, if there are other expenses over and above tuition and fees, the student will need to give permission to use the post-withdrawal disbursement for other charges.

If the student does not attend any classes, all aid will be canceled and returned to aid sources within 45 days. To determine the amount of aid that will be returned to the federal Title IV programs, the number of days from the semester start date to the last date of attendance or class participation" will be calculated. That number will be the numerator and the total number of days in the semester will be the denominator. The result is the percentage of federal funds that Cleary University will apply to the student's account.

In most cases, the Financial Aid office will return aid funds to appropriate sources as required. In the case where the student has received a refund of a Title IV grant, such as a Pell Grant, and the calculation resulted in students owing a repayment of their Pell Grant funds, they are responsible for repayment of 50% of their portion of the obligation. Grant overpayments to the student are subject to either immediate repayment to the institution or a satisfactory repayment arrangement. The overpayment also may be sent directly to the U.S. Department of Education Collections department.

RETURN OF INSTITUTIONAL AID FUNDS

This policy applies when students receiving institutional aid cease to be enrolled.

Institutional Aid Calculation

Institutional Aid Recipients: Students receiving institutional aid (IA) funds (e.g., merit scholarships, athletic scholarships, housing scholarships, percentage-based scholarships) may receive a reduction or cancellation of IA if a drop or withdrawal (official or unofficial) from all classes occurs before completing 60% of the semester. The Return of IA is a calculation to determine how much IA was “earned” by the student at the time of withdrawal. Financial aid adjustments will be based on a student’s last date of attendance or class participation regardless of when a completed drop/add form is received by the Records Office. If a student receives a housing scholarship and moves out of housing prior to the end of the semester, the scholarship will be reduced on a prorated amount in correlation to the amount the student is charged for housing.





STUDENT RESOURCES

Student Resources

<https://cleary.edu/academics/academic-student-support/>

Admissions

800.686.1883 | admissions@cleary.edu

Information on degrees and programs offered, application process, and enrollment assistance

Athletics

phone and email

Athletic Director, Heather Bateman

hbateman@cleary.edu.

Coaches and the Athletic Director handle athletic scholarships

Financial Aid

517.338.3015 | finaid@cleary.edu

Questions regarding financial aid, scholarships, loans, and FAFSA

Business Office

517.338.3320 | businessoffice@cleary.edu

Questions regarding tuition, statements, and payment plans

Career Development

800.686.1883 Ext. 1556 | careerservices@cleary.edu

Questions regarding career development, internships, career advice, and career course.

Registrar

517.338.3328 | records@cleary.edu

Questions regarding Cleary University transcripts (including GPA), academic probation status, Dean's List, graduation application, commencement, diploma, and FERPA

IT Support

517.338.3019 | support@cleary.edu

Questions about Canvas, email, student portal, and technical support

Academic Advising

Students are assigned an academic advisor following their initial registration. Contact your academic advisor regarding academic programs, course registrations, course withdrawal, or academic concerns.

Tutoring and Writing Support

phone studentsuccesscenter@cleary.edu

Academic tutoring and writing support is available to students through TutorMe



STUDENT PORTAL

Web portal for you to access class schedules, grades, financial aid, tuition, payment plan setup, and transcripts, and add and drop classes. The Drop/Add/Withdrawal Policy is located on the front page of the Student Portal. Student account balance and refund amounts are located in the Tuition Statement section of the Student Portal.

University Library

librarian@cleary.edu

To meet the needs of our students, all essential resources are available online, 24/7 on the Cleary Online Library. Details of the services provided by the Cleary Online Library can be found further down in this section.

Canvas/Course Materials

elearning@cleary.edu

Course materials are available through the Canvas learning management system. You may also email support@cleary.edu for an immediate Canvas problem.

Office of Accessibility

517.338.3068 | disabilityservices@cleary.edu

Facilitate access to resources, education, collaboration, and discourse for students who need accommodations.

Student Clubs

studentlife@cleary.edu

Clubs are fun and informative, student-directed, and staff/faculty mentored, and meet on campus regularly.

DECA

Professor Kelly Genei | kgenei@cleary.edu

DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges across the globe.

Delta Sigma Pi

deltasigmapi@cleary.edu

The Phi Omega chapter of Delta Sigma Pi is Cleary University's professional business fraternity dedicated to membership, scholarship, and service.

National Society of Leadership and Success (NSLS)

Dr. Regina Banks-Hall | rbanks-hall@cleary.edu

The NSLS is an organization that provides a life-changing leadership program that helps students achieve personal growth and career success, and empowers them to have a positive impact in their communities.

Student Life and Spiritual Life

Associate Dean of Students, Matt Oliver
moliver@cleary.edu or studentlife@cleary.edu

Student engagement, student conduct, and spiritual counseling.

Residential Life

housing@cleary.edu

Through your residential experience, you'll grow within your community, learn what it means to be a good neighbor in a global society, and develop independent living skills that will prepare you for post-graduation.

Counseling and Psychological Services

1.800.686.1883, Ext. 1455 | counseling@cleary.edu

A confidential place where students can receive psychological consultation, short-term counseling, and information on a variety of issues.

Student Ombudsman

ombudsman@cleary.edu or https://cm.maxient.com/reportingform.php?ClearyUniv&layout_id=0

The Office of the Student Ombudsman is an impartial and neutral resource to help students, faculty, and staff resolve academic and non-academic concerns. The ombudsman provides information related to Cleary University policies and procedures and facilitates the resolution of problems and grievances through informal investigation and mediation.

Counseling and Psychological Services

counseling@cleary.edu

Confidential mental health and relational counseling for all students are provided free of charge through walk-

ins or appointments. A licensed professional counselor (LPC) staffs the Cleary University Counseling Office. Additional services provided are: counseling assessment, crisis intervention, referrals, and one-on-one, group, and relationship counseling.

Spiritual Life

Cleary University welcomes people of all faiths, valuing freedom of religious expression and committing itself to religious pluralism.

The Office of the Associate Dean of Students coordinates campus spiritual life and is here to help students develop as a spiritual person. Cleary University is incredibly diverse in belief and serves students from all backgrounds.

Spiritual life at Cleary University is focused on deepening faith, developing leaders, and learning from diversity. Cleary partners with the larger community to deepen spiritual values, cultivate diversity, and prepare students for a pluralistic global workplace.

TECHNOLOGY SERVICES

The Cleary Technology Services team strives for exceptional customer service and takes pride in delivering technologies and solutions that move the University forward through the digital age. Cleary University will provide end user support services to Cleary University users (students, staff, and University stakeholders). This support will be provided for approved University software platforms and University-owned hardware (computers, notebooks, network infrastructure, etc).

The Cleary Technology Services team creates students and staff accounts around a unified and uniform technology platform. These include but are not limited to the following accounts: student and staff accounts; student and staff email accounts; student and staff portal accounts (Sonis); student and staff learning management system accounts (Canvas); all other Cleary University authorized technology platforms.

IT Help Desk

Support can be requested through the Cleary Technology

Services Help Desk using the following methods:

- Cleary Help Desk portal (<https://cleary.jitbit.com/helpdesk>)
- Cleary Technology Services email (support@cleary.edu)
- Cleary Technology Services phone (517-338-3019)

The Cleary University IT Help Desk is located in Chrysler Building Computer Lab and is open during regular office hours. During non-regular hours, students, staff, and faculty are encouraged to reach out via email.

IT Resources Policy

This policy is intended to protect the wide array of information technology resources as defined in this policy provided by Cleary University and to provide guidelines for the use of those resources. A copy of this policy may be located on the Cleary University website and the student handbook.

Reporting Incidents

Alleged student incidents involving other students should be reported to the Security Coordinator. Students involved in campus incidents will go through Cleary's

judicial process; this will be coordinated with the campus Judicial Officer.

Alleged employee incidents involving other employees or community partners should be reported to the Office of Human Resources.

Violations of the IT Resource Policy are prohibited and also may be violations of other University policies and in some cases may constitute criminal offenses. Users must report information they have concerning instances in which this policy has been or is being violated.

Sanctions

The IT Resource Policy is enforced through the following mechanisms:

- Students who engage in any activity that violates the IT Resource Policy are subject to disciplinary action pursuant to the process outlined in the Student Rights and Responsibilities: Student Code of Conduct, which provides for a range of sanctions including expulsion.
- Represented employees who engage in any activity

that violates the IT Resource Policy are subject to disciplinary action pursuant to the applicable collective bargaining agreements. Violation of the IT Resource Policy is a violation of University Policy.

- Non-represented employees who engage in any activity that violates the IT Resource Policy are subject to disciplinary action pursuant to University policy.
- In accordance with established University policies and practices, confirmation of inappropriate use of information technology resources may result in termination of access, disciplinary review, expulsion, termination of employment, legal action, or other disciplinary action. Information Technology staff will work with other University offices or appropriate external agencies in the resolution of problems.

Appeals

Appeals should be directed through the already-existing procedures established for students. Students will need to contact Cleary University Ombudsman for any appeal request.

Related Policies and Forms

Telephone Usage - The use of University telephones is necessarily restricted to business purposes. Personal use and incoming calls should be limited to emergencies and urgent matters. Personal long-distance calls charged to the University are not permitted.

Technology Accessibility Policy

The purpose of these guidelines is to provide guidance to campus business units and individuals employed by Cleary University for fulfilling Cleary University's commitment to equal access to information. Following the guidelines helps to ensure that people with disabilities have access to the same services and content that are available to people without disabilities, including services and content made available through the use of information technology. Information technology procured, developed, maintained, and used by Cleary University should provide substantially similar functionality, experience, and information access to individuals with disabilities as it provides to others.

Cleary University has adopted the definition of “accessible” used by the U.S. Department of Education in resolutions with postsecondary institutions regarding civil rights complaints about the inaccessibility of their IT. “Accessible” means a person with a disability is “afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.” The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability.

Information and media covered by the guidelines supports administrative, research, and academic applications, including the following examples: websites, video and audio content, electronic documents, desktop, mobile, and cloud-based applications, content and learning management systems, email and calendars, library resources, computers and peripherals, information kiosks, telephones, digital signs and other electronic equipment, and classroom technologies.

Technologies and standards evolve at a rapid pace. Cleary University looks to the Web Content Accessibility Guidelines (WCAG) for guidance in meeting its accessibility commitments. WCAG 2.0 provides success criteria for measuring web accessibility and provides useful metrics for products and services that are not specifically web-based. Where an IT product cannot be brought into compliance, campus units are responsible for providing an individual with a disability-equivalent access.

Resources and Support: Web Content Accessibility Guidelines

Cleary University strives to provide people with disabilities equal access to the services and content that are available to people without disabilities, including services and content made available through the use of information technology (IT). IT procured, developed, maintained, and used by Cleary University should provide similar functionality, experience, and information access to individuals with disabilities as it provides to others.

The policy aligns with:

- Cleary University's obligations under Section 504 of the Rehabilitation Act of 1973
- The Americans with Disability Act of 1990 together with its 2008 Amendments
- Michigan State Policy – Accessibility

Canvas

Canvas is Cleary University's Learning Management System (LMS). Canvas is not supported on Internet Explorer. For best results use Chrome, Firefox, or Safari. For any support concerns or questions related to Canvas, contact the IT Help Desk at support@cleary.edu.

Student Email

All students will be assigned a University email address and will be expected to read their email daily so they are kept informed of current University events, dates for submitting materials, etc. It is the student's responsibility to be aware of, and to read, all University correspondence sent to the student's University email address by Cleary University faculty and administration.

All student email accounts will be managed in the following manner:

- The format of the Cleary University student email addresses will be students first initial and up to the first 10 characters of their last name, excluding hyphens or other special characters, and the last three digits of their student identification number. All student email addresses will be created in the my.cleary.edu domain. Non-alphabetic characters will be removed from the name of students when the account is created.
- Automated forwarding of email to external email addresses is allowed; however, the University does not guarantee delivery to personal email addresses.
- In the event students fail to register for classes or otherwise cease to be registered students of the University, the email account will be kept active for six months following the end of their last class.

The University will not release the email addresses of any students for marketing purposes. Any use of the email system for non-academic purposes by faculty, staff, or students is prohibited. Use of the student email is subject to all other Cleary University policies, including the

IT Resources Policy and all applicable laws regarding copyrights and file sharing.

Social Media Guidelines

Social network sites such as Facebook, Twitter, Instagram, Snapchat, TikTok, and YouTube are exciting channels for sharing knowledge and accomplishments, expressing creativity, and connecting with others. Cleary University supports participation in these online communities to further branding messages. This policy addresses best practice guidelines to help employees and students use these forums effectively, protect personal and professional reputations, and adhere to University policies.

When posting as an individual, faculty, staff, students, and alumni of Cleary University should:

- Protect confidential and proprietary information by not posting information related to Cleary University, students, employees, or alumni. Students and employees are required to adhere to all applicable University privacy and confidentiality policies.
- Refrain from posting anything disparaging related to the University, any faculty or staff member, student,

or another member of the school community (current or former). Particular concerns can be shared with the Office of the President.

- Refrain from using the Cleary University logo or any other University images or iconography on personal social media sites. The use of Cleary University's name to promote a product, cause, or political party or candidate is prohibited.
- Maintain transparency. The line between professional and personal business is sometimes blurred. Be thoughtful about the content of postings and potential audiences. Honesty is important with regard to identity. Posts should be clear that they are from an individual and not a representative of the University.
- Exercise appropriate discretion when using social networks for personal communications (friends, colleagues, parents, former students, current students, etc.) and wall posts with the knowledge that what you publish online will be public for a long time.
- Refrain from reporting, speculating, discussing, or giving any opinions on University topics or personalities that could be considered sensitive, confidential, or disparaging.

When posting on behalf of Cleary University, faculty, staff, and students should:

- Be accurate. Ensure that all facts are collected prior to a post. Verify information with a reputable source. Cite and link your sources whenever possible; it is a great way to build community.
- Seek permission. Written permission from the Office of the President is required prior to creating a social media account or website on behalf of the University. Only the use of the official version of the Cleary University logo is permitted.
- Be timely. Assign an administrator who can regularly monitor postings and content.
- Monitor comments. While comments are welcomed and they are helpful in building credibility and community, it is advised that the site is set up to review and approve comments before they appear on the site. This allows timely response to comments as well as the ability to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- Verify appropriateness. This can be accomplished by applying the publicity test. Is the content of the message acceptable for a face-to-face conversation, a telephone conversation, or another medium, or would it be appropriate for the message to be pub-

lished in a newspaper or on a billboard (tomorrow or 10 years from now)? If not, the message would not be acceptable for a social networking site.

Students found to be in violation of these guidelines may be subject to disciplinary action including, but not limited to, suspension or expulsion.

LIBRARY SERVICES

All essential library resources are available online, 24 hours a day via the Cleary Online Library. The physical library is located in the Chrysler building, Room 209. Hours are 9:00 a.m. to 5:00 p.m. Monday through Friday.

Cleary University Online Library

The Cleary Online Library is an information portal and a source for learning more about library resources and services and for initiating project research. To receive services without coming to campus, students may take advantage of the email services provided by the librarian. Send a message to: librarian@cleary.edu.

Online Databases and Research Resources

Subscription-based databases are essential components of the online libraries. After logging into subscription databases, students have access to academic business articles, reports, company information, legal information, market research reports, and full-text books. A partial list of the resources available to all Cleary students includes ProQuest, NexisUni, CountryWatch, and Statista.

Cleary students and staff also may access Michigan Electronic Library (MeL) databases via the Cleary Online Library. MeL complements the Cleary business databases by providing a wide range of information and articles on business and marketing. Significant databases include DemographicsNow and EBSCO's Academic Search Complete.

The Cleary Library recommends using the freely-available Zotero for collecting citation information and paper writing. Zotero interacts with Microsoft Word and Google Docs to make citing resources in APA format seamless. Turnitin is an originality checker used to help students identify what should and should not be cited.

Research Assistance

Students and faculty seeking research assistance may contact the Director of University Libraries for help. Assistance is primarily available via email or by phone. To request assistance via email, send a message to: librarian@cleary.edu.

Students and staff also request online chat help from an academic librarian 24 hours a day via the Chat with a Librarian service, which is available through the online library.

Librarian Contact Information

Instructional Librarian | librarian@cleary.edu

STUDENT OMBUDSMAN

The Office of the Student Ombudsman is an impartial and neutral resource to help students, faculty, and staff resolve academic and non-academic concerns. The ombudsman provides information related to Cleary University policies and procedures and facilitates the resolution of problems and grievances through informal investigation and mediation. All appeal forms can be found at cleary.edu under the Current Students Ombudsman page.



Students at Cleary University shall have a right to appeal decisions by submitting an appeal in writing to the student ombudsman within the timeline of the applicable procedure.

Examples of things the Student Ombudsman can help with:

- Student/faculty/staff conflicts
- Student/student disputes
- Financial aid concerns
- Academic issues
- Process/procedure/policy issues
- Enrollment issues

Student Record Appeals: Students may dispute the accuracy of registration. In areas that may be subject to professional judgment, an appeal may be submitted to the student ombudsman using the financial aid appeal form before the midpoint of the semester in question.

All transactions, transfer evaluation, articulated credit, residency charges, and other matters involving student records, must be reported within one semester following the course or action that is being disputed. The student must first try to reach a solution with the registrar. If a resolution cannot be reached, the student may submit an appeal to the student ombudsman using the non-academic appeal form.

Financial Aid Exception Appeals: Cleary University adheres to federal, state, lender, and third-party payer requirements regarding financial aid eligibility and amounts.

Billing and Contract Appeals: Disputes regarding bills and contracts must first be addressed with the University's business office within one semester following the charge in question. If a resolution cannot be reached, the student may submit an appeal to the student ombudsman using the non-academic appeal form.

Student Disciplinary Appeals: Actions involving student discipline are handled in accordance with the student judicial process.

Students who wish to appeal a disciplinary decision may submit an appeal to the student ombudsman using the non-academic appeal form.

JUDICIAL APPEALS PROCESS

Appeal Hearing Assumptions: The appeal process is not designed to be a re-hearing of an entire case.

The burden of proof rests with the student to clearly demonstrate that grounds for an appeal have been met.

Sanction(s) issued by the judicial board will not take effect until the appeal process is completed.

Sanction(s) that are issued where the safety of any student is a variable may be imposed.

Judicial Appeals Board: The judicial appeals board (JAB) consists of three full-time University employees with two alternates.

Selection of board members: Recommendations for JAB members will come from the student ombudsman.

Terms of Office: JAB members will serve for one academic year with the possibility of yearly reappointment.

Leadership: One member serves as JAB chair and will be elected by a majority vote of all of the JAB members.

Removal from office: A JAB member may be removed from the JAB for poor attendance or other due cause by a simple majority vote of the total judicial appeals board.

Jurisdiction: The JAB will serve as the panel to review appeals of decisions rendered by the judicial board during the formal hearing process.

Grounds for an Appeal: Students may request that JAB review a judicial board decision and sanction. There are certain conditions that must be met for the JAB to consider an appeal. In the absence of these conditions, the appeal will not be considered.

An appeal will be considered (heard by the JAB) if it meets the criteria below:

- There is substantive new evidence not previously available at the time of the hearing that could have materially affected the outcome. (**NOTE:** New witnesses or witness statements do not constitute new evidence unless there is a clear basis as to why the witnesses were not presented at the time of the original judicial board hearing.)
- There were procedural errors in the case that substantially impacted the student's access to a fair hearing.
- The severity of the sanction needs to be reviewed based on documented mitigating personal circumstances.
- The decision of the judicial board was not supported by the evidence presented at the hearing, or evidence was not sufficient to establish that a code of conduct violation occurred.

ACADEMIC ADVISING

Our Mission

Academic advisors will work to build relationships with students, enable them to develop academic skills, encourage them to explore their strengths, and create goals to advance their careers. Our proactive academic advising model will help identify academic challenges prior to the occurrence of problems.

What Is Academic Advising?

Academic advising is a process by which a staff member provides insight and guidance to a University student on academic, social, and/or personal matters. For most students, academic advisors will be their primary source of curricular and academic guidance, regardless of major. The most effective advising relationships are those in which the advisor and advisee know each other well, so students can speak candidly about their goals and challenges.

Why See an Academic Advisor?

- To introduce yourself as a new student to explore academic options
- To develop a degree completion plan
- To determine your interests, strengths, challenges, values, and goals
- To drop/add/withdraw from courses
- To discuss study strategies
- To help identify needed campus services
- For assistance with course selection or registration
- To celebrate successes!

Advising Appointments

Students are encouraged to schedule appointments whenever they have questions about courses and programs of study and/or University policies and regulations. Most students meet with their academic advisors many times per academic year. Advising meetings can be held in person, on campus, or remotely via phone, Google Hangouts, or Zoom.

ATTENDANCE AND PERFORMANCE

Attendance

Students are expected to attend all regularly scheduled class meetings. This includes participation (completing a quiz within the Canvas classroom, posting to the discussion forum, or uploading an assignment) for all courses. To maximize learning, students arrive on time and participate during the entire class meeting. Class attendance records are kept by the instructor and may be included as a criterion for the course grade. Instructors provide their individual policies on absence and grading in their class syllabi. International students are required to attend classes on campus. Failure to attend regularly could jeopardize international student status.

Academic Standing and Standards

Academic standing is an established set of standards and minimum expectations of student performance to maintain eligibility as a student at Cleary University. Good standing is defined as a cumulative and semester GPA of 2.0 or higher. An undergraduate student who falls below a 2.0 cumulative GPA or a graduate student

who falls below a 3.0 cumulative GPA is below the academic standards of Cleary University. Students who fall below minimum academic standards may compromise their eligibility to register for courses, live on campus, and receive institutional aid, including institutional aid refunds.

Academic Probation

A student who falls below academic standards (undergraduate cumulative GPA below 2.0 or graduate cumulative GPA below 3.0) will be placed on academic probation. Students on academic probation must meet with the Dean as well as with their advisor, and both the Dean and the advisor must approve the student's schedule. Students on academic probation also must complete an academic success plan with their advisor. As part of the academic success plan, the student and advisor will set an achievable goal for the student to remain on academic probation and to be positioned to achieve good academic standing. The Dean must approve the academic success plan. The academic success plan generally includes regular advisor meetings, required tutoring,

and other conditions. Students who fall below minimum academic standards may compromise their eligibility to register for courses, live on campus, and receive institutional aid, including institutional aid refunds.

Academic Dismissal

Students who have been previously placed on academic probation and who have not achieved the goal of their academic success plan will be academically dismissed. Students who are academically dismissed will be removed from their classes and will not be able to re-enroll in classes at Cleary University for two semesters. A student who is academically dismissed does not qualify to receive institutional aid, including any institutional aid refunds.

Dismissal Appeal

Students who have been academically dismissed are able to appeal their dismissal. Students must appeal their dismissal by noon on the first Friday of the following semester. Students must send an appeal letter explaining the extraordinary circumstances that led to their dismissal and the steps they plan to take to improve their academic

standing. Students must include supporting evidence with their appeal letter. Letters must be addressed to the Academic Appeal Committee and may be sent to records@cleary.edu. The Academic Appeal Committee will meet and make a determination on the student's appeal. The Committee's decision is final.

Academic Reinstatement

A student who has been dismissed must re-apply for admission and must be approved by the appeals committee. Students who have been academically dismissed are able to apply to be reinstated two semesters following their dismissal.

Incomplete Grade Policy

Incomplete grades, "I", will be assigned only when students are in good academic standing (passing the course) and came just short of completing the course in the scheduled time due to circumstances beyond their control. These circumstances typically include (but are not limited to) events such as a death or serious illness or injury in the student's family (Work-related scheduling

issues are not considered under this policy). This policy recognizes that all Cleary students are required to balance a busy personal and professional life, but occasionally a student is faced with a severe and unusual event that causes a temporary interruption in their academic progress. In such temporary cases, appropriate additional time to complete assignments that is equitable for both the student and others in the class should be an option for faculty.

Should such circumstances occur, it is the responsibility of the student to notify the instructor. The incomplete grade (a temporary grade) will be issued at the discretion of the instructor. All incomplete grades will be converted to a final grade based on completed work if outstanding work is not completed within four weeks of the end of the term. There can be an additional four-week extension for a student if approved by the instructor and a program chair. The instructor must request the extension from a program chair for it to be approved. If the instructor is unable or unwilling to complete the incomplete, the program chair will step in and complete the process. Since the circumstances involving the incomplete may affect

the student's overall academic progress, students are encouraged to contact their advisor to discuss any program-level issues.

The incomplete grade is at the discretion of the instructor, but the following parameters are a good gauge. The student should have completed at least two-thirds of the assignments in the course; with the exception of assignments due during the final week of the course, the student's course weighted average to date should be at least 59.50 (undergraduate students) or 69.50 (graduate students), and students must submit an Incomplete Grade Request, in writing to their instructor prior to the submission of final grades.

Once that request has been submitted and granted, the instructor will complete the form and submit it to their respective Dean or program chair.

Leave of Absence

Students may take a leave of absence from the University for personal or professional reasons. A leave of absence

may last up to a full academic year. In order to take a leave of absence, students must notify their advisor of taking such action. When students return, they will be re-admitted without prejudice to the University and without having to complete an application for readmission. If a student does not return to the University within a year, the student may be required to apply for readmission to the University.

Students utilizing financial aid should check with the Office of Financial Aid to determine if a leave of absence will affect their financial aid prior to taking their leave.

Registration

To receive course credit, a student must meet all pre-requisites and be registered for the course by the Records Office. Registration is done by students through the student portal after consulting their advisor and understanding their plan for learning. Students should be aware of upcoming registration dates and times, which will be communicated in advance from the academic advising department.

DROP/ADD/WITHDRAWAL POLICY

Voluntary Drop

Students voluntarily may drop courses by the Monday following the start of the semester no later than 12:00 p.m. EST with no tuition penalty. A dropped course does not appear on a student's academic record and is not factored into any grade calculation. Following that time, and prior to the withdrawal date, any request will be considered a withdrawal and noted as such except in the case of an academic drop.

Academic Drop

An academic drop may take place in the second week of classes if the student has not attended class or communicated with an instructor or advisor. This drop would then need approval of the academic dean. If a dean determines that a student should be dropped from a course for these or other documented circumstances, the student will be notified by the University. Students cannot assume that they will be automatically dropped from any class for failure to attend or failure to pay tuition and fees. Students are still responsible for dropping or withdrawing from

courses by the official deadlines or they will receive a grade of F in the class and still be held financially responsible for their tuition.

Withdrawals

Unlike drops, withdrawals will incur a tuition charge since they take place outside the voluntary drop period and the academic drop period. Please see the Financial Services section for information concerning refunds. Students are to contact their enrollment specialist or academic advisor prior to the voluntary drop deadline.

Enrollment specialists or academic advisors will process the drop forms and notify the registrar's office who will officially process the forms. It is the student's responsibility to drop a course by the appropriate deadline. If students fail to drop or withdraw from a course, even if students do not attend the course, they will receive a grade of F in the class and still be held financially responsible for their tuition.

Cleary University student athletes may become ineligible for practice or competition if they drop or withdraw from

a course. Please consult the athletic department before making any schedule changes.

Students who drop courses between the voluntary drop date, aside from academic drops, and the withdrawal date have a record of the courses on their transcripts with an automatic grade of W. The withdrawal date deadlines are the end of the 14th week of classes for Fall and Spring semesters, the end of the 12th week of classes for a 14-week Summer semester, after the 10th week of a 12 week session, and the end of the sixth week of classes for any seven- or eight-week online or graduate session, and the end of the fifth week for any six-week online or graduate session. This grade will be submitted once consultation with the academic advisor and course instructor determine that the student will be reasonably unable to pass the course.

Adds

Students may add courses no later than the Monday following the start of classes at 12:00 p.m. EST or before the start of the class, whichever is later. Students are responsible for any additional fees or costs of the added course.

Students are to ensure that any work that was missed prior to the student adding the class is completed within a time period to be determined by the course instructor. Added classes are included in the student's record. A dual enrolled student must receive permission from the undergraduate dean to add a course late.

International Students' Status

International students must be enrolled for a full-time course load during the Fall and Spring semesters. Students may enroll for the Summer semester but it is optional and a full-time course load is not required. Undergraduate students must enroll in a minimum of 12 credits. Graduate students must enroll in a minimum of six credits.

International students who drop/add or withdraw from classes must first speak with their academic advisor to make sure they are complying with their F-1 student visa status and regulations.

Audits

Students may choose to audit a class. An audited class does not count for academic credit and a grade is not



given for classes audited. Students auditing a class will be charged for the class based on the per credit cost of the class. Please see the Financial Services section for more information on course costs and fees.

Change of Major

With approval by an advisor, students may change their academic major or concentration. Curriculum changes should be planned in advance to coordinate class registration. A change of curriculum may require additional academic coursework. Students have the responsibility of gaining the approval of their academic advisor to change to a different curriculum. Students enrolled in a program that has been discontinued by the University is allowed one academic year to complete that curriculum. If they are unable to complete it in the time allowed, they must enroll in a current program.

COURSE CANCELLATIONS

The University maintains the right to cancel courses at any time. Students who have courses cancelled will be notified by their advisor and will have the opportunity

to make a substitute or take an alternative course if the course is required for graduation and the course will not be offered again.

Irregular Scheduling

Cleary University cannot schedule courses for the convenience of students who cannot or do not take courses in the regular sequence.

CLEARY UNIVERSITY ALUMNI

Once you are a Cleary University alumnus, you are part of a successful family of business professionals – over 21,000 strong – and we encourage you to keep in touch, to stay involved, and to give back to your alma mater.

Get Involved

The Alumni Relations Office is always happy to hear news about you and your life, your career, and your successes; Cleary University's friends, faculty, and staff enjoy staying in touch with past students.

Even before students graduate, to maximize their networking opportunities, please follow the Cleary University LinkedIn page:

<https://www.linkedin.com/school/cleary-university>.

To stay up to date on the happenings at your alma mater, please “like” the Cleary University Facebook page

<https://www.facebook.com/ClearyU>

Stay connected by visiting:

<https://cleary.edu/community/alumni-relations>

and completing the alumni information update form.

For questions, please email alumni@cleary.edu.

Stay Involved

For alumni, whether it’s mentoring or recruiting students, planning your class reunion, participating in the Alumni Association, or inspiring fellow alumni to make gifts, if you have time, talent, and energy to devote to your alma mater, there are many ways to stay active and involved with Cleary University:

- Mentoring or tutoring a student
- Volunteering for an event

- Donating
- Hiring students or alumni for internships or jobs
- Recruiting new Cleary University students

Alumni Tuition Grants and Scholarships

To learn more about alumni tuition grants and scholarships, please reference the Financial Aid section of the catalog.

CAREER DEVELOPMENT

Career Development offers lifetime career resources, networking, job search strategies, and career opportunities for graduates. Alumni are always welcome and encouraged to attend Career Development events and take advantage of Cleary’s career resources:

- Career fairs, networking, workshops, and on-campus recruiting
- Mentoring, volunteering, and mock and informational interviewing opportunities
- Résumé, cover letter, thank you letter assistance and review
- Assistance with career and job search strategies
- Access to the Handshake career platform

CAREER DEVELOPMENT

Career planning is a purposeful process of examining yourself, your goals, and the world around you. It is a continuous process of decision-making and action items we engage throughout our lives. You are in charge of your career plan and how it develops; the Career Development Department can offer support and guidance throughout the process at any step of the journey. A career is the culmination of one's life of work, including what we study, where and what we do for work, our passions, the circumstances of our lives, and even what we do for fun.

There are many components of career development, and each one looks at the planning process through a different lens; however, there are similarities across each step. These unique steps, such as exploration and development, are part of the lifelong process of career planning. We move through the stages fluidly, often repeating the process as our life changes and our desires evolve.

The Career Development Department works with both students and alumni to foster growth in interviewing

skills as well as bridge the gap between employers and job seekers. They also facilitate networking events, career assistance and exploration, career fairs both in person and virtual, résumé construction and revisions, career development course facilitation (CAR 1000), and internship sourcing. With the utilization of the Handshake career platform, students and alumni can have access to over 500,000 employers; it is the number one job search tool for college students.

The Cleary Career Development staff have a multitude of resources and information on career outlook and industry trends coupled with career specific salary and data points.

Join Cleary's Career Development LinkedIn group at:

<https://www.linkedin.com/groups/12056134>.

Employers can post open positions to:

careerservices@cleary.edu

or create an employer account on:

www.joinhandshake.com.

For more information or questions, contact:

Cleary University Career Development

careerservices@cleary.edu or 800-686- 1883, Ext. 1556.

STUDENT CODE OF CONDUCT

The University supports a positive educational environment that will benefit student success. In order to ensure this vision, the University has established this Student Code of Conduct to ensure the protection of student rights and the health and safety of the University community as well as supporting the efficient operation of University programs. In addition, the University has established guidelines for the redress of grievances by individuals accused in such proceedings.

In cases of noncompliance with the Student Code of Conduct, the University will impose discipline that is consistent with the impact of the offense on the University community. The University reserves the right to pursue criminal and/or civil action where warranted. The Student Code of Conduct shall apply from the time of admission

to the University and continue as long as the student remains enrolled at the college. The code also shall be applicable to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

If individuals have violated the Student Code of Conduct on University property while not enrolled as a student at the University, but then later seeks to enroll, they must first contact the Student Judicial Officer. The same due process procedures listed in the Student Code of Conduct will be followed to determine an admission decision.

The Student Code of Conduct applies at all locations of the University, including, but not limited to the main campus at 3750 Cleary Dr., Howell, Michigan; and the Education Center located in Detroit, Michigan. This code also applies to all current students of the University regardless of their geographical or online location.

The Student Code of Conduct can be found at:

<https://www.cleary.edu>.



APPEALS AND GRIEVANCES

Academic Grievances or Appeals Process

An academic grievance or appeal is an allegation by a student of substantial and/or unjustified deviation, to the student's detriment, from policies, procedures, and/or requirements regarding admission, grading policies, special agreements, instructor's requirements, and academic requirements of the University.

Students shall have the right to file academic grievances or appeals within 10 business days from the posting of the grade in question and according to the following procedures approved by Cleary University:

- The student shall petition in writing the appropriate academic dean (either graduate or undergraduate) responsible for the action that forms the basis of the grievance or appeal.
- The petition shall contain a clear and concise statement of the grievance or appeal, the remedies sought, and a request for a meeting with, or a written response from, the involved person or persons.
- The respondent shall schedule a meeting to discuss the matter with the student or provide the student

with a written response within 10 class days of receipt of the written grievance or appeal.

- If the student is not satisfied with the results of the interaction discussion and wants the grievance or appeal to be considered further, the student shall appeal in writing to the Provost (Chief Academic Officer) to seek a resolution. This consultation must begin within 10 class days after the conclusion of the discussion with the respondent. The decision of the Provost will become the final decision of the academic grievance or appeal at the institution. A clear statement of the reasons for the decision shall accompany the decision as to the resolution of the grievance or appeal. The student and appropriate University officials shall be notified in writing of the decision within 10 class days after consideration of the grievance or appeal.
- Students should be aware that their academic advisor, the Associate Dean of Students, and the respective academic dean are resource areas where students may receive assistance.
- The time limit for a grievance or appeal may be extended upon approval of a written request to the student ombudsman.

Non-Academic/Disciplinary Grievances or Appeals Process

Cleary University recognizes the importance of providing a prompt and efficient procedure for fair and equitable resolutions of a non-academic grievance or appeal. A non-academic grievance or appeal is an allegation by a student concerning:

- A University employee
- Administrative policies, procedures, regulations, or requirements of the University
- Student employment
- A University program, service, or activity
- The appeal of a disciplinary action.

A non-academic grievance or appeal alleges discrimination by a University employee on the basis of race, color, gender, religion, national origin, age, or physical handicap/disability, or involves personal behavior and/or University policy. Accordingly, students are encouraged to use the non-academic grievance or appeal process without fear of prejudice or reprisal for initiating the process or participating in its resolution.

The Office of the Student Ombudsman is an impartial and neutral resource to help students, faculty, and staff resolve academic and non-academic concerns. The ombudsman provides information related to Cleary University policies and procedures and facilitates the resolution of problems and grievances through informal investigation and mediation. All appeal forms can be found at cleary.edu under the current students ombudsman page.

Students at Cleary University shall have a right to appeal decisions by submitting an appeal in writing to the student ombudsman within the timeline of the applicable procedure.

Student Record Appeals: Students may dispute the accuracy of registration transactions, transfer evaluation, articulated credit, and other matters involving student records within one semester following the course or action that is being disputed. The student must first try to reach a solution with the registrar. If a resolution cannot be reached, the student may submit an appeal to the student ombudsman using the non-academic appeal form.

Financial Aid Exception Appeals: Cleary University adheres to federal, state, lender, and third-party payer requirements regarding financial aid eligibility and amounts. In areas that may be subject to professional judgment, an appeal may be submitted to the student ombudsman using the financial aid appeal form before the mid-point of the semester in question.

Billing and Contract Appeals: Disputes regarding bills and contracts must first be addressed with the University's business office one semester following the charge in question. If a resolution cannot be reached, the student may submit an appeal to the student ombudsman using the non-academic appeal form.

Student Disciplinary Appeals: Actions involving student discipline are handled in accordance with the student judicial process.

Students who wish to appeal a disciplinary decision may submit an appeal to the student ombudsman using the non-academic appeal form.

NON-DISCRIMINATION AND EQUAL OPPORTUNITY

In accordance with federal requirements of the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, there shall be no discrimination on the basis of disability in Cleary University's programs, operations and activities, in the hiring, terms and conditions or privileges of employment or any matter directly or indirectly related to such employment, or in the admission, education and treatment of students. The Student Disability Services Office has complete information on services available to students.

Cleary University is committed to a policy of non-discrimination and equal opportunity in all of its operations, employment opportunities, educational programs and related activities.

This policy embraces all persons regardless of race, gender, color, sex (including gender identity), national origin, religion, age, sexual orientation, marital status, familial status, disability, arrest record, weight, qualified Vietnam era veterans, qualified special disabled veterans, recently

separated veterans and other protected veterans, or any other characteristic protected by applicable federal or state law. It expressly forbids discrimination, sexual harassment or any form of harassment in hiring, terms of employment, tenure, promotion, placement and discharge of employees, admission, training and treatment of students, extra-curricular activities, the use of University services, facilities and in the awarding of contracts.

This policy also forbids retaliation and/or any form of harassment against an individual as a result of filing a complaint of discrimination or harassment, or participating in an investigation of a complaint of discrimination or harassment.

Cleary University, as an equal opportunity/affirmative action institution, complies with all applicable federal and state laws regarding non-discrimination and affirmative action. In furtherance of this policy, the University also is committed to promoting institutional diversity to achieve full equity in all areas of University life and service and in those private clubs and accommodations which are used by University personnel. No off-campus activities sponsored by or on behalf of Cleary University shall be held in private club facilities or accommodations which operate



from an established policy barring membership or participation on the basis of race, color, sex (including gender identity), national origin, religion, age, sexual orientation, familial status, marital status, height, weight, disability or veteran status. Affirmative action procedures, measures and program may be used to the extent permitted by law to establish, monitor and implement affirmative action plans for all budgetary units and the University as a whole.

W3C/WCAG 2.0 and 2.1

Cleary University implements the design principles of the World Wide Web Consortium (W3C), which supports equal access and equal opportunity to people with diverse abilities. The Rights of Persons with Disabilities recognizes access to information and communications technologies, including the web, as a basic human right. Cleary is dedicated to upholding all standards of the W3C's Web Accessibility Initiative (WAI) within all online interactions and courses. Accessibility measures such as captioning of videos, alternate text, color contrast, keyboard navigable interface, and many more are in place in Cleary University's courses.

For more information, please contact the ADA and 504 Compliance Officer at disabilityservices@cleary.edu.

STUDENT AFFAIRS



STUDENT AFFAIRS

TITLE IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in educational programs or activities operated by recipients of federal financial assistance, which includes Cleary University. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX.

The University encourages anyone who experiences or becomes aware of an incident of prohibited conduct involving a student and/or faculty/staff member to immediately report the incident by contacting one of the Title IX coordinators. University faculty and staff are required to report a known instance of sexual violence, misconduct, or harassment to a Title IX coordinator. Victims of sexual violence are encouraged to seek medical attention right away. Emergencies on campus should be reported to the Livingston County Police Department by calling 911.

The University's policy on Title IX is located in the student handbook.

CONTACT INFORMATION FOR CLEARY UNIVERSITY'S TITLE IX COORDINATORS:

Matt Oliver

Associate Dean of Students
Chrysler Hall, Suite 109C
3750 Cleary Drive
Howell, MI 48843
800.686.1883, Ext. 1456
moliver@cleary.edu

Erica Smith

Human Resource Generalist
Lyons Building
3760 Cleary Drive
Howell, MI 48843
800.686.1883, Ext. 1203
esmith@cleary.edu

Sara Barnwell

Dean of Academic Operations
Chrysler Building
3750 Cleary Drive
Howell, MI 48843
800-686-1883
sbarnwell@cleary.edu

In addition, Cleary University advocates contacting the LACASA Center, a highly regarded Livingston County organization with specialized resources to immediately assist victims of domestic and/or sexual violence. The contact information for LACASA is:

LACASA 24/7 Toll-Free Help Line: 866.522.2725

Website: www.lacasacenter.org



ATHLETICS

Cleary University reinstated intercollegiate athletics in 2012, participating in the United States Collegiate Athletic Association. In 2018, Cleary athletics officially joined the National Association of Intercollegiate Athletics (NAIA) and the Wolverine-Hoosier Athletic Conference (WHAC).

More information on Cleary University athletics may be found at: <http://www.clearycougars.com>

Student Athlete Eligibility

To retain student athlete eligibility, student athletes must meet the NAIA, WHAC, and, if applicable, the American Collegiate Hockey Association (ACHA) standards. For further information, student athletes should refer to the PlayNAIA Eligibility Center (<https://play.mynaia.org>) and the Cleary University Athletic Department at:

[clearycougars.com](http://www.clearycougars.com).

Academic and Athletic Excellence (AAE)

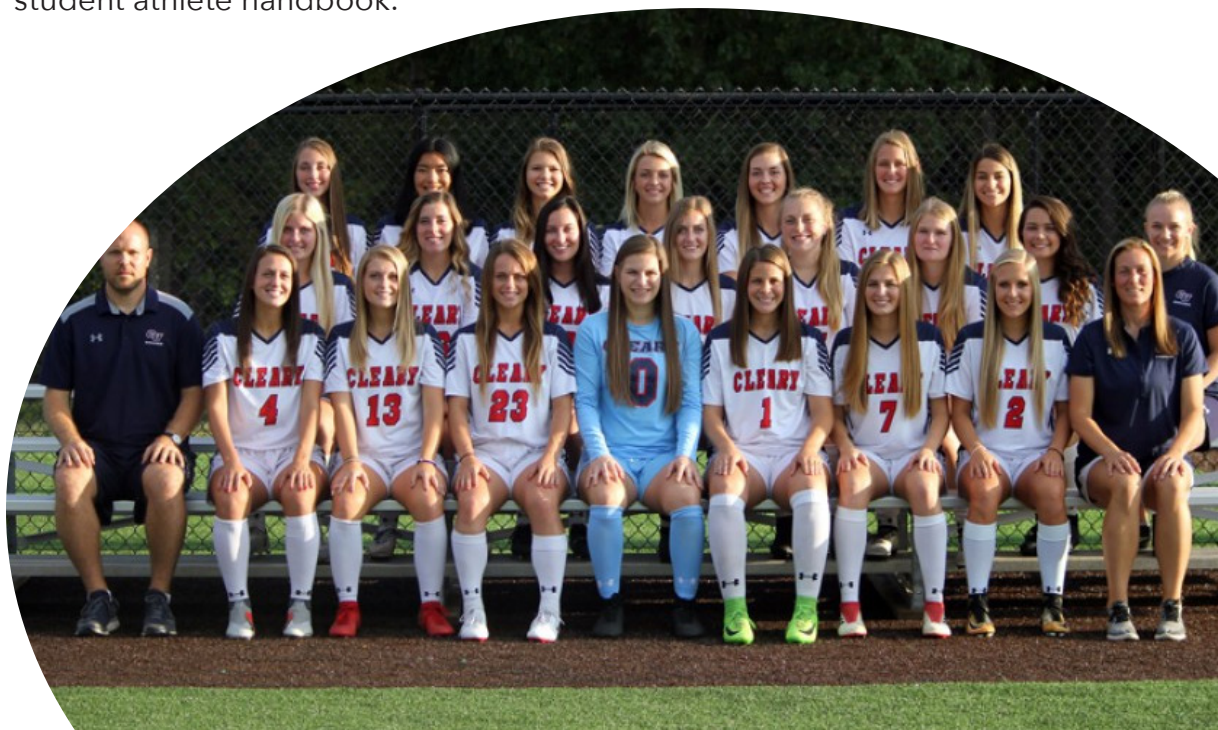
Students who are eligible for AAE awards must be new student athletes. Awards are determined by the amount of the applicable Admissions Honor Scholarship and the athletic award determined by the Director of Athletics. The AAE calculation takes into account any federal and/or state grants received when determining the full AAE scholarship. The continued eligibility of AAE is dependent on student athlete eligibility to play their designated sport and the continued GPA of the applicable Admissions Honor Scholarship.

Important: This scholarship is not valid with any other merit-based scholarship from Cleary University. GPAs will be monitored for continued eligibility. New student GPAs will be reviewed after the first year. Continuing student GPAs will be reviewed after each semester.

A minimum of 12 semester hours for each semester of enrollment is a requirement for student athletes, unless students are in the last semester before graduation and

are taking all of the remaining required courses for their degree, in which case the athletic portion of AAE will be prorated in accordance with the policies of Cleary University. Student athletes risk losing the athletic portion of AAE if they do not meet the academic eligibility requirements set forth by NAIA.

The head coach and the Director of Athletics reserve the right to dismiss a student athlete from the team and/or reduce the athletic portion of AAE for lack of effort and/or a poor attitude and attendance. Student athlete guidelines are defined by the athletic department in the student athlete handbook.



Institutional Aid (IA) Calculation

Students receiving IA funds (e.g., merit scholarships, athletic scholarships, housing scholarships, percentage-based scholarships) may receive a reduction or cancellation of IA if a drop or withdrawal (official or unofficial) from all classes occurs before completing 60% of the semester. The Return of IA is a calculation to determine how much IA was “earned” by the student at the time of withdrawal. Financial aid adjustments will be based on a student’s last date of attendance or class participation regardless of when a completed drop/add form is received by the Registrar’s Office. If a student reduces the number of credit hours that are taken, their IA scholarship may be reduced accordingly.

RESIDENCE LIFE

The guiding principles of Cleary University Residence Life

Build meaningful and life-changing relationships with fellow community members as you grow and learn together by following the Guiding Principles of Cleary University Residence Life.

Ensure that the foundation of Cleary University Residence Life is grounded in a culture that values open discourse, respectful behavior and actions, and being a positive, welcoming environment where students have the freedom to express themselves and feel a true sense of belonging and ownership in their space.

- Create meaningful and lasting relationships among residents, resident assistants (RAs), and staff members.
- Assess the needs of the residents, embrace their independence, nurture existing passions, cultivate intentional programming, and establish partnerships and connections in a tight-knit, vibrant community.
- Foster student success and generate student development by engaging in creating the best learning environment for all residents where norms of thinking are challenged and taking calculated risks is encouraged.
- Strive in the pursuit of developing self-authored minds where students grow in their journey of self-discovery, refine their views, and evaluate other perspectives leading to the practice of continuous self-reflection.

A major part of the college experience is what happens outside the classroom.

Core Philosophy

Students will:

- Explore new ideas, seek and experience new opportunities, and gain important lifelong skills.
- Implement a restorative justice model wherein residents aspire to repair harm, earn trust, and build community when infractions occur.
- Ensure that The Cleary Mind™ initiative is incorporated into their interactions and programming, which include: critical thinking, problem solving, creative thinking, communication, persuasion, entrepreneurship, leadership, and ethics.

We provide safe, secure, and comfortable residential communities that support students' academic performance, personal development, and emotional wellbeing while allowing The Cleary Mind™ attributes to inform each of these developmental areas.

Student Housing Policy

Students who will live on campus at the Cleary University Livingston location should complete the student housing application at: <https://www.cleary.edu/housing>

Length of Contract: The contract dates covered by terms, conditions, and responsibilities are for the Fall semester through the Spring semester. The dates for each semester are available in this catalog or on the website at: <https://www.cleary.edu>.

Effective Date: The contract, when appropriately submitted with the required application payment, becomes effective upon the date of assignment, and it remains valid until the end of the contract period. Once assigned, the student is fully responsible for all required payments and lawful charges as set forth in the contract, including all cancellation costs.

Meal Plan Requirement: All students residing on campus are required to purchase a meal plan. More information on meal plan options can be found at:

<https://www.cleary.edu/housing/>

Agreement: By signing the housing agreement, the student hereby contracts for a space in a Cleary University student housing building and agrees to room charges and a meal plan at the rates established by the University. By signing the agreement, the student understands the agreement may not be terminated unless the student withdraws from the University. All students not abiding by the residence requirement are still subject to room and board charges. More specific housing regulations and policies are contained in the Cougar Resident Guide found at: <https://www.cleary.edu/housing/>

2022-2023 Housing Scholarships

Students will be eligible to receive a housing scholarship based on the location of their primary residence.

Details of housing scholarships are listed below.

Campus Housing Scholarship

30% Housing Scholarship off the room cost

North Hall: \$3,000 scholarship per year
(\$1,500 per semester)

South Hall: \$2,550 scholarship per year
(\$1,275 per semester)

**For purposes of this policy, the primary residence of the student's parent(s) or current/former legal guardian is considered to be the student's home address. Scholarships are percentage-based off the room portion only of the room cost.*

Student Housing Contract Termination

Cleary University Residential Hall residents requesting to terminate their housing contract are required to complete the Contract Termination Request form. A student wishing to terminate must contact the Director of Housing to complete the process. Students who

vacate their housing space for any reason prior to the contract end date will be held financially responsible for the remaining balance of the current semester room charges. Students who move out of campus housing prior to the end of their housing contract will not receive a refund for their room/housing charges.

The Contract Termination Request form is required to be filed with a Residence Life staff member and an in-person checkout process must be scheduled. A student who does not fill out a Contract Termination Request form and schedules a checkout time with Residence Life staff will be charged a \$300 cancellation fee and will be assessed for breaking the housing contract. This fee is non-appealable.

Once residents officially move out of their student housing space, their housing scholarships will be removed. If applicable, the housing scholarship will be prorated based on the amount of days the student resided in the residence hall.



Occupancy Status

Occupancy occurs when a student officially receives the keys to the room or is officially checked in via the student housing software. If either condition exists, then the room is considered officially occupied. Occupancy will remain in effect until the same procedure is followed to check out. Removing personal belongings and vacating the assigned space will be considered an improper checkout, and the student will be financially responsible for the terms of the contract and associated fees.

STUDY ABROAD

Students who wish to apply for study abroad courses and programs may enroll for University credit covered by existing academic regulations. Cleary University partners with the International Student Exchange Program (ISEP), and students should meet with their academic advisor to apply for ISEP international placements, internships, and/or courses. Students must be in good academic standing to participate in study abroad and external programs. Students who participate in external study abroad programs (those hosted by another institution or an external consortium or third party provider) must meet with an academic advisor to document any transferability of credits back to Cleary University and must abide by all policies and procedures established by Cleary University and by the external program provider. Cleary University students participating in study abroad must abide by Cleary University's Student Code of Conduct and abide by any additional behavioral and academic policies instituted for that location, venue, or host country. Institutional aid is not available to those who participate in this program.

Food Services

The Cleary Commons dining facility in the center of the Livingston campus serves all residential and non-residential students. Student meal plans are required for students residing in campus housing.

Students are responsible for their Cougar dining card. If your card is damaged, lost, or stolen, it is your responsibility to contact the registrar's office immediately. Students will be charged \$25 for each replacement card; this fee will be required to be submitted to the business office at the time of replacement. Cleary University is not responsible for any unauthorized transactions.

Meal Plan Fee

All students living in University housing are required to participate in the meal plans. The 2022-23 meal plan fee is \$2,100 per semester, \$4,200 per academic year. The meal plan includes 16 meals per week consisting of breakfast, lunch, and dinner Monday through Friday, with brunch on Saturday.

STUDENT LIFE GOALS

Connectedness

Be connected to the heartbeat of campus. On-campus resources such as campus events, dining hall, library, athletic facilities, and classrooms are all within fast access, making it easy to be involved in your Cleary community.

Faculty Interaction

Experience success and growth during your time at Cleary with the support of faculty and staff members who want to build relationships with you and your community.

Support

Receive academic, spiritual, and emotional support from the faculty and staff in your community who are there to serve as resources, mentors, and friends.





CLEARY UNIVERSITY

ACADEMIC AFFAIRS



ACADEMIC AFFAIRS

ACADEMIC AND CURRICULUM POLICY

Faculty Expectation of Students

Faculty members have the expectation that students will take responsible action to fulfill their duties and responsibilities in the academic program and in each class. Therefore, we believe it is reasonable for faculty to assume that students will:

- Treat the classroom (all formats) as a professional environment, and treat students and faculty with respect.
- Adhere to the University Honor Code.
- Participate in class and submit all work on time.
- Adhere to class start times and end times (including breaks).
- Be accountable for their actions toward class members.
- Take ownership of their performance, both academic and behavioral.
- Abide by the instructor policies regarding use of technology (cell phones, laptops, etc.) in the classroom.
- Notify the instructor in the event of an absence or other class-related concerns.

Student Expectations of Faculty

The faculty of Cleary University strive to provide the highest level of service possible to all students. To this end, it is reasonable for students to assume that faculty will:

- Provide a current, complete, and accurate class syllabus posted prior to the class start.
- Include their name and contact information, specific requirements, and expectations for providing responses and assignment feedback.
- Answer email/forum posts within 48 hours.
- Participate actively in discussion forums
- Grade all student work within five business days of the due date, and provide informative feedback using rubrics.
- Use class time for meaningful, course-related activities.
- Arrive at least 15 minutes prior to the start of class.
- Provide reasonable assistance to students on an individual basis as necessary and appropriate.
- Notify students in the event of an absence or emergency, and communicate the plan with the class to make up the missed class session.
- Dress in business or business casual attire.
- Note that students may follow a more relaxed dress code; however, they can be required to adhere to a higher expectation on days they are doing presentations.
- Submit grades through the Faculty Portal on time.
- Maintain class records for a minimum of 16 weeks following the completion of the class.
- Review class evaluations and give due consideration to student feedback (available after the due date for submission of grades).



Faculty-Student Dispute Resolution Procedure

If the student or faculty member believes that a legitimate dispute or difference of opinion exists regarding a classroom issue other than grading, the following procedures are established for use by either party.

Note: Student grade appeals are handled under a different policy that can be found elsewhere within this handbook.

- If students or faculty members disagree with the other's actions, comments, conduct, or decision (other than a final course grade*), students or faculty members should first address their concern directly with the other party. Both parties are encouraged to discuss any classroom-related or academic disputes with each other in person, by phone, or by email. All parties are expected to treat each other with respect.
- If, after discussion, students or faculty members still disagree and the issue remains unresolved, they may confer with the student's academic advisor. The academic advisor will take reasonable steps to assist in the resolution of the matter.

- If, after consultation with academic advisor, the student or faculty member believes the issue or dispute has not been resolved satisfactorily, the student or faculty member may submit a written and signed statement to the designated provost or dean. The statement should present a brief description of the specific problem and the desired outcome. The provost/dean will attempt to arrange a satisfactory resolution.

All disputes must comply with these procedural requirements. Anonymous complaints will not be acted upon.

**The Grade Appeal Procedure is the process students use when they want to appeal the final course grade. Grade Appeal Procedure instructions and forms are available by contacting the Registrar's Office. The contact person for grade appeals is the Registrar's Office. Refer to the Grade Appeal Policy for additional details on the process.*

For further information on student concerns or complaints, please refer to the Student Ombudsman description provided in the catalog.

Family Educational Rights and Privacy Act

Cleary University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. Under FERPA, students have, with certain limited exceptions, the right to inspect and review their educational records and to request the amendment of their records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. Requests to inspect or review records should be addressed to the registrar, or to the appropriate administrator responsible for the record and will be honored within 45 days. Students questioning the accuracy of any record may state their objection in writing to the University administrator responsible for the record, who will notify the student of his or her decision within 45 days of receiving the objection. A student dissatisfied with the administrator's decision may request a hearing pursuant to federal regulations at 34 CFR Part 99. Students concerned with the University's compliance with FERPA have the right to file complaints with the U.S. Department of Education's Family Compliance Office.

FERPA further requires, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records. One exception is disclosure to parents of dependent students. Another exception is disclosure to school officials with legitimate educational interests, on a "need-to-know" basis, as determined by the administrator responsible for the file. A "school official" includes anyone employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); retired/emeritus faculty or staff; any person or company acting on behalf of the University (such as an attorney, auditor, or collection agent); any member of the Board of Trustees or other governance/advisory body; and any student serving on an official committee, such as a disciplinary or grievance committee, or assisting other school officials in performing their tasks.

School officials have a legitimate educational interest if they need to review an education record in order to fulfill their professional responsibility. The University also

will furnish information from education records to other agencies or institutions that have requested the information, and in which the student seeks or intends to enroll or is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer. Other exceptions are described in the FERPA statute at 20 U.S.C. 1232g and regulations at 34 CFR Part 99.

The University considers the following to be directory information: name, campus address, email address, home address, telephone number, date and place of birth, academic fields of study, current enrollment (full or part-time), dates of attendance, photographs, participation in recognized activities and sports, degrees and awards, weight and height of athletic team members, previous educational agencies or institutions attended, and other similar information. The University may publicize or respond to requests for such information at its discretion. However, the use of the records for commercial or political purposes is prohibited unless approved by the appropriate dean.

Currently enrolled students may request that directory information be withheld from disclosure by making a request, in writing, to the registrar. The University assumes that failure on the part of the student to specifically request the withholding of any directory information indicates approval of disclosure.

Verification of Student Identity for Online/Distance Learning

This policy applies to all credit-bearing distance education courses or programs offered by the Cleary University, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study. The purpose of this policy is to ensure that Cleary operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education.

HEOA requires that institutions offering distance education or correspondence courses or programs have processes in place to ensure that the student registering for a

course is the same student who participates in the course or receives course credit. HEOA requires that institutions use one of the following three methods:

- A secure login and pass code
- Proctored examinations
- New or other technologies and practices that are effective in verifying student identification

Compliance

The Azure Active Directory Single Sign-On system is a University authentication and security measure to ensure that accounts are managed more securely across University campuses. All students at Cleary University are provided an Azure ID for secure access to University systems, including distance learning. New students claim their Azure ID through Cleary University's Identity Management system after providing their unique Student ID number and their date of birth. As part of this set-up, the Identity Management system requires that students create two secure questions and answers to be used in the event that students need to change their password or reclaim their Azure ID.

Students are responsible for providing their complete and true identity information in any identification verification process. It is against University policy for users to give someone his or her password or to allow others to use their account.

Cleary University uses Canvas as its learning management system. The Canvas system integrates with University authentication services to ensure appropriate and secure student access to courses and other Student Information Systems. All users of the University's learning management system are responsible for maintaining the security of Azure IDs and passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

In addition, the University's Student Information System provides instructors access to class rosters that may include student photos associated with their name and account. The Canvas learning management system also provides student photos associated with their account

and this is visible in areas of the course including the discussion. Live audio and video of students interacting in the course is also a feature of the learning management system. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use these technologies and design courses that use assignments and evaluations that support academic integrity.

At this time there are no additional student fees associated with student verification. In the event any verification fee is needed, it will be posted on the course registration site to provide an advance alert to students.

Cleary University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that students consent must be obtained before disclosing any personally identifiable information in the student's education records. Additional information on FERPA and student record

access can be found at: [NEED INFO](#)

Review

The Provost's Office is responsible for developing and ensuring compliance with this policy in the University's various academic and administrative units. The Provost's Office will inform deans and administrative officers when changes to the policy are made.

COURSES

Course Numbering

Courses are numbered based on their application to a traditional student life cycle. Courses in the 1000 range are considered freshman courses. Courses in the 2000 range are considered sophomore courses. Courses in the 3000 range are considered junior courses. Courses in the 4000 range are considered senior courses. Courses in the 5000 and 6000 range are considered graduate courses. The three-letter prefix indicates the academic department.

TYPES OF COURSES

Prerequisite Courses

Some classes may require a prerequisite course. A prerequisite course is a course that must be taken and passed before another class may be taken. In order to enroll in a class with a prerequisite, students must be currently enrolled or have already passed the prerequisite class. If a student is currently enrolled in the prerequisite class and they do not successfully pass the class, they will be dropped from the class requiring the prerequisite.

Core Courses

Core courses are courses that are required across all majors/programs.

General Education Courses

General education courses are part of a student's education that contribute to the breadth of knowledge needed to be a more effective citizen of a complex and culturally diverse world. They support the student with the skills and perspectives that always will not be gained from a specialized program of study and provide a basis for a

common educational experience all students and graduates of the University can share. It is intended to help students become more broadly knowledgeable, adaptable, and capable in their many life roles. By graduation, students will have been given opportunities to develop their insight, creativity and intellectual curiosity, as well as analytical and critical skills.

Lower Division Courses

Lower division courses are numbered in the 1000 or 2000 range and are generally completed for an associate's degree and during the first two years of study for an undergraduate degree.

Upper Division Courses

Upper division courses are numbered in the 3000 or 4000 range and are generally completed for a bachelor's degree and during the final two years of study for an undergraduate degree.

Elective Courses

A course that is not required for a major or minor is considered an elective course. Many programs of study at Cleary University have the opportunity for elective classes. Students should be aware of what classes are required for their concentration(s) and/or minor(s).

Directed Study

A Directed Study (DS) class is one in which there are four or fewer students enrolled. Directed Study courses are often required courses where cancellation would delay the completion of a student's degree. Directed Study classes function similarly to other courses, though there may be revised expectations.

Internship

An internship is a period of work experience offered by an employer to give students and graduates exposure to the working environment, often within a specific industry, often tying into their field of study. Internships can be as short as a week or as long as 12 months. They can be paid or unpaid. Throughout an internship, a student will

develop a variety of skills, including communication, personal effectiveness, presentation skills, creative problem solving, and persuasiveness. This “on-the-job” experience can be as valuable as anything learned in their studies.

Externship

An externship is to job shadow an individual, typically a respected professional within an industry or workplace a student has interest in pursuing. Externships are typically held for a short time period lasting anywhere from a single day to eight weeks and are often held over a student’s winter or spring break. Externships are usually unpaid.

Credit Hour

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: 1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 16 weeks for one semester hour of credit, or the equivalent amount of work over a different

amount of time 2) at least an equivalent amount of work as required in item one of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Course Formats

Cleary University offers classes in multiple formats through a mixture of on-campus and online education. Traditional undergraduate students must be enrolled in solely on-campus courses until they have completed a minimum of 60 credit hours. After those 60 credits have been completed, if students have a minimum 3.0 GPA, they may elect to take up to 50% of classes in another format, as available. Due to residency and attendance laws, this option is not available for international students. Note: Not all classes will be available with an online option. The types of course offerings are listed as follows:

Multi-Format

100% of contact hours are on-campus with all content, resources, lecture, assignments, etc., available through

the learning management system. Students can be designated as “on-campus,” “online,” or “flexible.” Unless students are required to be on-campus, they have the option of coming to on-campus class sessions as they want or need to. Some students are required to be on-campus.

Hybrid

Approximately 50% of contact hours are on-campus with some contact hours completed online through the learning management system.

Online

These courses are delivered 100% online with no required synchronous activity. Content, lecture, office hours, resources, discussion, collaborations, etc., all will take place through the learning management system.

Online Plus

These classes have a set day and time for live instruction, but do not meet on campus. Both instructor and students

are remote, and the lectures are simultaneously broadcast online and recorded. Students are encouraged to attend the live remote lecture but have the option to review the class recording in lieu of attendance. There is a combination of synchronous and asynchronous learning.

On-campus

100% of contact hours are on-campus. Attendance will be taken and will affect the grades and participation outcomes for the student. The learning management system will be used for assignment submission, content, and other resources.



Grading System

Final grades are issued at the end of each term.

The following 4.00 grading system is for all students:

| Grade | Percent | Grade Points |
|-----------|---------|--------------|
| A | 94-100% | 4.0 |
| A- | 90-93% | 3.7 |
| B+ | 87-89% | 3.3 |
| B | 84-86% | 3.0 |
| B- | 80-83% | 2.7 |
| C+ | 77-79% | 2.3 |
| C | 74-76% | 2.0 |
| C- | 70-73% | 1.7 |
| D+ | 67-69% | 1.3 |
| D | 64-66% | 1.0 |
| D- | 60-63% | 0.7 |
| F | <60% | 0.0 |
| P | Pass | n/a |
| F | Fail | n/a |



Other grade report and/or transcript codes are:

Scale

| Earned Grades | Description |
|------------------|--|
| A, A- | An earned grade assigned by the faculty indicating the student's work exceeded the minimum level of expectation in almost all areas. |
| B+, B, B- | An earned grade assigned by the faculty indicating the student's work exceeded the minimum level of expectation in some areas. |
| C+, C, C- | An earned grade assigned by the faculty indicating the student's work met the minimum level of expectation in almost all areas. |
| D+, D, D- | An earned grade assigned by the faculty indicating the student's work met the minimum level of expectation in most areas. |
| F | A grade assigned by the faculty indicating that even the student made an effort in the class, minimum expectations were not met. The student must retake the course to fulfill degree requirements. Also, a failed grade is assigned by the faculty in a course indicating a failed grade when the courses are evaluated on a pass/fail basis. The course must be repeated to fulfill degree requirements. |
| P | A pass grade is either assigned by the faculty in a course indicating a pass grade when courses are evaluated on a pass/fail basis, or by the Academic Program Committee as a result of a grade appeal. The student receives credit for the course. |

| Unearned Grades | Description |
|-----------------|--|
| AU | Audit. Indicates a registration to audit a course, which is not for academic credit. |
| FW | Faculty Withdrawal. This grade is assigned by the faculty for a course in which the student has never attended or participated in the course. |
| I | Incomplete. A grade assigned by the faculty indicating that the student came just short of completing the course due to circumstances beyond his or her control and is given a grace period (not to exceed seven weeks) to finish the work without penalty. |
| IW | Institutional Withdrawal. The University withdrew the student from all classes because he/she did not attend any class and did not request a drop or withdrawal, or due to circumstances where the student was removed from class by the Administration. Is not for academic credit. |
| R | Repeated course. Grade assigned by the Records Office when the course has been repeated to replace a previously earned grade. |
| W | Withdrawal. The student elected to withdrawal from the course during the withdrawal period. |

Honors

Undergraduate academic honors are computed based on all graded academic work completed at Cleary University. Academic honors include the Dean's List and Undergraduate Graduation Honors.

Dean's List

The Dean's List includes undergraduate students who are enrolled in 12 or more semester credit hours and have maintained a GPA for the semester of 3.75 or higher.

Undergraduate Graduation Honors

Undergraduate academic honors printed on the diploma are computed based on all graded academic work completed at Cleary University. The calculation is carried out to the third decimal place and truncated. In cases where all academic requirements have been met but the student has an outstanding financial obligation to the University, the diploma will be printed reflecting the date the student completed academic requirements. A bachelor's degree candidate who maintains a GPA of 3.5 or above is recognized as follows:

| Honors | GPA |
|------------------------|-----------|
| Summa Cum Laude | 3.90-4.00 |
| Magna Cum Laude | 3.70-3.89 |
| Cum Laude | 3.50-3.69 |

Students completing an associate's degree with a cumulative GPA of 3.50 or higher will graduate "with honors." Academic honors are not offered as part of the graduate program.

Student Awards and Academic Achievement

The President's Award is presented to a student who has demonstrated overall excellence in teamwork, scholarship, communication, and presentation skills, and an integration and application of the coursework into the business world.

The Business Innovation Award is presented to a student who has created or initiated an improvement to a business process or product within an existing company, organization, or conglomerate, either public or private, and which may include nonprofit institutions.

The Entrepreneurial Award is presented to a student who created or has planned a new product or business venture, or who has created or planned a new product or business venture within an existing company, organization, or conglomerate.

The MBA Leadership Award is presented to a graduate student who has demonstrated superior leadership in teamwork, scholarship, communication, and presentation skills in graduate level coursework.



ACADEMIC CLASSIFICATION

Freshman

An undergraduate student is considered a freshman if their total credit hours are 30 or fewer credits.

Sophomore

An undergraduate student is considered a sophomore if their total credit hours are at or above 30 but fewer than 60 credits.

Junior

An undergraduate student is considered a junior if their total credit hours are at or above 60 but fewer than 90 credits.

Senior

An undergraduate student is considered a senior if their total credit hours are above 90 credits.

Graduate

A graduate student is a student who is enrolled in either a Master of Science or Master of Business Administration program with the College of Graduate and Professional Studies.

Undergraduate Curriculum

Cleary University's traditional program consists of students who have completed high school within the previous two years or soon will complete high school. Program structure, scheduling, career development coursework, and technology integration are designed to meet the needs of the young adult student. Coursework emphasizes sound critical thinking and problem-solving skills, high quality communication, and the development of ethical leadership. Students generally enroll in two full-time semesters, and courses are on-campus with an instructor. Integration of theory with business application is a focus of the program, while still enabling traditional age students to experience a variety of co- and extra-curricular aspects of campus life. Most classes in the program are held during the daytime.

Graduate and Professional Studies Curriculum

The Cleary MBA is intended for students interested in assuming leadership roles in their current or future organizations. The graduate program emphasizes business theory appropriate to the graduate level but also incorporates an applied problem-solving approach while cov-

ering a broad range of core business topics. MBA/MS majors do not require a specific undergraduate degree major. Most classes in the program are held online.

Degree Completion Curriculum

Degree completion transfer majors are designed for individuals who have completed required preparatory courses. Students in the nontraditional program are generally expected to enroll in three semesters on a full- or part-time schedule.

Academic

Students are required to earn a minimum number of credits with Cleary University to earn a degree at Cleary University. The minimum number of credits for each degree are: 15 credits for an associate's degree, 30 credits for a bachelor's degree, and 24 credits for a master's degree.

GRADUATION REQUIREMENTS

Associate Degree

In order to graduate with an associate's degree, the following general guidelines must be met:

- Complete at least 60 credit hours including courses required for general education requirements. This excludes courses below the 1000 level.
- Receive at least a C- in courses required for their major field.
- Complete at least 15 credits in residency at Cleary University.
- Meet requirements two and five under the baccalaureate degree section.

Baccalaureate Degree

In order to graduate with a baccalaureate degree, the following general guidelines must be met:

- Complete at least 120 credit hours including courses required for general education requirements. This excludes courses below the 1000 level.
- Earn at least a 2.00 GPA at Cleary University.
- Receive at least a C- in courses required for their major field.

- Complete at least 30 credits in residency at Cleary University.
- Submit a graduation application.

Students also may be required to select a certain number of elective courses other than those required to complete their chosen degree program. The number of electives will vary by program.

All degree requirements are listed in the catalog. An advisor is assigned to assist students in following the course of study for their degree requirement. However, students bear responsibility in scheduling completion of the degree requirements for their chosen program of study. Cleary University cannot schedule courses for the convenience of individual students who cannot or do not take courses in their regular sequence.

Students will receive a plan of study during their first semester that lists courses to be completed for their declared major as well as any elective courses and completed courses.



Master's Degree

In order to graduate with a master's degree, the following general guidelines must be met:

- Complete at least 30 graduate credit hours.
- Earn at least a 3.0 GPA in their graduate work at Cleary University.
- Complete at least 24 graduate credits in residency at Cleary University.
- Submit a graduation application.

Double Major

Students may graduate with a double undergraduate major, subject to the following conditions:

- There must be a minimum of 24 distinct credits between the two majors.
- All catalog requirements for both majors must be met.
- The graduation application must show the name of both majors.
- Students may graduate with a double graduate major subject to the following conditions:
 - There must be a minimum of 9 distinct credits between the two majors.
 - All catalog requirements for both majors must be met.
 - The graduation application must show the name of both majors.

Second Degree

A student who has previously earned an undergraduate degree may seek to earn a second degree in another major at Cleary University. There must be a minimum of 24 distinct credits between the two degrees. All catalog requirements for the second degree must be met.

A student who has previously earned an **undergraduate** degree may seek to earn a second degree in another major at Cleary University. There must be a minimum of 9 distinct credits between the two degrees.

All catalog requirements for the second degree must be met. Credits for the previously earned degree will be transferred according to the transfer policy. An application for graduation must be submitted and any associated graduation fees paid for. Ordinarily, earning a second degree will require more than one year of coursework.

Additional Concentrations

Students may complete additional concentrations within the same major, provided they complete all concentration requirements, including prerequisites.

Graduation

In order to graduate, all undergraduate students must have satisfactorily completed all of the courses required for their degree as well as have a cumulative GPA of 2.0 or higher. Students seeking an associate's degree must have a minimum of 60 total credits; baccalaureate degree-seeking students must have a minimum of 120 total credits. For transfer students, a student must have achieved a minimum of 15 institutional credits for an associate's degree, a minimum of 30 institutional credits for a baccalaureate degree, and a minimum of 24 institutional credits for a graduate degree in Residency with Cleary University.

Application for Graduation

In order to graduate, a student must fill out a graduation application and pay any associated fees. Students who do not fill out the graduation application or pay the associated fees will not have their degree awarded.

COMMENCEMENT

Participation in Commencement

Students must meet all academic requirements for graduation, and all financial obligations with the University must be met prior to the degree being awarded. An application for graduation (available via the Student Portal) must be submitted to the Records Office by February 1st of that year for the Spring commencement ceremony. Students may apply for a degree only in the curriculum in which they are officially enrolled.

Graduation application processing (called degree clearance) is completed within two to four weeks following the final session in which the student completes final degree requirements. This includes posting the degree to the student transcript and mailing a copy to the student. Diplomas also are distributed by mail. Applications submitted prior to the student completing all degree requirements will be retained until requirements have been completed, and then they will be processed.

Commencement refers to the ceremony held annually in Spring to celebrate students' completion of degree

programs. Degree (MBA, MS, BBA, and ABA) recipients are eligible to participate in commencement. To participate in the ceremony, the student must complete degree requirements in a session prior to the scheduled ceremony or be in good academic standing and enrolled in final required courses during the Summer semester.

International students may participate in the ceremony closest to their degree completion date.

Program requirements include taking the end-of-program assessment (administered in a 9999 or CAR 1000 course) as well as completing all coursework and all other credits required (transfer credits and prior learning credit) for the program. The Registrar determines if a student has completed program requirements. The GPA calculated for academic recognition at the commencement ceremony is based on all academic work completed to date. The final GPA is based on all academic work and the appropriate honors will be printed on the transcript and diploma, respectively.

Diplomas

Students will receive an electronic diploma as well as a physical diploma. Diplomas will be emailed/sent to students following the completion of a degree. Diplomas will be withheld until the student has met all financial obligations to Cleary University.

Students may determine their GPA by dividing the total number of grade points earned by the total number of institutional credit hours (students who have taken a course more than once should see Repeating a Course). An undergraduate student must achieve a final GPA of 2.0 or higher for all courses taken at Cleary University to satisfy the GPA requirement for graduation. A graduate student must achieve a final GPA of 3.0 or higher for all courses taken at Cleary University to satisfy the GPA requirement for graduation.



Academic Conduct Standards

Cleary University (including students, faculty, and administration) has the important responsibility to uphold and protect academic integrity and therefore will not tolerate academic dishonesty of any kind. Academic dishonesty includes, but is not limited to, cheating, plagiarism, unauthorized collaboration, unauthorized use of digital materials (including paraphrasing software), purchasing or copying materials written by someone else, or falsifying information or documents or any other method of academic dishonesty. Intentionally assisting others in acts of academic dishonesty is also considered academic dishonesty.

Any cases of academic dishonesty will be reported to the appropriate Academic Dean and other personnel as the situation dictates. Confirmed dishonesty may result in penalties up to, and including, dismissal and denial of any financial reimbursement. Students have the right to appeal decisions made through this policy up to the office of the Provost via the Grievance and Appeals process.

Definition of Intentional and

Unintentional Plagiarism

Students are required to cite sources correctly according to the American Psychological Association (APA) 7.0 style in order to avoid plagiarism. APA is a standardized format for writing, research, and citation in use at Cleary University. Resources to assist students with proper citation formats include the Cleary University Library and various tutoring outlets on campus and online.

Professors regularly monitor assignment submissions utilizing, but not limited to, plagiarism detection software. At this time, Turnitin is the plagiarism software in use at Cleary University. After a suspected incident of plagiarism, the professor of record will review the document in question and the Turnitin report to gauge the severity of the occurrence. The professor of record will then reach out to the student and convey their reservations about the document and allow the student to provide an explanation. After this explanation, the professor will make a determination on whether the occurrence was intentional or unintentional plagiarism.

Intentional plagiarism occurs when students purpose-

fully present someone else's words, ideas, or other original materials as their own with no attempt at giving credit to the original author. In cases of intentional plagiarism, students will receive one of the following:

Strike 1: A zero on the assignment with no opportunity for a rewrite/retake (first occurrence).

Strike 2: An F in the course in which the transgression occurred (second occurrence)

Strike 3: Academic dismissal from Cleary University (third occurrence).

Unintentional plagiarism occurs when students use someone else's words, ideas, or other original materials as their own and provide some attempt to give credit to the original author. Self-plagiarism occurs when students resubmit their own previously written papers, projects, or discussion board responses from a previous course (taken at Cleary or any other university) without prior permission from the instructor. In cases of unintentional plagiarism, students will receive a warning and a zero for the assignment. The assignment may be resubmitted after discussion on the unintentional plagiarism infraction

with the instructor. Both warnings and strikes are documented in the learning management system and noted as an "alert" for the student's academic advisor.

Penalties for Academic Dishonesty

Penalties for other forms of academic dishonesty not addressed specifically may include a strike one, two, or three as described under Intentional Plagiarism based on the severity of the occurrence as determined by the professor of record, the academic dean, and the provost. Cleary University employs a three-strike process for students found guilty of acts of academic dishonesty; however, a flagrant violation of academic integrity may involve immediate dismissal and denial of any financial reimbursements. A flagrant violation will be brought before the Academic Integrity Board composed of the appropriate Academic Dean, Provost, and the Director of Financial Aid, and this board will make the decision on disciplinary action.

The student may appeal the final grade or disciplinary action as stated in the grievance and appeals process.

STUDENT RECORDS

Official Academic Records

A permanent transcript contains identifying information, a complete record of all coursework, academic status, and degree(s) granted.

Duplicate posting of the same or equivalent courses is not permitted. Additional records are maintained if the student has used financial aid or veterans' services. At the end of each semester, final grades are available through the Student Portal and recorded on the student's permanent transcript. Official transcripts and student copies may be obtained by contacting the Registrar's Office. Fees and restrictions may apply.

Updating Student Information

Students may update their information by filling out and sending in a Student Information Change Form. This form is found on the Registrar's website:

www.cleary.edu/records

The form must be completed and emailed to records@cleary.edu along with any necessary supporting documentation. Cleary University holds the right to refuse any information change.

Procedure to Inspect Records

Cleary University's policy with regard to student records follows the Family Educational Rights and Privacy Act of 1974 (20 USCS Section and 1232 g) and is set out in brief form as follows: students have the right to inspect their records; the institution will comply with the student's request for the information within 45 days after the request has been filed; and confidential information pertaining to students will not be disclosed to any person, organization, or agency outside the University without the written authorization of the student, except: 1) in compliance with a court order 2) when a parent or legal guardian of any student under 18 years of age may request to view the dependent's record 3) as included in directory information, which is public information.

Copy Refusal

Cleary University does not deny students access to educational records upon written request. Cleary University reserves the right to deny copies of records, including transcripts, not required to be made available by FERPA in the following situations:

The student lives within commuting distance of Cleary University.

- The student has an unpaid financial obligation to the University.
- There is an unresolved disciplinary action against the student.
- The education record requested is an examination or set of standardized test questions.

Disclosure of Education Records

Cleary University will disclose information from a student's education records only with the written consent of the student. **Exception:** records may be disclosed without consent when the disclosure is:

- To school officials who have a legitimate educational interest in the records.
- To officials of another school in which the student seeks or intends to enroll, upon the student's request.

- To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with audit or evaluation of certain state or federally supported education programs.
- In connection with a student's request for or receipt of financial aid to determine the eligibility, amount of conditions of the financial aid, or to enforce the terms and condition of the aid.
- To state and local officials or authorities if specifically required by a state law that was adopted before November 19, 1974.
- To organizations conducting certain studies for or on behalf of the University.
- To accrediting organizations to carry out their functions.
- To parents of an eligible student who is claimed as a dependent for income tax purposes.
- To comply with a judicial order or a lawfully issued subpoena.
- To appropriate parties in a health or safety emergency.
- To designated attorneys or legal consultants hired by the University.
- To individuals requesting directory information so

designated by the University. The information may include name, date of graduation, major field of study, dates of enrollment, and participation in officially recognized activities (e.g.: sports, degrees, and awards).

- As the result of any disciplinary proceeding conducted by the University against an alleged perpetrator of a crime of violence to an alleged victim of that crime.
- To senior federal justice officials with a court order in a terrorist investigation.

Students may request that information not be provided to individuals by filing a written request with the Office of the Registrar.

Correction of Education Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

- Students must request in writing to the Registrar of Cleary University to amend the education records relating to the student. In doing so, students should identify the part of the record to be amended and

specify why they believe it is inaccurate, misleading, or in violation of their privacy rights.

- Within a reasonable period of time after receipt of the request to amend, Cleary University may comply with the request, or it may decide not to comply. If it decides not to comply, Cleary University will notify students of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
- Upon the student's written request for a hearing, Cleary University will arrange for the hearing and notify the student, reasonably in advance, of the date, place, and time of the hearing.
- The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney, but must inform the hearing officer at least two days prior to the hearing.
- Cleary University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the

evidence presented and the reason for the decision.

- If Cleary University decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.
- If Cleary University decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that they have the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
- The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Cleary University discloses the contested portion of the record, it must also disclose the statement.

Transcript of Records

Students may request official or unofficial transcripts. Requests must be submitted through the filling out of a form found at www.cleary.edu/records. Official transcripts cost \$15.00 per copy. Unofficial transcripts are provided free of charge. Transcript requests will be held if current or former students still maintain a balance on their accounts.

Privacy Policy

Cleary University abides by the guidelines of the Family Education Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 7908).



AACSB ACADEMIC PROGRAMS



ACADEMIC PROGRAMS

TRADITIONAL UNDERGRADUATE DEGREES

The academic path at Cleary gives students the knowledge and understanding of the business landscape and ability to lead, think critically, make informed decisions, contribute, and prevail in a creative, imaginative, and multi-dimensional business environment. Guided by the University's strategic intent, a Cleary Mind™ Inside Every Business, The Business Arts Curriculum, a dynamic and challenging business school culture was deliberately designed to forge The Cleary Mind™ through the unique integration of 1) business courses (degree and concentration) 2) philosophy (proven to develop a student's ability to acquire the knowledge, abilities, and dispositions of a critical thinker) 3) literacy (reading, writing, cultural, and technological literacy).

The learning goals, which have their origin in the core Business Arts curriculum are listed below:

- Students will be skilled in critical and creative thinking, problem solving, and decision-making, as supported by the appropriate use of analytical and quantitative techniques.
- Students will be effective and persuasive communicators who can prepare and deliver oral and written presentations using appropriate technologies.
- Students will be able to articulate integrity and ethical behavior and the impact of culture and experience on one's world view and behavior.
- Students will be able to tackle strategic and organizational challenges with innovative and creative solutions.
- Students will acquire and apply business knowledge and concepts to effectively identify and provide solutions to complex problems within organizations.
- Students will be able to articulate internal identity separate from external influences.

UNDERGRADUATE DEGREE REQUIREMENTS

General Education

The general education program contributes to the development of The Cleary Mind,[™] a self-actualized, self-authored business school graduate who is uniquely able to contribute to the dynamic world of business. Self-authorship, a skill possessed by all leaders, is an ability to construct knowledge in a contextual world, an ability to construct an internal identity separate from external influences, and an ability to engage in relationships without losing one's internal identity. The program also increases exposure to a wide range of concepts and disciplines that promote the development of the eight Cleary Mind[™] attributes.

Upon completion of these goals, students have received the breadth of knowledge of our general education program. Students should then be able to effectively:

- Prepare and deliver oral and written presentations to exchange information, news, or knowledge using appropriate technologies (communication)

- Analyze evidence of issues, ideas, artifacts, and events before accepting or forming a judgment (Critical Thinking)
- Examine diverse perspectives and cultures as they relate to the individual, the community, and the global society (Diverse Perspectives and Cultures).
- Examine external and internal influences that govern behavior or the conducting of an activity (Ethics).
- Solve problems from different perspectives and find solutions to difficult or complex issues (Problem Solving and Creative Thinking)

Undergraduate General Education Requirements

Of the minimum 120 credit hours required for award of the bachelor's degree, every undergraduate student will earn at least 36 credits in general education courses. Students may select the general education courses that interests them in each domain. In addition to the 12 required courses, the student will select additional general education courses to complete the 36 credit hours requirement. The general education distribution is as follows:

General Education Domains

The general education distribution is as follows:

- Communication (2 courses minimum, 6 credits) taken in sequence
- Quantitative and Logical Reasoning (1 course minimum, 3 credits)
- Human Civilization, Legacy, and Creation (2 courses minimum, 6 credits)
- Social and Behavioral Science (2 course minimum, 6 credits)
- Perspective on a Diverse World (1 course, 3 credits)
- Observation and Analysis of the Natural and Physical World (2 course minimum, 6 credits)
- Electives (2 course minimum, 6 credits) from any domain

Coming Soon in Fall 2023 - LEARNING BEYOND THE CLASSROOM (GE Code: LBC) (6 credits, 2 experiences) will replace General Education elective requirements.

COMMUNICATION

(GE CODE: COM) (2 courses)

Cleary University recognizes that an ability to impart or exchange information, news, or knowledge in a coherent and organized manner is an essential skill for responsible and educated citizens. Moreover, good writing is necessary for clear communication to ensure academic, personal, and professional success. This domain includes academic and expository writing, communications, verbal presentation, and information studies.

The Cleary Mind™ Attributes:

- Communication
- Critical Thinking

QUANTITATIVE AND LOGICAL REASONING

(GE CODE: QLR) (1 COURSE)

Cleary University values critical thinking and the ability to assess and synthesize ideas in efforts to form objective analysis and evaluation in order to form a judgment. An awareness of quantitative theory, methods, and practice is one building block of critical thinking. This domain

builds undergraduate students' abilities to make inferences and draw conclusions from numerical data, and interpret statistics.

The Cleary Mind™ Attributes:

- Communication
- Critical Thinking
- Problem Solving

HUMAN CIVILIZATION, LEGACY, AND CREATION

(GE CODE: HCC) (2 COURSES)

Cleary University values creative thinking, the ways to look at and solve problems from different perspectives. The rich diversity of human activities and thoughts is recorded in great detail, in many forms, and in many languages. This evidence is apparent in history, literature, ethics, religion/spirituality, and philosophy. This domain will encourage the assessment, synthesis and new interpretation of experiences and ideas from multiple perspectives through the study of civilization, mythology, literature, geography, history, society and culture, religion, and language.

Cleary Mind Attributes:

- Critical Thinking

- Creative Thinking
- Ethics

PERSPECTIVES ON A DIVERSE WORLD

(GE CODE: PDW) (1 COURSE)

Cleary University appreciates the multiple perspectives of life as experienced by artists. This domain addresses an understanding of aesthetic experience through study and studio work in the primarily non-verbal fine arts: painting, drawing, photography, music, dance, theater, or other creative arts. Courses in this domain may include a studio component.

The Cleary Mind™ Attributes:

- Communication
- Critical Thinking
- Creative Thinking

SOCIAL SYSTEMS AND BEHAVIORAL SCIENCE

(GE CODE: SBS) (2 COURSES)

Cleary University recognizes the common benefit of understanding social systems and the contributions that people from diverse backgrounds and cultures have

had on the development of society as a whole. These courses address human behavior, interactions between and among people, and environmental impact on established social systems, structures, and forums. Calling for critical reflection on individual, social, and environmental interactions and concerns, this domain includes anthropology, culture, environmental systems, ethnic studies, language and linguistics, economics, political science, psychology and sociology.

The Cleary Mind™ Attributes:

- Communication
- Critical Thinking
- Creative Thinking

OBSERVATION AND ANALYSIS OF THE NATURAL AND PHYSICAL WORLD

(GE CODE: NPW) (2 COURSES)

Cleary University recognizes the importance of critically analyzing the multiple perspectives of processes that govern the natural world. This domain involves a study of the structure and behavior of the physical and natural

world through unbiased observation, systematic experimentation and validation. It introduces students to a world of interactive and interrelated systems. Students will develop an understanding and appreciation of scientific inquiry and use of evidence-based research in the formulation of scientific theories. Courses in this domain may include a laboratory experience. Examples of academic areas in this domain are archeology, chemistry, geology, earth science, physics, biology and astronomy.

The Cleary Mind™ Attributes:

- Critical Thinking
- Problem Solving

****COMING SOON - FALL 2023**

LEARNING BEYOND THE CLASSROOM

(GE CODE: LBC) (2 EXPERIENCES)

In an effort to meet the needs of Cleary's undergraduate traditional students, the domain, Learning Beyond the Classroom, will be incorporated into the 2023-24 academic program requirements in lieu of the six credits designated for general education electives. Cleary

University recognizes that learning happens in and out of the classroom. Students involved in activities outside the classroom have higher retention rates and more positive educational experiences. Learning Beyond the Classroom encourages students to obtain hands-on experience and learn about professionalism; it also provides a way to apply classroom knowledge.

The Cleary Mind™ Attributes:

- Ethics
- Communication
- Problem Solving

MICHIGAN TRANSFER AGREEMENT

Cleary University participates in the Michigan Transfer Agreement (MTA) to facilitate transfer from Michigan community colleges. A minimum of 30 credits must be taken to satisfy MTA, including:

- 1 course in English Composition and a second English Composition or a Communications course
- 1 course in Mathematics from one of three pathways: College Algebra, Statistics, or Quantitative Reasoning

- 2 courses in Social Sciences (from two disciplines)
- 2 courses in Humanities and Fine Arts (from two disciplines, excluding studio and performance)
- 2 courses in Natural Sciences (from two disciplines) including one with laboratory experience



CLEARY UNIVERSITY GENERAL EDUCATION DOMAIN TERMINOLOGY AND ALIGNMENT WITH MTA

| MTA | Credits | Cleary GE | Credits |
|----------------------------|---------|---|---------|
| English/ Communications | 6 | Communication (COM) | 6 |
| Humanities | 6 | Human Legacy, Creation, and Civilization (HCC) | 6 |
| Social Sciences | 6 | Social Systems and Behavior Science (SBS) Perspectives on a Diverse World (PDW) | 3,3 |
| Natural Sciences | 6 | Observation and Analysis of the Natural and Physical World (NPW) | 6 |
| Mathematics | 3 | Quantitative and Logical Reasoning (QLR) | 3 |
| Elective from MTA category | 3 | Elective from any domain | 3 |
| Total | 30 | Total | 30 |



GENERAL EDUCATION DOMAINS

COMMUNICATIONS (GE Code: COM)

English, Communications, Speech, Marketing

| | |
|-----------------|---|
| COM 1400 | Speak Up! (3 credits)* |
| COM 2200 | Public Relations (3 credits) |
| COM 2800 | Organizational and Interpersonal Communication (3 credits) |
| ENG 1000 | English Composition (3 credits)* |
| ENG 1100 | Discourse and Delivery (3 credits)* |
| ENG 1200 | Creative Writing (3 credits) |
| MKT 2100 | Transformational Marketing (3 credits) |

QUANTITATIVE AND LOGICAL REASONING

(GE Code: QLR)

Math, Statistics, Logic, Programming, Computing,
Data Analytics, Critical Thinking, Logic, Accounting,
Finance

| | |
|-----------------|--|
| ACC 1000 | Principles of Accounting and Economic Renaissance I (3 credits) (MTA) |
| ACC 2000 | Financial and Managerial Accounting for Sustainability (3 credits) (MTA) |
| CAS 1800 | Business Technology Applications (3 credits) |
| CIS 2100 | Computer Operating Systems (or equivalent) (3 credits) |
| MTH 1750 | Math for Business (3 credits)* |
| MTH 2800 | Applied Business Statistics (3 credits) |
| PHL 1100 | Logic and Problem Solving (QLR) (3 credits) |
| PHL 1200 | Critical Thinking in an Illogical World (3 credits) |
| QLR 1000 | Data Foundations (3credits) |
| STA 1000 | Data Integration Toolbox No. 1 (3 credits) |
| STA 2000 | Data Integration Toolbox No. 2 (3 credits) |

HUMAN CIVILIZATION, LEGACY, AND CREATION

(GE Code: HCC)

Arts, Music, Film, Theater, Humanities, Archeology, Communications, Culture, Gender, Ethnic Studies, Literature, History, Philosophy, Law, Religion, Interdisciplinary Studies

| | |
|-----------------|--|
| ART 1000 | Sketching and Painting (3 credits) |
| ART 2000 | Media Design (3 credits) |
| HUM 2100 | The Business of Art (3 credits) |
| HUM 2450 | History of Enterprise and Civilization (3 credits) |
| LAW 2900 | Business Law (3 credits) |
| PHL 1300 | Know Thyself, Know ThyWorld (3 credits) |
| PHL 1500 | The Right Decision (3 credits)* |
| PHL 2900 | Philosophy of Technology (3 credits) |
| PSY 1500 | Introduction to Psychology (3 credits) |

SOCIAL AND BEHAVIORAL SCIENCE

(GE Code: SBS)

Anthropology, Geography, Economics, Political Science, Sociology, Human Services, Psychology, Economics, Criminal Justice, Law, Political Science

| | |
|-----------------|---|
| CJM 1500 | Introduction to Criminal Justice (3 credits) |
| CJM 1600 | Administration in Criminal Justice (3 credits) |
| CJM 2500 | Human Resource Management in Criminal Justice (3 credits) |
| ECO 1000 | Economies of Economics (3 credits) (MTA) |
| ECO 2000 | Economies of Economics (3 credits) (MTA) |
| HRM 2800 | How We Work Together (3 credits) |
| LAW 2900 | Business Law (3 credits)(MTA) |
| PSY 2100 | Forensic Psychology & Criminal Profiling (3 credits) |
| PSY 1500 | Introduction to Psychology (3 credits) |
| TCM 1000 | Business Arts Immersion (3 credits)* |

PERSPECTIVES ON A DIVERSE WORLD

(GE Code: PDW)

Diversity, Ethics, Cross Cultural Studies, Culture, Global Studies, Religion, Race, Sex, Gender,

| | |
|-----------------|--|
| AMS 1050 | Social Change in American Sports (3 credits) |
| CIS 1050 | Data Science for Social Good (3 credits) |
| PHL 2100 | Culture of Ethics (3 credits) |
| PLS 2150 | Power and Governance (3 credits) |
| REL 1450 | Spirituality and the Christian Life (3 credits) |
| SOC 1500 | Sociology of Sport & Phys Act (3 credits) |

OBSERVATION AND ANALYSIS OF THE NATURAL AND PHYSICAL WORLD

(GE Code: NPW)

Chemistry, Physics, Biology, Technology, Materials Science, Earth Science, Astronomy, Geology, Computer Science, Engineering, Ecology, Nutrition, Anatomy/Physiology

| | |
|-----------------|--|
| BUS 1000 | The Business of Environmental Sustainability (3 credits) |
|-----------------|--|

| | |
|-----------------|---|
| NTR 2000 | Nutrition for Sports, Exercise, and Weight Management (3 credits) |
| OPM 2000 | How the Operation Works (3 credits) |
| PSC 1100 | Physical Science (3 credits) |
| SCI 1500 | The Science of Well-Being (3 credits) |
| SCI 2500 | Introduction to Global Climate Change (with Lab) (3 credits) |

Electives (2 course minimum, 6 credits) from any domain

COMING - FALL 2023

LEARNING BEYOND THE CLASSROOM

(GE Code: LBC)

(6 credits, 2 experiences) will replace General Education Elective requirements. The one constant in today's career environment is unrelenting change—change catalyzed by economic, environmental and cultural transformations, global business, and technology. The Cleary Business Arts™ education and related degrees embrace the dynamic realities of change. This one-of-a-kind business education enables you to enter the business world uniquely prepared to think—with agility and flexibility – to encounter change and thrive.



BACHELOR OF BUSINESS ADMINISTRATION (BBA) BUSINESS MANAGEMENT

This Bachelor of Business Administration (BBA) in Management prepares students to pursue a career in managing activities in a private, public, non-profit, or governmental organization. In addition to specific management and behavioral courses, formal studies will include Accounting, Economics, Information Systems and Statistics.

A business degree can help students launch their career in several different industries, which can be a huge asset when seeking a job after graduation. Business and related subjects (such as the FAME group finance, accounting, management, and economics) are among the most strategic fields of study at universities worldwide, particularly at graduate level. Business touches every aspect of modern human society, and professionals with a business degree are diverse and often highly paid, which is why business graduates remain in high demand globally. Degrees in business management provide students with a highly portable degree in general management. The

broad base of subjects covered in this degree, and its concentrations, will enable students to control their path and then shift it - and shift it again - when markets, economies, and industries evolve and change.

GENERAL EDUCATION DOMAINS (Required)

- **Communication**
(2 courses minimum, 6 credits)
- **Quantitative and Logical Reasoning**
(1 course minimum, 3 credits)
- **Human Civilization, Legacy, and Creation**
(2 courses minimum, 6 credits)
- **Social Systems and Behavioral Science**
(2 course minimum, 6 credits)
- **Perspective on a Diverse World**
(1 course, 3 credits)
- **Observation and Analysis of the Natural and Physical World**
(2 course minimum, 6 credits)
- **Electives**
(2 course minimum, 6 credits) from any domain

COMING - FALL 2023

LEARNING BEYOND THE CLASSROOM

(GE Code: LBC)

(6 credits, 2 experiences) will replace general education elective requirements.

36 Credit Hour Minimum

BUSINESS PROGRAM CORE (Required) (30 credits)

All business core courses acquaint you with various fields in business and help you learn to communicate, to interact, and to assume responsible positions in your chosen field. Cleary's Fixed and Flex Business Core, gives you the opportunity to gain valuable work experience, professional opportunities, and participate in leadership development. Complete a minimum of 30 upper division program credits (3000/4000) from the Business Core (Fixed) and Professional Development Core (Flex).

30 credit minimum

Business Core (Fixed 15):

- | | |
|-----------------|--|
| BUS 3500 | Strategic Thinking from the Inside Out (3 credits) |
| COM 3100 | Communicating to a Shrinking World (3 credits) |

- | | |
|-----------------|--|
| HUM 3250 | Cross-Cultural Diversity (3 credits) |
| MGT 3400 | Managing Projects and Processes in Organizations (3 credits) |
| MGT 4071 | Organizational Behavior (3 credits) |

Professional Development Core (Flex 15):

- | | |
|-----------------|--|
| BUS 4200 | Successful Negotiation Skills (3 credits) |
| DMA 4200 | Data Analysis in Business (3 credits) |
| LED 3010 | Leadership Applications (3 credits) |
| MKT 3000 | Transactional Marketing (3 credits) |
| PHL 4900 | The Social Contract (3 credits) |

Major Concentration (Required)

Major concentration courses are 15 upper division program credits (3000/4000) of a single discipline

15 credit hour minimum

Required Course(s)

| | |
|-----------------|-----------------------------------|
| CAR 1000 | A, B, C, D (2 credits) |
| LED 4900 | Leadership Seminar (3 credits) |

Minor Concentration (Optional)

Required Courses from Business Core(12 credits):

24 Credit Hour Minimum

| | |
|-----------------|--|
| COM 3100 | Communicating to a Shrinking World (3 credits) |
| HUM 3250 | Cross-Cultural Diversity (3 credits) |
| MGT 3400 | Managing Projects and Processes in Organizations (3 credits) |
| MGT 4071 | Organizational Behavior (3 credits) |

Concentration Courses are 12 upper division program credits (3000/4000) of a single discipline.

Electives

Any undergraduate course offered by the University.
Remaining credits to reach 120

Students with a 3.0 or better overall GPA may elect to take up to 15 credits of graduate courses that will be applied toward their undergraduate degree and may be transferred to their graduate degree. Please note that a B or better grade is required for each class considered for transfer.

THE MAJOR CONCENTRATION COURSE REQUIREMENTS (15 credits)

Cleary offers 10 major undergraduate concentrations, which lead to a Bachelor of Business Administration (BBA) in Business Management:

1. **Business Communications**
2. **Business Ethics**
3. **Cyber Security Management**
4. **Data Management and Analysis**
5. **Digital Marketing**
6. **Human Resource Management**
7. **Nonprofit Management**
8. **Project Management**
9. **Sports Promotion and Management**
10. **Supply Chain Management**

The major concentration requirement includes a series of upper division (3000/4000) courses focused in a single discipline.

BUSINESS COMMUNICATIONS

A degree in business communications is timeless and provides students with strong writing, speaking, and information technology skills. Students will discover quickly that the ability to effectively communicate information between employees and employers within a company, broadcast a company's intentions to the public, and communicate information between a company and its clients is in extremely high demand. As the world becomes more global, diverse, and inclusive, graduates with the skills to navigate these opportunities will find themselves to be irreplaceable assets.

Graduates of the business communications program are able to pursue careers that meet the needs of the high-tech, global marketplace. Through practical application of the branches of business communications, including forays into advertising, media creation, and persuasive technique, students receive a well-rounded approach

to becoming holistic communication professionals who easily can bridge the gap between corporate needs and public communications.

THE BUSINESS COMMUNICATIONS MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **COM 3500** Advanced Media Writing (3 credits)
- **COM 4200** Advanced Advertising Strategy (3 credits)
- **COM 4300** Design and Production (3 credits)
- **COM4200** Strategic Communication of Data Analysis (3 credits)
- **COM 4900** Business Communication Contexts (3 credits)

PREREQUISITES

- **ENG 1000** English Composition (3 credits) or equivalent; or
- **ENG 1100** Discourse and Delivery (3 credits) or equivalent

BUSINESS ETHICS

A degree in business ethics prepares students to address the business world's most complex problems. The business ethics faculty has created an environment that takes these complex problems and looks for workable, real-world solutions. The coursework emphasizes critical thinking skills and ethical problem solving. Students in this program learn how to cooperate with industry leaders at all levels and regulatory agencies while addressing these complex problems.

Specializing in business ethics provides students with the foundation of knowledge relevant to acquiring a leadership position in the areas of compliance, governmental oversight, or corporate governance. With the emphasis on critical thinking and problem solving skills, this program is designed for real-world, solution-driven results and is applicable across industries. Governance and ethics specialists are always in demand.

THE BUSINESS ETHICS MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **PHL 4100** Measuring and Monitoring ESG Performance (3 credits)
- **PHL 4200** Conducting Internal Investigations (3 credits)
- **PHL 4300** Enterprise Risk Management (3 credits)
- **PHL 4600** NGOs and Consumer Advocates (3 credits)
- **PHL 4900** The Hyde Park Soapbox (3 credits)

PREREQUISITES

- **PHL 1300** Know Thyself, Know Thy World (3 credits)
- **PHL 1500** The Right Decision (3 credits)



CYBER SECURITY MANAGEMENT

The Cyber Security Management major concentration is tailored for students who want to pursue a career defending organizational information technology systems. Students who complete the cyber security program will be transformed into knowledgeable, confident and ethical leader.

After enrolling in Cleary's cyber security program, students will be provided with a complete and thorough education of everything related to cyber security management and what goes into protecting information & technological assets of the organizations for which they work. The BBA in Management/Cyber Security degree is designed for enthusiastic hardworking individuals with a passion for making ethical business decisions in a cyber security world.

THE CYBER SECURITY MANAGEMENT (CSM) MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **ITS 3050** Introduction to Networks (3 credits)
- **ITS 3150** Introduction to Cybersecurity Tools & Cyber Attacks (3 credits)
- **ITS 4150** Information Systems and Security (3 credits)
- **ITS 4250** Ethical Hacking and Penetration Testing (3 credits)
- **ITS 4550** Digital Forensics and Investigations (3 credits)

PREREQUISITES

- **CIS 2100** Computer Operating Systems (3 credits)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn an IBM Cybersecurity Analyst Professional Certificate.

DATA MANAGEMENT AND ANALYSIS

The Data Management and Analysis major concentration is tailored for students who would like to broaden their skills in data management and analysis. You will learn the entire spectrum of data analytics and management including database concepts, communication of analytics, statistics, Python, and R programming. Students interested in this concentration should have a firm knowledge of basic computing skills including the ability to grasp and understand new data processing and analytics concepts that relate to information systems.

THE DATA MANAGEMENT AND ANALYSIS (DMA) MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **COM 4400** Strategic Communication of Data Analysis (3 credits) or elective
- **DMA 3200** Introduction to Data Analytics with R (3 credits)
- **DMA 3600** Data-Driven Decisions (3 credits)
- **DMA 4070** Database and SQL with Python (3 credits)

- **DMA 4200** Data Analysis in Business (3 credits)

PREREQUISITES

- **QLR 1000** Data Foundations (3 credits)*, and
- **CIS 2100** Computer Operating Systems (3 credits)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn:

- Google Data Analytics Professional Certificate
- IBM Data Science Professional Certificate

DIGITAL MARKETING

Marketing is essential to any product or service-providing organization. The digital marketing major provides students with an in-depth understanding of marketing principles, advertising and persuasion, consumer behavior, and e-commerce. Students will learn how to study human behavior and how to discover the needs and preferences of consumers and use this information to market a product or service effectively. A degree in digital marketing is designed to prepare students to develop, execute, and promote products/services within any industry.

The need for digital marketers in a world built on messaging in an instant has grown exponentially, but they will need to be well-rounded. The concentration includes foundational business courses in the areas of accounting and financial management, business law, economics, information technology, international business, statistics, and management. Career opportunities in all industries are readily available. From sports and entertainment to industrial business-to-business transactions, quality marketing in the digital age will be essential.

THE DIGITAL MARKETING MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **COM 4400** Strategic Communication of Data Analysis (3 credits)
- **MKT 3360** Storytelling with Content Marketing (3 credits)
- **MKT 4350** Social Media and Practice (3 credits)
- **MKT 4360** Managing the Customer Relationship (3 credits)
- **MKT 4450** Marketing Metrics and Analytics for Decision-Making (3 credits)

PREREQUISITES

- **MKT 2100** Transformational Marketing (3 credits)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn a Meta Social Media Marketing Professional Certificate.

HUMAN RESOURCE MANAGEMENT

Understand how the success of an organization is heavily dependent on the performance of its people and how we work together in business. The role of human resource management in an organization connects ethics and social responsibility to its impact on businesses and social environments in which people work together. The field of human resource management encompasses various specialties including compensation, recruiting, benefits administration, and labor relations. In addition to specializations, generalists with knowledge of human resource management and management functions are in high demand. One of the most important career skills for all human resource management professionals is to have the necessary business knowledge, technology skills, interpersonal communications, and understanding of strategic processes to assist an organization in achieving its goals. Students will be prepared to be effective human resource managers.

Human resource professionals are always in demand and are on the frontline in terms of employee performance, training in satisfaction. The ability to help individuals while shaping corporate policy, strategic direction in a future-proof industry is invaluable. This is a skill-set that is universally recognized and can provide immediate employment.

COURSES THE HUMAN RESOURCE MANAGEMENT (HRM) MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **HRM 4210** Human Resource Management (3 credits)
- **HRM 4500** Training and Development for Human Resource Professionals (3 credits)
- **HRM 4600** Compensation and Performance Management Systems (3 credits)
- **HRM 4700** Organizational Staffing Principles and Practices (3 credits)
- **HRM 4750** Diversity and Inclusion for HR Professionals (3 credits)

PREREQUISITES

- **HRM 2800** How We Work Together (3 credits)

NONPROFIT MANAGEMENT

There is an increasing need for qualified nonprofit professionals to effectively manage the business and financial affairs of charitable and humanitarian organizations. Cleary's concentration in nonprofit management will provide students with the broad-based knowledge needed to increase effectiveness and bring sustainability to nonprofit organizations. The management and funding structures of the nonprofit sector offer unique challenges. Not only must the nonprofit manager resolve the same organizational, personnel, financial, marketing, operations, and leadership issues as any for-profit organization, they also must address resource development, governance, management of volunteers, and social entrepreneurship. The nonprofit management concentration provides students with strong leadership, fundraising, nonprofit strategy, and specific management skills. Graduates can go on to apply those skills to a variety of organizations within the larger nonprofit sector at the management level.

The BBA with a concentration in nonprofit management prepares students for these challenges by focusing on

leadership and management, development and marketing, and nonprofit finances and fundraising. This program is designed for students who want to become executive directors, operations managers, development managers, or public relations managers for a nonprofit. Some areas include church and faith-based organizations, missions, health providers, arts and culture, and educational institutions.

THE NONPROFIT MANAGEMENT MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **ACC 4250** Accounting and Taxation for Nonprofit Organizations (3 credits)
- **NPA 2000** Nonprofit Management (3 credits)
- **NPA 3200** Nonprofit Strategy and Planning (3 credits)
- **NPA 4000** Grant Writing and Management (3 credits)
- **NPA 4100** Policies, Practices, and Law (3 credits)

PREREQUISITES

N/A

PROJECT MANAGEMENT

Project management is a set of processes, systems, tools, and techniques for effective planning and control of organizational initiatives, priorities, and projects. The use of project management skills and practices ensures successful completion of these mission critical initiatives with focused attention on managerial oversight, organization-wide communications, and project control needed to complete projects on time and within budget. These skills are comprehensive and highly marketable in the world of modern business. The courses within the project management program allow students to develop the skills necessary to be strong project leaders and contribute to the overall success of an organization. Each course within the project management program builds on a foundation of project management knowledge that has been cultivated through real-world experiences by the faculty teaching the courses featuring world-class proprietary content and a full complement of Cleary-developed instructional materials.

Careers in project management reach into and enhance all areas of business. Along with a Project Management Professional (PMP®) certification from the Project Management Institute (PMI), career opportunities in

project management are available in all sectors. From manufacturing and industrial sectors through the service industry and into marketing, communications and education, effective project management is in high demand.

THE PROJECT MANAGEMENT MAJOR CONCENTRATION

The five required courses for this major concentration are:

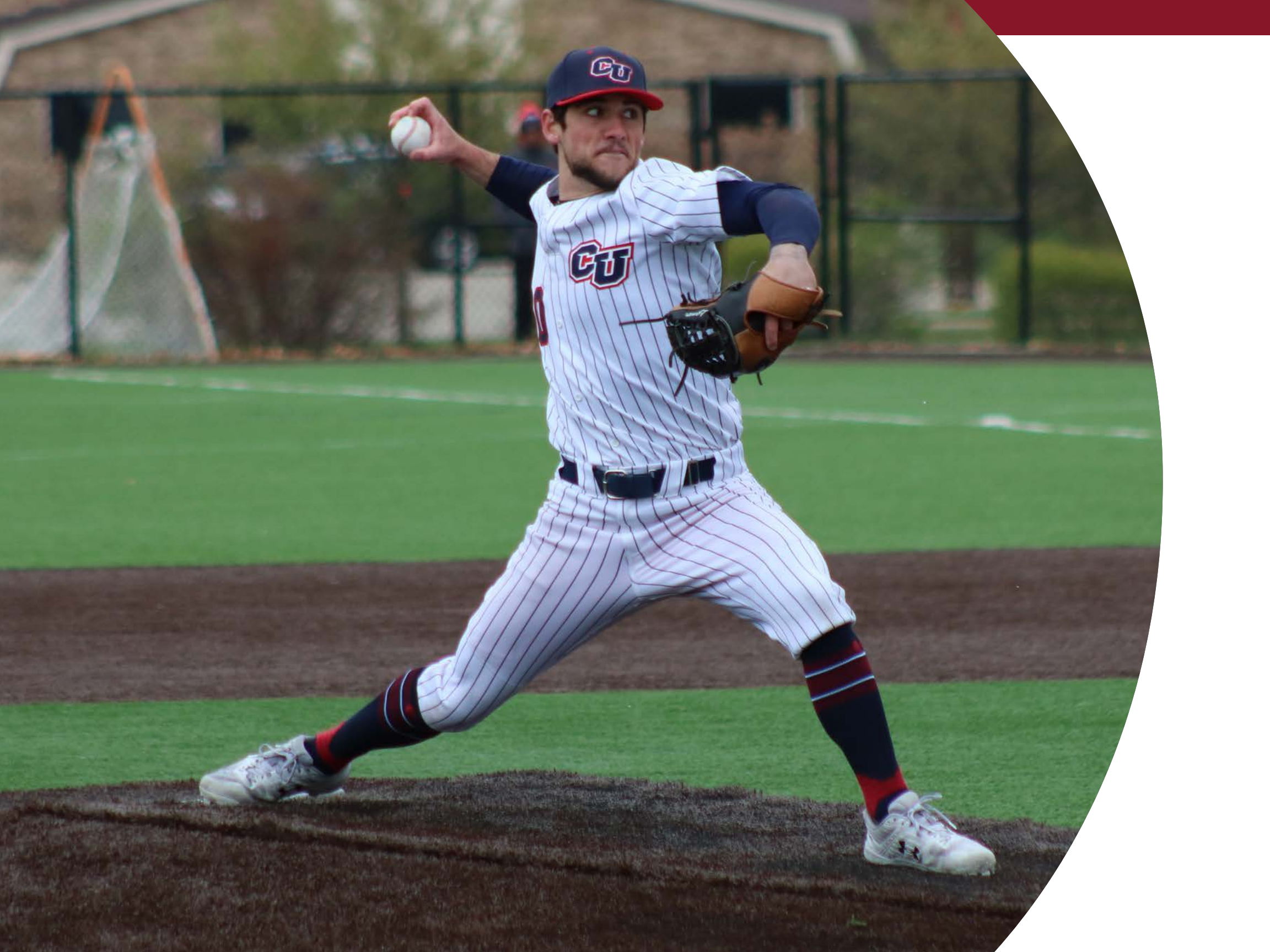
- **PMG 3250** Project Initiation and Planning
- **PMG 3500** Introduction to Project Management
- **PMG 3600** Project Management Tools and Techniques
- **PMG 4350** Project Execution
- **PMG 4450** Agile Project Management

PREREQUISITES

N/A

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn a Google Project Management Professional Certificate



SPORTS PROMOTION AND MANAGEMENT

Sports promotion and management programs are designed for students interested in becoming business leaders within the sports industry. This program provides students with a well-rounded business education in the areas of accounting and finance, business law, international business, management, and marketing. It also includes specific coursework that is focused on the management of sports/event facilities, food and beverage, marketing and promotion, sports law, sports analytics, and contract negotiations. In addition, students will participate in an internship or experiential learning to gain valuable, real-world experience. Students will gain skills in business fundamentals and specific sports management disciplines in a learning environment that balances textbook theory with real-world business application. Through varied learning methodologies, including an internship, students are exposed to the legal, regulatory, marketing and operational aspects of sports venue management.

Sports promotion and management students gain knowledge and skills to apply business management and promotion concepts in the sports industry. Graduates may receive positions in management, marketing, sales, pro-

motion, and accounting or finance within a variety of business settings including professional and amateur sports organizations, private and commercial sports fitness and recreation, sports event management, sports finance, front office management, and sports marketing or promotion. Students should expect to participate in internships and/or formal work experiences during their education in order to increase marketability upon graduation.

THE SPORTS PROMOTION AND MANAGEMENT MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **SEM 4100** Sports/Event Marketing, Promotion, and Public Relations (3 credits)
- **SEM 4200** Sports Financial Analytics (3 credits)
- **SEM 4400** Sports and Event Law (3 credits)
- **SEM 4500** Sport/Event Negotiations, Contracts, and Risk Management (3 credits)
- **SEM 4650** Sports Promotion Management Leadership Development (3 credits)

PREREQUISITES

- **SEM 2000** Foundations in Sports Promotion and Management

SUPPLY CHAIN MANAGEMENT

This concentration spans all facets of a multicultural business environment. With the continuing globalization of industry, the practice of supply chain management has become a strategic and indispensable component for all firms, regardless of size. Even the smallest companies can contract with suppliers across the world to improve their standing in the crowded global marketplace. This concentration offers an overview of issues that surround global supply chain management, a high-level discussion of how those issues will affect businesses of all types, and applications of supply chain theory to modern issues including the use Six Sigma techniques, data analytics specific to supply chain issues, and special attention paid to the future and growth opportunities within the industry.

THE SUPPLY CHAIN MANAGEMENT MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **SCM 3000** Supply Chain Strategy (formerly OPM 3000)
- **SCM 4000** Supply Chain Management
- **SCM 4100** Logistics and Distribution
- **SCM 4400** Supply Chain Analytics
- **SCM 4500** Supply Chain Future, Scaling and Growth

PREREQUISITES

- **OPM 2000** How the Operation Works

BACHELOR OF BUSINESS ADMINISTRATION (BBA) IN ACCOUNTING AND FINANCE

Cleary offers three major undergraduate concentrations, which lead to a Bachelor of Business Administration (BBA) in Accounting and Finance:

- Corporate Accounting
- Corporate Finance
- Public Accounting

Each of these concentrations are described along with their individual requirements.

CLEARY GENERAL EDUCATION DOMAINS (REQUIRED)

36 credit hour minimum

- Communication (2 courses minimum, 6 credits)
- Quantitative and Logical Reasoning (1 course minimum, 3 credits)
- Human Civilization, Legacy, and Creation (2 courses minimum, 6 credits)
- Social Systems and Behavioral Science (2 course

minimum, 6 credits)

- Perspective on a Diverse World (1 course, 3 credits)
- Observation and Analysis of the Natural and Physical World (2 course minimum, 6 credits)
- Electives (2 course minimum, 6 credits) from any domain

Coming - Fall 2023 - LEARNING BEYOND THE CLASSROOM (GE Code: LBC) (6 credits, 2 experiences) will replace General Education Elective requirements.

BUSINESS PROGRAM CORE (REQUIRED)

24 credit hour minimum

Complete a minimum of 24 upper division program credits (3000/4000) from the Business Core.

- **BUS 3500** Strategic Thinking
- **BUS 4200** Successful Business Negotiations
- **COM 3100** Communicating to a Shrinking World
- **DMA 4200** Data Analysis in Business
- **HUM 3250** Cross-Cultural Diversity
- **LED 3010** Leadership Applications

- **MGT 3400** Managing Projects and Processes in Organizations
- **MGT 4071** Organizational Behavior

ACCOUNTING AND FINANCE PREREQUISITES (REQUIRED)

(15 credits)

- **ACC 1000** Principles of Accounting
- **ACC 1100** Principles of Accounting II
- **ACC 2700** Accounting Information Systems
- **ACC 2801** Intermediate Accounting I
- **ACC 2901** Intermediate Accounting II

MAJOR CONCENTRATION (REQUIRED)

18-30 credit hour minimum

Major Concentration Courses 18-30 upper division program credits (3000/4000) of a single discipline
The required courses are:

LED 4900 – Leadership Seminar (3 credits)

CAR 1000 A, B, C, D (2 credits)

CORPORATE ACCOUNTING MAJOR CONCENTRATION

18 credit hour minimum

The Bachelor of Business Administration (BBA) in Accounting and Finance with a concentration in corporate accounting is designed to prepare students for accounting careers in a corporate environment. This program gives a strong foundation in financial and managerial accounting. The curriculum is designed to prepare students for the Certified Management Accountant (CMA) examination. Graduates of this program will be well prepared to meet the professional challenges faced by accounting professionals in a corporate business environment.

Graduates from this program can work as corporate accountants, controllers, credit managers, risk managers, and business consultants. Students who have an aptitude for international accounting can work for multinational companies. Career opportunities in accounting are projected to grow steadily in the next decade.

The six required courses for this major concentration are:

- **ACC 3800** Auditing
- **ACC 4400** Cost Accounting I
- **ACC 4410** Cost Accounting II
- **ACC 4500** Taxation I
- **ACC 4900** Advanced Financial Accounting
- **FIN 4000** Financial Management

PUBLIC ACCOUNTING MAJOR CONCENTRATION

30 credit hour minimum

The Bachelor of Business Administration (BBA) in Accounting and Finance with a concentration in public accounting prepares students for the CPA credential in the State of Michigan.

- **ACC 3800** Auditing
- **ACC 4050** Legal Issues for Public Accounting
- **ACC 4150** Governmental/Nonprofit Accounting
- **ACC 4400** Cost Accounting I
- **ACC 4410** Cost Accounting II
- **ACC 4500** Taxation I
- **ACC 4600** Taxation II
- **ACC 4900** Advanced Financial Accounting

- **FIN 4000** Financial Management
- **FIN 4750** Advanced Corporate Finance

FINANCE MAJOR CONCENTRATION

18 credit hour minimum

The Bachelor of Business Administration (BBA) in Accounting and Finance with a concentration in corporate finance is designed to prepare students for a career in finance in a corporate environment. The role of a corporate finance manager is to maximize bottom line opportunities for a business. Corporate finance managers are responsible for identifying and securing merger and acquisition deals, managing and investing large monetary funds, and buying and selling financial products. The corporate finance manager steers the financial direction of the business and undertakes all strategic financial planning and reporting to stakeholders. Corporate finance managers handle all aspects of large transactions for a business, including due diligence.

The role of the financial manager is changing in response to technological advances that substantially have reduced

the amount of time it takes to produce financial reports. Financial managers' main responsibility used to be monitoring a company's finances, but they now do more data analysis and advise senior managers on ways to maximize profits. They often work in teams, acting as business advisors to top executives.

The required course are:

- **ACC 4400** Cost Accounting I
- **FIN 4000** Financial Management
- **FIN 4125** Investment and Portfolio Management
- **FIN 4351** Financial Markets and Institutions
- **FIN 4750** Advanced Corporate Finance
- **FIN 4800** International Finance

Electives

Any undergraduate course offered by the University.

Corporate accounting or finance 120 credits.

Public accounting requires 150 credits

(Note: CPA in Michigan requires requires 150 semester credits.)

ASSOCIATES OF BUSINESS ADMINISTRATION (ABA) ABA DEGREE REQUIREMENTS

(60 credits)

General Education (see General Education Requirements for details)

36 credit hour minimum

ABA BUSINESS MANAGEMENT

(Required - transfer available)

24 credit minimum

- **ACC 1000** Principles of Accounting and Economic Renaissance I
- **ACC 2000** Financial and Managerial Accounting for Sustainability
- **ECO 1000** Economies and Economics I
- **ECO 2000** Economies and Economics II
- **HRM 2800** How We Work Together
- **LAW 2900** Business Law
- **MKT 2100** Transformational Marketing
- **OPM 2000** How the Operation Works

ABA Accounting

(Required - transfer available)

29 Credit Minimum

- **ACC 1000** Principles of Accounting and Economic Renaissance I
- **ACC 1100** Principles of Accounting and Economic Renaissance II
- **ACC 2700** Accounting Information Systems
- **ACC 2801** Intermediate Accounting I
- **ACC 2901** Intermediate Accounting II
- **ECO 1000** Economies and Economics I
- **ECO 2000** Economies and Economics II
- **HRM 2800** How We Work Together
- **LAW 2900** Business Law

UNDERGRADUATE CERTIFICATES

Cleary University designed its certificates and degrees so that they could work together as building blocks for personalized success. Higher education calls these “stackable credentials,” which means students can add programs and gain expertise in the most career-relevant skills, diversify their learning experience, and pursue interests.

Certificates ordinarily include 12-18 credit and is an extra credential housed and supported within a degree program. Basically, students take five to six key courses that are woven into their degree program, replacing options and/or elective slots with no additional cost. Certificates can be also completed as stepping stones to a degree or built upon previous earned credentials.



UNDERGRADUATE CERTIFICATE REQUIREMENTS

Certificates consist of at least 12 credit hours of university-level courses, of which usually a minimum of nine credits must be taken at Cleary.

The learning goals for undergraduate certificates are:

- Students will be skilled in critical and creative thinking, problem solving, and decision-making, as supported by the appropriate use of analytical and quantitative techniques.
- Students will be able to tackle strategic and organizational challenges with innovative and creative solutions.
- Students will acquire and apply business knowledge and concepts to effectively identify and provide solutions to complex problems within organizations.

STACKABLE UNDERGRADUATE CERTIFICATES

THE BUSINESS COMMUNICATIONS

UNDERGRADUATE CERTIFICATE (18 credits)

The Undergraduate Certificate in Business Communications is an 18 credit-hour offering, targeting students from a wide variety of disciplines. These courses provide the needed knowledge to gain a foundation in business communications across key business communication domains, including advertising, media writing, design and production, and data analysis.

Certificate Learning Outcomes

- Develop professional quality oral, written, and visual communications that are coherent, technically sound, and appropriately adapted to specific audiences and contexts.
- Identify strategies for addressing the impact of various physical, cognitive, cultural, and social factors that shape communication across interpersonal, group, and organizational settings.
- Apply various tools and technology to the design, development, and dissemination of communication messages.
- Apply professional, ethical, and socially and culturally sensitive communication practices across interpersonal, group, organizational, and intercultural settings.

COURSES

- **COM 3100** Communicating to a Shrinking World (3 credits)
- **COM 3500** Advanced Media Writing (3 credits)
- **COM 4200** Advanced Advertising Strategy (3 credits)
- **COM 4200** Strategic Communication of Data Analysis (3 credits)
- **COM 4300** Design and Production (3 credits)
- **COM 4900** Business Communication Contexts (3 credits)

THE BUSINESS MANAGEMENT UNDERGRADUATE CERTIFICATE (18 credits)

The Undergraduate Certificate in Business Management is an 18 credit-hour offering, targeting students from a wide variety of disciplines. These courses provide the needed knowledge to gain a foundation in business management across key business management domains, including leadership, management, legal and ethical environment of business, organizational innovation and change, and human resources development. The certificate is a way for students to demonstrate to future employers that they have knowledge of the foundational principles of management.

Certificate Learning Outcomes

- Apply management skills in decision-making and analysis of the organizational structure.
- Examine ethical behaviors and legal implications of an organization in social, environmental, and corporate environs.
- Evaluate the role of a manager in the global economy.
- Develop critical-thinking skills for analysis in strategic planning and innovation.

- Explain and apply varied leadership styles and techniques for creating and enhancing organizational competitiveness and career plans.

COURSES

- **HUM 3250** Cross-Cultural Diversity (3 credits)
- **MGT 3400** Managing Projects and Processes in Organizations (3 credits)
- **MGT 4071** Organizational Behavior (3 credits)
- **MGT 4200** International Business (3 credits)
- **MGT 4790** Management Policy (3 credits)
- **MGT 4950** Discovering Leadership (3 credits)

THE CYBER SECURITY MANAGEMENT (CSM) UNDERGRADUATE CERTIFICATE (15 credits)

The Undergraduate Certificate in Cyber Security Management advances students understanding of cyber threats, information assurance, and digital crime investigation, and developing their knowledge, skills, and abilities to secure organizational data as information security experts in an information technology-dependent enterprise. Coursework is aligned with the IBM Cybersecurity Analyst Professional Certificate. Students

interested in these courses should have a firm knowledge of basic computer skills and information security, including the ability to grasp and understand the controls and concepts needed to safeguard organizational data. This certificate program is eligible for financial aid.

Certificate Learning Outcomes

- Identify cybersecurity analyst tools including data protection.
- Describe key compliance and threat intelligence topics important in today's cybersecurity landscape.
- Apply skills for incident responses and forensics with real-world cybersecurity case studies.
- Evaluate industry specific and open source security tools.

COURSES

- **ITS 3050** Introduction to Networks (3 credits)
- **ITS 3150** Introduction to Cybersecurity Tools & Cyber Attacks (3 credits)
- **ITS 4150** Information Systems and Security (3 credits)
- **ITS 4250** Ethical Hacking and Penetration Testing (3 credits)

- **ITS 4550** Digital Forensics and Investigations (3 credits)

PREREQUISITE:

- **CIS 2100** Computer Operating Systems (3 credits)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn an IBM Cybersecurity Analyst Professional Certificate.

THE DATA MANAGEMENT AND ANALYSIS (DMA) UNDERGRADUATE CERTIFICATE (15 CREDITS)

The Undergraduate Certificate in Data Management and Analysis, a 15 credit-hour stand-alone program, is designed for undergraduate students who are not majoring in Data Management and Analysis and would like to broaden their skills in data management and analysis. Coursework is aligned with the Google Data Analytics Professional Certificate, IBM Data Science Professional Certificate, and IBM Cybersecurity Analyst Professional Certificate. Students will learn the entire spectrum of data analytics and management including database concepts,

communication of analytics, statistics, data mining, and Python and R programming. Students interested in these courses should have a firm knowledge of basic computing skills including the ability to grasp and understand new data processing and analytics concepts that relate to information systems.

Certificate Learning Outcomes

- Apply database programming using SQL.
- Utilize visualization and presentations to communicate the results of analytics.
- Analyze data using R and Python programming.
- Use statistical analysis in the decision-making process.

COURSES

- **COM 4400** Strategic Communication of Data Analysis (3 credits)
- **DMA 3200** Introduction to Data Analytics with R (3 credits)
- **DMA 3600** Data-Driven Decisions (3 credits)
- **DMA 4070** Database and SQL with Python (3 credits)
- **DMA 4200** Data Analysis in Business (3 credits)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn:

- A Google Data Analytics Professional Certificate
- An IBM Data Science Professional Certificate

THE DIGITAL MARKETING UNDERGRADUATE CERTIFICATE (15 credits)

The Undergraduate Certificate in Digital Marketing is a 15-credit hour offering that provides students with a working knowledge of digital marketing skills leading to the compilation of an effective digital marketing campaign. Students will obtain a working knowledge of the use of email, websites, social media, mobile marketing, video marketing, and display advertising.

Certificate Learning Outcomes

- Apply current digital theory in the field of marketing.
- Explain the impact of global competition, market forces and other external factors on the success and failure of specific digital marketing initiatives.
- Use digital market research tools and predictive analytics tools.

- Demonstrate analytical and critical-thinking skills with direct application to business/marketing environments through technology.

COURSES

- **COM 4400** Strategic Communication of Data Analysis (3 credits)
- **MKT 3360** Storytelling with Content Marketing (3 credits)
- **MKT 4350** Social Media and Practice (3 credits)
- **MKT 4360** Managing the Customer Relationship (3 credits)
- **MKT 4450** Marketing Metrics and Analytics for Decision-Making (3 credits)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn a Meta Social Media Marketing Professional Certificate.

THE PROJECT MANAGEMENT UNDERGRADUATE CERTIFICATE (15 credits)

The Undergraduate Certificate in Project Management is a 15 credit-hour stand-alone program. In their work toward this certificate, students have the opportunity to analyze and apply theories and concepts associated with temporary endeavor undertaken to create a unique product, service, or result. The students use this opportunity to emphasize key project management knowledge areas with a more robust focus across project, program, and portfolio management. Additionally, the courses demonstrate the application and benefits of project planning, scheduling, monitoring, controlling, the earned value method, and project quality management in managing projects, programs, and portfolios. Coursework aligns with the Google Project Management: Professional Certificate.

Certificate Learning Outcomes

- Apply management and leadership theories as they relate to project, program and portfolio management.
- Apply effective communication and research skills.

- Examine tools and techniques of initiating, planning, executing, monitoring, and closing projects.
- Demonstrate critical thinking skills for effective analysis and decision-making.
- Demonstrate skills in project quality management.

COURSES

- **PMG 3250** Project Initiation and Planning (3 credits)
- **PMG 3500** Introduction to Project Management (3 credits)
- **PMG 3600** Project Management Tools and Techniques (3 credits)
- **PMG 4350** Project Execution (3 credits)
- **PMG 4450** Agile Project Management (3 credits)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn a Google Project Management: Professional Certificate.

THE SUPPLY CHAIN

UNDERGRADUATE CERTIFICATE (18 credits)

The Undergraduate Certificate in Supply Chain Management spans all facets of a multicultural business environment. With the continuing globalization of industry, the practice of supply chain management has become a strategic and indispensable component for all firms, regardless of size. Even the smallest companies can contract with suppliers across the world to improve their standing in the crowded global marketplace. This concentration offers an overview of issues that surround global supply chain management, a high-level discussion of how those issues will affect businesses of all types, and applications of supply chain theory to modern issues including the use Six Sigma techniques, data analytics specific to supply chain issues, and special attention paid to the future and growth opportunities within the industry.

Certificate Learning Outcomes

- Identify issues surrounding global supply chain management.
- Evaluate the impact of supply chain theory on modern issues.
- Apply Six Sigma techniques and data analytics specific to supply chain issues .

COURSES

- **SCM 3000** Supply Chain Strategy (3 credits) (formerly OPM 3000)
- **SCM 4000** Supply Chain Management (3 credits)
- **SCM 4100** Logistics and Distribution (3 credits)
- **SCM 4400** Supply Chain Analytics (3 credits)
- **SCM 4500** Supply Chain Future, Scaling and Growth (3 credits)

PREREQUISITE

- **OPM 2000** How the Operation Works (3 credits)



NON-TRADITIONAL STUDENT

The full definition of a non-traditional student can be found in the Admissions Section, but a brief breakdown is also included here. A non-traditional student is defined using three criteria:

- Enrollment patterns. Assuming that traditional enrollment in postsecondary education is defined as enrolling immediately, or within four years, after high school and attending full-time, students who diverge from this pattern in terms of enrollment time would be considered nontraditional. In the NCES study, therefore, students who delayed enrollment in postsecondary education by four years or more after high school or who attended part time were considered nontraditional. Note that it is possible for a nontraditional student to attend the University in a full-time capacity.
- Financial and family status. Family responsibilities and financial constraints used to identify nontraditional students included having dependents other than a spouse, being a single parent, working full time while enrolled, or being financially independent from parents.
- High school graduation status. Students who did not receive a standard high school diploma but who earned some type of certificate of completion were also considered nontraditional. This included GED recipients and those who received a high school certificate of completion.

DEGREE/CREDIT HOUR REQUIREMENT SUMMARY

A student must earn a minimum of 120 semester credit hours with a minimum 2.0 cumulative GPA in the major and a 2.0 cumulative GPA in the overall Cleary enrollment to earn the Bachelor of Business Administration degree. At least 30 semester credit hours must be courses taken while enrolled as a BBA degree-seeking student at Cleary. The maximum credit from all sources other than Cleary-sponsored courses is 90 credits. For BBA concentrations, 30 credits must be upper level in the concentration at Cleary.

Students eligible for degree completion are typically non-traditional students who already have completed 45 – 90 credits.

Cleary General Education Domains (Required)

30 credit hour minimum

- Communication (2 courses minimum, 6 credits)
- Quantitative and Logical Reasoning (1 course minimum, 3 credits)
- Human Civilization, Legacy, and Creation (2 courses minimum, 6 credits)
- Social Systems and Behavioral Science (2 course minimum, 6 credits)
- Perspective on a Diverse World (1 course, 3 credits)
- Observation and Analysis of the Natural and Physical World (2 course minimum, 6 credits)

Business Program Core (Required)

30 credit hour minimum

Complete a minimum of 30 upper division program credits (3000/4000) from the Business Core (Fixed) and Professional Development Core (Flex).

Business Core (Fixed 15):

- **BUS 3500** Strategic Thinking from the Inside Out (3 credits) or equivalent
- **COM 3100** Communicating to a Shrinking World (3 credits) or equivalent
- **HUM 3250** Cross-Cultural Diversity (3 credits) or equivalent
- **MGT 3400** Managing Projects and Processes in Organizations (3 credits) or equivalent
- **MGT 4071** Organizational Behavior (3 credits) or equivalent

Professional Development Core (Flex 15):

- **BUS 4200** Successful Negotiation Skills (3 credits) or equivalent
- **DMA 4200** Data Analysis in Business (3 credits) or equivalent
- **LED 3010** Leadership Applications (3 credits) (REQUIRED)
- **MKT 3000** Transactional Marketing (3 credits) or equivalent
- **PHL 4900** The Social Contract (3 credits) or

equivalent

LED 4900 - Leadership Seminar (REQUIRED)**Major Concentration**

15 credit hour minimum

Major Cross-Discipline Concentration (Optional)

15 credit hour minimum

University Electives

Remaining credits to reach 120

Any undergraduate courses offered by the University.

Minimum Total

120 semester credit hours

DEGREE COMPLETION MAJOR CONCENTRATION COURSE REQUIREMENTS (15 credits)

Cleary offers 15 major undergraduate concentrations, which lead to a Bachelor of Business Administration (BBA) in Business Management:

1. **Business Communications**
2. **Business Ethics**
3. **Business Leadership**
4. **Cyber Security Management**
5. **Data Management and Analysis**
6. **Digital Marketing**
7. **Executive Management**
8. **Health Care Management**
9. **Hospitality Business Management**
10. **Human Resource Management**
11. **Leadership, Diversity, and Public Safety**
12. **Nonprofit Management**
13. **Project Management**
14. **Sports Promotion and Management**
15. **Supply Chain Management**

The major concentration requirement includes a series of



upper division (3000/4000) courses focused in a single discipline.

BUSINESS COMMUNICATIONS

THE BUSINESS COMMUNICATIONS MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **COM 3500** Advanced Media Writing (3 credits)
- **COM 4200** Advanced Advertising Strategy (3 credits)
- **COM 4200** Strategic Communication of Data Analysis (3 credits)
- **COM 4300** Design and Production (3 credits)
- **COM 4900** Business Communication Contexts (3 credits)

PREREQUISITES

- **ENG 1000** English Composition (3 credits) or equivalent; or
- **ENG 1100** Discourse and Delivery (3 credits) or equivalent; or
- **PLA 4900** Earned credit through transfer credits or professional learning courses

BUSINESS ETHICS

THE BUSINESS ETHICS MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **PHL 4100** Measuring and Monitoring ESG Performance (3 credits)
- **PHL 4200** Conducting Internal Investigations (3 credits)
- **PHL 4300** Enterprise Risk Management (3 credits)
- **PHL 4600** NGOs and Consumer Advocates (3 credits)
- **PHL 4900** The Hyde Park Soapbox (3 credits)

PREREQUISITES

- **PLA 4900** Earned credit through transfer credits or professional learning courses

BUSINESS LEADERSHIP

THE BUSINESS LEADERSHIP MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **FIN 4000** Financial Management (3 credits)
- **LED 4010** Leadership Theories and Applications (3 credits)
- **LED 4000** Leadership and Skill Development (3 credits)
- **MGT 4071** Organizational Behavior (3 credits) or equivalent
- **MGT 4950** Discovering Leadership (3 credits) or equivalent

PREREQUISITES

- **PLA 4900** Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

THE CYBER SECURITY MANAGEMENT (CSM)

MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **ITS 3050** Introduction to Networks (3 credits)
- **ITS 3150** Introduction to Cybersecurity Tools & Cyber Attacks (3 credits)
- **ITS 4150** Information Systems and Security (3 credits)
- **ITS 4250** Ethical Hacking and Penetration Testing (3 credits)
- **ITS 4550** Digital Forensics and Investigations (3 credits)

PREREQUISITES

- **CIS 2100** Computer Operating Systems (3 credits), or
- Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn an IBM Cybersecurity Analyst Professional Certificate.

THE DATA MANAGEMENT AND ANALYSIS (DMA)

MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **COM 4400** Strategic Communication of Data Analysis (3 credits) or elective
- **DMA 3200** Introduction to Data Analytics with R (3 credits)
- **DMA 3600** Data-Driven Decisions (3 credits)
- **DMA 4070** Database and SQL with Python (3 credits)
- **DMA 4200** Data Analysis in Business (3 credits)

PREREQUISITES

- **CIS 2100** Computer Operating Systems (3 credits)
- **QLR 1000** Data Foundations (3 credits)*, and
- Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn:

- Google Data Analytics Professional Certificate

- IBM Data Science Professional Certificate

DIGITAL MARKETING

THE DIGITAL MARKETING MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **COM 4400** Strategic Communication of Data Analysis (3 credits)
- **MKT 3360** Storytelling with Content Marketing (3 credits)
- **MKT 4350** Social Media and Practice (3 credits)
- **MKT 4360** Managing the Customer Relationship (3 credits)
- **MKT 4450** Marketing Metrics and Analytics for Decision-Making (3 credits)

PREREQUISITES

- **MKT 2100** Transformational Marketing (3 credits), or
- Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn a Meta Social Media Marketing Professional Certificate.

EXECUTIVE MANAGEMENT

THE EXECUTIVE MANAGEMENT MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **BUS 4000** The Entrepreneurial Mindset (3 credits)
- Graduate Elective*
- Graduate Elective*
- Graduate Elective*
- Graduate Elective*

PREREQUISITES

- **PLA 4900** Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

HEALTH CARE MANAGEMENT

THE HEALTH CARE MANAGEMENT MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **HCM 4000** Quality Management in Health Care (3 credits)
- **HCM 4100** Legal Issues in Health Care (3 credits)
- **HCM 4200** Health Care Business and Policy (3 credits)
- **HCM 4300** Marketing Health Care Services (3 credits)
- **HCM 4400** Health Care Informatics (3 credits)

PREREQUISITES

- **HCM 1100** Introduction to Health Care Management (3 credits), or
- **PLA 4900** Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

HOSPITALITY BUSINESS

MANAGEMENT

THE HOSPITALITY BUSINESS MANAGEMENT MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **HOS 3200** Wine and Beverage Management (3 credits)
- **HOS 3300** Meeting Customer Expectations in Hospitality (3 credits)
- **HOS 4100** Human Resources for the Hospitality Industry (3 credits)
- **HOS 4200** Resorts and Tourism (3 credits)
- **HOS 4400** Hospitality Externship (3 credits) or equivalent experience

PREREQUISITES

- **HOS 3000** Restaurant Operations (3 credits), and
- **HOS 3100** Private Events and Catering Management (3 credits), or
- **PLA 4900** Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

COURSES THE HUMAN RESOURCE

MANAGEMENT (HRM) MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **HRM 4210** Human Resource Management (3 credits)
- **HRM 4500** Training and Development for Human Resource Professionals (3 credits)
- **HRM 4600** Compensation and Performance Management Systems (3 credits)
- **HRM 4700** Organizational Staffing Principles and Practices (3 credits)
- **HRM 4750** Diversity and Inclusion for HR Professionals (3 credits)

PREREQUISITES

- **HRM 2800** How We Work Together (3 credits), or earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

LEADERSHIP, DIVERSITY, AND PUBLIC

SAFETY

The Bachelor's in Business Administration (BBA) in Leadership, Diversity and Public Safety is a specialized, business leadership education that acknowledges the unique professional training and work dynamics of sworn police officers and firefighters with the academic study of multiculturalism and diversity, leadership principles, and organizational and management responses to policies, personnel, and the advancement of technology. The core components of the program use the backdrop of contemporary issues to analyze the historical, theoretical, and practical aspects of leadership within and among the various dynamic parts of the criminal justice system and the public service sector. The coursework focuses on the historical, theoretical, and practical aspects of leadership, the psychology of prejudice and discrimination, and the complex dynamics of diversity and diverse perspectives related to gender, generation, race, religion, and ethnic culture.

The knowledge, leadership skills, and critical thinking and problem-solving abilities gained during this program prepare officers to become more competitive in the advancement to supervisory, management, and executive positions within the



criminal justice system. This program is not intended for individuals seeking entry-level employment in the criminal justice system, rather it is designed to further develop an officer's ability to lead and effectively and safely serve an increasingly diverse and dynamic public.

THE LEADERSHIP, DIVERSITY, AND PUBLIC SAFETY MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **LED 4900** Leadership Seminar (3 credits)
- **LED 6120** Leading Organizational Change (3 credits)
- **LED 6130** Leading Effectively Across Differences (3 credits)
- **LED 6250** Power and Leadership (3 credits)
- **LED 6550** Leadership and Ethics (3 credits)

PREREQUISITES

- **PLA 4999** Prior Learning Assessment Portfolio (6 credits)
- Significant years of experience as a sworn officer or

firefighter

- 60 or more credits earned through transfer credits, professional learning course, or prior learning portfolio (public safety, work/life experience)

THE NONPROFIT MANAGEMENT MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **ACC 4250** Accounting and Taxation for Nonprofit Organizations (3 credits)
- **NPA 2000** Nonprofit Management (3 credits)
- **NPA 3200** Nonprofit Strategy and Planning (3 credits)
- **NPA 4000** Grant Writing and Management (3 credits)
- **NPA 4100** Policies, Practices, and Law (3 credits)

PREREQUISITES

- Earned credit through transfer credits, a professional learning course, or prior learning portfolio (work/life experience)

THE PROJECT MANAGEMENT MAJOR

CONCENTRATION

The five required courses for this major concentration are:

- **PMG 3250** Project Initiation and Planning (3 credits)
- **PMG 3500** Introduction to Project Management (3 credits)
- **PMG 3600** Project Management Tools and Techniques (3 credits)
- **PMG 4350** Project Execution (3 credits)
- **PMG 4450** Agile Project Management (3 credits)

PREREQUISITES

- Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn a Google Project Management: Professional Certificate

THE SPORTS PROMOTION AND MANAGEMENT

MAJOR CONCENTRATION

The five required courses for this major concentration are:

- **SEM 4100** Sports/Event Marketing, Promotion, and Public Relations (3 credits)
- **SEM 4200** Sports Financial Analytics (3 credits)
- **SEM 4400** Sports and Event Law (3 credits)
- **SEM 4500** Sport/Event Negotiations, Contracts, and Risk Management (3 credits)
- **SEM 4650** Sports Promotion Management Leadership Development (3 credits)

PREREQUISITES

- **SEM 2000** Foundations of Sports Promotion and Management
- Earned credit through transfer credits, a professional learning course, or prior learning portfolio (work/life experience)

THE SUPPLY CHAIN MANAGEMENT MAJOR



CONCENTRATION

The five required courses for this major concentration are:

- **SCM 3000** Supply Chain Strategy (3 credits) (formerly OPM 3000)
- **SCM 4000** Supply Chain Management (3 credits)
- **SCM 4100** Logistics and Distribution (3 credits)
- **SCM 4400** Supply Chain Analytics (3 credits)
- **SCM 4500** Supply Chain Future, Scaling and Growth (3 credits)

PREREQUISITES

- **OPM 2000** How the Operation Works (3 credits), or earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

NONTRADITIONAL

UNDERGRADUATE CERTIFICATES

Cleary University designed its certificates and degrees so that they could work together as building blocks for personalized career success. Higher education calls these “stackable credentials,” which means students can add programs and gain expertise in the most career-relevant skills they need for their next job today while still working toward their long-term career. Students can apply all of the credits they’ve earned toward the degree they need in the future, so that they can take their career to the next level.

Undergraduate certificates provide a means for Cleary University to respond with a high degree of flexibility in meeting emerging needs. They may address professional development needs of students in a wide variety of areas.

Certificates ordinarily include 12-18 credits and are an extra credential housed and supported within a degree program. Students take five to six key courses that are woven into their degree program, replacing their options and/or elective slots with no additional cost. Certificates also can be completed as stepping stones to a degree or built upon previous earned credentials.

UNDERGRADUATE CERTIFICATE REQUIREMENTS

- Certificates consist of at least 12 credit hours of university level courses, of which usually a minimum of nine credits must be taken at Cleary.

The learning goals for undergraduate certificates are below:

- Students will be skilled in critical and creative thinking, problem solving, and decision-making, as supported by the appropriate use of analytical and quantitative techniques.
- Students will be able to tackle strategic and organizational challenges with innovative and creative solutions.
- Students will acquire and apply business knowledge and concepts to effectively identify and provide solutions to complex problems within organizations.

STACKABLE UNDERGRADUATE

CERTIFICATES

THE BUSINESS COMMUNICATIONS

UNDERGRADUATE CERTIFICATE (18 credits)

The Undergraduate Certificate in Business Communications is an 18 credit-hour offering, targeting students from a wide variety of disciplines. These courses provide the needed knowledge to gain a foundation in business communications across key business communication domains, including advertising, media writing, design and production, and data analysis.

Certificate Learning Outcomes

- Develop professional quality oral, written, and visual communications that are coherent, technically sound, and appropriately adapted to specific audiences and contexts.
- Identify strategies for addressing the impact of various physical, cognitive, cultural, and social factors that shape communication across interpersonal, group, and organizational settings.
- Apply various tools and technology to the design, development, and dissemination of communication messages.
- Apply professional, ethical, and socially and cul-

turally sensitive communication practices across interpersonal, group, organizational, and intercultural settings.

COURSES

- **COM 3100** Communicating to a Shrinking World (3 credits)
- **COM 3500** Advanced Media Writing (3 credits)
- **COM 4200** Advanced Advertising Strategy (3 credits)
- **COM 4200** Strategic Communication of Data Analysis (3 credits)
- **COM 4300** Design and Production (3 credits)
- **COM 4900** Business Communication Contexts (3 credits)

THE BUSINESS MANAGEMENT

UNDERGRADUATE CERTIFICATE (18 credits)

The Undergraduate Certificate in Business Management is an 18 credit-hour offering, targeting students from a wide variety of disciplines. These courses provide the needed knowledge to gain a foundation in business management across key business management domains, including leadership, management, legal and ethical environment of business, organizational innovation and change, and human resources development. The certificate is a way for students to demonstrate to future employers that they have knowledge of the foundational principles of management.

Certificate Learning Outcomes

- Apply management skills in decision-making and analysis of the organizational structure.
- Examine ethical behaviors and legal implications of an organization in social, environmental, and corporate environs.
- Evaluate the role of a manager in the global economy.
- Develop critical thinking skills for analysis in strategic planning and innovation.

- Explain and apply varied leadership styles and techniques for creating and enhancing organizational competitiveness and career plans.

COURSES

- **HUM 3250** Cross-Cultural Diversity
- **MGT 3400** Managing Projects and Processes in Organizations (3 credits)
- **MGT 4071** Organizational Behavior (3 credits)
- **MGT 4200** International Business (3 credits)
- **MGT 4790** Management Policy (3 credits)
- **MGT 4950** Discovering Leadership (3 credits)

PREREQUISITES

- Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

THE CYBER SECURITY MANAGEMENT (CSM) UNDERGRADUATE CERTIFICATE (15 credits)

The Undergraduate Certificate in Cyber Security Management advances students understanding of cyber threats, information assurance, and digital crime investigation, developing knowledge, skills, and abilities to secure organizational data as information security experts in an information technology-dependent enterprise. Coursework is aligned with the IBM Cybersecurity Analyst Professional Certificate. Students interested in these courses should have a firm knowledge of basic computer skills and information security, including the ability to grasp and understand the controls and concepts needed to safeguard organizational data. This certificate program is eligible for financial aid.

Certificate Learning Outcomes

- Identify cybersecurity analyst tools including data protection
- Describe key compliance and threat intelligence topics important in today's cybersecurity landscape.
- Apply skills for incident responses and forensics with real-world cybersecurity case studies.
- Evaluate industry specific and open source Security tools

COURSES

- **ITS 3050** Introduction to Networks (3 credits)
- **ITS 3150** Introduction to Cybersecurity Tools & Cyber Attacks (3 credits)
- **ITS 4150** Information Systems and Security (3 credits)
- **ITS 4250** Ethical Hacking and Penetration Testing (3 credits)
- **ITS 4550** Digital Forensics and Investigations (3 credits)

PREREQUISITES

- **CAS 1800** Business Technology Applications (3 credits), and
- **CIS 2100** Computer Operating Systems (3 credits), or earned credit through transfer credits, a professional learning course, or prior learning portfolio (work/life experience)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn an IBM Cybersecurity Analyst Professional Certificate.

THE DATA MANAGEMENT AND ANALYSIS (DMA) UNDERGRADUATE CERTIFICATE (15 credits)

The Undergraduate Certificate in Data Management and Analysis, a 15 credit-hour stand-alone program, is designed for undergraduate students who are not majoring in Data Management and Analysis and would like to broaden their skills in data management and analysis. Coursework is aligned with the Google Data Analytics Professional Certificate and IBM Data Science Professional Certificate IBM Cybersecurity Analyst Professional Certificate. Students will learn the entire spectrum of data analytics and management including database concepts, communication of analytics, statistics, data mining, and Python and R programming. Students interested in these courses should have a firm knowledge of basic computing skills including the ability to grasp and understand new data processing and analytics concepts that relate to information systems.

Certificate Learning Outcomes

- Apply database programming using SQL.
- Utilize visualization and presentations to communicate the results of analytics.
- Analyze data using R and Python programming.
- Use statistical analysis in the decision-making process.

COURSES

- **COM 4400** Strategic Communication of Data Analysis (3 credits)
- **DMA 3200** Introduction to Data Analytics with R (3 credits)
- **DMA 3600** Data-Driven Decisions (3 credits)
- **DMA 4070** Database and SQL with Python (3 credits)
- **DMA 4200** Data Analysis in Business (3 credits)

PREREQUISITES

- **CAS 1800** Business Technology Applications (3 credits), and
- **QLR 1000** Data Foundations (3 credits), or earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn:

- Google Data Analytics Professional Certificate
- IBM Data Science Professional Certificate

THE DIGITAL MARKETING UNDERGRADUATE CERTIFICATE (15 credits)

The Undergraduate Certificate in Digital Marketing is a 15 credit hour offering that provides students with a working knowledge of digital marketing skills leading to the compilation of an effective digital marketing campaign. Students will obtain a working knowledge of the use of email, websites, social media, mobile marketing, video marketing and display advertising.

Certificate Learning Outcomes

- Apply current digital theory in the field of marketing.
- Explain the impact of global competition, market forces and other external factors on the success and failure of specific digital marketing initiatives.
- Use digital market research tools and predictive analytics tools.
- Demonstrate analytical and critical-thinking skills with direct application to business/marketing environments through technology.

COURSES

- **COM 4400** Strategic Communication of Data Analysis (3 credits)
- **MKT 3360** Storytelling with Content Marketing (3 credits)
- **MKT 4350** Social Media and Practice (3 credits)
- **MKT 4360** Managing the Customer Relationship (3 credits)
- **MKT 4450** Marketing Metrics and Analytics for Decision-Making (3 credits)

PREREQUISITES

- Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn a Meta Social Media Marketing Professional Certificate.

THE PROJECT MANAGEMENT UNDERGRADUATE CERTIFICATE (15 credits)

The Undergraduate Certificate in Project Management is a 15 credit-hour stand-alone program. In their work toward this certificate, students have the opportunity to analyze and apply theories and concepts associated with temporary endeavors undertaken to create a unique product, service, or result. The students use this opportunity to emphasize key project management knowledge areas with a more robust focus across project, program, and portfolio management. Additionally, the courses demonstrate the application and benefits of project planning, scheduling, monitoring, controlling, the earned value method, and project quality management in managing projects, programs, and portfolios. Coursework aligns with the Google Project Management Professional Certificate.

Certificate Learning Outcomes

- Apply management and leadership theories as they relate to project, program and portfolio management.
- Apply effective communication and research skills.

- Examine tools and techniques of initiating, planning, executing, monitoring, and closing projects.
- Demonstrate critical thinking skills for effective analysis and decision-making.
- Demonstrate skills in project quality management.

COURSES

- **PMG 3250** Project Initiation and Planning (3 credits)
- **PMG 3500** Introduction to Project Management (3 credits)
- **PMG 3600** Project Management Tools and Techniques (3 credits)
- **PMG 4350** Project Execution (3 credits)
- **PMG 4450** Agile Project Management (3 credits)

PREREQUISITES

- Earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

PROFESSIONAL CERTIFICATE

Students who complete all of the courses in this concentration will earn a Google Project Management Professional Certificate.

THE SUPPLY CHAIN UNDERGRADUATE CERTIFICATE (18 credits)

The Undergraduate Certificate in Supply Chain Management spans all facets of a multicultural business environment. With the continuing globalization of industry, the practice of supply chain management has become a strategic and indispensable component for all firms, regardless of size. Even the smallest companies can contract with suppliers across the world to improve their standing in the crowded global marketplace. This concentration offers an overview of issues that surround global supply chain management, a high-level discussion of how those issues will affect businesses of all types, and applications of supply chain theory to modern issues including the use of Six Sigma techniques, data analytics specific to supply chain issues, and special attention paid to the future and growth opportunities within the industry.

Certificate Learning Outcomes

- Identify issues surrounding global supply chain management.
- Evaluate the impact of supply chain theory on modern issues.
- Apply Six Sigma techniques and data analytics specific to supply chain issues .

COURSES

- **SCM 3000** Supply Chain Strategy (3 credits) (formerly OPM 3000)
- **SCM 4000** Supply Chain Management (3 credits)
- **SCM 4100** Logistics and Distribution (3 credits)
- **SCM 4400** Supply Chain Analytics (3 credits)
- **SCM 4500** Supply Chain Future, Scaling and Growth (3 credits)

PREREQUISITES

- **OPM 2000** How the Operation Works (3 credits), or earned credit through transfer credits, professional learning course, or prior learning portfolio (work/life experience)

GRADUATE DEGREE PROGRAMS



GRADUATE DEGREE PROGRAMS

The Cleary Graduate Program seeks to develop students into leaders who understand the “why” and “how” in accomplishing business decisions in a global environment. Graduates achieve these program goals through attaining the following objectives:

THEORY

Define and apply theories related to business and industry and explain related terms and theories relevant to the concentration.

DATA ANALYSIS

Synthesize and analyze data to manage risk and achieve desired business and industry outcomes.

LEADERSHIP

Expand leaders to drive and change through vision and inspiration in the global marketplace and to lead diverse teams to achieve desired outcomes.

COMMUNICATION

Communicate effectively in a global environment with various constituencies and across business and industry verticals.

ETHICS

Demonstrate and interpret ethical, legal, and regulatory implications regarding business and industry practices.

MASTER OF BUSINESS ADMINISTRATION (MBA) REQUIREMENTS

(33 to 36 credits)

All MBA core courses acquaint students with various fields in business and help them learn to communicate, interact, and assume responsible positions in your chosen field.

MBA Core (Required)

Students must complete at least 24 credit hours of required and elective coursework belonging to the MBA core, which is composed of two domains: MBA Core (Fixed 12) and MBA Core (Flex 12).

MBA Core (Fixed 12):

- **ECO 6450** Managerial Economics (3 credits)
- **MGT 6200** Organizational Adaptation (3 credits)
- **MKT 6800** Strategic Customer Creation (3 credits)
- **STR 6200** Strategic Operations (3 credits)

MBA Core (Flex 12):

- **FIN 6300** Financial Viability (3 credits) or approved equivalent
- **LAW 6500** Legal Thinking (3 credits) or approved equivalent
- **MGT 6400** Collective Impact (3 credits) or approved equivalent
- **MKT 6100** Disruptive Marketing (3 credits) or approved equivalent

MBA CONCENTRATION

9 credit hour minimum

Minimum Total

33 semester credit hours

MBA MAJOR CONCENTRATION COURSE REQUIREMENTS

(9-12 CREDITS)

Master of Business Administration with seven concentrations:

1. **Analytical Efficiency**
2. **Leadership**
3. **Health Care Leadership**
4. **Project Management**
5. **Sports Administration**
6. **Strategic Leadership**
7. **Women's Leadership**

ANALYTICAL EFFICIENCY

The Master of Business Administration with a concentration in Analytical Efficiency prepares students to judge the quality of a corporate data system. Based on exploration of the data and an understanding of desired company outcomes, students will be able to recommend a course of action needed to wrangle the data into shape and extract key trends and information. Further, students will be able to assemble an effective team of professionals who can prioritize the tasks and projects needed to improve upon the data-driven decision-making that will take the organization to the next level of success.

Career Opportunities

The Bureau of Labor and Statistics projects job growth in business intelligence fields to be nearly three times the overall national average for job growth. Potential career opportunities include: market research analyst, health care analytic manager, data analytic business consultant, management analyst, economist, and operations research analyst.

Source: Bureau of Labor Statistics

<http://www.bls.gov/ooh/business-and-financial/management-analysts.htm>

ANALYTICAL EFFICIENCY MBA CONCENTRATION REQUIREMENTS

- **BDA 6000** Modern Data Management (3 credits)
- **BDA 6100** Foundations of Business Analytics (3 credits)
- **BDA 6200** Effective Management of Projects (3 credits)

PREREQUISITE

- **BDA 5900** Statistics Immersion (3 credits) (or equivalent)

LEADERSHIP

The Master of Business Administration with a concentration in Leadership equips students with the skills, competencies, and capacities necessary for leading the next generation of effective, ethical, and socially responsible global corporations and communities. The program is designed for individuals looking to advance their organizational standing and maximize the potential of those working in industry, government, education, and non-

profit organization settings. The program leverages best practices and innovative leadership strategies to create a foundation for organizational and community change. Graduates create value for their organizations, demonstrate the ability to ethically inspire action and a shared vision in others, make effective decisions within fast-paced environments, improve organizational effectiveness and teamwork, and increase profitability.

Career Opportunities

- Business executives and managers, directors and supervisors of nonprofit organizations, consultants and coaches, and policy advisors
- School administrators, principals, consultants, directors, and supervisors
- Federal, state, local government administrators and policy makers
- Senior educational administrators in primary, secondary, and higher education settings, and faculty members at all levels

- **LED 6130** Leading Across Differences (3 credits)
- **LED 6120** Change and Leadership (3 credits)
- **LED 6250** Power and Leadership (3 credits)
- **LED 6550** Leadership and Ethics (3 credits)

The Master of Business Administration with a concentration in Health Care Leadership explores topics in privacy, data security, and HIPAA, the critical topics needed to thrive in the health care industry. Building upon the core MBA competencies, you will learn ethics, quality management, informatics, and health care technologies. These complex topics within health care policy will help students gain the opportunity to analyze these areas in the realms of cyber security, systems technology, and information security.

According to the U.S. Bureau of Labor Statistics, “Employment of medical and health services managers is expected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations.” A combination of work experience in the health care field and strong business and management skills should lead to the best opportunities. Health care management graduates can be employed in any of the following: clinics, dental practices, health insurance organizations, health care associations, hospitals, nursing homes, physician practices, mental health departments, rehabilitation centers, skilled nursing facilities, universities, research institutions, and home health care organizations.

Health care leaders will be required for many disciplines, both clinical and non-clinical, and in many areas, including health information technology, finance, marketing, insurance, biotech, post-acute care, hospital systems, and ancillary services.

HEALTH CARE LEADERSHIP MBA CONCENTRATION REQUIREMENTS

(9 credits)

- **HCM 6040** Health Policy, Law, and Ethics (3 credits)
- **HCM 6150** Quality Management in Health Care (3 credits)
- **HCM 6200** Health care Technology and Analytics (3 credits)

PROJECT MANAGEMENT

The Master of Business Administration with a concentration in Project Management at Cleary University is designed to supplement the core business curriculum with a collection of courses that are essential to a leadership role in project management. Learn what it takes to manage projects from start to finish by developing project plans, evaluating performance, communicating effectively, managing the budget, and assembling the right team. This program will prepare graduates to pursue a successful career in project management within any industry.

PROJECT MANAGEMENT MBA CONCENTRATION REQUIREMENTS

(12 CREDITS)

- **PMG 6050** Project Management (3 credits)
- **PMG 6100** Project Metrics, Monitoring, and Control (3 credits)
- **PMG 6410** Agile Project Management (3 credits)
- **PMG 6800** Project Risk and Quality Management (3 credits)

SPORTS ADMINISTRATION

The Master of Business Administration with a concentration in Sports Administration is tailored to those who have the drive, passion, and hunger needed to succeed in the competitive world of sports. Getting an MBA in sports management is the perfect route for those who work hard and have an intense enthusiasm for furthering their knowledge of the business aspect that occurs behind the scenes and off the field.

SPORTS ADMINISTRATION MBA CONCENTRATION REQUIREMENTS

(9 credits)

- **SPO 6450** Special Topics in Sports Administration (3 credits)
- **SPO 5460** Facility and Event Management (3 credits), or
- **SPO 6550** Governance of Intercollegiate Athletics (3 credits)
- **SPO 6900** Supervised Graduate Assistantship (3 credits)

STRATEGIC LEADERSHIP

One of the biggest challenges facing today's leaders is the need to position and enable organizations and people for adaptability in the face of increasingly dynamic and demanding environments. Leading an organization for adaptability focuses on how leaders can drive change through vision and inspiration and addresses how leaders may position organizations and the people within them to be adaptive in the face of complex challenges. The purpose of the Master of Business Administration with a concentration in Strategic Leadership is to prepare leaders for an unpredictable future that depends on disruption and strategy in order to pivot, shift, propel competition, and ultimately thrive in the global market.

Career Opportunities

The MBA with a concentration in Strategic Leadership focuses on a unique leadership that cultivates critical thinking, ethical decision-making, and the integration of core business decisions. Students will learn how to transform their approach to leadership by cultivating a comprehensive set of skills and abilities, separating themselves from the competition. Students can look for career opportunities as an administrative services manager, financial manager, operations service manager,

plant manager, management analyst, business operation specialist, and sales account manager.

STRATEGIC LEADERSHIP CONCENTRATION REQUIREMENTS

(9 credits)

- **BUS 6000** Business Strategy and Game Theory (3 credits)
- **BUS 6100** Leading for Adaptability (3 credits)
- **SDT 6000** Managing Disruptive Change (3 credits)



WOMEN'S LEADERSHIP

The Master of Business Administration with a concentration in Women's Leadership is uniquely designed to provide leaders with the tools to lead change and uncertainty. Its focus is on how leaders can unleash the potential of the organization to adjust and adapt in ways that successfully address the inclusive, global, and diverse needs of a shifting environment.

As one of our signature programs designed to prepare students for the demands of leadership, this program



provides students with high-profile mentors and individual opportunities to apply their leadership skills through coaching and mentoring emerging leaders. We take this individual and experiential approach to ensure that our students possess a strong presence, develop exemplary negotiation and communication skills, and are uniquely able to stand firm through the storms of modern corporate America. This program involves service learning, an instructional method designed to enhance the learning experience through application. Our mentors are in place to guide, shape, and develop students into robust, confident, assertive, highly-skilled, and knowledgeable professionals.

Career Opportunities

This program focuses on how women leaders can drive results through vision and inspiration and addresses how women leaders strategically can position organizations and the people within them to be malleable in the face of complex changes. This program provides a foundation for women's leadership development and exposes students to multiple dimensions of leadership through

service learning and service to emerging leaders in the community. Career opportunities include chief administrative officer, chief information officer, director, chief executive officer, and executive director in banking, financial planning, automotive, government, education, and health services.

WOMEN'S LEADERSHIP CONCENTRATION REQUIREMENTS

(12 credits)

- **LED 6000** Women in Leadership (3 credits)
- **LED 6100** Executive Presence (3 credits)
- **LED 6200** Women's Leadership: Negotiation Skills (3 credits)
- **LED 6300** Leadership: Giving and Receiving Feedback (3 credits)

MASTER OF SCIENCE (MS) CULTURE, CHANGE, AND LEADERSHIP

The Master of Science in Culture, Change, and Leadership is a program designed for those interested in organizational culture and how cultural change can be developed, implemented, and evaluated. As one of our signature programs, this experience uniquely is designed to prepare students for a rapidly evolving workplace that requires them to fully immerse themselves in change leadership. Students will learn how to develop and implement cultural change initiatives and the roles of leadership and group dynamics in facilitating cultural change. Throughout the program, students will use critical thinking and problem solving skills and will apply research methods.

Career Opportunities

Opportunities abound in all types of industry for this degree, including health care, education, information technology, manufacturing, and sales. Every industry is subject to change in order to meet the needs of market trends and customer interaction. A well-rounded individual versed in company culture, implementing change

across an organization, and strong leadership qualities will be most successful. Graduates can look for opportunities in staff development, training and education, organizational management, human resource management, quality management, and change management.

Source: U.S. Bureau of Labor Statistics

<https://www.bls.gov/oes/2017/may/oes113121.htm>

MS - CULTURE, CHANGE, AND LEADERSHIP REQUIREMENTS

(30 credits)

- **CCL 6001** Fundamentals of Culture and Change I (3 credits)
- **CCL 6002** Fundamentals of Culture and Change II (3 credits)
- **CCL 6003** Change and Development Methods (3 credits)
- **CCL 6004** Change and Development Leadership (3 credits)
- **CCL 6005** Professional Development Residential Conference (3 credits)
- **CCL 6006** Applied Research Methods (3 credits)

- **CCL 6007** Designing and Implementing Change and Development Initiatives I (3 credits)
- **CCL 6008** Designing and Implementing Change and Development Initiatives II (3 credits)
- **CCL 6009** Professional Applied Research Project/Publication I (3 credits)
- **CCL 6010** Professional Applied Research Project/Publication II (3 credits)

HUMAN RESOURCE MANAGEMENT

The Master of Science in Human Resource Management prepares students to become a strategic business professional with specialized expertise in leading and managing human capital talent in today's global marketplace. Taught by leading practitioners in human capital management, the program explores the principles of performance management and organizational behavior, introduces students to data-driven metrics and managerial decision-making, and delves into business strategy and ethics to provide you with a significant competitive advantage to succeed in the fast-changing world of business.

Human resource professionals are employed in nearly every industry, and this program emphasizes systematic and strategic problem solving skills that are essential to the human resource management professional. The MS in Human Resource Management aligns with the Society of Human Resource Management (SHRM) educational standards for human resource management professionals. Graduate students can prepare for, and take, the SHRM Certified Professional (CP) exam at the end of their program.

Career Opportunities

As one of our signature graduate programs, the human resource management degree, focuses on preparing future leaders in this field. Our diverse and highly talented students will obtain a comprehensive, contemporary foundation in human resource management, labor relations, performance management, and global leadership. This degree allows human resource management professionals to act strategically as business leaders and gain a broad, global perspective. Students can look for career opportunities as a labor relations director; organizational development director; human resource director;

payroll manager; staffing manager; and benefits, training, and development manager.

HUMAN RESOURCE MANAGEMENT REQUIREMENTS

(33 credits)

- **HRM 6000** Foundations of Human Resources Management (3 credits)
- **HRM 6210** Training and Employee Organizational Performance (3 credits)
- **HRM 6350** Employment Law and Ethics (3 credits)
- **HRM 6400** Human Resources Analytics (3 credits)
- **HRM 6500** Conflict Management and Negotiation (3 credits)
- **HRM 6600** Benefits, Compensation, and Resource Allocation (3 credits)
- **HRM 6650** Recruitment and Retention Practices (3 credits)
- **HRM 6700** Strategic Positioning and Planning (3 credits)
- **HRM 6751** Diversity and Global Cultural Effectiveness (3 credits)
- **HRM 6800** Organizational Leadership (3 credits)
- **HRM 6901** Capstone: Strategic Human Resource Management (3 credits)
- **HRM 7000** Meeting SHRM Competencies (3 credits)



COURSE DESCRIPTIONS



COURSE DESCRIPTIONS

UNDERGRADUATE COURSE DESCRIPTIONS

(Course prerequisites are shown in parentheses.)

ACC 1000 Principles of Accounting and Economic Renaissance I 3 credits (GE - QLR)

Explore and learn the basic principles of accounting by working through the entire accounting cycle. This includes accounting systems, controls, analyzing and posting business transactions, recording journal entries, and preparing basic financial statements. You will discover accounting history and Luca Pacioli - including the role of double-entry bookkeeping, the preparation of financial statements, and the evaluation of financial ratios and costs – in the 13th century economic renaissance of western civilization. Learn how accounting tools with wide applications add value beyond reporting what has already happened.

ACC 1100 Principles of Accounting and Economic Renaissance II 3 credits (ACC 1000)

The second semester of accounting principles expands on material presented in ACC 1000 from the perspective of an accounting major. Students will learn alternative methods of handling adjustments, discounts, and inventory issues as well as more complex situations related to long-term assets. Students will be introduced to new financial accounting concepts related to partnerships, long term liabilities, accounting for investments, and the preparation of the statement of cash flows.

ACC 2000 Financial and Managerial Accounting for Sustainability (ACC 1000) 3 credits (GE - QLR)

Building on ACC 1000, students will learn to perform more complex management accounting and financial analysis, including the definition of cost objects, the eval-

uation of cost behavior, and the measurement of financial performance in a dynamic operations environment. Such skills are in high demand in business today. In cases and simulations during this course, students will observe how the choices they make about what to measure and how to measure it have significant economic and ethical consequences for an organization, even to the point of determining business viability.

ACC 2700 Accounting Information Systems
3 credits (ACC 1100)

This course examines the design, operation, and control of accounting information systems. Emphasis is placed on transaction cycles and business processes, with a focus on the flow of financial transactions through the accounting information system. Internal control concepts and their application to the information systems are also considered. Microsoft Excel software is required for this class.

ACC 2801 Intermediate Accounting I 4 credits (ACC 1100)

Advanced financial reporting concepts are the focus of

this course. You will perform an in-depth examination of financial statements, preparation, analysis, and reporting. Topics include income measurement and profitability analysis, time value of money concepts, accounting for cash, receivables, inventory, property, plant, equipment, and intangible assets.

ACC 2901 Intermediate Accounting II 4 credits
(ACC 2801)

Advanced financial reporting concepts are the focus of this course. Major topics include accounting for investments, current liabilities and contingencies, bonds and long-term notes, leases, income taxes, pensions, and shareholder's equity. This course also includes an in-depth study of the statement of cash flows.

ACC 3800 Auditing 3 credits

This course provides an overview of both internal and external auditing theory. The course will cover internal controls, the various purposes of internal auditing, and how to establish and review internal controls. This course will prepare students to analyze contemporary auditing and assurance issues as well as examine the responsibil-

ities of, and independence issues, faced by individuals and companies involved in internal and external audit and assurance roles.

ACC 4050 Legal Issues for Public Accounting 3 credits

Professional accountants must be able to recognize relevant legal issues and how they relate to accounting and auditing. This course is designed to familiarize students with the various legal topics that accountants encounter on a regular basis and to prepare students for the business law topics of the CPA examination. Emphasis is placed on legal topics, including business organizations, contracts, debtor-creditor relationships, securities law and regulation, and the Uniform Commercial Code.

ACC 4150 Governmental/Nonprofit Accounting
3 credits (ACC 2801)

In this course, you will study issues in municipal accounting, especially relevant to city, state, and federal agencies, with attention to bond financing, funds, and budgets. An overview of accounting for nonprofit organizations also will be presented. Microsoft Excel software is required for this class.

ACC 4250 Accounting and Taxation for Nonprofit Organizations 3 credits

Learn how financial information is used to manage and make decisions in a nonprofit organization. Examine generally accepted accounting principles and practices specific to not-for-profit organizations, including structure and governance, legal requirements, financial reporting, budgeting, and tax filing.

ACC 4400 Cost Accounting I 3 credits (ACC 1100)

This course covers the role of the management accountant in an organization. Emphasis is placed on planning and controlling operations and on supporting decision-making. Specific topics include cost concepts, cost behavior, job-order and process costing systems, cost-volume-profit analysis, and variable costing. Microsoft Excel software is required.

ACC 4410 Cost Accounting II 3 credits (ACC 4400)

This course covers advanced cost concepts used to support management decision-making. Specific topics include activity-based costing, profit planning, standard

costing and performance evaluation, flexible budgets, relevant cost analysis, segment reporting, and capital budgeting decisions. Microsoft Excel software is required for this class.

ACC 4500 Taxation I 3 credits

The focus of this course provides an overview of the study of personal federal income tax laws, forms, and reporting mechanisms, and their application to individual taxes as well as to business entities. Topics to be covered will include income and loss realization and recognition, capital gains and losses, exemptions, rates, gross income items, deductions of business expenses, employee expenses, and itemized deductions as well as the tax consequences of accounting decisions as they relate to basic business entities.

ACC 4600 Taxation II 3 credits

The second course in the taxation series is designed for students who will be engaged in tax preparation activities and public accounting, this course revisits some of the more complex individual and business tax issues, including the introduction of estate and trusts returns as

well as corporate and partnership taxation issues such as property and dividend distributions, stock redemptions, liquidations, and reorganizations. Emphasis is placed on developing the student's ability to identify and explain the tax consequences of various individual and business entity transactions.

ACC 4900 Advanced Financial Accounting 3 credits

This course provides an in-depth examination of accounting for business combinations, international accounting issues, and partnerships. Business combination places focus on direct acquisitions and preparation of consolidated financial statements. The international accounting portion focuses on the international accounting environment and compares accounting principles of several countries. In the partnership portion, students will examine the entire partnership cycle from formation to liquidation and study the unique accounting principles associated with partnerships. Microsoft Excel software is required for this class.

AMS 1050 Social Change in American Sports
3 credits (GE - PDW)

This course introduces students to issues around social change, identity, and politics in the world of sports and how sports affect society as a whole. The sociology of sports has emerged to become a significant subdiscipline of the discipline. Scholars have drawn on a wide range of theoretical perspectives to understand the enduring appeal of sporting practices, as well as the various processes of conflict, control, and power in and around sporting institutions. This course examines the main perspectives in the sociology of sports in order to better understand the complex, complementary, and contradictory relationship between sports and society.

ANT 1500 Introduction to Analytics 3 credits

This course introduces the basic concepts and applications of analytics. Topics include an overview of the historical development of analytics, an overview of the analytical process and the role of the analyst, applied descriptive statistics, and exploratory data analysis. Upon completion, you should be able to demonstrate a basic understanding of analytics for decision-making in business.

ANT 2500 SQL I 3 credits

This course provides a comprehensive overview of the language of relational databases: Structured Query Language (SQL). Students will learn how to create SQL statements, including SELECT, DELETE, UPDATE, and INSERT. This course covers how to create and design tables, create stored procedures, use cursors and transactions to preserve data integrity, and create views for larger data sets.

ANT 2600 SQL II (ANT 2500) 3 credits

This course is a continuation of SQL I - the language of relational databases: Structured Query Language (SQL). Topics covered include: entity-relationship modeling, the relational model, and the SQL language; data retrieval statements, data manipulation, and data definition statements. All interactive reading problems involve the use of "live" SQL. Homework will be companies using databases running in MySQL, which students will install on your computer. During the course, students will develop a real-world database project using MySQL.

ART 1000 Sketching and Painting 3 credits (GE - HCC)

Students will explore the foundations of line and form and the use of color through various sketching and painting media. Learn how to emphasize spatial organization and structure or focus on the principles and techniques of painting media.

ART 2000 Media Design 3 credits (GE - HCC)

Students will explore their creativity through the methods of design thinking and the process involved in translating that thinking into form. Students will study content, meaning, form, typography, layout, structure, craft and process in graphic design, emphasizing conceptual analysis, visualization, and skillful making through the adept use of analog and digital tools.

BUS 1000 The Business of Environmental Sustainability 3 credits (GE - ONP)

Threats to our environment and the business opportunities to mitigate such threats are driving forces shaping our future. Students will investigate the science, technology, and economics behind the greatest challenge of our

times: environmental sustainability. This course includes working on an EcoVillage business project. Gain an important knowledge advantage with employers since all of them must deal with environmental factors to secure a sustainable business future.

BUS 3500 Strategic Thinking from the Inside Out
3 credits

Discover how strategy is all about effectively answering three questions: Where are we? Where do we want to go? How do we get there? Develop a multi-dimensional understanding of business strategy from the perspective of the executive manager or chief executive officer (CEO)—including how to develop an organization's internal capabilities to understand and meet its external opportunities and challenges. Students will learn how to argue and persuade others of your strategic vision and execution approach. Opportunities will be provided to engage in projects with companies and strategic management practitioners.

BUS 4000 The Entrepreneurial Mindset 3 credits

Half of new business start-ups fail in five years. After 10

years, only about a third of new business start-ups are still standing. Entrepreneurship is at a 40-year low in America. Yet, developing a sound entrepreneurial mindset is still good business and good for your career. Discover the palette of knowledge and skills required to think like a successful entrepreneur. Learn how to manage and live with risk. Understand the critical roles sufficient funding and profit play in business success. Explore ways to go it alone and how to use those skills to create and manage better teams. You might start a business, you might not—but an entrepreneurial mindset is highly valued anywhere business can be made better.

BUS 4200 Successful Negotiation Skills 3 credits

This course will focus on the art and science of negotiations. Students will be learning the nuances of assessment and preparation for negotiations and building trust and relationships. Strategies for improving creative thinking and influencing skills will be studied as well as strategies for dealing with various types of business negotiations.

CAR 1000 A-D Career Fulfillment (All four courses must be taken to earn the complete credit)
2 credits total (.5 credits per semester)

The reality of the contemporary economy and job market is that you are likely to change jobs 10-12 times over the course of your career, so staying on a gratifying career track requires awareness and preparation. This course combines online study with one-on-one advising to examine market trends, careers and employment positions, personality and strengths assessments, and networking skills relevant to business degree options. Course activities are designed to enhance awareness and understanding of self – interests, personality, and values – enabling students to make more thoughtful, informed decisions about their major, career path, and ways to manage a satisfying professional life. Experience networking opportunities with industry professionals, and join discussions on career expectations.

CAS 1100 Google Applications for Business
2 credits

There is a growing demand for business professionals to incorporate Google applications in their daily lives,

and this course will prepare students to hit the ground running. Students will practice a variety of collaborative applications available through Google. Emphasis will be placed on how the Google applications are being used in virtual business team settings.

CAS 1500 Microsoft Office Applications 3 credits

This course offers an overview of the primary Microsoft Office Applications: Word, Excel, and PowerPoint. Students will focus on features that will be beneficial for future academic and professional endeavors. Access to Microsoft Office 365 is required.

CAS 1800 Business Technology Applications
3 credits (GE - QLR)

This course offers an overview of some of the most common office applications and best practices for using them in the contemporary workplace. Students will focus on features that will be beneficial for future academic and professional endeavors. Access to Microsoft Office 365 and Google Suite is required.

CIS 1050 Data Science for Social Good
3 credits (GE - PDW)

This course is designed to inform aspiring data scientists in regard to machine learning, data science, and AI projects that have a social impact in a fair and equitable manner. Studying the work of governments and nonprofits, students will take on real-world problems in education, health, criminal justice, sustainability, public safety, workforce development, human services, transportation, economic development, international development, and more.

CIS 2100 Computer Operating Systems
3 credits (GE - QLR)

This course is an introduction to computer operating systems including mainframe and microcomputer operating systems. Students will learn operating system concepts and command languages for several systems. Topics will include memory management, data management, job scheduling, spooling, I/O management, security, and networking as it applies to the various systems.

CJM 1500 Introduction to Criminal Justice

3 credits (GE - SBS)

This course provides an introduction to the criminal justice system in the United States. The primary goal of this course is to develop a general understanding of crime and the criminal justice system in American society. The course will introduce students to the elements of the criminal justice system: police, courts, and corrections.

CJM 1600 Administration in Criminal Justice

3 credits (GE - SBS)

This course is an overview of administration within criminal justice agencies, including organizational units. Their functions and their relatedness within criminal justice organizational structures. It also examines the administrative, legal, and managerial principles that guide criminal justice agencies and the employees who work within them.

CJM 2500 Human Resource Management in Criminal Justice 3 credits (GE - SBS)

This course will emphasize the importance of human resource management in criminal justice. The role of per-

sonnel management in a criminal justice organization is stressed throughout the course, including hiring, evaluation, employee development, and compensation. Legal and administrative aspects of human resource management are also part of the course.

CJM 3000 Crisis Management 3 credits

The course provides an overview of how to identify, respond to, manage, and mitigate critical events that occur in the criminal justice arena. Course topics include: types and characteristics of crises, crisis planning, inter-agency collaboration and coordination on local, regional, state, and federal levels, resource allocation, and threat and risk identification, prevention, and management.

CJM 3100 Crisis Communication and Media Relations 3 credits

Communication during a crisis is a critical element in managing information and public perception, including the reputation of criminal justice agencies. This course introduces the importance of crisis management from the perspectives of communication and public relations. Course topics include: developing communication plans

and strategies, creating crisis communication teams, managing key information, addressing privacy concerns, creating and maintaining effective and positive media relations, and shaping public perception.

CJM 4000 Data Management and Evaluation in Criminal Justice 3 credits

This course focuses on simple data management strategies and basic analytical methods that can be used in criminal justice agencies. Emphasis is on using Excel for data management and analysis, including displaying data for use in reports and evaluations. This course will also cover basic components of program assessment and evaluation in criminal justice organizations.

CJM 4100 Ethics and Conflict Management in Criminal Justice 3 credits

This course examines ethical issues encountered in the criminal justice system with a focus on comparing and contrasting the principles of moral philosophy and ethical theory to the practices within criminal justice agencies. The course also examines challenges and conflicts between professional standards and individual and

group behavior and strategies to address these conflicts.

COM 1400 Speak Up! (prereq ENG 1000)
3 credits (GE - COM)

Understand how it is increasingly important to foster productive dialog across disparate lines of business, education, religion, politics, and cultural diversity. Get comfortable and fluent in the art of speaking publicly, conversing, and listening as it relates to critical conversations held in business, government, social networks, and other social establishments. Students will be challenged to identify flaws in assertions and unproductive approaches to communication. They will develop techniques to utilize communication styles that elicit meaning, abstract thinking, citizenship, clarity, organization, persuasion, research, teamwork, and cooperation.

COM 2200 Public Relations 3 credits (GE - COM)

A theoretical approach to the principles of the field of public relations in corporate, nonprofit, and agency applications. The role of public relations in the overall organizational communication structure is considered.

COM 2800 Organizational and Interpersonal Communication 3 credits (GE-COM)

This course is an overview of speech communication and interaction in a person-to-person and an organizational context. Interpersonal communication topics include: concepts of perception, attraction, self-disclosure, listening, and conflict management through communication. Organizational communication topics include communication systems, networks, and barriers within organizational settings and cultures.

COM 3100 Communicating to a Shrinking World
3 credits

Discover the way in which technology continues to change perceptions of distance as multimodes of media and communication emerge in everyday business practices. You will be challenged to dive into topics of business, communications, society, and cultures as they appear to merge into a single global, Internet-accessible marketplace. But is that what's really happening? Explore and examine how media and communication technology continue to impact these areas and shape how we perceive, consume, and participate in national and global business.

COM 3500 Advanced Media Writing 3 credits

This is an intensive writing course that exposes students to all types of media writing including news releases, brochures, speeches, newsletters, annual reports, case studies, advertising copy, memos, and crisis communication. Students will hone their skills while producing writing samples for your professional portfolio.

COM 4200 Advanced Advertising Strategy 3 credits

Building on the ideas of the core COM courses, students will take on a brand and manage the advertisement of that brand in the design of messaging highlighting the importance of visual elements in communication and how to effectively incorporate visual elements into messages for various media platforms in a coherent, unified campaign.

COM 4300 Design and Production 3 credits

This project-based course builds a foundation for meaningful and effective visual communication. Areas of focus include: the formal elements and principles of design, visual problem solving, the creative process, and knowledge and skills for the production of visual works.

Students will utilize a variety of media, tools, and processes to effectively convey the appropriate message to the appropriate audience.

COM 4400 Strategic Communication of Data Analysis
3 credits

This course provides a comprehensive overview of communicating data, from its acquisition through to its use in aiding investigations and enhancing operational decision-making. Students will learn the proper visualization techniques for data communication in terms of persuasiveness, clarity, accuracy, and audience.

COM 4900 Business Communication Contexts 3 credits

This course focuses on current topics of concern to modern business and is designed to activate prior concentration and core business course knowledge in scenarios where the “outcome” is dependent on student performance.

DMA 3200 Introduction to Data Analytics 3 credits

This course gives students an introduction to the concepts of data analysis, the role of a data analyst, and the tools that are used to perform daily functions. Students will gain an understanding of the data ecosystem and the fundamentals of data analysis, such as data gathering or data mining. Students then will begin learning the skills that are required to effectively communicate data to stakeholders, and how mastering these skills can make you a data driven decision maker.

DMA 3600 Data-Driven Decisions 3 credits

In this course, students will continue their education in data analytics and its role in business decisions. They will learn why data is important and how it has evolved. They will examine “Big Data” and how it is used. This includes more applications with frameworks for conducting data analysis and how this results in informed decision-making.

DMA 4070 Database and SQL with Python 3 credits

This course will give students the SQL analytics and Python analytics experience necessary for accurate and effective

database management. Python is one of the world's most popular programming languages and is popular in data analysis. In addition, this course provides students with the content that will help them understand the usage of SQL to practically solve data analysis problems.

DMA 4200 Data Analysis in Business 3 credits

This course prepares students to understand data and business analytics and become a leader in these areas in business organizations. It will illustrate the processes of analytics by allowing you to apply business analytics algorithms and methodologies to real-world business datasets from finance, marketing, and operations. The use of examples and case studies places business analytics techniques in context and teaches students how to avoid the common pitfalls, emphasizing the importance of applying proper business analytics techniques.

**ECO 1000 Economies and Economics I -
Macroeconomics** 3 credits (GE-SBS)

Explore the key ways the world has made and continues to make money through the flow of goods and services. Discover the history of purging, pursuing, and partition-

ing the non-existent free-market economy. From bartering and bondage to traditional, command, market, and mixed economic systems, students will assess the different ways business activities have been – and could be – organized and managed. You will address questions of how resources in the world are accessed, transformed, distributed, and used – and an ethical response to who benefits and who should benefit.

**ECO 2000 Economies and Economics II -
Microeconomics** 3 credits (GE-SBS)

Microeconomics is the study of individual decision-making units, such as households, businesses, and markets within the economy. The emphasis will focus on how these groups make decisions regarding the allocation of their scarce resources and the interactions among these individuals and firms. Topics covered will include production costs, market structure, price maximization, labor markets, government regulation, and distribution of income.

ENG 1000 English Composition 3 credits (GE-COM)

English composition is the foundational course that

will prepare entering students for college-level skills in writing, reading comprehension, and critical thinking through the application of grammar, tone, and audience. This application will stretch from academic research and writing through basic business communications and personal writing.

ENG 1100 Discourse and Delivery (ENG 1000)
3 credits (GE-COM)

Explore the digital divide and discover how it is no longer defined only in terms of one's access to hardware and software. Assess a digital divide created by limited literacy skills (reading and writing) and a lack of cognitive skills needed to make effective use of communications-based technologies. Immerse yourself in the reading, writing, and critical-thinking practices necessary to communicate effectively through digital technologies. Embark on a comprehensive study of two key applications of knowledge: 1) cognitive proficiency – students will refine foundational communication skills of everyday life at school, at home, and at work, and 2) technical proficiency – students will explore and apply components of digital literacy, including a foundational knowledge of digital technology.

ENG 1200 Creative Writing 3 credits (GE-COM)

In this course, you will develop ideas and work habits as creative writers and storytellers. Knowing how to tell a successful story is personally and professionally rewarding; fiction, life writing, journalism, film, television, games, multimedia projects, blogs, and even business proposals rely on narrative content. Students will learn to identify the building blocks of good narrative and create their own dynamic fiction or nonfiction narratives.

ENT 4050 Creativity and Innovation 3 credits

Creativity, innovation, and risk-taking are essential to the success of the entrepreneur. This class will aid students in unlocking their inner potential and focus on “thinking outside the box.” Students also will learn strategies for dealing with rejection and negativity.

FIN 1750 Personal Finance 3 credits

This course is an introduction to personal financial planning. Basics of stocks, bonds, annuities, 401(k) plans, mutual funds, and estate planning will be discussed.

FIN 4000 Financial Management 3credits
(ACC 1000)

Selected topics in the financial and managerial aspects of financial management for business organizations are studied with the intention of providing a survey of important concepts, issues, tools, and vocabulary that administrators need to effectively manage a business organization. Students will learn how managers and investors use financial statements to meet their financial objectives. The goals of the financial manager, the trade-off between risk and return, and the time value of money will be explained. The application of these basic concepts to the valuation of bonds and stocks, capital budgeting problems, and the process for determining capital structure also will be emphasized.

FIN 4125 Investment and Portfolio Management
3 credits

Emphasis in this course is on understanding the financial markets, how securities are traded, the efficient market theory, and the valuation of stocks and bonds. Modern portfolio theories, investment performance under different risk scenarios, and derivative securities such as options and futures also will be discussed.

FIN 4351 Financial Markets and Institutions 3 credits

This course explores the role of financial institutions and markets in the business environment. Topics covered include: term structure of interest rates, interest rate theories, the role of the Federal Reserve systems in the economy, commercial banks, investment banks, insurance companies, and government regulations of the banking and non-banking industry.

FIN 4750 Advanced Corporate Finance 3 credits
(FIN 4000)

This course studies the major decision-making areas of managerial finance and selected topics in financial theory. Topics introduced in Financial Management (FIN 4000), such as the cost of capital, capital structure, and dividend policy, will be covered in more detail. Additional topics addressed in the course include lease financing, mergers and acquisitions, corporate reorganization, financial planning, and working capital management.

FIN 4800 International Finance 3 credits (FIN 4000)

Financial management of any firm involves acquisition of funds, investing of these funds in economically pro-

ductive assets either domestic or foreign, currency risk management, and eventual reconversion of some of the productive assets into funds. This course concentrates on how decisions are made about international financial management in modern multinational enterprises. Students will discover and outline the management of these functions for firms operating in several countries.

GEN 2730 Public Policy and Business 3 credits

This is an introductory course to public policy. Students become familiar and conversant with public policy and contemporary business issues. They will apply governmental and non-governmental solutions to problems analyzed in class. Application will be made to current events.

HCM 1100 Introduction to Health Care Management
3 credits

This course examines a wide variety of health care settings, from hospitals to nursing homes and clinics, and will provide an introduction to medical terminology and the important issues in health care management, including human resource practice and health policy. This course is designed for the student who has no relevant health

care industry work experience and intends to earn a BBA with a concentration in Health Care Management or MBA in Health Care Leadership. It also serves as an introduction to this field for students who may have an interest in health care management.

HCM 4000 Quality Management in Health care
3 credits (HCM 1100 or equivalent)

This course surveys institutions, attitudes, and behaviors related to the quality of health care in the United States. Topics include quality planning, safety, benchmarking, clinical research, and data collection methodologies, with emphasis on Lean Six Sigma and Malcolm Baldrige quality initiatives.

HCM 4100 Legal Issues in Health Care 3 credits
(HCM 1100)

The focus of this course is on the regulatory environment of health care, including HIPAA, COBRA, Medicaid, Medicare, medical malpractice, and health care reform measures as well as ethical theory and practice applications for the health care profession. Students will analyze trends in public policy and politics and use case studies

that focus on regulatory and ethical issues that a health care professional will confront.

HCM 4200 Health Care Business and Policy

3 credits (HCM 1100 or equivalent)

Strongly current events driven, this class focuses on such topics as access to care, cost containment, health benefit plans, health economics, utilization review, disease management, information technology, medical technology, fraud and abuse, transparency of performance, pharmacology, and health care reform. The impact of these topics on the business of health care will be studied.

HCM 4300 Marketing Health Care Services 3 credits
(HCM 1100 or equivalent)

This course studies the issues facing health care marketers including e-health, direct-to-consumer marketing, legislative developments, health care ROI, customer-driven health care, competition, and database marketing. You will learn about various aspects of marketing through case analyses, development of a health care business marketing plan, and active classroom discussions.

HCM 4400 Health Care Informatics 3 credits
(HCM 1100 or equivalent)

This course provides you with an understanding of health information technology and how it is designed to support clinical and managerial decision-making in health care. Emphasis will be placed on the collection, storage, retrieval, and communication of data as well as information safeguards, ethical and legal issues, and patient safety and quality of care issues that relate to data storage and transmission. Electronic medical records and basic hardware and software concepts are addressed, including the impact this technology will have on patient care.

HLW 1000 Personal Health and Wellness 3 credits

Achieving optimal mental and physical health is the focus of this survey course. Special emphasis is placed upon the relationships among proper nutrition, fitness, and stress management. The highly interactive class sessions give students hands-on practice in acquiring the knowledge and skills that will promote a lifetime of wellness.

HOS 1200 Recipes and Menu Planning 3 credits

This course develops skills frequently used in the food service industry. Areas of emphasis include recipe conversions, percentages and the concepts in developing a restaurant, and creating a menu. Building on this foundation, the menu layout and design are developed, including menu pricing.

HOS 1300 Food and Beverage Controls 3 credits

This course provides an introduction to the operation of the purchasing, inventory, maintenance, storage, and disbursement of food and kitchen supplies. Students will learn to control food, beverage, labor, and fixed costs. They will learn to create and interpret accurate records. Common percentages and formulas in food and beverage accounting are introduced.

HOS 1400 Nutrition for Food Service 3 credits

Basic food service nutritional concepts for healthy living and the eating trends of hospitality customers and clients are discussed and studied. Other nutritional requirements for demographics and various age, social groups, and at-risk health groups are evaluated, and those needs

are related to recipe and menu development. Discussion of current topics in the food service industry related to allergens, gluten, and special diets are covered.

HOS 3000 Restaurant Operations 3 credits

The course encompasses the operations of all departments within a full-service restaurant. Major topics include organizational structure, methods of operations, guest service philosophy, and evaluation of human resources within the hospitality industry. Menu, kitchen, and design for different restaurant concepts are discussed.

HOS 3100 Private Events and Catering Management
3 credits

This course presents a broad overview of the meeting, conference, convention, and exposition industry. Using case studies, the planning process for each type of event is analyzed and discussed in-depth covering topics such as sponsorship, venues, staffing, outside contractors, and legal issues.

HOS 3200 Wine and Beverage Management 3 credits

Students will receive an overview of the sale and service of alcoholic beverages. Major wine regions of the world are discussed in detail. The basics of beer, spirits, and wine making, fermentation, and wine label reading are focus areas for the course. Time also is spent on purchasing, health concerns, and the laws pertaining to alcoholic beverages.

HOS 3300 Meeting Customer Expectations for Hospitality 3 credits

Students will study the concept of treating customers as guests. Guest services concepts with internal and external customers in the hospitality industry are covered. Develop problem-solving skills by addressing hypothetical situations and learn the differences in proven hospitality principles and business ethics.

HOS 4100 Human Resources for the Hospitality Industry 3 credits

This course provides an overview of the field of human resources as applied to the hospitality and food service industry. Recruiting, selecting, orienting, training,

and retaining outstanding staff members as hospitality managers is covered. Increased competition, legal issues, rising labor costs, and customer expectations are discussed.

HOS 4200 Resorts and Tourism 3 credits

An expanded view of the major types of hospitality resorts is highlighted and discussed. Mountain-based, beaches, sports, and spas as well as the specialty operations of cruise ships and casinos are covered. This course introduces ecotourism and sustainable development concepts in the resort industry.

HRM 2800 How We Work Together 3 credits (GE - SBS)

Understand how the success of an organization is heavily dependent on the performance of its people and how we work together in business. You will explore the role of human resource management in an organization. Discuss and discover how ethics and social responsibility impact businesses and social environments in which people work toward common and disparate goals.

HRM 4210 Human Resource Management 3 credits

This course analyzes the systems and processes for providing and maintaining productive human resources in an organization. The strategic role of human resource management in enhancing organizational capabilities will be examined along with other human resource management functions, including recruiting, selecting, and training employees. Additional topics include performance management, compensation, labor relations, and health and safety issues.

HRM 4500 Training and Development for Human Resource Professionals 3 credits

This course examines the role of training and development in enhancing the competencies and organizational value of employees and management staff. Students will design training programs using needs assessment, writing training objectives, designing training delivery, and evaluating the results of training against best practices. E-learning and other technology enhancements in training methods for employees and managers are evaluated. Explore career development systems and organizational succession planning aimed at increasing employee retention and satisfaction. Students work individually and in

teams to complete projects that apply theories learned in the course.

HRM 4600 Compensation and Performance Management Systems 3 credits

This course analyzes the strategic components of pay structures and reward systems and their impact on a variety of organizational outcomes such as employee motivation and satisfaction, employee recruitment and retention, individual productivity, and organizational performance. Performance management systems are evaluated, including consideration of methods of appraisal, comparison of performance, evaluation systems, and the use of technology in performance rating. Performance feedback methods are examined, including the use of multi-raters and performance review systems.

HRM 4700 Organizational Staffing Principles and Practices 3 credits

This course analyzes the strategic functions of organizational staffing as they relate to organizational planning, internal and external recruitment, technology-based recruitment, and retaining employees. Best practices

in recruitment making use of technology are evaluated for securing qualified applicants. Explore current techniques in employee selection, including development of selection criteria, attracting successful applicants, and applying an effective selection and hiring process. Theories learned in this course are applied through team project assignments.

HRM 4750 Diversity and Inclusion for HR Professionals 3 credits

When it comes to the workplace, the human resource department has a great deal of responsibility in managing the overall diversity of the organization. In this course, students will explore the role of human resources in ensuring that all employee concerns are being met and that employee problems are solved when they arise within the contexts of fair, non-discriminatory initiatives that are aware of the need for diversity and inclusion.

HUM 2100 The Business of Art 3 credits (GE - HCC)

Business relies on art in various capacities: as a reflection of human experience, observation, introspection, and achievement; and to establish an identity and display

value to the public. Explore the appreciation of art, the artful mind, and its application to business. Students will explore the concepts of creativity; the importance of expression; visual communication; and how aesthetics, film, art, and design create value and an identity for the individual and for the corporation. You will explore the pursuit of intrinsic beauty and its relationship to automobiles, the biomedical industry, personal health, sales, and marketing.

HUM 2180 Cross-Cultural Communication 3 credits

This is an introductory cross-cultural communication course. Business is increasingly global in nature, with international partnerships as a common feature. An understanding of cultural differences is a crucial element of success in this environment. Students examine cross-cultural concepts and theories and apply them to business scenarios.

HUM 2450 History of Enterprise and Civilization
3 credits (GE - HCC)

History is where ideas unfold. In this course, students will learn about the ideas that shaped civilizations from

a unique business perspective. Studying business practices from ancient cuneiform tablets to the business practices of Greeks, Romans, Chinese, and African civilizations up through the explosion of capitalism in renaissance Europe and modern times, students will understand the underpinnings of our post-industrial age and will be able to learn what has stood the test of time.

HUM 3250 Cross-Cultural Diversity 3 credits

This course focuses on all key dimensions of cultural and cross-cultural diversity and relations (including but not restricted to race, ethnicity, nationality, class, gender, religion, sexual orientation, disability, and age) in various forms of organizations, with implications for problem solving, conflict resolution, human resource development, leadership development, and organizational development.

INT 0003 Internship 3 credits

This internship allows students to learn directly from the work environment through a work placement on the University campus or off-campus with a nonprofit, governmental, or business organization. Learning outcomes

are based on a combination of the students degree program and professional goals and are individualized cooperatively through the Career Development Office, the host organization's supervisor, and the student.

ITS 3050 Introduction to Networks 3 credits

This course provides an overview of computer networks including operating systems, networks, the internet and information system design, and the roles and responsibilities of technology professionals. Students will learn about wireless network and network security, and develop the ability to diagnose and troubleshoot common networking problems and issues.

ITS 3150 Introduction to Cybersecurity Tools & Cyber Attacks 3 credits

This course gives you the background needed to understand basic Cybersecurity. You will learn the history of Cybersecurity, types and motives of cyber attacks to further your knowledge of current threats to organizations and individuals. Key terminology, basic system concepts and tools will be examined as an introduction to the Cybersecurity field. (ITS 3050 and ITS 3150)

ITS 4150 Information Systems and Security 3 credits

This course presents a broad overview of possible issues and dangers that can compromise information systems in the workplace. Students will learn the roles, responsibilities, and essential tools needed by IT managers to secure an organization's data and operations.

ITS 4250 Ethical Hacking and Penetration Testing
3 credits

In this course, students will explore the different phases of penetration testing, how to gather data for a penetration test and popular penetration testing tools. Furthermore, you will learn the phases of an incident response, important documentation to collect, the components of an incident response policy, and the key steps in the forensic process and important data to collect.

ITS 4550 Digital Forensics and Investigations
3 credits

This course provides students with an introduction to digital crime and investigations. They will learn about information security threats, dangers, and risks that organizations face in the workplace as well as the ability to

analyze potential vulnerabilities that can have an adverse impact on digital assets.

LAN 1000 Summer Language and Cultural Immersion Abroad 4 credits

Spend a summer abroad immersed in the language and culture of another country. No prior second language experience is required to come back home conversant in a foreign language and changed in ways you can't imagine. Learning another language is a key component of expanding your thinking and your world view; it is also essential to securing greater career and employment options in the global economy.

LAW 2900 Business Law 3 credits (GE-SBS)

This course provides an understanding of the body of legal principles that govern the structure and conduct of business organizations. This survey course covers such topics as the legal environment of business, regulatory environments affecting business, business-to-business relationships, and business ethics and social responsibility.

LED 3010 Leadership Principles 3 credits

Leadership Principles is designed to introduce new and aspiring leaders to the potential that they possess and that they can engender in others. This includes the ability to cultivate teams that perform at very high levels regardless of what industry you choose. The most versatile leaders are the ones who can mobilize others but that takes a personal commitment to growth, dealing with situational realities and challenges, self-assessments, and being able to effectively integrate feedback.

LED 4000 Leadership and Skill Development
3 credits

Extraordinary business results are produced in organizations that have extraordinary leaders. This course guides students in building their own foundation of leadership through the exploration of personal vision, values, and style. With this personal foundation, students will learn skills and behaviors that will enhance their ability to lead others effectively.

LED 4010 Leadership Theories and Applications
3 credits

The objective of this course is to focus on the basic principles of personal and interpersonal leadership that can be used in any life arena. Students will explore variables that affect productivity, effectiveness, and efficiency and a variety of interpersonal skill sets. Emphasis will be placed on vision, goals and objectives, motivation, decision-making, time management, power, team building, and conflict resolution. Students will explore a variety of other topics, including developing their personal leadership style and organizational politics.

LED 4900 Professional Seminar 3 credits

This final course serves as the culminating classroom experience for undergraduate students. LED 4900 is designed to integrate learning across all courses and experiences, promote critical thinking about major diversity and leadership issues, and reflect on, and celebrate each student's accomplishments.

MGT 1400 Conflict Resolution Skills (3 credits)

Resolving conflict in a positive manner is a skill that can be developed and practiced. Being heard can be one of the most important goals of someone engaged in conflict. Knowing how to listen and deploy appropriate communication tactics is determinative of whether a conflict will have a positive or negative resolution. This course will equip students to surface issues within their professional or personal environments and successfully navigate challenging conversations with direct reports, peers, or supervisors where emotions run high and positive outcomes are critical.

MGT 1600 Introduction to Management 3 credits

The essential management functions and their application to business are surveyed, including planning, organizing, staffing, directing, and controlling.

MGT 3400 Managing Projects and Processes in Organizations 3 credits

This course is designed to provide basic project management skills with a strong emphasis on issues and

problems associated with delivering successful application projects. The course will address the particular issues encountered in handling projects and will offer you methods, techniques, and hands-on experience in dealing with successful project completion.

MGT 4071 Organizational Behavior 3 credits

This course provides an overview of organizational theory and behavior by studying individual and group behaviors and how these behaviors interrelate with the organization's culture, structure, systems, and goals. Course topics include motivation and reward, conflict, power, leadership, decision-making, organizational structure and culture, and organizational change and development.

MGT 4200 International Business 3 credits

This course stresses the synergy/connection between environment and culture and the strategy and functions of business management. It further provides an overview of the functions of business in an international context. Basic economic principles are studied in international markets, including micro and macroeconomics, fiscal

and monetary policies, and banking. Factors affecting foreign trade and multinational business, especially the various social, political, technical, and economic complexities of doing business in foreign countries, are explored.

MGT 4790 Management Policy 3 credits

This course provides a comprehensive opportunity to exercise senior management business judgment in a complex case study environment, individually and as a member of a senior management team. This course will integrate technical skills and management theories learned previously in the program. Written case studies will be used to focus on management policy and decision-making.

MGT 4950 Discovering Leadership 3 credits

A leader is far more than a title or a big salary. Leadership is the act of cultivating and activating lasting transformation within an organization. The first step for any emerging leader is to examine the characteristics of great and effective leaders who came before us—and their approach to nurturing an environment of curiosity and creation. Follow up by exploring your own critical values; discover

what drives your visions of sustainable transformation of self; then apply your realization to a senior project involving the organization and leadership of multicultural and cross-disciplinary teams scalable to global proportions.

MKT 2100 Transformational Marketing 3 credits
(GE - COM)

Nothing happens in business until something gets sold. Transforming someone into a customer starts long before the ultimate exchange of money for goods or services. Start your marketing adventure by learning the ins and outs of creating and managing customer intimacy. Explore the multi-dimensional world of creating and managing external perception while gaining an understanding of the influence external perception has on your internal business morale and self-identity. Finally, immerse yourself in creating the opportunity for the sale: the endless cycle of customer mindshare, loyalty, and brand preference.

MKT 2150 Marketing in a Digital World 3 credits

As technology has shifted, so has the customer decision buying process to a more customer-centered model.

Students will examine a broad array of digital marketing strategies, such as search engine marketing, email marketing, social media, while exploring the modern customer journey buying process. Learn how inbound and outbound marketing attracts, engages, and delights people while building customer value and initiating engagement. Practice connecting digital methodologies and frameworks with planning and implementation.

MKT 2300 Engaging Customers with Social Media and Video 3 credits

Any organization knows that effectively engaging with customers is a vital factor when it comes to overall business success. Discover how marketers engage and build communities using social media and video. Students will develop cohesive strategies that integrate social media and video into business practices and methodologies, implement strategies using best practices and techniques on relevant platforms and channels, and explore key analytics and measurements to understand performance.

MKT 3000 Transactional Marketing 3 credits

Out of sight, out of mind; out of mind, out of business. Today's successful marketer understands the critical mission of getting the product to customers and getting customers to the product. Explore and discover all the ways in which marketing is a continuous cycle of personal selling; of closing the sale, sealing the deal, making something happen. At today's speed of wants and needs, if it's not happening, it's dead ... and that includes after the sale. Learn techniques to build the value of existing customers every bit as much as learning ways to build customer value.

MKT 3360 Storytelling with Content Marketing and SEO 3 credits (MKT 2150)

In the world of digital marketing, storytelling is used to build strong relationships with customers and develop a thriving loyalist community over time. Search engine optimization (SEO) is the process of getting your company and content found and shared online. Learn how to develop content creation and storytelling strategies as well as search engine optimization strategies to rank your content. Gain hands-on experience through creating a blog using content marketing and SEO best practices.

MKT 4300 Driving Traffic with Online Advertising

3 credits (MKT 2150)

Online advertising can help organizations reach new customers and increase brand awareness. Learn how to guide the strategic direction of the creation, planning, and buying of effective online advertising formats: display, social media, and mobile. You'll examine the different channels and formats and be exposed to industry leading tools.

MKT 4360 Managing the Customer Relationship

3 credits (MKT 2150)

Sustaining a customer relationship will lead to customer satisfaction and loyalty resulting in increased profitability and a competitive advantage. Customer relationship management is the strategic practice of shifting from short-term customer transactions to a long term relationship and satisfactory customer experience. Learn how to make strategic decisions and establish best practices that drive revenue and return-on-investment (ROC) through user experiences. Explore how companies use email marketing, live chats, industry leading tools, and software to create and satisfy loyal customers.

MKT 4450 Marketing Metrics and Analytics for

Decision-making 3 credits (MKT 2150)

Data increasingly is becoming critical to how companies compete in the marketplace. There is a growing demand for marketers to collect, analyze, and report digital data. Students will employ the skills to successfully measure marketing performances, customer engagement and user experiences, and campaign profitability. Explore key performance indicators and online metric principles to evaluate the performance of websites, social media campaigns, email marketing, and online advertising.

MTH 1750 Math for Business 3 credits (GE - QLR)

The business world, composed of employees, managers, and owners alike, needs knowledge of and skill in business mathematics. While technology is used for many calculations, it is important to understand the concepts behind mechanical computation. The purpose of this business mathematics course is to increase student knowledge of math and skill in performing computations as it applies to many aspects of the wider business world and to increase their viability and marketability as a well-rounded business professional.

MTH 2800 Applied Business Statistics (QLR 1000)

4 credits (GE – QLR)

This course focuses on an overview of statistical skills and applications necessary for business and management success. Problem solving and critical thinking skills are emphasized. Topics include data collection methods, organizing and displaying data, descriptive statistics, probability, and decision-making techniques. Microsoft Excel is required, including Excel Add-Ins.

NPA 2000 Nonprofit Management 3 credits

This course will examine the theory and practice of leadership and decision-making in the nonprofit sector. You will be exposed to core classic and contemporary theories on leadership, management, governance, and organizational effectiveness of nonprofit organizations.

NPA 3200 Nonprofit Strategy and Planning 3 credits

Nonprofit organizations are inherently collaborative. Students need to understand the concepts and theories of leadership, management, and followership in order to contribute effectively in the ever-changing and adap-

tive environment of these organizations. This course will explore the principles of nonprofit management theory and practice, organizational structure, organizational culture and communication, decision-making and accountability, human resource management and volunteer administration, and ethics and social responsibility. Additionally, students will study the various approaches to conducting strategic planning using SWOT analysis as well as identification of strategic issues and the formulation of strategic plans.

NPA 4000 Grant Writing and Management 3 credits

The ability to secure funding through grant writing is essential for nonprofit organizations. This course covers strategy for aligning the needs of the nonprofit organization to available funding sources. Additionally, the course reviews how to identify a need for funding, source grant opportunities, mutual benefits between a nonprofit and a funder's mission, and the grant writing process.

NPA 4100 Policies, Practices, and Law 3 credits

Nonprofit administrators are required to work within current cultural, business, and legal environments. This

course will discuss cultural policy, management, and legal issues that the nonprofit sector. Topics include cultural policy, funding, advocacy, community, First Amendment rights, intellectual property, organizational structure, contracts, labor unions, and employee relations. Students will analyze contemporary and historical case studies to expose the cultural, legal, and business issues that frame nonprofit success in today's society.

NTR 2000 Nutrition for Sports, Exercise, and Weight Management 3 credits (GE - NPW)

Nutrition is crucial to live an active and healthy life, to support training, and to optimize performance. In this course students will become familiar with the nutritional aspects of exercise and sports. What are the basic concepts in exercise physiology and sport nutrition science? How is exercise being fueled for the different types of sports; e.g., power sports, sprinting and endurance exercise? How does protein support skeletal muscle mass and performance? In this course students will learn to estimate energy needs and understand thermoregulation and fluid balance. They will learn about the role of micronutrients and supplements in exercise performance. Moreover,

they will be introduced to some health issues related to doing exercise.

OPM 2000 How the Operation Works 3 credits

Explore the variety of ways businesses and other organizations are set up to transform physical and human resources into products and services. Assess and prioritize operational challenges and best practices for moving from A to B and beyond. Students will learn about the very creative and profitable ways companies have managed product and service production in the past and how they are doing it today. Students will use game simulations to acquire operations experience setting up and running companies to manufacture computers, electric cars, bicycles, and films.

PHL 1100 Logic and Problem Solving 3 credits
(GE - QLR)

This course offers an introduction to the nature of logic and studies the role of language, emotions, and reasoning in arguments. It also examines the influence of fallacies as barriers to logic and the role of inductive and deductive reasoning. Students learn to analyze and

debate current controversial issues objectively applying the principles and criteria of logical thought.

PHL 1200 Critical Thinking in an Illogical World

3 credits (GE- QLR)

This course will focus on the business world and society as a whole through the lens of logic and critical thinking. Students will explore methods of logical, analytical, and critical thinking as they apply to day-to-day life. The course will also teach how to symbolize arguments into a formal language to analyze their validity. Learn the skills necessary to identify and evaluate different kinds of arguments, distinguish good arguments from bad ones, and understand exactly what makes those arguments either good or bad.

PHL 1300 Know Thyself, Know Thy World 3 credits
(GE-HCC)

Cognitive science argues that your sense of personal self develops through continuous encounters and mirroring with the cultural world in which you live. Students will come to better understand how knowledge of self and others influences their experience in relation to people,

business, and in and the world around us. In this course, discover various cultural perspectives, traditions, and understanding of being human within the larger world and our own personal culture(s). Students will continue to develop an understanding of how they were formed, what they can become, and what constitutes a healthy, well-lived life. Build upon previous critical exploration (in Business Arts Immersion) of how the world is arranged, and what has influenced you, business, and people as resources of productivity in the modern world.

PHL 1500 The Right Decision 3 credits (GE - HCC)

Explore the concept of ethics by exploring your own personal values, choices, and behaviors – as well as those of different individuals and cultures – to understand the importance these ethical perspectives and actions are to the self and to business sustainability. Journey through a variety of ethical theories and their development, relative and situational ethics, value systems, and what is involved in securing a happy, good, and meaningful life and career.

PHL 2100 Culture of Ethics 3 credits

This course will build on your understanding of ethical theory and ethical decision-making in complex business environments. Students will apply ethical theory, social dilemmas, and management values to modern business problems throughout a broad range of industries.

PHL 2600 Regulations and Regulatory Agencies
3 credits

This course explores the philosophy, history, and context of regulations and regulatory agencies. Students will study how the regulatory environment continually adapts in an effort to safeguard against abuse and the protection of personal information. Students will evaluate the role these regulatory agencies have on compliance within various industries, including health care, financial services, and human resources.

PHL 2900 The Philosophy of Technology 3 credits
(GE - HCC)

Explore the use and development of technology from a developmental, practical, and ethical perspective.

Consider technological preoccupation and how technology has become increasingly vital to our daily and business lives. Debate whether technology is inherently good or exists for its own sake. Delve into the development and use of technology within the business world, from the assembly line and electronic communication to machines and automated systems to robots and AI. Explore the ethical impacts of technology, including privacy, security, and intellectual property rights.

PHL 3550 Military and Veteran Mental Wellness
3 credits

In this course, students will explore military and veteran culture including post-traumatic stress disorder, traumatic brain injury, suicide, and the effects of psychological health on family and parenting. Students will assess the relationship between mental wellness and health outcomes. Specific attention will be paid to the concepts of diversity, reintegration, redeployment, health care navigation and ethics.

PHL 4000 Rhetoric: The Hyde Park Soapbox

3 credits

Students will learn about the art of persuasive speaking and writing and the use of compositional techniques. Explore common fallacies found in arguments and other communications. Experience one-on-one interactions to simulate personal communication in various business settings. Participate as both giver and receiver of these interactions and spend time analyzing each to ensure student communication is logically, non-fallaciously, and ethically in all situations. Students final project will be multiple, public soapbox orations (just like in London's Hyde Park) on both assigned topics and topics of the student's own choosing.

PHL 4100 Measuring and Monitoring ESG**Performance** 3 credits

In this course, students are asked to examine emerging approaches for measuring and monitoring a firm's performance in realms such as environmental, social, and governance. Students will apply this knowledge to current business situations where non-financial reporting is necessary and advantageous.

PHL 4200 Conducting Internal Investigations

3 credits

This course is a guide to conducting thorough and lawful internal investigations. Students will examine legal ramifications, principles, and investigatory techniques involved in conducting these investigations. A broad range of investigations will be explored, such as theft, discrimination, threats, and sexual harassment.

PHL 4300 Enterprise Risk Management (ERM)

3 credits

The purpose of this course is to understand the diverse collections of obstacles and potential dangers that businesses face and how risk management plans can be used to defy these hazards. You will employ both theoretical and practical risk management concepts to formulate ERM strategies in the areas of corporate compliance, policies, and procedures.

PHL 4600 NGOs, Consumer Advocates 3 credits

This course allows students to learn how to manage partnerships with communities, charitable organizations, and special interest groups. Students learn ways to work with

nonprofit groups to improve relations and develop community-targeted projects.

PHL 4900 The Social Contract 3 credits

Through the philosophical minds of Hobbes, Marx, Rousseau, Plato, and Locke, understand how laws and policies that govern a business make for more effective business leaders. Examine the formation of societies; relationships between societies and its members; the creation of social contracts, political theories; and questions about rights, justice, property, and liberty. Students will conduct in-depth analysis of the laws and policies and argue their relationship to businesses, employees, consumers, advertisements, production, and distribution. Students will reverse-engineer the laws themselves, their creation, legitimacy and validity, and the relationship between laws and ethics. Evaluate laws, both domestic and international, to assess global regulations and the differences among nations and cultures.

PJT 4910 Professional Project I 3 credits

This course allows students to complete an individualized project on a topic selected and planned with an instructor. PJT 4910 is designed to complete five important

goals: 1) Identify the problem statement or topic 2) Write the problem (topic) description 3) Write the project plan 4) Begin the literature review 5) Plan and begin gathering information or data needed to support project development. Students must earn a final grade of C or better to move to PJT 4920.

PJT 4920 Professional Project II 3 credits (PJT 4910 with a grade of C or higher)

PJT 4920 builds upon the work completed in PJT 4910 and involves data analysis, evaluation of alternatives, development of recommendations, and writing the project report. PJT 4920 will address two important goals: 1) Interpret and discuss the findings of the research 2) Understand and apply recommendations and conclusions to the quantitative research. Successful completion of PJT 4920 requires a C grade or higher.

PLA 4900/4999 Academic Prior Learning Portfolio
6 credits

In this course, students will develop an academic prior learning portfolio that describes, organizes, and categorizes the college-level learning they have acquired through work, volunteer activities, and life experiences. Students

will explore what they already know; what they already have college credit for; their personal and professional goals; and how all of these pieces fit together into an academic prior learning portfolio. With the assistance of the students instructor and their peers, the students will create a portfolio that collects previously credited learning (college transcripts, standardized exams, pre-evaluated learning, etc.) as well as descriptive information about learning the students have acquired outside the classroom. When complete, the students may submit their prior learning portfolio for evaluation to determine if they are eligible for college credit for their learning and skills. This course will be graded pass/fail.

PLA 4910 Portfolio Assessment I 3 credits

This course is for students who wish to attempt to earn credits through professional portfolios. Students will earn credit while building up to eight portfolios for review. In order to receive credit for this class, students must have a minimum of one successful portfolio submission of the up to eight submitted. This is a largely self-driven class. Students only may enroll in this class with approval from their advisor.

PLA 4950 Portfolio Assessment II 3 credits
(PLA 4910)

Students who have successfully completed the PLA 4910 course and successfully filed up to eight portfolios and have other classes for which they wish to submit portfolios, can attempt another eight portfolios through this course. If they wish to attempt this course, they may only do so with approval from their advisor. This is a largely self-driven class. In order to receive credit in this class, students must have a minimum of one successful portfolio submission of the up to eight submitted.

PLS 2100 Fallacies in Free Will, Nature, and Nurture in Politics and Society 3 credits

Politics and sociology are intrinsically linked as politics and policies often seek to address social issues and humankind's placement in the world. In this course, students will explore these links and be challenged to look at the world through new political and sociological perspectives. They also will gain an understanding of the key aspects of political systems in the United States and farther afield.

PLS 2150 Power and Governance 3 credits
(GE - PDW)

This course will examine the influence of social forces on formal politics as well as politics in non-formal settings, emphasizing the institutions, processes, and mechanisms that shape the lives of citizens. Students will survey major theoretical approaches and empirical investigations of key issues and debates in political sociology, their concomitant policy implications, and the impact on the populace including definitions of power, elites and decision-making, social divisions in participation, and the role of economic interests in governance.

PLS 3500 Democracy in America 3 credits

Alexis de Tocqueville's *Democracy in America* is said to be the best book ever written on democracy and the best book ever written on America. This discussion-based course offers students an opportunity to read short selections from this famous book, written by a French aristocrat who visited the United States, including Michigan, in the 1830s. The book contains elements of sociology, business, psychology, political science, international relations and history, carrying real implications for current issues today including religion, divisive politics, public opinion, social media, race, gender, individualism and capitalism.

If you liked watching *Hamilton*, you'll love this course!

PMG 2300 Project Risk and Issue Management
3 credits

Students will learn about the principles of risk and issue management for projects. Through the use of case studies, they will focus on developing risk management plans that include risk identification, impact and severity analysis, assigning a risk rating, risk mitigation techniques, and project management risk monitoring.

PMG 2400 Quality Control in Project Management
3 credits

This course introduces the concepts of project quality management that involve all project team members in continuous improvement for the purpose of improving quality and reducing waste. Students will examine Lean Six Sigma, business process re-engineering, and effective communication techniques used to integrate the quality principles into the culture and activities of the organization.

PMG 3250 Project Initiation and Planning 3 credits

In this course, students will learn the key roles and responsibilities of the project manager and project team. They will also learn how to set project goals and key priorities, identify stakeholders, and more.

PMG 3400 Project Leadership 3 credits

This course helps students develop the skills necessary to be a strong project leader. They will gain insights on understanding interpersonal behavior, managing conflicts, applying communication skills in various settings, relationship building, and problem solving and decision-making in group settings. They also will understand the importance of diversity and cultural awareness within their project teams and throughout the organization.

PMG 3500 Introduction to Project Management

3 credits (formerly PMG 2100)

This course provides an introduction to the practices of project management. Students will learn about the life cycle of a project from project initiation, planning, execution, and monitoring and controlling, to project closeout. Project management methods, skills, and techniques,

including development of the project charter, scope definition, schedule buildout, budget establishment and tracking, and risk and issue management.

PMG 3600 Project Management Tools and Techniques 3 credits (PJM3500)
(formerly PMG 2200)

This course will introduce students to the use of project management tools and software to plan, design, and facilitate effective initiating, planning, executing, monitoring, controlling, and closing projects. While students can use a variety of software packages or combinations of software, they need to assess a variety of custom tools. Case studies are used throughout this course because the goal is to give students as much of a real-world feel as possible. Upon completion of this course, students should be able to plan and manage a project using appropriate software applications.

PMG 4000 Principles of Project Management 3 credits

Learn about the project management skills and techniques that are used during the project lifecycle. This course will allow students to plan a project, monitor and

control the tasks and activities to complete a project, and manage diverse locally-based and long-distance-based resources using real-world case studies.

PMG 4100 Project Cost Control and Management

3 credits

This course focuses on project cost estimating, controlling, and reporting through case studies of pre-project and in-process estimating. Students will examine challenges experienced by project managers when estimating human and financial resources. Students will learn to apply project management skills and techniques that help establish accurate cost estimates and how to control costs on projects. They also will learn about project procurement, contract management, and adhering to ethics and professional conduct when managing projects.

PMG 4200 Project Portfolio Management 3 credits

The principles around management of an organization's project portfolio (a collection of multiple projects running at once) are examined in this course. Students will learn about the management of human and financial resources across a multitude of projects within an organization. Project prioritization and decision-making to align

projects and resources to the goals of an organization are explored. Learn about the project management skills and techniques needed to balance the requirements of multiple projects so that success of all projects can be achieved.

PMG 4300 Rescuing Troubled Projects 3 credits

This course examines how to recognize a troubled project and the steps involved in rescuing it. You will learn how to perform a project assessment, how to develop a project rescue plan, and, if the project is doomed for failure, how to develop a shutdown plan. Using real-world case studies, you will gain experience in managing troubled projects in a safe environment.

PMG 4350 Project Execution 3 credits

(formerly PMG 4400)

As the capstone to this program, students will demonstrate what they learned throughout their project management courses by choosing a real-world project management situation and applying leadership, critical thinking, problem solving, and creativity skills to ensure a successful project outcome.

PMG 4450 Agile Project Management 3 credits

In this course, students will learn the agile project management framework. The course contrasts agile and waterfall methodologies and discusses where agile is most applicable and useful as a project management methodology.

PSC 1100 Physical Science 3 credits (GE - NPW)

The purpose of this course is to expand your understanding of methods of scientific inquiry by emphasizing the fundamental principles of two or more of the physical science disciplines of chemistry, physics, geoscience, and astronomy. This will be accomplished through practical application of the principles of the aforementioned disciplines in terms of business.

PSY 1500 Introduction to Psychology 3 credits
(GE - HCC)

The course is designed to be an introduction to the science and application of psychology. The course will assist the student in the development of a foundation of basic knowledge in order to understand and apply spe-

cific areas of psychology in their professional lives. The course will survey introductory topics such as learning; memory; sensation and perception; personality; lifespan development; the physiological basis of behavior, stress, and health; psychological disorders; social psychology; and research methods.

PSY 2100 Forensic Psychology and Criminal Profiling 3 credits (GE - SBS)

This course is an introduction to the psychology of crime and examines various types of crimes, in terms of likely offender profile, victim profile, and situational elements. Within each type of crime, data are utilized to examine the characteristics of the most likely offender, and the circumstances under which the crime is most likely to be committed. Pertinent theories are examined, relating to both crimes and the offenders, by type of offense.

PSY 3000 The Psychology of Diversity 3 credits

This course examines and analyzes the topic of diversity. The course is designed to help students understand the social and cultural differences in our communities and provides tools for thinking about diversity and the

psychology of diversity. This course provides a platform for students to think, discuss, and evaluate the moral implications of inequality and diversity's roles in reducing inequality, and understanding intergroup conflict and discrimination.

PSY 3500 History, Systems, and Philosophy of Military and First Responder Psychology
3 credits

This course highlights the current psychosocial research and literature relevant to the mental health of military and responder populations, including influences of culture, age, and stigma on utilization of mental health services. Students will examine the personal, social, cultural and organizational forces that affect the psychology of military and first responder populations.

REL 1450 Spirituality and Christian Life 3 credits
(GE - PDW)

The course is designed to give students a better understanding and integration of spirituality in their academic journey. Christian spirituality focuses on the life and teachings of Jesus Christ as the model and is a lens for

theological reflection. This reflection will be paired with examining other religions and relevance of your personal spiritual journey in the context and challenges of contemporary times.

QLR 1000 Data Foundations 3 credits (GE - QLR)

In this entry level course, students will learn how to understand, analyze and present data. This begins with a broad overview of the data analysis process and then developing each of the fundamental data analysis skills. Students will begin data collection and then analyze data using key statistical concepts such as correlation, regression and clustering. This course begins the process of learning how to choose the best visualization for data and design effective visualizations.

SCI 1500 The Science of Well-Being 3 credits
(GE - NPW)

In this course, students will address multiple aspects of well-being including the measurement of happiness, the effects of happiness on longevity and health, interventions that can promote happiness, the types of societies that experience more happiness, and the misconceptions

of happiness that drive us. Students also will analyze the history of well-being research, and scientific theories of well-being, and put these concepts into practical application in their own life.

SCI 2500 Introduction to Global Climate Change
3 credits (GE - NPW)

This course introduces scientific, economic, and ecological issues underlying the threat of global climate change and the institutions engaged in negotiating an international response and at the same time developing an integrated approach to analysis of climate change processes and assessment of proposed policy measures.

SCM 3000 Supply Chain Strategy 3 credits
(OPM 2000)

Building on OPM 2000, students will delve into supply chain problems and analysis related to the design, planning, control, and improvement of scalable manufacturing and service operations. Through case studies and argumentation – especially of the current China-led Silk Road (an international supply chain arena for several thousand years, already) – students will examine the

essential cooperative and risk/reward sharing activities orchestrated by effective supply chain management. Explore and understand the strategic management of traditional business functions across the inbound and outbound system flows of companies around the world. A key focus will be the power and competitive value of logistics for such companies as Apple, Amazon, GE, and Boeing.

SCM 4000 Supply Chain Management 3 credits

This course presents the basic principles of the core knowledge related to the field of supply chain management. It provides insight into the complex, cross-functional elements of demand and supply planning and execution. Students also will have an understanding of the fundamental concepts of supply chain management. The functional areas of supply chain management are explored in an integrated view of procurement, manufacturing and operations management, transportation and logistics, inventory and warehousing, demand planning, scheduling, network design, collaboration and performance measurement.

SCM 4100 Logistics and Distribution 3 credits

Success within the global supply chain depends on logistics and distribution management. Utilizing alignment with business strategy, logistics, and distribution under a comprehensive ideological umbrella allows professionals to ensure customer value within the global pipeline. This course covers concepts of strategy, customer value, performance measures, risk management, and information flow within the logistics and distribution business professions specifically utilizing Six Sigma techniques.

SCM 4400 Supply Chain Analytics 3 credits

Supply chain analytics is the application of Six Sigma, leadership and management skills utilizing technology and software to perform analysis with supply chain data. Aspects of analysis include observation, data collection, data cleaning, research, statistical methods, open data sources, data visualization, and data presentation skills. This analysis's end goals are to support leadership decision-making, reduce organizational risk, gain supply chain channel insights, and align the organization towards business success within the dynamic global supply chain.

SCM 4500 Supply Chain Future, Scaling and Growth
3 credits

Operations strategy has played an increasingly important role in business success. In this course, explore concepts and tools to build operations in a way that not only support competitive strategy, but also allow new opportunities in the marketplace. Apply principles on how to build and evaluate the "operating system" of the firm to maximize value. This involves tailoring the firm's operational competencies, assets, and processes to a specific business strategy with change management.

SEM 2000 Foundations in Sports Promotion and Management 3 credits

The purpose of this course is to introduce students to key concepts and terminology in sports management and promotion. Students will examine core management and promotion principles, explore career opportunities, and discuss the unique challenges of the sports industry. The course offers hands-on experience in planning an event to introduce students to a potential business career in the sports industry.

SEM 2100 Sports Facility Management 3 credits

This course addresses the major elements of sporting event facility and event management, including planning, financing, operating, marketing, implementation, and evaluation. Key components of an event management plan for a broad range of facilities and events, including recreation, leisure, health and fitness, and sports facilities and events will be addressed.

SEM 2200 Sports Food and Beverage Management
3 credits

This course covers all aspects of food and beverage management, including terminology and standard practices. Students will learn how food and beverage activities are critical aspects of successful sporting and other event planning.

SEM 4100 Sports/Event Marketing, Promotion, and Public Relations 3 credits

This course explores the concepts and tools used to promote and market a successful event. An effective event marketing strategy, including timing and evalu-

ation components, is developed. This course applies contemporary principles of strategic marketing to event management.

SEM 4200 Sports Financial Analytics (MTH 2800)
3 credits

Students will explore how data analytics can be used to improve financial performance and a competitive advantage in the sports industry. The course covers how revenue is generated using ticketing strategies, sponsorships, and merchandising along with using analytics to build customer relationships and fan engagement.

SEM 4400 Sports and Event Law 3 credits

Examine the legal issues surrounding and governing international sports and events. This course will dive into legal topics such as contracts, torts, labor/employment law, health and safety, intellectual property rights, social media concerns, and Title IX and gender issues.

SEM 4500 Sports/Event Negotiations, Contracts, and Risk Management 3 credits

Effective planning can and does reduce risk. Students learn how to prepare an RFP for an event to help select the best site for specific events. The most negotiable items during the contracting process, as well as the expectations of the site hosting the event, are identified.

SEM4650 Sports Promotion Management Leadership Development 3 credits

This course is designed to give students an introduction to common leadership theories with which they can make their own definition of leadership within the world of athletics.. Creating teamwork among athletes, organizations, and clients is something that a leader should be able to do well as leaders, motivators, and organizers; inspire people to work together to reach shared goals and experience success as a team.

STA 1000 Data Integration Toolbox No. 1 3 credits
(QLR 1000) (GE - QLR)

Explore the role of data in the evolution of civilization and economies. Get your head around technology and the data pandemic. Through a series of case studies and

investigative projects, discover the differences among data as information, knowledge, understanding, and currency. Learn how to leverage data to make decisions with a critical understanding of patterns – in events, populations, and processes – in the presence of uncertainty. Acquire the data integration techniques and tools, statistical methods, and modeling skills needed to analyze data, identify problems, create solutions, and communicate and sell solutions to others.

STA 2000 Data Integration Toolbox No. 2 3 credits
(STA 1000) (GE - QLR)

Building on STA 1000, further explore the application of data integration tools in key business decision-making challenges. Who are my customers and what do they want; where is fraud; which companies are at risk for bankruptcy; which products are likely to fail; and what risks do you need to manage? Learn to apply algebraic, spreadsheet, graphical, and statistical models to help answer these questions in a variety of investigative settings. Discover the powerful and exciting principles of computer science, database management, and big data analytics that have supercharged the data integration toolbox in recent years.

SOC 1500 Sociology or Sports and Physical Activity
3 credits (GE - PDW)

This course examines sports in American society. It will allow students to understand the reciprocal influences between sports and culture, including social values, education, socialization, deviance, minority and female athletes, and the mass media and money. Sports is placed within the context of social institutions including family, politics, economics, religion, and more.

TCM 1000 Business Arts Immersion 3 credits
(GE - SBS)

Cognitive science argues that your sense of personal self develops through continuous encounters and mirroring with the cultural world you live. Students will come to better understand how self-knowledge influences their experience in relation to people, business, and in life. In this launch course, discover the best understandings about what you are, how you were formed, what you can become, and what constitutes a healthy, well-lived life. Embark on a critical exploration of how the world is arranged, and how it has influenced you, business, and people as resources of productivity in the modern world.

TCM 1010 The College Experience Retooled 3 credits

In this course, students will learn how to engage with college resources, and the expectations of college-level coursework, and gain confidence in their ability to be successful. The class will cover time management, study skills, and campus resources through weekly seminars and hands-on exercises that foster mastery through practice and growth.

WKE 2950 Work Experience 1 3 credits

This course provides a 180-hour learning experience in an appropriate work environment structured to allow students to develop skills and gain training in their major field. Students only may enroll in WKE courses with academic advisor and career development permission.

WKE 3950 Work Experience 2 3 credits

This course provides a 180-hour learning experience in an appropriate work environment structured to allow students to develop skills and gain training in their major field. Students only may enroll in WKE courses with academic advisor and career development permission.

WKE 4950 Work Experience 3 3 credits

This course provides a 180-hour learning experience in an appropriate work environment structured to allow students to develop skills and gain training in their major field. Students only may enroll in WKE courses with academic advisor and career development permission.

GRADUATE COURSE DESCRIPTIONS

(Course prerequisites are shown in parentheses)

BDA 5900 Statistics Immersion 3 credits

Decision-makers in all types of organizations look to their data to improve upon the quality of their decisions. Students will learn how to explore existing data sets and prepare the data for statistical analysis. Students will also learn the basics of business statistics and how to find the hidden information within.

BDA 6000 Modern Data Management 3 credits

Extracting information from data is a vital and fundamental function of any successful organization. This course will provide students with an overview of historical and mod-

ern data systems with an emphasis on using one of the most dynamic and widely used database management systems in the world: MySQL. Students will work with, and wrangle data, create a database, and extract information using the Standard Query Language (SQL).

BDA 6100 Foundations of Business Analytics 3 credits

Many organizations today are totally unaware of the hidden treasures that lie within their own data systems. This course will focus on the latest technologies used in mining the digital divide and extracting key pieces of information used in modern decision-making. Using statistical methodologies of A/B and multivariate testing, diagnostic analysis, prediction calculations, and forecasting, students will learn how and when to use these various techniques to make the most informed and data-driven decisions.

BDA 6200 Effective Management of Projects 3 credits

Managing a project is a key skill for any business professional. Controlling the overall scope of a project to ensure that you remain within a specified budget and deliver the project on time will heavily influence your upward growth.

Individuals who understand how to build a successful project team most likely will be called upon in the future to take on the most dynamic and critical projects within any corporate structure.

BUS 6000 Business Strategy and Game Theory

3 credits

Business is a high-stakes game where the difference between the right and wrong strategy could be millions of dollars. In business, a “game” is a situation in which the best course of action depends on what others choose to do. Game theory is a form of strategic analysis that can be applied to a myriad of business settings. From this learning experience, students will take away proven methods and strategies to pivot, shift, and propel competitive business decisions.

BUS 6100 Leading for Adaptability 3 credits

Today’s leaders face an ever-changing and unpredictable future that depends on disruption. It is much harder for leaders to predict or anticipate the next step or initiative when they are experiencing rapid acceleration of change in markets, customers, and services. Leading for adapt-

ability addresses the problems of business because it explores the deeply held beliefs and values that limit the ability to provoke new solutions to significant challenges. Leading for adaptability is not void of risks or weaknesses. Adaptability implies a change in how institutions operate, how decisions are made, how resources are spent, and how the business thrives in the global market. By default, this strategy is disruptive because it is bold, fast-moving, courageous, and customer-centric.

CCL 6001 Fundamentals of Culture and Change I

3 credits

This course is the first of two courses designed to provide leaders with an understanding of culture and how it is an essential area of knowledge for working in the global community. Culture and change dynamics are applied to analyze organizations and change initiatives within an organization. A working understanding of culture and a framework to explain cultural values are discussed and illustrated with cases.

CCL 6002 Fundamentals of Culture and Change II

3 credits

This course is the second of two courses designed to provide leaders with an understanding of organizational culture and its influence in groups, communities, corporations, and nations. Leadership and change dynamics are applied to analyze organizations and change initiatives. Cultural dilemmas and the resolution of cultural dilemmas are discussed and evaluated.

CCL 6003 Change and Development Methods

3 credits

This course develops change and development competence and leadership methods in contemporary global communities, corporations, and governments. Methods appropriate for diverse, changing contexts are learned and practiced in cases and a simulation. Students will learn to assess the values and needs of change recipients and develop a change method appropriate for the socio-cultural context involved.

CCL 6004 Change and Development Leadership

3 credits

This course continues to develop change and development competence in contemporary global communities, corporations, and governments. Change and development leadership approaches will be analyzed and discussed in a culturally relative perspective. Cultural fit of the leadership approach with the socio-cultural context will be discussed. Students will learn self-assessment methods in leadership.

CCL 6005 Professional Development Residential Conference 3 credits

This course includes presentations, professional development workshops, and a residential conference. The residential experience will focus on group dynamics and team-building exercises and applications. The workshop will feature speakers and presentations with perspectives and ideas relevant to CCL in our contemporary global community.

CCL 6006 Applied Research Methods 3 credits

Making sense of measurement and assessment in the CCL field is the focus. This course is a graduate-level, applied research methods course with a focus on culture, change, and leadership. Applications of research methods using practical cases and situations are the focus. Students will learn how to identify relevant information from the “noise” in their environments, then develop appropriate methods to collect information and data. Relevant analytical methods will be discussed and evaluated.

CCL 6007 Designing and Implementing Change and Development Initiatives I 3 credits

This course focuses on creating synergy from diversity in change and development. Methods for reconciling cultural differences in change and development initiatives are applied. Plans for change design and implementation are developed. Approaches for evaluating success of change initiatives are discussed.

CCL 6008 Designing and Implementing Change and Development Initiatives II 3 credits

This is the second course in which the dynamics of cultural change are discussed. Competence in designing and implementing change is a goal. Methods for facilitating change and designing and implementing change is a goal. Methods for facilitating change and designing and implementing initiatives are applied.

CCL 6009 Professional Applied Research Project/Publication I 3 credits

Students will design and conduct an applied research project in an area of their choice and/or create a research paper ready to be published in either an academic or practitioner publication. The applied research committee will include the supervising faculty member and, if appropriate, a field supervisor from the organization involved with the applied research project. The project and paper should reflect a holistic perspective and approach reflective of the program.

**CCL 6010 Professional Applied Research Project/
Publication II** 3 credits

Students will continue to complete an applied research project in an area of their choice and/or create a paper ready to be published in either an academic or practitioner publication. The project must be presented and defended to the faculty supervisor(s) and, as appropriate, the field supervisor during the last part of the class.

ECO 6450 Managerial Economics 3 credits

Micro and macroeconomic theories will help students understand their impact on an organization's goals. Their ability to analyze the economic constraints within which an organization operates and the implication of government monetary and fiscal policies will be discussed in this course. Students will focus on practical application of economic theory to business cases.

FIN 6300 Financial Viability 3 credits

This course will prepare students to understand business viability (the long-term survival of a business and its ability to sustain profits over a period of time) through corporate policy and the tactics that increase the value of the

corporation. Supporting topics to better understand and to successfully execute viability includes understanding the external economic environment, identifying multiple and varied sources of incoming resources (cash) and outgoing liabilities (payment schedules), and cash flow rules. Students will gain an understanding of what items are cash related and how they affect the balance sheet, income statement, and the profit/loss statements. Organizational viability is important not only for the business itself but also for the employees who work for the business and the community it serves. The content of this course will be equally relevant to students who plan to specialize in a career in accounting or if they choose a more general, management/operations career path.

HCM 6040 Health Policy, Law, and Ethics 3 credits

The laws and regulations that govern health care change with every administration. As a result, it is often up to the health care manager to stay aware of the legal, financial, and ethical implications of their practice's policies. Students will explore current dilemmas and future innovations in the health care field through legal and ethical lenses.

HCM 6150 Quality Management in Health Care

3 credits

Quality management is the framework for order and excellence in the health care management field. This learning experience will provide students with a multitude of quality frameworks to reference as they attack organizational detriments such as performance improvement, staffing, reporting, and medical errors.

HCM 6200 Health Care Technology and Analytics

3 credits

The growth of technology in health care organizations widens the scope of efficiency and accuracy, and it also increases the opportunity for data security breaches. Students will explore the rise of informatics in the health care field as well as the privacy and security concerns that come in their wake.

HRM 6000 Foundations of Human Resource Management

3 credits

Explore the role of human resource professionals as strategic partners who focus on the mission and goals of an organization. Examine traditional topics, such as

organizational effectiveness and development, workforce management, employee relations, and technology management. Explore transformational topics such as HRM in a global context, diversity and inclusion, risk management, corporate social responsibility, and U.S. employment law. The course also includes an examination of talent acquisition, employee engagement and retention, learning and development, and total rewards in the context of the employee life cycle.

HRM 6210 Training and Employee Organizational Performance

3 credits

Students will be offered a variety of management decisions that involve ongoing activities of employee evaluation and development associated to achieving the organization's goals. An understanding of performance management is required to meet ethical and statutory requirements. Students will assess performance management systems within the context of the defined system metrics supporting the organization's goals, and they will assess the role of performance management in strengthening the organization through diversity and inclusion.

HRM 6350 Employment Law and Ethics 3 credits

Explore the laws that define and regulate multiple dimensions of the employer-employee relationship. Students will review the compliance requirements for the organization. This includes ethical behavior, employment agreements, pay structures, personnel policies, equity, dispute resolution protocols, hiring practices, and discrimination policies. See how successful organizations leverage their understanding of legal and regulatory issues to guide and advise the organization.

HRM 6400 Human Resource Analytics 3 credits

Understanding the value of an organization's human capital is crucial to its continuing success. Human resource management metrics provide the tools for measuring value and for managing an organization's human resources. In this course, students will explore HR analytics and metrics as tools for organizational and employee performance improvement. These tools establish a foundation for the deployment of performance metrics as part of the recruitment, talent development, and retention of human capital talent. Students will examine the power of analytics as part of an alignment of the HR strategy. Students will also investigate the role of HRIS systems in working with

internal business units such as information technology, finance, operations, and executive management.

HRM 6500 Conflict Management and Negotiation 3 credits

Negotiation and conflict management are core responsibilities of human resource professionals. HR Personnel taking a leadership role in conflict resolution support an understanding of employment law and regulatory compliance. For unionized organizations, the HR role in conflict resolution may be constrained by collective bargaining agreements, and HR personnel may need to serve as facilitators for employer/employee relationships. Students in this course will explore the challenges of conflict, dispute and work when developing skills to identify different types of conflict solutions. Students will engage in case study and real-world scenarios.

HRM 6600 Benefits, Compensation, and Resource Allocation 3 credits

An organization deploys compensation and benefits as part of its total rewards strategy to build relationships with employees and increase their engagement. At the

same time, competitive pressures may result in the total rewards strategy becoming a cost issue for the organization. In this course, students will explore the technical and strategic aspects of overall compensation, and examine legally required and discretionary benefits at the individual and group levels as well as the societal implications of the total rewards strategy. With compensation and benefits representing the largest components of the HR budget, students will explore the role of budgeting and resource allocation along with related processes within an organizational context.

HRM 6650 Recruitment and Retention Practices

3 credits

In today's organizations, HRM plays an important strategic role and increasingly contributes to an organization's competitiveness and global presence. Working with renowned thought leaders, students will explore how more proactive and systemic human resource practices address strategic business challenges and opportunities throughout an organization. This may include talent acquisition and retention and innovation. Students will build theory-based but strategic perspectives of HRM's organizational role and impact in creating a sustainable competitive advantage in a global economy.

HRM 6700 Strategic Positioning and Planning

3 credits

Students will work with renowned thought leaders to explore business strategies and examine the cultural, capability, and talent requirements necessary to make a corporate strategy into a reality. Students will learn how to forecast HR requirements and develop talent strategies. Students will investigate the ways a workforce can have a major impact on a firm's performance and learn how to identify who creates value in the firm and where and how they play this role. Students will emerge with a roadmap to create customer and business value through HR strategic planning.

HRM 6751 Diversity and Global Cultural

Effectiveness 3 credits

The reality of a global workforce strengthens and challenges an organization because of its diversity in areas such as culture, social norms, practices, and beliefs. The HR function works on behalf of the organization, its employees, and its leadership to achieve a unified and inclusive work environment by understanding and addressing the unique challenges of a globally diverse workforce. Working with renowned thought leaders,

students will analyze the potential for building an integrated, globally diverse workforce that effectively will improve the organization's capacity and ability to thrive within a global landscape.

HRM 6800 Organizational Leadership 3 credits

Achieving measurable progress toward the organization's goals, or the degree to which the outcomes are achieved, is the meaning of organizational effectiveness. It is a key responsibility of HR departments to plan for and support the organization's ability (both in terms of capacity and agility) to achieve the goals. HR has a leadership position building organizational effectiveness, since capacity is directly proportional to people and talent, and agility is directly related to how well a team responds to the need for change. Working with renowned thought leaders, students will develop the skills to design and lead key organizational initiatives that both build its capacity and competitively position the organization for success.

HRM 6901 Capstone: Strategic Human Resource Management 3 credits

In this capstone, students will evaluate the HR management function as a strategic partner due to its broad

organizational impact and potential for strategically advancing the organization's business agenda. Students will evaluate how ethics and values align organizational strategies and drive organizational success by helping to create a competitive advantage. As a strategic partner, the HR management function is part of the executive strategic planning team and can drive elements of the strategic plan. The capstone supports the understanding of strategic planning as a key process and can develop critical knowledge and tools for understanding the organizational challenges that the HR function supports.

HRM 7000 Meeting SHRM Competencies 3 credits

In this capstone course, students will evaluate the HR content outlined in the SHRM Body of Competency and Knowledge (BoCK). The capstone challenges students to demonstrate proficiency in all SHRM competencies within the four SHRM Certified Professional modules: HR competencies, people, organization, and workplace. Within each of these four professional modules, students critically will examine issues related to HR's strategic role and responsibilities in a global environment. The capstone content covers all the SHRM competencies.

LAW 6500 Legal Thinking 3 credits

Legal thinking is key to protecting yourself and your company from liability. This course sensitizes students to the importance of separating personal values and interests from the safety and well-being of the company. As we investigate methods to evaluate risk and identify liability associated with an organization, students will explore concepts of logic, critical analysis, and legal reasoning used to evaluate potential costs associated with the actions of employees, contractors, and the public. Most legal courses focus on the rules, but the rules change every day.

LED 6200 Power and Leadership 3 credits

This course will help students better understand and use personal and organizational power within the context of organizations as political systems. Emphasis will be placed on differentiating between gender-stereotyped leadership skills, and assisting students in identifying their leadership style in terms of masculine/feminine uses of power. The course will increase students' comfort in using such arguably masculine skills as negotiating, influencing, and building coalitions; using chits, competition,

and team roles; and identifying similar skills and behaviors of a less visible feminine culture at work. Grounded in the theories surrounding these concepts, the course focuses on students' awareness of, and ability to use, the types of power available to them, and how to build political skills as a complement to their other leadership abilities. The issues of ethical and unethical uses of power and politics within organizations will be addressed. Students will identify whether and when they would use certain types of power and political skill, based on their personal ethics, leadership style, and case study situations. The final project is to develop a political change strategy about a situation they care about.

LED 6130 Leading Effectively Across Differences 3 credits

This course gives students the theoretical and practical knowledge they need to lead more effectively multiple dimensions of difference such as race, ethnicity, and socio-economic status. Students will examine how their own experiences shape their ability to effectively lead across multiple dimensions of difference, including generational, racial, ethnic and gender differences, and they will discuss strategies to develop diversity leadership

competency. Students also will consider diversity at the organizational and community levels, exploring the business case for diversity and inclusion initiatives as well as how organizations can identify and address disparities that exist internally and within their local communities.

LED 6120 Change and Leadership 3 credits

In today's world, organizational resilience, adaptability and agility gain new prominence. This course bridges theory with practice to implement, measure, and monitor sustainable change initiatives and help organizations achieve their objectives. Students will explore concepts to lead change, and explore power dynamics, decision testing, and control systems.

LED 6550 Leadership and Ethics 3 credits

This foundation course for the program fosters personal development as an ethical, effective and enduring leader. Course activities include: analyzing feedback from assessment instruments such as the leadership practices inventory, reflecting on personal leadership experiences and those of others, and considering case studies, and readings on ethics and leadership. Major assignments

include analyzing data collected from interviews with leaders, writing a series of papers on effective, ethical, and enduring leadership; participating in a team presentation dealing with ethical challenges in organizations; creating a personal leadership credo and metaphor; and producing a final portfolio documenting the students leadership abilities, experiences, and goals.

LED 6000 Women in Leadership 3 credits

This experience is designed to develop your ability to lead, influence, communicate, and persuade your co-workers, teams, and organization. Students learn how to develop a coaching mindset and discover essential competencies for effective coaching. Adapt your style to leverage emotional intelligence to drive results, develop talent, and produce high performing employees. This experience will focus on how to overcome common challenges to coaching, and student mentors will help them to gather self-awareness and approach personal barriers to coaching and leadership.

LED 6100 Executive Presence 3 credits

This experience will focus on navigating the unique challenges female leaders face in the workplace at all levels. Not only will student mentors help students determine their barriers to personal credibility, and ability to build trust and establish an executive presence, but they also will help students identify their strengths to form strategies that they can immediately apply to themselves, their team, and their organization.

LED 6200 Women's Leadership: Negotiation Skills
3 credits

This experience will help students understand the subtle messages of power and recognize and react to the organizational impact of diverse management styles. Students will learn why what they can do about gender perspectives on negotiations, team management, and leadership. They will also learn research-driven approaches to perceptions, behaviors, stereotypes, and backlash that women uniquely face. They then will turn their knowledge into strategies and solutions. This learning experience is uniquely designed to develop students as expert negotiators and is led by strong mentors who

will help students challenge their assumptions, confront their fears, and turn obstacles into opportunities.

LED 6300 Leadership: Giving and Receiving Feedback 3 credits

Feedback is critical for leaders, and creating a culture of feedback is key to a team's success. The more successful a team is, the better an organization's bottom line. This learning experience focuses on the art of giving and receiving feedback. Students mentors will focus on the differing dimensions between male and female leaders and how they react to receiving criticism in their industry.

MBA 9999 Graduate Curricular Assessment 0 credits

This course is used to administer the end-of-program assessment for graduate students to measure learning outcomes in the core business topics. Scores on this test are used to assist the University with curriculum assessment and improvements and also are used to award the Academic Excellence medallion to recipients. This class also provides information on career services, including a graduate career survey, and commencement. **This is a required course and is graded on a pass/fail basis.**

MGT 6200 Organizational Adaptation 3 credits

Leaders struggle to keep their organizations alive in rapidly changing environments. This struggle to adapt and survive the old notion of the survival of the fittest is the essence of resilience and organizational health. Organizations adapt and survive over the long-term by building capacities for resilience and delivery. Organizational health is determined by an organization's ability to align around a clear vision, strategy, and culture; and to execute and renew focus in response to market trends. Discover how leaders learn from relationships and informal knowledge sharing. By applying these same learning techniques, leaders in any industry can recognize and seize opportunities to improve and sustain superior performance for their organization.

MGT 6400 Collective Impact 3 credits

Organizations exist with and within their communities and society. The reach and influence of any organization are expansive and always evolving. Students will learn to identify the stakeholders of an organization and understand the incredible impact business has in community and society. Through the perspective of community

involvement, service learning, and relationship building, students will learn the opportunities that exist to create and promote success within their organization and community.

MKT 6100 Disruptive Marketing 3 credits

Disruptive marketing strategies can do the unexpected and reach uncharted business opportunities in a consumer-driven market-place. As consumers become more demanding and resilient to marketing messages, organizations must seek innovative products and service offerings that match the demands of emerging markets or fulfill the demands of customers who are dissatisfied by the current offering. In this course, students will explore how disruptive marketing is used by organizations to ultimately shift their business model and cause a market disruption.

MKT 6800 Strategic Customer Creation 3 credits

Identifying, growing, and developing potential customer relationships is a critical aspect of organizational strategy. Students will focus first on creating opportunities for mutually beneficial relationships and partnerships. They

will learn how to develop rapport in a business setting and the value of listening to ensure they understand others' values, needs, priorities, and interests.

PMG 6050 Project Management 3 credits

This course introduces the tasks and challenges fundamental to project management. Topics include how to manage teams, schedules, risks, and resources to effectively achieve project objectives from time, cost, and quality perspectives. Case studies are incorporated into the course, allowing students to apply knowledge and skills associated with negotiating, selecting, initiating, planning, budgeting, scheduling, monitoring, controlling, and terminating a project. The implications of managing projects in an international setting also are assessed, and ethical principles in managing projects are evaluated in this course.

PMG 6100 Project Metrics, Monitoring, and Control
3 credits

Selecting, evaluating, and communicating performance metrics plays a critical role in successful monitoring and control of projects. This course provides an in-depth

discussion of project management metrics and Key Performance Indicators (KPIs), and it explores related topics such as value-based project management metrics, dashboards, and measurement-driven project management. The course discusses the role of metrics in effective monitoring and control of projects, and provides an overview of the most important considerations in proper use and communication of project performance metrics.

PMG 6410 Agile Project Management 3 credits

In this course, students will examine the agile approach to project management. Project managers increasingly use the agile approach and utilize a Scrum framework for complex and team-centric projects. This course focuses on the fundamental and practical aspects of the agile approach, highlighting the value of customer-focused adaptive planning and collaborative effort. Using course content, case studies and examples, this course teaches students practical industry-standard tools and techniques that will lead to better decision-making, and desirable project outcomes using the agile methodology.

PMG 6800 Project Risk and Quality Management

3 credits (PMG 6050)

This course provides students with an in-depth understanding of the procurement and risk-management processes in projects. The course also helps students evaluate and synthesize concepts within the domains of contract management and risk management, and helps students identify and assess recommended practices in contract management and purchasing. Topics primarily include risk-management planning, risk identification, risk analysis, risk-response strategies, risk monitoring, and risk control. In addition, the course covers the project manager's responsibilities in identifying and obtaining resources from vendors, as well as the legal requirements and contracting processes involved.

SDT 6000 Managing Disruptive Change 3 credits

Disruptive strategy shifts focus from seeking consistency of leading an organization in order to cope with frequent change and uncertainty; a critical need in fluctuating markets and business environments. For most businesses, disruption is simultaneously the greatest threat and opportunity, and while some leaders may attempt to embrace this risk as a tool to grow the business, others

fall behind. This learning experience is designed to teach students a variety of methods to embrace and respond to disruptive change through innovation, balance, and strategic renewal.

SPO 5460 Facility and Event Management 3 credits

This course is designed to provide students with a comprehensive understanding of the concepts, theories, principles, and procedures involved in creating and managing sports events of all sizes. In addition, facility management is a core focus of this course providing insight to the unique issues these facilities face compared to non-athletic ventures.

SPO 6450 Special Topics in Sports Administration

3 credits

This course allows students to explore practical and theoretical aspects of the various components related to the administration and management of sport facilities, programs, and businesses. Topics for this course will be generated by current events, trends, and initiatives in the world of athletics focusing on the management approach to issues and effective leadership within the industry.

SPO 6550 Governance and Intercollegiate Athletics

3 credits

Looking at the nuances of athletic governing agencies gives insight into the current structure and policies that govern amateur and professional sport. As cultural, societal, and economic changes occur, coaches and athletic administrators need to be equipped for, and engaged in, policy development to support efficient and effective administration of athletic programs. This course provides an in-depth analysis of the history, development, and organizational structures of the agencies that govern amateur and professional sports.

SPO 6900 Supervised Graduate Assistantship

3 credits

The graduate assistantship is an opportunity for students to practically apply the advanced concepts in this concentration in an athletic leadership role. As a graduate assistant, students will gain the experience, supervised by industry professionals and contacts necessary for success in the ever-changing world of sports.

STR 6200 Strategic Operations 3 credits

Do you believe you will be responsible for implementing a new strategy at some point in your career? This learning experience sensitizes students to the importance of aligning the company's model with the company's strategy as external forces evolve strategy and execution readjusts or the organization hits a wall. The course covers strategic decisions in sustainable business, technology, facilities, human resources, and other areas.



CHRYSLER HALL

- ACADEMIC OFFICES
- ACADEMIC ADVISING
- CLASSROOMS
- CAREER SERVICES
- COUNSELING SERVICES
- STUDENT SERVICES
- VETERANS RESOURCE CTR.
- SECUNDA MUSEUM



MAPS AND FACILITIES



CLEARY COMMONS

CLEARY UNIVERSITY CAMPUS MAP



1

LYONS CENTER

- ADMISSIONS
- ADVANCEMENT
- BUSINESS OFFICE
- FINANCIAL AID
- OFFICE OF THE PRESIDENT

3

CHRYSLER HALL

- ACADEMIC OFFICES
- ARTHUR SECUNDA MUSEUM
- CAREER SERVICES
- CLASSROOMS
- COUNSELING SERVICES
- IT SUPPORT
- OFFICE OF THE PROVOST

2

CLEARY COMMONS

- STUDENT DINING
- CLASSROOMS
- ESPORTS ARENA
- CLANCY'S CAFE
- COUGARS DEN - SPIRIT SHOP AND BOOKSTORE

4

RESIDENTIAL HALLS

- NORTH SAND SOUTH HALLS

5

WELLNESS CENTER

- ATHLETIC DIRECTOR
- COACHES' OFFICES
- GYM AND WORKOUT FACILITY
- ATHLETIC TRAINING
- WRESTLING CENTER
- GOLF TRAINING CENTER



MAIN CAMPUS
3750 Cleary Drive
Howell, MI 48843



CLEARY UNIVERSITY -
DURFEE INNOVATION SOCIETY
2470 Collington St.
Detroit, MI 48206

800-686-1883



CLEARY.EDU

CAMPUS MAPS AND FACILITIES

CAMPUS FACILITIES

Cleary's campus sits on almost 40 acres in Howell, Michigan, with an extension site in Detroit. The facilities include administration and academic buildings, a Wellness Center, Cleary Commons, residence halls, and an athletic field supporting baseball, softball and soccer.

The Chrysler Building is located at 3750 Cleary Drive and includes most student classrooms, academic personnel, the library and tutoring center, the computer lab, and the Cougar Den spirit shop. The building also houses the majority of the Secunda Art Museum along with museum space for traveling art pieces.

The Lyons Building is located at 3760 Cleary Drive and houses the majority of the administration, including admissions, financial aid, and the business office.

The Wellness Center is located at 955 Grand Oaks Drive and is home to Cleary athletics. This building houses the athletic administration offices as well as all coaches. The center is home to athletic training, weight room, wrestling facility, golf simulator, and gym for all students to use. Duncan Chiropractic is housed in this building for students, staff, and the community to utilize for their physical therapy and chiropractic needs.

The Wellness Center hours are:
Monday - Friday: 8 a.m. to 5 p.m

The Cougar hockey program launched in the Fall of 2019 and uses the 140 Ice Den located directly across from campus at 970 Grand Oaks, Drive, Howell. The Cougar bowling program utilizes the Howell Bowl-E-Drome, two miles off campus, and the Chemung Hills Golf Course, 2.5 miles from campus, is home to the men's and women's golf teams.

The Cleary Commons houses student dining as well as classrooms and community event space. In addition, Cleary Commons is home to the new 1,700 square foot Esports arena. Students can spread out in the Commons' 5,300 square foot atrium to study or meet up with friends. Renovations to this space will continue through 2023.

The North and South Residence Halls are home to almost 200 students living on campus. The North Residence Hall was completed in 2016 and features apartment style units, which include private bathrooms in each room, a full kitchen and living space as well as a washer and dryer in each suite. The South Residence hall was completed in 2018 and features two person rooms

with a shared bathroom and a shared kitchenette. Study spaces are built into the lobbies of each floor to provide extra privacy for students or study groups.

Lake Trust Stadium features state-of-the-art artificial turf to support Cleary baseball, softball, and soccer teams. This multi-use complex can seat 125 in stadium seating and an additional 200 in the bleachers behind home plate. It features a large outfield video board, two full dugouts for baseball and softball, and a large press box behind home plate stadium seating. This field opened in Fall of 2018.

Our Detroit Education Center is part of the Durfee Innovation Center located at:

**2470 Collingwood St.
Detroit, MI 48206.**

This location serves the Greater Detroit populations.

Students have the option of attending online or on-campus. Our Detroit center provides classroom space and extra computers for study use.

Inclement Weather and Emergencies

The University remains open during times of snow or other types of inclement weather in order to serve resident students as well as commuter students. If weather conditions become so severe as to render it hazardous for students to drive to campus, the most accurate and up-to-date information about the status of classes and campus services can be found on the following TV channels: Fox 2 Detroit, WDIV 4, and WXXZ 7, and on the following radio stations: WHMI 93.5, WWJ 950 and WJR 750. Students, staff, and faculty will be notified of any delays or closings through Canvas and the Cleary website. Students are encouraged to check these sources frequently for updates, schedule changes, or closures.

For non-weather related emergencies, staff, faculty, and students will be notified via a text message as well as through Canvas and on the website.



MAINTENANCE OF FACILITIES WITH SECURITY

Security on Campus

For our internal community as well as visitors, blue emergency phones are located around campus if students find themselves in an emergency situation. For all security and safety concerns contact Safety Coordinator Chester Claxton at cclaxton@cleary.edu. If there is an emergency students are encouraged to directly call 911.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

This is a federal law requiring institutions of higher education to disclose campus security information including crime statistics for the campus and surrounding area. Current and prospective students or employees have the right to obtain a copy of this information for the University. Students may view this information by accessing the federal government website at:

<https://ope.ed.gov/campussafety/#/institution/search>

University Property

It is the expectation of all students, staff, faculty, and visitors to treat University property as if it were their own. Anyone violating University property will be held liable for damages up to the amount of the property value.

Physical Violence, Vandalism, and Theft

Cleary University is not liable for damage to any personal belongings of students, staff, faculty, or visitors under any circumstances including, but not limited to, windstorm, flood, hail, civil commotion, explosion, fire, smoke, and vehicle accident. Neither is Cleary University liable for loss or theft of personal belongings of students, staff, faculty, or visitors.

GLOSSARY OF TERMS

Degree: An award conferred as official recognition for the successful completion of a program of study (e.g., associate, bachelor's, master's).

Program: A program is a combination of learning experiences and related activities formally organized for the attainment of broad educational objectives and well-defined requirements that may or may not lead to a post-secondary credential. A program may refer to student service programs and administrative units as well.

Degree Program: A degree program is defined as a combination of courses and related activities formally organized for the attainment of broad educational objectives, well-defined requirements that lead to an associate, bachelor's, or master's degree (e.g., BBA, MBA, MS).

Instructional Program: An instructional program is

defined as a cohesive set of courses and related activities formally organized for the attainment of broad educational objectives with well-defined requirements that lead to a degree, certificates, employment, or transfer. Instructional programs are systematically assessed on a cycle that ties course and program (undergraduate or graduate) learning outcomes (PLOs) to The Cleary Mind™ attributes. Results of these assessments are used to continuously improve teaching and learning in academic programs.

Classification of Instructional Programs (CIP): A taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information

surveys and databases. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, 2000, 2010, and 2020. Updates/additions to CIP codes are made every 10 years. The most current official CIP listing can be found here on the NCES website: <https://nces.ed.gov/ipeds/cipcode/>.

Program Category: A summary of groups of related instructional programs designated by the first two digits of its appropriate classification of instructional programs (CIP) code.

Program Specialty: A specific instructional program that can be identified by a six-digit classification of institutional programs (CIP) Code.

Program with no recognized postsecondary credential: Any formally organized program with stated educational objectives and well-defined completion requirements that does not lead to a recognized postsecondary credential.

Program of Study: A program of study consists of courses required to complete a specific degree, inclusive of required coursework within the major, concentration, and minor.

Postsecondary Credential: A postsecondary credential is official documented credit that verifies an individual's qualification or competency in a specific skill. Credentials are earned and awarded by completing a program of study, successfully passing an assessment, or meeting specified requirements that verify competency.

Stackable Credential: Stackable credentials are part of a sequence of credentials that can be accumulated over time to build up students' qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs. Stackable credentials can be viewed as building blocks where each short-term credential that a person earns builds into a higher-level credential. Stacked credentials are defined as:

- Traditional or progressive: The 'traditional' or 'progressive' stackable credential follows a linear path where students earn a short-term credential (e.g., certificate) and continues their education by pursuing a higher-level credential (e.g., associate and/or bachelor's degree).
- Supplemental or value-add: Other types of stackable credentials do not follow a linear path, but still allow students to enter and exit the higher education system as needed. A 'supplemental' stackable credential is when individuals may already have earned a bachelor's degree and they attend a bootcamp to learn additional skills to supplement their degree.
- Independent: An 'independent' stackable credential is when individuals accumulate multiple credentials but do not pursue a degree. In this case, the individuals certifications build on one another and the individuals acquire skills that craft a path forward in their career, but they do not 'ladder' into a singular degree pathway. For example, an individual who earned certificates in Microsoft products and/or CISCO then pursues a career in information technology systems.
- Professional learning (PL) - Work-based learning,

apprenticeships, and employer-sponsored training combines on-the-job training with formal educational instruction.

- Stacked apprenticeships are shorter-term programs where individuals pursue a series of related apprenticeships to build on their skill set. An individual participating in an industrial manufacturing technician apprenticeship program could learn how to operate production equipment, and then pursue additional manufacturing opportunities to learn more related skills.
- Employer-sponsored training is where an individual is employed at a public relations firm, but does not have the skills to run Google ads on social media. The employer could sponsor training for the individual to pursue a digital marketing certification.
- Members of the U.S. Armed Forces can receive credit for their military experiences and education, which can be applied toward their post-secondary credential or degree. Stackable credentials earned through military service can be building blocks for valuable non-degree cer-

tificates, certifications, and degrees.

Baccalaureate Degree: A Baccalaureate degree normally requires at least four, but not more than five years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a five-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. This also includes bachelor's degrees in which the normal four years of work are completed in three years. At Cleary, a baccalaureate degree requires a minimum of 120 credits, though individual programs can require a higher number of credits as determined appropriate.

Major: At Cleary University, the term "major" describes one of the three parts of an undergraduate curriculum (the other two parts being the Business Arts core curriculum and elective courses). The major is a set of courses selected to provide an opportunity for a student to undertake in-depth study. A major for a baccalaureate

degree usually requires 35 or more course hours of specialized study within the plan of study for the degree (e.g. BBA in Accounting and Finance).

Major Concentration: An undergraduate major concentration is an approved set of courses within a major that define a specialty area or specific field of study (e.g. BBA in Business Management, concentration in Digital Marketing). Only the term "concentration" will be used to describe a series of designated courses within a major. Other terms such as specialization, track, or area of study, are not interchangeable. A completed concentration is displayed on a student's transcript, but not the diploma. A concentration must consist of 15 semester hours of coursework specified by the program.

Minor: A minor is a series of related courses consisting of at least 15 credits. Most minors require 24 credits. Normally, minors exist only in areas with approved majors and consist of existing courses. The following additional elements should be considered in the development of minors:

- Minors may be established only at the undergraduate level.
- Applications for a minor must be processed by the Registrar's office awarding the student's degree.
- The Registrar's office awarding the degree is responsible for confirming with the offering department that the student satisfied all minor requirements.
- Minors are not noted on the diploma, but they are noted on the transcript.
- Recommendations for minors should be approved in accordance with the curriculum approval process and require the approval of the Provost.
- Minors must be completed simultaneously with a major degree program. A minor may not be completed by itself, independent of a major program. This means students cannot earn a minor after they already have earned their bachelor's degree(s). Students need at least one active major in order to pursue a minor. Multiple minors can be linked to the completion of a single major.
- The minor must be completed with a major; any outstanding minor requirements will prevent the award-

ing of the degree for the major. If students ultimately decide to graduate without the minor, the minor must be removed from student records before their degree can be processed.

- Students may not take any minor requirements on a pass/no pass basis, and they must earn a minimum 2.0 GPA in all courses required for the minor.

Undergraduate Certificate Program: Undergraduate certificate programs provide a means for Cleary University to respond with a high degree of flexibility in meeting emerging needs. They may address professional development needs of students in a wide variety of areas. Certificates ordinarily include 15-18 credits.

Undergraduate certificate programs of study are intended to be housed and supported within existing academic units. Credit certificate programs typically primarily will consist of courses already present in the curriculum. Generally, courses required in credit certificate programs will apply to related degree programs in the supporting academic unit. Credit certificate programs often perform

a recruitment function, serving as stepping stones to participation in a degree program. Certificates may be posted to the student's transcript upon completion of their requirements.

- The certificate program should consist of at least 15-18 credit hours of university-level courses, of which usually a minimum of 12 credits must be taken at Cleary.
- The program should utilize existing courses, facilities, and resources.
- The certificate program will comprise only undergraduate-level (1000- through 4000-level) courses.

Graduate Degree: A graduate degree is a post-baccalaureate degree, which normally requires at least one, but not more than two years of full-time equivalent graduate-level work. At Cleary, a graduate degree requires a minimum of 30 credits, though individual programs can require a higher number of credits as determined appropriate.

Graduate MBA Concentration: A graduate concentration consists of 9-12 semester hours of specialized graduate-level coursework. Only the term, "graduate concentration" will be used to describe a series of designated courses within a graduate program. Other terms – such as specialization, track, area of study, etc.– are not interchangeable. The requirements and the curriculum for a concentration are determined by the faculty with the appropriate approval of the curriculum committee and the provost. There will be a notation on the final transcript that will identify the concentration. Concentrations only will be noted on the transcript at the completion of the degree.

Graduate Certificate Program: A graduate certificate program is a post-baccalaureate program for students who hold bachelor degrees, but do not have graduate program status. It is undergraduate level and does not substitute for a master's degree. It is appropriate for students who have obtained an undergraduate or graduate degree in another area and who desire to change fields. Such a program serves mainly three groups of students:

1) those who are changing fields and require the equivalent of the undergraduate program in a new discipline
2) those who wish to prepare themselves for entry into a graduate degree program
3) those students who wish to develop skills or add a body of knowledge for personal development or career growth. Completion of a coherent prescribed set of courses will provide the student with an official graduate certificate appropriate to the program.





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