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About Marquette University

From the President

At Marquette University, the entire community is dedicated to the academic success and personal growth of our students. The university’s commitment to academic excellence is complemented by a grounding in the centuries-old Jesuit concept, *cura personalis*, which calls us to appreciate and respect the individual hopes, desires, aspirations, and concerns of all members of the Marquette community.

In this spirit, this Bulletin has been created to guide you in planning your academic career and professional development. With its descriptions of academic majors and required courses, study abroad opportunities, services for students and policies, it is a resource to help you choose the path at Marquette that best suits you, fosters your growth, and prepares you for the challenges, rewards, leadership and service that await you when you complete your work here. Use it in the spirit of Father Jacques Marquette, the 17th century Jesuit explorer for whom our university is named. Let his embrace of the unfamiliar, his openness to new opportunities, and his strong sense of purpose inspire you as you explore the offerings of this outstanding university.

You have my prayers that our loving and gracious God will bless you in your academic work at Marquette.

Michael R. Lovell, Ph.D.
President

From the Provost

A Marquette education goes beyond the educational foundation your courses provide. Your time at Marquette will be more than an education. You will receive the guidance of faculty who are experts in their field and who truly believe in the teacher-scholar model, as well as leadership opportunities in service learning and student organizations. It will be an experience that we hope transforms you into men and women who seek answers to life’s deepest questions and contribute to solving the world’s most pressing problems.

This bulletin can serve as a roadmap for your time here at Marquette. It describes the range of majors and courses Marquette offers, graduation requirements, academic policies and procedures, and experiential learning opportunities that exist both inside and outside of the classroom. I hope you will find it a helpful resource as you register for classes and plan ahead for future semesters.

Our faculty and staff are here to help guide your growth intellectually, emotionally and spiritually during your time at Marquette. They are a valuable resource, and I encourage you to seek their advice and listen to their perspectives gleaned from years in their respective fields. Your time on campus offers you the opportunity to engage in meaningful dialogue and learn from this engagement and through the spirit of Ignatian reflection.

Although new to Marquette, I have quickly come to realize that the Marquette community is truly a family – one that extends beyond our campus community to the 100,000 alumni who lead and serve in the fields of law, engineering, business, medicine, education, dentistry, the humanities, social sciences and communication in all corners of the world. Our hope is that through your experiences here you will leave Marquette better than you found it. We know that you will contribute your unique gifts to enrich the diversity of our campus community and will go out into the world and be men and women for others.

Daniel J. Myers, Ph.D.
Provost

History

Marquette University was founded in 1881 by members of the Society of Jesus, a Catholic religious order established in 1540 by St. Ignatius Loyola. The university is named after Father Jacques Marquette (1637-1675), a French, Jesuit missionary and explorer in North America.

The origins of Marquette University date from 1848 when the Most Rev. John Martin Henni, first bishop of Milwaukee, obtained $16,000 from Guillaume DeBoey, a Belgian, Catholic businessman, to establish a Jesuit college. Bishop Henni petitioned the Jesuits to open a school, Marquette College, in Milwaukee. Because the Jesuits lacked personnel to undertake the project for decades, Marquette College did not open until 1881.

Marquette remained a small liberal arts college for men at North 10th and West State streets until 1907. That year its leaders obtained a university charter from the state of Wisconsin and moved operations to a building just east of the Church of the Gesu, at North 12th Street and West Wisconsin Avenue. That building, Johnston Hall, is the oldest building on the Marquette campus.

Between 1907 and 1913, Marquette expanded to include divisions of medicine, dentistry, nursing, pharmacy, law, business, engineering, music and journalism. In 1909, Marquette became the first Catholic university in the world to offer coeducation as part of its regular undergraduate program.

Following World War II, enrollment at Marquette increased dramatically, as at other American colleges and universities. Demand for graduate and professional education grew. In 1957-58, Marquette became for a short time the largest Catholic university in the nation.

In the 1960s and ’70s, Marquette introduced doctoral programs in various fields, including religious studies, biology, history and chemistry.
Since 1990, Marquette has added numerous programs, including degree programs for working adults, which offer courses on campus as well as at satellite locations in southeastern Wisconsin; a part-time law program; an executive master of business administration program; programs in physician assistant studies and exercise science; and a Graduate School of Management.

Today Marquette University has a campus of approximately 90 acres and 60 buildings located near downtown Milwaukee. It consists of 12 colleges and schools:

- Arts and Sciences
- Business Administration
- Communication
- Dentistry
- Education
- Engineering
- Graduate
- Health Sciences
- Law
- Management (Graduate)
- Nursing
- Professional Studies

Mission Statement

Marquette University is a Catholic, Jesuit university dedicated to serving God by serving our students and contributing to the advancement of knowledge. Our mission, therefore, is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. All this we pursue for the greater glory of God and the common benefit of the human community.

Excellence

Our students, whether traditional or non-traditional, undergraduate, graduate or professional, come to Marquette University to share our commitment to the pursuit of excellence in all things as a lifelong endeavor. They come to join a community whose members — faculty, staff, students, trustees, alumni and friends alike — believe that education must encompass the whole person: spiritual and moral as well as intellectual, the heart as well as the mind. And they come seeking the educational, professional and cultural advantages of a university located in the heart of the city. We, in turn, take seriously our responsibility to foster and support excellence in teaching and research, to keep a Marquette education accessible to a diverse population of students, and to offer personal attention and care to each member of the Marquette community.

Faith

As a Catholic university, we are committed to the unfettered pursuit of truth under the mutually illuminating powers of human intelligence and Christian faith. Our Catholic identity is expressed in our choices of curricula, our sponsorship of programs and activities devoted to the cultivation of our religious character, our ecumenical outlook, and our support of Catholic beliefs and values. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world, and we are firmly committed to academic freedom as the necessary precondition for that search. We welcome and benefit enormously from the diversity of seekers within our ranks, even as we freely choose and celebrate our own Catholic identity.

Leadership

As a Jesuit university, Marquette embodies the intellectual and religious traditions of the Society of Jesus. Through an academically rigorous, values-centered curriculum, our students receive a firm grounding in the liberal arts, preparation for work in a world of increasing complexity and diversity, and formation for life as ethical and informed leaders in their religious, cultural, professional and civic communities. They work with and learn from faculty who are true teacher-scholars, whose research not only advances the sum of human knowledge, but also informs their teaching, and whose commitment to students is fundamental to their intellectual and professional lives.

Service

Through both our academic and co-curricular programs, Marquette strives to develop men and women who will dedicate their lives to the service of others, actively entering into the struggle for a more just society. We expect all members of the Marquette community, whatever their faith traditions, to give concrete expression to their beliefs by giving of themselves in service to those in need.

Vision Statement

Marquette University aspires to be, and to be recognized, among the most innovative and accomplished Catholic and Jesuit universities in the world, promoting the greater glory of God and the well-being of humankind.
We must reach beyond traditional academic boundaries and embrace new and collaborative methods of teaching, learning, research and service in an inclusive environment that supports all of our members in reaching their fullest potential. Marquette graduates will be problem-solvers and agents for change in a complex world so in the spirit of St. Ignatius and Jacques Marquette, they are ready in every way "to go and set the world on fire."

**Statement on Human Dignity and Diversity**

As a Catholic, Jesuit university, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world. Through our admissions and employment policies and practices, our curricular and co-curricular offerings, and our welcoming and caring campus environment, Marquette seeks to become a more diverse and inclusive academic community dedicated to the promotion of justice.

Our commitment to a diverse university community helps us to achieve excellence by promoting a culture of learning, appreciation and understanding. Each member of the Marquette community is charged to treat everyone with care and respect, and to value and treasure our differences. This call to action is integral to the tradition that we share.

**Accreditation**

An educational institution is only as strong as the level of excellence that it demands of itself as well as of its faculty and students. Marquette University is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools. Marquette University has set consistently high standards for itself that have resulted in accreditation and/or certification of its academic programs from these additional organizations and associations.

These accreditations assure a student that Marquette is recognized and approved by select national and regional educational associations, societies and councils. In addition, a student has the security of knowing that credits earned at Marquette have transfer value to comparable institutions of learning, just as an incoming transfer student learns by checking this list that Marquette can be expected to honor most credits earned at a similarly accredited college or university.

**Accrediting Agencies**

<table>
<thead>
<tr>
<th>College/School</th>
<th>Name of Agency</th>
<th>Academic Programs</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Klingler College of Arts and Sciences</td>
<td>American Psychological Association</td>
<td>Graduate Psychology – PhD in Clinical Psychology</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
</tr>
<tr>
<td>Diedrich College of Communication</td>
<td>Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)</td>
<td>-BA in Advertising -BA in Digital Media -BA in Journalism -BA in Public Relations</td>
<td><a href="http://www2.ku.edu/~acejmc/">http://www2.ku.edu/~acejmc/</a></td>
</tr>
<tr>
<td>Diedrich College of Communication</td>
<td>National Association of Schools of Theatre</td>
<td>BA degree with major in Theatre Arts</td>
<td><a href="http://nast.arts-accredit.org/">http://nast.arts-accredit.org/</a></td>
</tr>
<tr>
<td>School of Dentistry</td>
<td>Commission on Dental Accreditation (CODA) of the American Dental Association</td>
<td>DDS, certificate and master’s in advanced specialty education programs in endodontics, orthodontics and dentofacial orthopedics, and prosthodontics, certificate in advanced education in general dentistry.</td>
<td><a href="http://www.ada.org/117.aspx">http://www.ada.org/117.aspx</a></td>
</tr>
<tr>
<td>College of Education</td>
<td>American Psychological Association</td>
<td>Graduate Education – PhD in Counseling Psychology</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
</tr>
<tr>
<td>College of Education</td>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
<td>MS-Clinical Mental Health Counseling MA-School Counseling</td>
<td><a href="http://www.cacrep.org/">http://www.cacrep.org/</a></td>
</tr>
<tr>
<td>College of Engineering</td>
<td></td>
<td>The Biomedical Engineering, BSBE program is accredited by the Engineering Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org/">http://www.abet.org/</a></td>
</tr>
</tbody>
</table>
About Marquette University

College of Engineering
The Civil Engineering, BSCE program is accredited by the Engineering Accreditation Commission of ABET.

College of Engineering
The Computer Engineering, BSCO program is accredited by the Engineering Accreditation Commission of ABET.

College of Engineering
The Electrical Engineering, BSEE program is accredited by the Engineering Accreditation Commission of ABET.

College of Engineering
The Mechanical Engineering, BSME program is accredited by the Engineering Accreditation Commission of ABET.

College of Engineering
The Construction Engineering and Management, BS CEAM program has applied for accreditation by the Engineering Accreditation Commission of ABET.

College of Health Sciences
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
Master of Physician Assistant
http://www.arc-pa.org/index.html

College of Health Sciences
American Society of Exercise Physiologists
BS degree with major in Exercise Physiology
http://www.asep.org/

College of Health Sciences
Commission on Accreditation in Physical Therapy Education (CAPTE)
Doctor of Physical Therapy
http://www.capteonline.org/home.aspx

College of Health Sciences
Commission on Accreditation of Athletic Training Education (CAATE)
Baccalaureate in Athletic Training
http://www.caate.net/ims15/caate/

College of Health Sciences
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association
MS in Speech-Language Pathology
http://www.asha.org/academic/accreditation/CAA_overview.htm

College of Health Sciences
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
BS degree with major in Clinical Laboratory Sciences
http://www.naacls.org/

Law School
Section of Legal Education and Admissions to the Bar of the American Bar Association
JD
http://www.americanbar.org/groups/legal_education.html

Nursing
Commission on Collegiate Nursing Education
- Bachelor of Science in Nursing
- Master of Science in Nursing
- Doctor in Nursing Practice
http://www.aacn.nche.edu/ccne-accreditation

Nursing
Accreditation Commission for Midwifery Education (ACME)
- Certificate in Nurse Midwifery
- MS in Nursing with a specialization in Nurse Midwifery
http://www.midwife.org/

Certification, Licensure, Credentialing and Other Recognitions

<table>
<thead>
<tr>
<th>College/School</th>
<th>Name of Agency</th>
<th>Academic Programs</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Klingler College of Arts and Sciences</td>
<td>American Chemical Society</td>
<td>BS in Chemistry, Molecular Biology/biochemistry, Chemistry for the Professions</td>
<td><a href="http://portal.acs.org/portal/PublicWebSite/about/governance/committees/training/acsapproved/index.htm">http://portal.acs.org/portal/PublicWebSite/about/governance/committees/training/acsapproved/index.htm</a></td>
</tr>
<tr>
<td></td>
<td>Chartered Financial Analyst (CFA) Institute</td>
<td>BS in Finance, Applied Investment Management (AIM). The AIM program is a CFA Program Partner. The partnership designation means that Marquette University offers a degree program that covers at least 70 percent of the CFA Institute’s Program Candidate Body of Knowledge, the CFA Institute Ethical and Professional Standards, and other requirements.</td>
<td><a href="http://www.cfainstitute.org/partners/university/Pages/cfa_program_partners_overview.aspx">http://www.cfainstitute.org/partners/university/Pages/cfa_program_partners_overview.aspx</a></td>
</tr>
<tr>
<td>College of Education</td>
<td>Wisconsin Department of Public Instruction</td>
<td>College of Education:</td>
<td><a href="http://tepdl.dpi.wi.gov/epp/educator-preparation-program-providers">http://tepdl.dpi.wi.gov/epp/educator-preparation-program-providers</a></td>
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<tr>
<td></td>
<td></td>
<td>-Licensure programs in administration: superintendent, director of instruction, principal, reading specialist</td>
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<td></td>
<td></td>
<td>-Licensure programs in teaching: middle childhood-early adolescence, early adolescence-adolescence</td>
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<td></td>
<td></td>
<td>Graduate Education:</td>
<td></td>
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<td></td>
<td></td>
<td>-Licensure programs in pupil services: school counselor</td>
<td></td>
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<td></td>
<td></td>
<td>-Licensure program in teaching: supplemental teaching-reading specialist</td>
<td></td>
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<td></td>
<td>Graduate Speech-Language Pathology</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>-Licensure programs in teaching: special education - speech and language pathology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Licensure program in bilingual-bicultural (18 credit-hour minor)</td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</td>
<td>Specialist in Blood Banking (SBB) portion of the Master’s in Transfusion Medicine program. The Master’s in Transfusion Medicine is a collaboration between Marquette University and the BloodCenter of Wisconsin. The first 18 credits, consisting of the SBB program, are completed at the BloodCenter of Wisconsin. An additional 21-22 credits are completed at Marquette University. Marquette University has no direct affiliation with the Council on Accreditation of Allied Health Education Programs (CAAHEP). The SBB Program is accredited by CAAHEP. CAAHEP provides the standards, assessors and accreditation with sponsorship from the American Association of Blood Banks (AABB). AABB does not conduct separate accreditation.</td>
<td><a href="http://www.caahep.org/">http://www.caahep.org/</a></td>
</tr>
<tr>
<td>College of Nursing</td>
<td>Wisconsin Board of Nursing</td>
<td>The State of Wisconsin Board of Nursing certifies that Marquette University College of Nursing fulfilled the requirements for an accredited school of professional nursing leading to a baccalaureate degree.</td>
<td><a href="http://drl.wi.gov/profdetail.asp?pdetailid=2142&amp;profid=46&amp;locid=0">http://drl.wi.gov/profdetail.asp?pdetailid=2142&amp;profid=46&amp;locid=0</a></td>
</tr>
<tr>
<td>Law School</td>
<td>Association of American Law Schools</td>
<td>JD</td>
<td><a href="http://www.aals.org">http://www.aals.org</a></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>American Physical Therapy Association</td>
<td>Marquette, ProHealth Care, &amp; Zablocki VA Medical Center Neurologic Residency Program (Credentialed)</td>
<td><a href="https://www.apta.org/">https://www.apta.org/</a></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>National Strength and Conditioning Association</td>
<td>Exercise Physiology program; For successfully meeting established criteria, the National Strength and Conditioning Association officially recognizes Marquette University’s Program in Strength and Conditioning.</td>
<td><a href="http://www.nsca.com/Home/">http://www.nsca.com/Home/</a></td>
</tr>
</tbody>
</table>

**Legal Disclosure**

Marquette University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, age, sexual orientation, religion, disability, veteran's status or national origin in its educational programs or activities, including employment and admissions. At the same time, Marquette cherishes its right and duty to seek and retain personnel who will make a positive contribution to its religious character, goals, and mission in order to enhance the Jesuit, Catholic tradition. Federal laws (Titles VI, VII and IX; the Age Discrimination Act in Employment of 1967 as amended, the Rehabilitation Act of 1973 as amended, the Veteran’s Readjustment Assistance Act of 1974, and the Americans With Disabilities Act of 1990) prohibit such discrimination.

Employee inquiries concerning the application of Section 503 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veteran’s Readjustment Assistance Act of 1974 and Title I of the Americans with Disabilities Act of 1990 may be referred to the Office of Human Resources; Straz Tower; P.O. Box 1881; Milwaukee, WI 53201-1881; (414) 288-7305.
Student inquiries concerning Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 may be referred to the Office of Student Educational Services; Alumni Memorial Union; P.O. Box 1881; Milwaukee, WI 53201-1881; (414) 288-1645.

Student and employee inquiries concerning the application of Titles VI, VII, the Age Discrimination in Employment Act of 1967, as amended, and Executive Order 11246, as amended, may be referred to Lynn Mellantine, Affirmative Action Officer: Straz Tower, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-3430. Student and employee inquiries concerning the application of Title IX may be referred to Christine Taylor, Title IX Coordinator: Alumni Memorial Union, Room 437, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-3151 or to the Office for Civil Rights: 500 W. Madison St., Suite 1475, Chicago, IL 60661-4544, (312) 730-1560.

The Marquette University Board of Trustees approved the Affirmative Action Program, formalizing the university’s position toward human rights. This program reaffirms and specifies action programs to continue the pledge of promotion and equal opportunity for all qualified persons.

State Authorization: Marquette University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 137A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Written Agreements

As per Federal Financial Aid regulations, the following is a list of the entities with which Marquette University has a written agreement that enables Marquette students to broaden their educational experience.

### Domestic Programs

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Sponsoring Academic Unit</th>
<th>Portion of the Program that is delivered by the Entity/Institution</th>
<th>Method of Delivery</th>
<th>Costs Students May Be Expected to Incur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milwaukee Institute of Art and Design (MIAD)</td>
<td>Milwaukee, WI</td>
<td>College of Communication</td>
<td>Various; Fine Arts- Graphic Design minor 100%; Fine Arts-Photography minor 100%; Fine Arts-Studio Art minor 83%</td>
<td>In person</td>
<td>Students pay Marquette tuition for the MIAD courses; No additional tuition is charged; however, MIAD courses may have course-specific fees for supplies.</td>
</tr>
<tr>
<td>Medical College of Wisconsin (MCW)</td>
<td>Wauwatosa, WI</td>
<td>Graduate School</td>
<td>Master's in Healthcare Technologies Management-33%; Master's in Bioinformatics-up to 49%; Ph.D. in Biomedical Engineering with Functional Imaging Specialization-40%; all other full-time Ph.D. students- up to 6 credits.</td>
<td>In person</td>
<td>Students pay Marquette tuition; there are no additional costs to the students.</td>
</tr>
<tr>
<td>University of Wisconsin - Milwaukee</td>
<td>Milwaukee, WI</td>
<td>Graduate School</td>
<td>Up to 6 credits.</td>
<td>In person or on-line classes depending on method of delivery that UWM uses.</td>
<td>Students pay Marquette tuition; there are no additional costs to the students.</td>
</tr>
<tr>
<td>The Blood Center of Wisconsin</td>
<td>Milwaukee, WI</td>
<td>Graduate School</td>
<td>MS in Transfusion Medicine 18 out of 38-40 credits are awarded</td>
<td>In person</td>
<td>$4,804.00 total for the entire 18 credits</td>
</tr>
<tr>
<td>General Electric (GE) Edison Systems Engineering Program</td>
<td>Waukesha, WI</td>
<td>Graduate School Master's in Electrical and Computer Engineering-30%; Master's in Biomedical Engineering-18-20%; Master's in Mechanical Engineering-18-20%</td>
<td>In person</td>
<td>None; this training is required as part of the students' employment at GE.</td>
<td></td>
</tr>
<tr>
<td>General Electric (GE) Edison Healthcare Software Program</td>
<td>Waukesha, WI</td>
<td>Graduate School Master's in Computing-33-40%</td>
<td>In person</td>
<td>None; this training is required as part of the students' employment at GE.</td>
<td></td>
</tr>
<tr>
<td>General Electric (GE) Edison Aviation Engineering Program</td>
<td>Grand Rapids, MI</td>
<td>Graduate School Master's in Computing-33-40%</td>
<td>In person</td>
<td>None; this training is required as part of the students' employment at GE.</td>
<td></td>
</tr>
<tr>
<td>Midwest Catholic Graduate Schools, which includes various locations</td>
<td></td>
<td>Graduate School</td>
<td>No more than 6 credits.</td>
<td>In person or online, depending on method of delivery that the host institution uses</td>
<td>Tuition is paid at the home institution; there are no additional costs to the students.</td>
</tr>
</tbody>
</table>
**Study Abroad Programs**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Sponsoring Entity/Institution</th>
<th>Portion of the Program that is delivered by the Sponsoring Entity/Institution</th>
<th>Method of Delivery</th>
<th>Costs Students May Be Expected to Incur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casa de la Mateada</td>
<td>Cordoba, Argentina</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$25,756 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
</tr>
<tr>
<td>Monash University</td>
<td>Melbourne, Australia</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$32,791 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
</tr>
<tr>
<td>University of Innsbruck</td>
<td>Innsbruck, Austria</td>
<td>College of Business Administration</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$37,150 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
</tr>
<tr>
<td>Universiteit Antwerpen</td>
<td>Antwerp, Belgium</td>
<td>College of Business Administration</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,900 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Australian Catholic University</td>
<td>Sydney, Brisbane and Melbourne; Australia</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>Various</td>
<td>$32,755 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Laval University</td>
<td>Quebec, Canada</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>Varies by session. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Marquette en Chile</td>
<td>Santiago, Chile</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,390 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Universidad Diego Portales</td>
<td>Santiago, Chile</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>Additional information is found here: marquette.edu/abroad/where.shtml</td>
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<tr>
<td>BIT (Beijing Institute of Technology)</td>
<td>Beijing, China</td>
<td>College of Business Administration</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$26,740 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Peking University</td>
<td>Beijing, China</td>
<td>College of Business Administration</td>
<td>Students typically earn 3-9 credits in the summer term.</td>
<td>In person</td>
<td>$5,501 Varies by credit load. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Peking University, Guanghua School of Management</td>
<td>Beijing, China</td>
<td>College of Business Administration</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$32,853 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>The Beijing Center for Chinese Studies</td>
<td>Beijing, China</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$26,740 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Southwest University of Finance and Economics Chengdu, China</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$26,954 Additional information is found here: marquette.edu/abroad/where.shtml</td>
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<td>Tongji University Shanghai, China</td>
<td>College of Business Administration</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$8,473 Additional information is found here: marquette.edu/abroad/where.shtml</td>
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<td><strong>Total Costs</strong></td>
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<td>($26,030, $37,850) Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Institution</td>
<td>Location</td>
<td>Type</td>
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<td>Xiangtan University-Law School China</td>
<td>Xiangtan, China</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>Additional information is found here: marquette.edu/abroad/where.shtml</td>
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<tr>
<td>Sun Yat-Sen University</td>
<td>Zhuhai, China</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$29,796 Additional information is found here: marquette.edu/abroad/where.shtml</td>
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<tr>
<td>Danish Institute for Study Abroad</td>
<td>Copenhagen, Denmark</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$32,095 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Danish Institute for Study Abroad</td>
<td>London, England</td>
<td>Office of International Education</td>
<td>Students typically earn 3-10 credits in the summer term.</td>
<td>In person</td>
<td>Varies by credit load; students pay the program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>University of Copenhagen</td>
<td>Copenhagen, Denmark</td>
<td>Office of International Education</td>
<td>For graduate students only; Students earn one semester’s worth of credit, typically 6-9 credits.</td>
<td>In person</td>
<td>$34,694 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>University of Southern Denmark</td>
<td>Sonderborg, Denmark</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$37,568 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>American University in Cairo</td>
<td>Cairo, Egypt</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$27,574 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>American University in Cairo</td>
<td>Cairo, Egypt</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>$9,834; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Casa de la Solidaridad</td>
<td>San Salvador, El Salvador</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$25,277 Additional information is found here:<a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Casa de la Solidaridad</td>
<td>San Salvador, El Salvador</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>Various</td>
<td>$6,511 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>University of Birmingham</td>
<td>Birmingham, England</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$27,720 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>University of Kent</td>
<td>Canterbury, England</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,155; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>City University</td>
<td>London, England</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$33,019 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Kings College</td>
<td>London, England</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$32,219 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Kings College Summer Program</td>
<td>London, England</td>
<td>Office of International Education</td>
<td>Students typically earn 3-6 credits in the summer term.</td>
<td>In person</td>
<td>Varies by credit load; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>St. Mary’s-Twickenham</td>
<td>London, England</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,039 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>ENSEIRB</td>
<td>Bordeaux, France</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits</td>
<td>In person</td>
<td>$33,479 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>European Summer Program at Lille Catholic University</td>
<td>Lille, France</td>
<td>Office of International Education</td>
<td>Students typically earn 5-9 credits in the summer term.</td>
<td>In person</td>
<td>Varies by credit load/subjects studied; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Université Catholique de Lille</td>
<td>Lille, France</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$28,554 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Université Catholique de Lyon (ESDES)</td>
<td>Lyon, France</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$37,390 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Université Catholique de Lyon (ESDES)</td>
<td>Lyon, France</td>
<td>College of Business Administration</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>$7,867 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Institution</td>
<td>Location</td>
<td>Program</td>
<td>Credit Load</td>
<td>Delivery Method</td>
<td>Tuition Cost</td>
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<td>Institut Catholique de Paris</td>
<td>Paris, France</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$31,490 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Institut Catholique Paris Summer Program</td>
<td>Paris, France</td>
<td>Office of International Education</td>
<td>Students typically earn 6-9 credits in the summer term.</td>
<td>In person</td>
<td>Varies by credit load/subjects studied; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Poile, ESG</td>
<td>Paris, France</td>
<td>College of Business Administration</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$37,953 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Sciences-Po</td>
<td>Paris, France</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$33,554 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Universite de Poitiers</td>
<td>Poitiers, France</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,154 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>EM Strasbourg</td>
<td>Strasbourg, France</td>
<td>College of Business Administration</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$32,890 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>EM Strasbourg</td>
<td>Strasbourg, France</td>
<td>College of Business Administration</td>
<td>Students typically earn 7 credits in the summer term.</td>
<td>In person</td>
<td>$7,631 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Institut fur Internationale Kommunikation (IIK)</td>
<td>Dusseldorf or Berlin, Germany</td>
<td>Office of International Education</td>
<td>Students typically earn 6-9 credits in the summer term.</td>
<td>In person</td>
<td>$4,957; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Catholic University of Eichstatt/Ingolstadt</td>
<td>Eichstatt, Germany</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$37,228 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Catholic University of Eichstatt/Ingolstadt summer program</td>
<td>Eichstatt, Germany</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>$6,925 Additional information is found here: marquette.edu/abroad/where.shtml</td>
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<td>Goethe University</td>
<td>Frankfurt, Germany</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$29,320 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Phillips University</td>
<td>Marburg, Germany</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$28,904 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Hong Kong Institute of Education Management Development Institute</td>
<td>Tai Po, Hong Kong</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$26,729 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Management Development Institute</td>
<td>Gurgaon, India</td>
<td>College of Business Administration</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$28,805 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>University College Dublin</td>
<td>Dublin, Ireland</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$32,269 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>University College Dublin Nursing</td>
<td>Dublin, Ireland</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>Various</td>
<td>$8,882 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>National University of Ireland</td>
<td>Galway, Ireland</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$27,318 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>National University of Ireland, Galway Summer Program</td>
<td>Galway, Ireland</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>$6,401 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Gonzaga in Florence Summer Program</td>
<td>Florence, Italy</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>$12,600 students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Location</td>
<td>Office/Program</td>
<td>Credit Information</td>
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<td>Gonzaga University</td>
<td>Florence, Italy</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>$32,187; students pay the program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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</tr>
<tr>
<td>Universita Cattolica del Sacro Cuore</td>
<td>Milan, Italy</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>$31,019; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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</tr>
<tr>
<td>Universidad Cattolica del Sacro Cuore</td>
<td>Milan, Italy</td>
<td>Office of International Education</td>
<td>Students typically earn 3-9 credits in the summer term. Various</td>
<td>Varies by credit load; students pay the program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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</tr>
<tr>
<td>John Cabot University</td>
<td>Rome, Italy</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>$32,494 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>John Cabot University Summer Program</td>
<td>Rome, Italy</td>
<td>Office of International Education</td>
<td>Students typically earn 3-12 credits in the summer term. Various</td>
<td>Varies by credit load; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>John Felice Rome Center</td>
<td>Rome, Italy</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>$31,232 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Loyola Rome Center</td>
<td>Rome, Italy</td>
<td>Office of International Education</td>
<td>Students typically earn 3-12 credits in the summer term. Various</td>
<td>Varies by credit load; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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</tr>
<tr>
<td>LUISS Universita Guido Carli</td>
<td>Rome, Italy</td>
<td>College of Business Administration</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>$35,108 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Nagasaki University</td>
<td>Nagasaki, Japan</td>
<td>Office of International Education</td>
<td>Student's earn on semester's worth of credit, typically 12-18 credits. In person</td>
<td>Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Sophia University</td>
<td>Tokyo, Japan</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>$30,869 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Sophia University Summer Program</td>
<td>Tokyo, Japan</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term. Various</td>
<td>$9,831 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>AMIDEAST</td>
<td>Amman, Jordan</td>
<td>Office of International Education</td>
<td>Students typically earn 6-12 credits in the summer term. Various</td>
<td>Varies by credit load; students pay the program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>University of Jordan</td>
<td>Amman, Jordan</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Universidad Iberoamericana</td>
<td>Mexico City, Mexico</td>
<td>College of Business Administration</td>
<td>Students typically earn 3-6 credits in the summer term. Various</td>
<td>Varies by credit load; students pay the program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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</tr>
<tr>
<td>Tecnologico de Monterrey</td>
<td>Various cities, Mexico</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>Varies by location, $26,038 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>AMIDEAST Rabat</td>
<td>Rabat, Morocco</td>
<td>Office of International Education</td>
<td>Students typically earn 5 credits in the summer term. Various</td>
<td>$6,979 (3 credits) or $11,279 (6 credits); students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>EGE Rabat</td>
<td>Rabat, Morocco</td>
<td>College of Business Administration</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>$26,849 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<tr>
<td>Casa Bayanihan</td>
<td>Manila, Philippines</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>$25,756 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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</tr>
<tr>
<td>Ataneo de Manila University</td>
<td>Manila, Philippines</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In Person</td>
<td>$26,069 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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</tr>
<tr>
<td>South Africa Service Learning</td>
<td>Bellville, Republic of South Africa</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>$28,690 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Sogang University</td>
<td>Seoul, South Korea</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits. In person</td>
<td>$28,554 Additional information is found here: <a href="http://www.marquette.edu/abroad/where.shtml">http://www.marquette.edu/abroad/where.shtml</a></td>
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<td>Location</td>
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<td>Credits/Program Details</td>
<td>Tuition Cost</td>
<td>Additional Information</td>
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<td>Sogang University Summer Program</td>
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<td>Office of International Education</td>
<td>Students typically earn 6-9 credits in the summer term.</td>
<td>In person</td>
<td>Varies by credit load.</td>
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<tr>
<td>IQS-Universitat Ramon Llull</td>
<td>Barcelona, Spain</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$37,228</td>
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<tr>
<td>Universidad Loyola Andalucia-Cordoba</td>
<td>Cordoba or Seville, Spain</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$32,405</td>
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<td>Saint Louis University-Madrid Campus</td>
<td>Madrid, Spain</td>
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<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In Person</td>
<td>$30,335</td>
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<td>Universidad Pontificia Comillas</td>
<td>Madrid, Spain</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$37,290</td>
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<td>Universidad de Duesto</td>
<td>San Sebastian, Spain</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$36,750</td>
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<td>Fu Jen Catholic University</td>
<td>New Taipei City, Taiwan</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$27,044</td>
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<td>Fatih University</td>
<td>Istanbul, Turkey</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$27,245</td>
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<td>Center for Education Abroad at Arcadia University</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>Varied by program; students pay the program directly.</td>
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<tr>
<td>Center for Education Abroad at Arcadia University</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>Students typically earn 3-9 credits in the summer term.</td>
<td>In person</td>
<td>Varies by program; students pay program directly.</td>
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<td>ISU Hessen</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>Varies by location; students pay program directly.</td>
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<td>NARETI Biomedical Engineering Exchange</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>Varies by location. $31,555</td>
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<td>School for International Training (SIT)</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>Varies by program; students pay program directly.</td>
</tr>
<tr>
<td>School for International Training (SIT)</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>Students typically earn 3-9 credits in the summer term.</td>
<td>In person</td>
<td>Varies by program; students pay program directly.</td>
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</tbody>
</table>
Welcome!

Marquette's graduate programs provide you with the opportunity to study with superb faculty who are strongly committed to their roles as teachers and as scholars. A spirit of exploration, discovery and innovation unites the work of our faculty and graduate students, whether they are probing the fundamental questions in their specific disciplines or applying new knowledge, often through novel interdisciplinary approaches, to solve some of the most challenging problems of our time. This vibrant community of scholars is informed by the mission of Marquette University. Graduate programs, while unique in emphasis and based on discipline-specific information and methods, are conducted in such a manner that students understand and appreciate the Jesuit/Catholic linking of faith, justice and search for truth. Further, Marquette's graduate programs emphasize a worldview informed by multicultural and global perspectives. Finally, students are encouraged to engage in service to their communities and to commit to the ethical practice of their profession.

In addition to the individual graduate programs, the Graduate School offers a wide range of academic support and professional development services. Among these are the Graduate Student Organization and the student-led Preparing Future Faculty program. These organizations provide graduate students with the opportunity to interact with colleagues from across campus and offer extracurricular social and professional development opportunities. More information about Graduate School programs and services is available on the Graduate School website.

I invite you to explore the details of our graduate programs through the links found here. The staff of the Graduate School and the faculty in the individual programs welcome your interest in Marquette University!

Douglas W. Woods, Ph.D.
Dean of the Graduate School

Mission Statement

The mission of the Marquette University Graduate School is to contribute to the discovery of knowledge through scholarly activities, to provide leadership in defining the graduate experience and to advocate for an environment that nurtures exploring and learning. To accomplish its mission, the Graduate School ensures quality, consistency and continuity in graduate programs; establishes and monitors institutional commitment to standards; and stimulates improvement and change in the research and pedagogical settings. The Graduate School communicates with stakeholders in a continuing effort to maintain the centrality of graduate education to the mission of Marquette University and to excite the graduate environment.

How to Use

The Graduate Bulletin contains information regarding the academic calendar, admissions, degree requirements, fees, regulations and course offerings. Prospective and current graduate students are responsible for all information contained in this bulletin that is pertinent to graduate study and their specific field. Academic policy and course changes will apply to all students as of the date they become effective, regardless of whether they were in effect at the time the student initially enrolled at Marquette. A graduate student may follow the program requirements of the bulletin that are in effect at the time he/she submits an application, or any other bulletin used during their enrollment as long as the student's program has not been discontinued in the bulletin year the student decides to follow. That is, students may not continue in programs that have been discontinued, unless they maintain continuous enrollment from the time of admission and follow the degree requirements in effect during one of the bulletin years in which the program was active. Students must abide by only one bulletin's rules. If any exceptions to this policy are required due to length of time between submitting an application and beginning the program, the student will be notified in writing of the applicable bulletin to follow. In order to properly audit a student's academic record for graduation, the student must notify the Graduate School in writing if any bulletin other than the one in effect at the time of application is to be used.

Graduate School students must assume full responsibility for knowledge of the rules and regulations of the Graduate School and the special requirements of their individual degree programs. It is the responsibility of each graduate student to verify and meet the deadlines listed in the Academic Calendar (http://www.marquette.edu/mucentral/registrar/cal_acadcal1415grad.shtml) (e.g., for submitting forms, submitting theses or dissertations).

Changes to the Graduate Bulletin

Marquette University reserves the right to make changes of any nature in its programs, calendar, or academic schedule whenever in its sole judgement it is deemed necessary or desirable. Certain provisions in the bulletin may be in the process of amendment or change. Accordingly, the bulletin is not
intended to be relied upon as a statement of the university's contractual undertakings. The decision of Marquette University as to the interpretation and method of implementation of its rules, regulations, program requirements, schedules and calendars shall be conclusive and final.

The information in this bulletin and other university bulletins, publications, or announcements may change without notice. Current information is available from the Graduate School.

**Location**

The Graduate School office is located in Holthusen Hall, 305, 1324 W. Wisconsin Avenue, Milwaukee, WI 53233. Office hours are 8 a.m. to 4:30 p.m. with the exception of national or university holidays when the office is closed. Mail should be sent to Marquette University Graduate School, P.O. Box 1881, Milwaukee, WI 53201-1881. The Graduate School's telephone number is (414) 288-7137, the fax number is (414) 288-1902, the email address is mugs@marquette.edu, and the website (http://www.marquette.edu/grad).

### Degrees Offered

* No formal specialization offered.

<table>
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<tr>
<th>Program</th>
<th>Degree</th>
<th>Specializations</th>
<th>Program Administered By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioinformatics (BIIN)</td>
<td>M.S.</td>
<td></td>
<td>Mathematics, Statistics and Computer Science / Medical College of Wisconsin</td>
</tr>
<tr>
<td>Biological Sciences (BSCI)</td>
<td>M.S., Ph.D.</td>
<td>Biochemistry (BCHM), Cell Biology (CEBI), Developmental Biology (DEBI), Ecology (ECOL), Genetics (GENE), Microbiology (MICR), Molecular Biology (MOBI), Neurophysiology (NPHY), Physiology (PHYS)</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Biological Sciences (BSCI)</td>
<td>Ph.D.</td>
<td>Neuroscience (NSCI)</td>
<td>Biological Sciences / Biomedical Sciences</td>
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<tr>
<td>Biomedical Engineering (BIEN)</td>
<td>M.S., Ph.D.</td>
<td>Bioinstrumentation/Computers (BICO), Biomechanics/Biomaterials (BIOM), Rehabilitation Bioengineering (REBI), Systems Physiology (SYPH)</td>
<td>Biomedical Engineering</td>
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<td>Biomedical Engineering (BIEN)</td>
<td>M.E.</td>
<td>Biocomputing (BIOC), Bioimaging (BIOI), Bioinstrumentation Biomedical Engineering (BIOE), Biomechanics (BIOM), Biorehabilitation (REBI)</td>
<td>Biomedical Engineering / Medical College of Wisconsin</td>
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<tr>
<td>Biomedical Engineering (BIEN)</td>
<td>Ph.D.</td>
<td>Functional Imaging (FUIM)</td>
<td>Biomedical Engineering / Medical College of Wisconsin</td>
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<tr>
<td>Chemistry (CHEM)</td>
<td>M.S., Ph.D.</td>
<td>Analytical Chemistry (ANCH), Bioanalytical Chemistry (BIAN), Biophysical Chemistry (BIPH), Chemical Physics (CHPH), Inorganic Chemistry (INCH), Organic Chemistry (ORCH), Physical Chemistry (PHCH)</td>
<td>Chemistry</td>
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<tr>
<td>Civil Engineering (CIEN)</td>
<td>M.S., Ph.D.</td>
<td>Construction Engineering and Management (CEMA), Environmental Engineering (ENEN), Structural Engineering and Structural Mechanics (SESM), Transportation Engineering and Materials (TEMA)</td>
<td>Civil and Environmental Engineering</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling (CMHC)</td>
<td>M.S.</td>
<td>Addiction Counseling (ADCO), Child and Adolescent Counseling (CACO)</td>
<td>Counselor Education and Counseling Psychology</td>
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<tr>
<td>Clinical Psychology (CLPS)</td>
<td>Ph.D.</td>
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<td>Psychology</td>
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<tr>
<td>Clinical and Translational Rehabilitation Health Science (CTRH)</td>
<td>M.S., Ph.D.</td>
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<td>Health Sciences</td>
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<tr>
<td>Communication (COMM)</td>
<td>M.A.</td>
<td>Communication Professions and Society (CMPS), Digital Communication Strategies (DGCS)</td>
<td>Communication</td>
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<td>Communication (COMM) Certificate</td>
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<td>Digital Storytelling (DiST)</td>
<td>Communication</td>
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<td>Computational Sciences (CMPS)</td>
<td>M.S., Ph.D.</td>
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<td>Mathematics, Statistics and Computer Science</td>
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<td>Computing (COMP)</td>
<td>M.S.</td>
<td>Information Assurance and Cyber Defense (IACD), Big Data and Data Analytics (BDDA)</td>
<td>Mathematics, Statistics and Computer Science</td>
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<td>Counseling Psychology (COPS)</td>
<td>Ph.D.</td>
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<td>Dentistry (DENT)</td>
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<td>Dental Biomaterials (BIMA)</td>
<td>Dentistry</td>
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<td>Dentistry-Endodontics (DENDO)</td>
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<td>Dentistry-Periodontics (DPERI)</td>
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<td>Dentistry-Prosthodontics (DPROS)</td>
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<td>Advanced Education in General Dentistry (AEGD)</td>
<td>Dentistry Policy and Leadership</td>
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<td>Educational Policy and Leadership (EDPL)</td>
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<td>Curriculum and Instruction (CUIN), Educational Policy and Foundations (EDPF), Literacy (LITR)</td>
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<td>M.Ed.</td>
<td>Educational Administration (EDAD), Elementary Education (ELED), Secondary Education (SEED), Student Affairs in Higher Education (SAHE)</td>
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<td>Educational Policy and Leadership (EDPL)</td>
<td>Certificate</td>
<td>Director of Instruction (DIIN), Elementary Education (ELED), Principal (PRIN), Reading Specialist (RESP), Reading Teacher (RETE), Secondary Education (SEED), Superintendent (SUPR)</td>
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<td>Educational Psychology (EDPS)</td>
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<td>Counselor Education and Counseling Psychology</td>
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<td>Electrical and Computer Engineering (EECE)</td>
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<td>Electrical and Computer Engineering (EECE)</td>
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<td>Digital Signal Processing (DISP), Electric Machines, Drives and Controls (EMDC), Microwaves and Antennas (MIAN), Sensors and Smart Sensor Systems (SSSS)</td>
<td>Electrical and Computer Engineering</td>
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<td>British, American and other Anglophone Literatures (BRAM)</td>
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<td>American Literature (AMLI), British Literature (BRLI)</td>
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<td>Foreign Languages and Literatures (FOLL)</td>
<td>M.A.</td>
<td>Spanish (SPAN)</td>
<td>Foreign Languages and Literatures</td>
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<td>Healthcare Technologies Management (HCTM)</td>
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<td>Biomedical Engineering / Graduate School of Management / Medical College of Wisconsin</td>
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<td>History (HIST)</td>
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<td>European History (EURO), United States History (USHI), Global Studies (GLST)</td>
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<td>Political Science</td>
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<td>Nonprofit Sector Administration (NPSA)</td>
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<td>Political Science</td>
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<td>Nursing (NURS)</td>
<td>M.S.N.</td>
<td>Advanced Practice Nursing: Adult-Older Adult Acute Care Nurse Practitioner (ACCA), Adult-Older Adult Primary Care Nurse Practitioner (ADUL), Adult-Older Adult Primary Care Clinical Nurse Specialist (ADCS), Nurse-Midwifery (MIDW), Pediatric Primary Care Nurse Practitioner/Clinical Nurse Specialist (PEDI), Pediatric Acute Care Nurse Practitioner (PEDA); Clinical Nurse Leader (CLNL); Systems Leadership and Healthcare Quality (SLHQ)</td>
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<td>Program</td>
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<td>Course Titles</td>
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<td>Nursing (NURS)</td>
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<td>History of Philosophy (HIPH), Social and Applied Philosophy (SOAP)</td>
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<td>Philosophy (PHIL)</td>
<td>Ph.D.</td>
<td>Ancient Philosophy (ANPH), British Empiricism/Analytical Philosophy (BREM), Christian Philosophy (CHRI), Early Modern European Philosophy (MOPH), Ethics (ETHI), German Philosophy (GEPH), Medieval Philosophy (MEPH), Phenomenology-Existentialism (PHEN), Philosophy of Religion (PHRE)</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy (PHTH) Note:</td>
<td>D.P.T.</td>
<td>Health Sciences Professional Bulletin</td>
<td></td>
</tr>
<tr>
<td>Physician Assistant Studies (PHAS)</td>
<td>M.P.A.</td>
<td>Health Sciences Professional Bulletin</td>
<td></td>
</tr>
<tr>
<td>Political Science (POSC)</td>
<td>M.A.</td>
<td>Health Care Administration (HECA), Leadership Studies (LEDR)-Moratorium on admissions, Nonprofit Sector (NPSE)</td>
<td></td>
</tr>
<tr>
<td>Public Service (PUBS)</td>
<td>M.A.P.</td>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Religious Studies (REST)</td>
<td>Ph.D.</td>
<td>Historical Theology (HITH), Judaism and Christianity in Antiquity (JUCA), Systematic Theology (SYTH), Theological Ethics (THET), Theology and Society (THSO)</td>
<td></td>
</tr>
<tr>
<td>School Counseling (SCCN)</td>
<td>M.A.</td>
<td>Counselor Education and Counseling Psychology</td>
<td></td>
</tr>
<tr>
<td>Speech-Language Pathology (SPLA)</td>
<td>M.S.</td>
<td>Bilingual English-Spanish (BIES)</td>
<td></td>
</tr>
<tr>
<td>Theology (THEO)</td>
<td>M.A.</td>
<td>Historical Theology (HITH), Judaism and Christianity in Antiquity (JUCA), Systematic Theology/Theological Ethics (SYTH)</td>
<td></td>
</tr>
<tr>
<td>Theology (THEO)</td>
<td>M.A.C.D.</td>
<td>Theology</td>
<td></td>
</tr>
<tr>
<td>Transfusion Medicine (TRME)</td>
<td>M.S.T.M.</td>
<td>Business Administration (BUAD), Education (EDUC), Science (SCIE)</td>
<td></td>
</tr>
</tbody>
</table>

**Legend of Abbreviations for Graduate Degree Programs:**

**M.A.** Master of Arts
**M.A.C.D.** Master of Arts in Christian Doctrine
**M.A.P.** Master of Arts in Public Service
**M.Ed.** Master of Education
**M.E.** Master of Engineering
**M.P.A.** Master of Physician Assistant Studies
**M.S.** Master of Science
**M.S.N.** Master of Science in Nursing
**M.S.T.M.** Master of Science in Transfusion Medicine
**D.N.P.** Doctor of Nursing Practice
**D.P.T.** Doctor of Physical Therapy
**Ph.D.** Doctor of Philosophy

**Definitions**

**Degree Program** - An academic program of study leading to a master’s, Ph.D. or professional degree. All degree programs require that a minimum number of semester credit hours be earned, as referenced in the official bulletins of the University that are produced each academic year.

**Certificate** - A post-baccalaureate or post-master program of study offered at the graduate level, in which a specific skill set is demonstrated at the end of the program, usually culminating in a capstone course. The courses in a certificate program may be applied toward a graduate degree program. A minimum of 12 semester credit hours must be earned in a certificate program.
**Specialization** - An integrated, coherent set of courses that define a limited topic or field of study at the graduate level that is taken within the degree program. A minimum of 12 semester credit hours must be earned in the specialization.

**Accelerated Bachelor’s-Master’s Degree Program** - Designed to provide a more efficient means to obtain a master’s degree. Allows students to begin accumulating credits toward completion of a master’s degree while still enrolled as an undergraduate.

## Dual Programs Offered
Specializations for the dual degree programs are the same as the specializations listed in the DEGREES OFFERED section, above.

<table>
<thead>
<tr>
<th>Program</th>
<th>Degrees</th>
<th>Program Administered By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (COMM)</td>
<td>M.A. and M.A. (POSC or INAF)</td>
<td>Communication / Political Science</td>
</tr>
<tr>
<td>International Affairs (INAF)</td>
<td>M.A. and M.A.</td>
<td>Political Science / Communication</td>
</tr>
<tr>
<td>International Affairs (INAF)</td>
<td>M.A. and M.B.A.</td>
<td>Political Science / Graduate School of Management</td>
</tr>
<tr>
<td>International Affairs (INAF)</td>
<td>M.A. and J.D.</td>
<td>Political Science / Law</td>
</tr>
<tr>
<td>Nursing (NURS)</td>
<td>M.S.N. and M.B.A.</td>
<td>Nursing / Graduate School of Management</td>
</tr>
<tr>
<td>Philosophy (PHIL)</td>
<td>M.A. and J.D.</td>
<td>Philosophy / Law</td>
</tr>
<tr>
<td>Political Science (POSC)</td>
<td>M.A. and M.A.</td>
<td>Political Science / Communication</td>
</tr>
<tr>
<td>Political Science (POSC)</td>
<td>M.A. and M.B.A.</td>
<td>Political Science / Graduate School of Management</td>
</tr>
<tr>
<td>Political Science (POSC)</td>
<td>M.A. and J.D.</td>
<td>Political Science / Law</td>
</tr>
</tbody>
</table>

## Accelerated Degree Programs Offered

<table>
<thead>
<tr>
<th>Program</th>
<th>Degrees</th>
<th>Program Administered By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering (BIEN)</td>
<td>B.S.B.E. and M.S.</td>
<td>Biomedical Engineering</td>
</tr>
<tr>
<td>Chemistry (CHEM)</td>
<td>B.S. and M.S.</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Civil Engineering (CIEN)</td>
<td>B.S.C.E. and M.S.</td>
<td>Civil and Environmental Engineering</td>
</tr>
<tr>
<td>Clinical and Translational Rehabilitation Health Science (CTRH)</td>
<td>B.S. and M.S.</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Communication (COMM)</td>
<td>B.A. and M.A.</td>
<td>Communication</td>
</tr>
<tr>
<td>Computing (COMP)</td>
<td>B.S. and M.S.</td>
<td>Mathematics, Statistics and Computer Science</td>
</tr>
<tr>
<td>Electrical and Computer Engineering (EECE)</td>
<td>B.S.E.E. and M.S.</td>
<td>Electrical and Computer Engineering</td>
</tr>
<tr>
<td>International Affairs (INAF)</td>
<td>B.A. and M.A.</td>
<td>Political Science</td>
</tr>
<tr>
<td>Mechanical Engineering (MEEN)</td>
<td>B.S.M.E. and M.S. or M.E.</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Nursing for Non-Nursing Graduates (NURS)</td>
<td>M.S.N.</td>
<td>Nursing</td>
</tr>
<tr>
<td>Political Science (POSC)</td>
<td>B.A. and M.A.</td>
<td>Political Science</td>
</tr>
<tr>
<td>Speech-Language Pathology (SPLA)</td>
<td>B.S. and M.S.</td>
<td>Speech Pathology and Audiology</td>
</tr>
</tbody>
</table>

### Legend of Abbreviations for Dual and Accelerated Degree Programs:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>B.S.</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>B.S.B.E.</td>
<td>Bachelor of Science in Biomedical Engineering</td>
</tr>
<tr>
<td>B.S.C.E.</td>
<td>Bachelor of Science in Civil Engineering</td>
</tr>
<tr>
<td>B.S.E.E.</td>
<td>Bachelor of Science in Electrical Engineering</td>
</tr>
<tr>
<td>B.S.M.E.</td>
<td>Bachelor of Science in Mechanical Engineering</td>
</tr>
<tr>
<td>J.D.</td>
<td>Juris Doctor</td>
</tr>
<tr>
<td>M.A.</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>M.B.A.</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>M.E.</td>
<td>Master of Engineering</td>
</tr>
<tr>
<td>M.S.</td>
<td>Master of Science</td>
</tr>
<tr>
<td>M.S.N.</td>
<td>Master of Science in Nursing</td>
</tr>
</tbody>
</table>
Academic Programs Overview

Master’s Degree Overview

The master's degree is awarded in recognition of academic accomplishment as demonstrated by a program of course work, passing of the required examinations, or the preparation of a thesis, project, or essay.

Master’s Program Planning Form

Master’s degree students must complete the Master’s Program Planning Form with their adviser, have it approved by their adviser and the director of graduate studies or chair, and submit it to the Graduate School before the end of their first term of study. The form is available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). This form constitutes a formal agreement between the student and the university, and outlines what must be done to complete the master’s degree. It may be changed by submitting a revised and approved Master’s Program Planning Form.

Foreign Language Requirements

Some programs require reading comprehension in one or more foreign languages. This requirement is used as an important tool to advance the scholarly and research efforts of the student. To determine foreign language requirements for a specific program, consult the Programs section of this bulletin.

There are a number of ways by which a student can complete the language requirement(s), including: taking a foreign language proficiency examination administered by the Department of Foreign Languages and Literatures; taking a three-credit, semester-long foreign language reading knowledge course (course number xxxx-6204) offered by the Department of Foreign Languages and Literatures; proving to the student's departmental faculty that he/she has the necessary foreign language proficiency as evidenced by prior language study; or by taking an exam prepared and graded by the student’s academic department. The 6204 reading knowledge courses may only be taken for credit and may not be audited.

If the student chooses to take a foreign language reading knowledge course, the tuition for the course will be charged at the normal Graduate School tuition rate in effect at the time the course is being taken, and the language credits will be in addition to regular course credits required for that academic program and degree. The grades earned in the foreign language reading knowledge course will be included in the student’s term and cumulative credits and grade point average.

Students also have the option of taking a two-hour exam to fulfill a graduate degree program’s language requirement. The exam, graded SNC/UNC, assesses a student’s reading proficiency in a particular language through translation and comprehension questions about a foreign language passage. The student must register for the exam just like a regular course, and a $100 fee is assessed. If a student receives an unsatisfactory grade assessment, it is recommended that he/she complete the corresponding 6204 reading knowledge course. If the student decides to retake the exam outside of the course, the student would have to re-register for the exam and pay the $100 exam fee.

Whatever method is chosen, it shall be the responsibility of the student’s home department to determine what level of language proficiency is sufficient. It shall also be the department’s responsibility to notify the Graduate School of each student’s completion of foreign language requirements.

Specializations

A specialization (or sub-plan), consisting of a minimum of twelve credits of course work in a specific field, may be required for some master's programs. When a specialization is required, it must be selected from those currently active within approved Marquette University programs. The specialization must be outlined on the Master’s Program Planning Form, found at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). For additional information, consult the Programs section of this bulletin.

Comprehensive Examinations

Candidates for a master’s degree in many departments must successfully pass a comprehensive examination on their total graduate program of studies. If a student fails, a second and final examination may be given at the discretion of the department, as each department administers its own comprehensive exams.

Students are encouraged to contact their program for specific information including deadlines and procedures. A department may require students to complete a specific course instead of passing a comprehensive exam. Generally speaking, this course may be taken only after the student has completed all of the other core course requirements.

Plan A and Plan B

The Graduate School offers the master’s degree under two plans: Plan A, which requires that the student write a thesis, and Plan B, which substitutes additional course work, a professional project, essay, and/or a comprehensive examination instead of the thesis. Some master’s programs allow students to choose either Plan A or Plan B. For plans offered in each program, consult the Programs section of this bulletin.
Students may submit a petition to the Graduate School requesting a change from Plan A to Plan B (or vice versa) providing they have permission from their program. A new Master’s Program Planning Form, available at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml), must be completed and submitted to the Graduate School.

If a student changes plans after completing some or all of the required thesis or project courses, these credits will not automatically apply toward the revised degree requirements.

**Plan A — Master’s Degree with Thesis**

**Minimum Credit Requirements**

A minimum of 30 credit hours is required, including six hours of thesis credits and a minimum of 18 credit hours of course work in the major field. Some departments may require additional semester hours; students should consult the Programs section of this bulletin for more information. At least one-half of the minimum total course program credits (twelve credit hours in most programs, exclusive of thesis credits) must be taken at the 6000-level or above. In the major field, at least one-half (nine credit hours) of the minimum course program must be taken at the 6000-level or above. The remaining courses may be selected from among those undergraduate courses that are eligible for graduate credit.

Upper-division 5000-level courses are approved for graduate credit. With the approval of their department, students may take a limited number of 5000-level courses and count them toward their graduate degree requirements. Any exceptions to the total credits and minimum grade point average requirements for any degree and/or certificate must be approved by the provost.

**Thesis Credits**

Students must take six hours of thesis credit. Students who enroll in and pay for thesis credits will not be entitled to a refund of tuition for these credits if they should subsequently drop out, withdraw from their program, or transfer to a Plan B option.

**Thesis Outline Form**

Students must submit an outline for the proposed thesis or professional project. (No outline is required by the Graduate School for writing a master’s essay, although some departments may choose to require the form.) The outline will list the committee members which, for a master’s thesis, must contain a minimum of three voting members. Master’s thesis outline forms are available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml).

**Master’s Thesis**

Although there is no Graduate School requirement that the student hold a formal, public defense, it is expected that some type of defense of one’s thesis be held. The format of this defense will be determined by the department. Whatever format is used, the results of the defense must be reported on the Master’s Thesis/Essay/Professional Project/Publication Approval Form, available at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). The defense will be considered successful, and the student passed, if a majority of the voting members of the thesis committee vote to approve the defense and the department chair signs to accept any nonunanimous vote.

In a master’s thesis, students demonstrate familiarity with the tools of research and scholarship in their major field, show thorough knowledge of the subject covered, and reflect independence of thought, critical insight and originality. The thesis must also be acceptable in style and composition. Students are required to follow the instructions on the Thesis Directives and thesis submission checklist, available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). A thesis that does not conform to the directives, including format specifications, will not be accepted by the Graduate School.

An electronic copy of the completed master’s thesis must be submitted online, on or before the deadline listed in the Academic Calendar. Although the student retains ownership and copyright privileges, a copy of the approved thesis will be considered a public document by Marquette University. The thesis may be placed in the Marquette University library, used by students and faculty, or otherwise released to the public unless restricted by the author. See the electronic theses and dissertations website (http://www.marquette.edu/grad/etd.shtml) for details.

**Recording Thesis Defenses**

In order to facilitate an open and honest dialogue, thesis defenses are not normally recorded. However, it is the policy of the Marquette University Graduate School to allow, with prior permission, the audio and/or video recording of a student’s thesis defense.

Common courtesy requires that the thesis committee chair and all committee members must be made aware, in advance of the defense, of the student’s desire to record the proceedings. Additionally, the chair and all committee members must assent to such a recording. Such written approval must include the signatures of the chair and all committee members, and the signed approval must be submitted to the assistant director for student records in the Graduate School prior to the recording being made.

If a thesis defense is recorded, all questions, statements, or other comments, whether verbal or written, remain the property of the person who spoke or wrote them, and any future use of the recording is subject to applicable copyright laws.
Plan B — Master’s Degree Without Thesis

Minimum Credit Requirements

A minimum of 30 credit hours is required and a minimum of 18 credit hours of the course work must be taken in the major field. Some departments require more semester hours; students should consult the Programs section of this bulletin. At least one-half of the minimum total course program (fifteen credit hours in most programs, exclusive of professional project credits) must be taken at the 6000-level or above. The remaining courses may be selected from among those undergraduate courses that are eligible for graduate credit. Consult individual program listings and department advisers to determine the specific requirements for Plan B programs.

Upper-division 5000-level courses are approved for graduate credit. With the approval of their department, students may take a limited number of 5000-level courses and count them toward their graduate degree requirements. Any exceptions to the total credits and minimum grade point average requirements for any degree and/or certificate must be approved by the provost.

Professional Project Credits

Academic units may require students to register for project credits or similar course work. Students who enroll in and pay for project credits will not be entitled to a refund of tuition of these credits if they should subsequently drop out of or be withdrawn from their programs.

Professional Project

In a project, students demonstrate familiarity with the tools of research and scholarship in the major field, show thorough knowledge of the subject covered, and reflect independence of thought, critical insight and originality. The project must be acceptable to the department in style and composition. Formatting of professional projects is at the discretion of the department. Thesis Directives, found at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml), may be used as a guide.

An original copy and a Master’s Thesis/Essay/Professional Project/Publication Approval Form with appropriate signatures must be submitted to the Graduate School office on or before the deadline listed in the Academic Calendar.

Essay

In many graduate programs, a master’s essay may be required even though no formal credit is given for it and no outline is required by the Graduate School. Students should confer with their advisers about topics and guidelines for producing an acceptable paper, including requirements for length and references. An original copy of the essay and a Master’s Thesis/Essay/Professional Project/Publication Approval Form with appropriate signatures must be submitted to the Graduate School office on or before the date listed in the Academic Calendar. Essays must be acceptable to the department in style and composition. Formatting of essays is at the discretion of the department. Thesis Directives, found at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml), may be used as a guide.

Doctoral Degree Overview

The doctor of philosophy (Ph.D.) degree is awarded in recognition of high attainment and ability in a special subject field. Candidates are required to pass examinations that cover general and specific knowledge in their area of expertise, and prepare and successfully defend a dissertation based on independent, original and high-quality research that makes a significant contribution of knowledge to the field.

Interdisciplinary Ph.D. Program

Faculty from both doctoral and non-doctoral departments may propose interdisciplinary Ph.D. programs for individual students to the University Board of Graduate Studies. This provides students and faculty with opportunities for creative academic programming and research opportunities that cross traditional disciplinary boundaries. Since there is no departmental structure to support these programs, certain understandings, commitments, and restrictions, beyond those required in regular doctoral programs, are necessary. Additional information appears in the Programs section of this bulletin. Direct specific questions to the Graduate School.

Application Procedures

Applicants must follow the instructions in the Admission and Readmission section of this bulletin. It is the applicant’s responsibility to obtain information about any additional requirements from the Programs section of this bulletin, from the Graduate School or department websites, or from the director of graduate studies in the proposed program. Students with master’s degrees from Marquette are required to submit a new application to the Graduate School if they wish to be considered for doctoral admission.

Doctoral Program Planning Form

Students must prepare a program of study with their advisers that lists the steps and classes needed to complete their doctoral degree. The Doctoral Program Planning Form, available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml), is used for this purpose. The approved Doctoral Program Planning Form constitutes a formal agreement between the student and Marquette University and, once established, may be changed only by formal amendment using the Doctoral Program Planning Form Amendment, available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). The Doctoral Program Planning Form should be submitted to the Graduate School no later than the end of the student’s first year. Course work, foreign language and residency requirements are accepted as part of a student’s
doctoral program only after approval of the Doctoral Program Planning Form. If credits for a master's degree from another institution are to be recognized, students must be sure that a final, official transcript is on file at the Graduate School.

**Credit Requirements**

Depending on previous preparation and the nature of the research undertaken, the number of credits required for individual students, even within the same program, may vary considerably. Minimum credit requirements have, however, been established by the university and the Graduate School.

Upper-division 5000-level courses are approved for graduate credit. With the approval of their department, students may take a limited number of 5000-level courses and count them toward their graduate degree requirements.

The doctoral degree is the highest degree conferred by Marquette University. There are significant differences in degree requirements between the physical/natural sciences and other fields, and these are addressed below. However, in all cases, students must complete 12 dissertation credits and must satisfy the university’s residency requirements. The credit requirements listed below are the minimum established by the Graduate School. Individual departments may set their own requirements that meet or exceed these minimums.

**Biological Sciences and Chemistry**

A minimum of 24 credits of course work beyond the bachelor’s degree is required, plus 12 dissertations credits. In cases in which the student enters the program with a master’s degree in the same or closely related field, the student may request the department and the Graduate School to allow the master’s degree to satisfy up to 25% of the 24 required credits. In all cases, a minimum of 18 credits of course work exclusive of the dissertation must be taken at Marquette while in the doctoral program.

Any exceptions to the total credits and minimum grade point average requirements for any degree and/or certificate must be approved by the provost.

**All Other Programs**

A minimum of 45 credits of course work beyond the bachelor’s degree is required, plus 12 dissertation credits. In cases in which the student enters the program with a master’s degree in the same or closely-related field, the student may request the department and the Graduate School to allow the master’s degree to satisfy up to 50% of the required credits. In all cases, a minimum of 21 credits of course work exclusive of the dissertation must be taken at Marquette while in a Ph.D. or D.N.P. program.

Any exceptions to the total credits and minimum grade point average requirements for any degree and/or certificate must be approved by the provost.

**Foreign Language Requirements**

Some programs require reading comprehension in one or more foreign languages. This requirement is used as an important tool to advance the scholarly and research efforts of the student. To determine foreign language requirements for a specific doctoral program, consult the Programs section of this bulletin. If required, students must select one (or more) language(s) in which there is significant scholarly literature in their program field.

There are a number of ways by which a student can complete the language requirement(s), including: taking a foreign language proficiency examination administered by the Department of Foreign Languages and Literatures; taking a three-credit, semester-long foreign language reading knowledge course (course number xxxx-6204) offered by the Department of Foreign Languages and Literatures; proving to the student’s departmental faculty that he/she has the necessary foreign language proficiency as evidenced by prior language study; or by taking an exam prepared and graded by the student’s academic department. The 6204 reading knowledge courses may only be taken for credit and may not be audited.

If the student chooses to take a foreign language reading knowledge course, the tuition for the course will be charged at the normal Graduate School tuition rate in effect at the time the course is being taken, and the language credits will be in addition to regular course credits required for that academic program and degree. The grades earned in the foreign language reading knowledge course will be included in the student’s term and cumulative credits and grade point average.

Students also have the option of taking a two-hour exam to fulfill a graduate degree program’s language requirement. The exam, graded SNC/UNC, assesses a student’s reading proficiency in a particular language through translation and comprehension questions about a foreign language passage. The student must register for the exam just like a regular course, and a $100 fee is assessed. If a student receives an unsatisfactory grade assessment, it is recommended that he/she complete the corresponding 6204 reading knowledge course. If the student decides to retake the exam outside of the course, the student would have to re-register for the exam and pay the $100 exam fee.

Whatever method is chosen, it shall be the responsibility of the student’s home department to determine what level of language proficiency is sufficient. It shall also be the department’s responsibility to notify the Graduate School of each student’s completion of foreign language requirements.

**Specializations**

A specialization (or sub-plan), consisting of a minimum of twelve credits of course work in a specific field, may be required for some doctoral programs. When a specialization is required, it must be selected from those currently active within approved Marquette University programs. The specialization must be outlined on the Doctoral Program Planning Form. For additional information, consult the Programs section of this bulletin.
Residency Requirement
The residency requirement is designed to immerse doctoral students in the campus community of scholars. It must be satisfied in the department in which the student is seeking a doctoral degree. The residency requirement is met when a student completes nine credits of course work, or its equivalent per term, for two terms within an 18-month period, or alternatively, completes at least 6 credits of course work, or its equivalent per term, for three terms within an 18-month period. Plans for the residency must be included on the Doctoral Program Planning Form. The credit load necessary to meet the six- or nine-credit requirement may be met by course work alone or course work in conjunction with dissertation credits.

Doctoral Qualifying Examination
The DQE is an exploration of the student’s understanding in the program field and may be written, oral, or both. It may also include an explanation of the proposed dissertation. Some departments require students to pass cumulative examinations. Required elements for the DQE are defined by the student’s program department. The DQE is typically scheduled after all course work, language and residency requirements have been completed. Taking the DQE before all requirements have been satisfied requires written permission from the student’s department.

The exam is conducted by a committee made up of at least three faculty members from the student’s program. If the committee includes a non-Marquette member, the department must note this exception in writing and submit a request and a curriculum vitae for that person to the Graduate School.

Students who fail the examination may, with the consent of the academic department, be eligible to take a second examination after fulfilling all conditions stipulated by the doctoral examining committee. If the second examination is unsatisfactory, no further examination is permitted.

Official Doctoral Candidacy
Students advance to doctoral candidacy upon recommendation of their department, having completed all course work, language, and residency requirements, and passing the DQE. The departments shall notify the Graduate School in writing, using the Advancement to Doctoral Candidacy form found online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml), for all students recommended for candidacy.

Dissertation Process
Assembling a Dissertation Committee
Candidates select their dissertation committee with the assistance of their adviser. The committee must be comprised of a minimum of three voting members. The names of the members, including the chairperson, must be on the Outline for Dissertation, Thesis, Professional Project or Essay form, available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). If the committee includes a non-Marquette member, the department must submit a recent curriculum vitae for that member to the Graduate School with their Outline for Dissertation, Thesis, Professional Project or Essay form. The dean of the Graduate School appoints the dissertation committee by approving the outline form.

Doctoral Dissertation Outline Form
Students must submit an outline for the proposed dissertation on the Outline for Dissertation, Thesis, Professional Project or Essay form, typically within the first term that dissertation credits are taken, but no later than the deadline listed in this bulletin. The forms is available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). Outlines must be approved by the student’s adviser, the department chairperson, and the Graduate School. If the proposed research involves a real or apparent conflict of interest on the part of the student, the dissertation director, or the committee members, it must be declared at the time the outline is submitted.

Dissertation Credits
Students must register for 12 hours of dissertation credits and may enroll for these while working on their doctoral dissertation outline or dissertation. Each department determines the number of credit hours that a candidate may take during any one term. Students who enroll in, and pay for, dissertation credits before actually beginning work on their project will not be entitled to a refund of tuition of these credits even if they should subsequently drop out of or are withdrawn from their program.

Dissertation Directives
Directions for writing the dissertation and the dissertation submission checklist are available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). Students are strongly encouraged to consult both and to check with their departments for additional guidelines. The Graduate School updates the directives periodically and students are responsible for using the most recent version. Dissertations that do not conform exactly to the most recent directives will not be accepted by the Graduate School.

Writing the Dissertation
A dissertation demonstrates a student’s familiarity with the tools of research and scholarship in the field, shows thorough knowledge of the subject covered, and reflects independence of thought, critical insight and originality. The dissertation must exhibit the student’s mastery of the literature of the subject and familiarity with the sources, and be presented with a satisfactory degree of literary skill. Students are required to follow the instructions in the Dissertation Directives. Dissertations not conforming to the directives, including format specifications, are not accepted by the Graduate School.
An electronic copy of the completed dissertation must be submitted online through ProQuest, and the original, completed Dissertation Approval Form must be turned into the Graduate School office by the date listed in the online Academic Calendar. Students must consult the dissertation submission checklist prior to submitting the dissertation and must consult the Dissertation Directives for a complete list of forms and other requirements that must be turned in to the Graduate School at the time of submission of the dissertation. Although the student retains ownership and copyright privileges, a copy of the approved dissertation will be considered the property of Marquette University. Bound or electronic copies may be made available to the public at the Marquette University library unless restricted by the author. See the electronic theses and dissertations website (http://www.marquette.edu/grad/etd.shtml) for details.

Public Defense of the Dissertation

A public defense of the dissertation is conducted after the candidate has completed all other formal requirements for the doctoral degree. The examination is primarily a defense of the dissertation. It will also include material relevant to the general field in which the dissertation is written, with particular attention to the more recent and significant developments.

The candidate and adviser select a date, during weekday working hours and avoiding public or religious holidays, for the public defense of the dissertation. If the student wants to graduate the same term the defense is made, the defense must be held before the deadline listed in the Academic Calendar. At least four weeks prior to the scheduled date for the dissertation defense, the student must submit a signed Announcement for Public Defense of the Dissertation form, available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). The form must be accompanied by an electronic version of the abstract in MS Word, emailed to grad.records@marquette.edu. All committee members must sign this form indicating their agreement to the date of the public defense.

The defense will be considered successful, and the candidate will be passed, if a majority of the voting members of the dissertation committee vote to approve the defense and if the department chair signs to accept any nonunanimous vote. In the case of an unsuccessful defense, disposition will be decided upon after consultation between the academic department or college and the Graduate School.

Recording Dissertation Defenses

In order to facilitate an open and honest dialogue, dissertation defenses are not normally recorded. However, it is the policy of the Marquette University Graduate School to allow, with prior permission, the audio and/or video recording of a student's dissertation defense.

Common courtesy requires that the dissertation committee chair and all committee members must be made aware, in advance of the defense, of the student’s desire to record the proceedings. Additionally, the chair and all committee members must assent to such a recording. Such written approval must include the signatures of the chair and all committee members, and the signed approval must be submitted to the assistant director for student records in the Graduate School prior to the recording being made.

If a dissertation defense is recorded, all questions, statements, or other comments, whether verbal or written, remain the property of the person who spoke or wrote them, and any future use of the recording is subject to applicable copyright laws.
Admission and Readmission

Admission Status
Marquette University admits graduate students under five different categories: degree, non-degree, lifelong learner, temporary and visiting scholar status.

Degree Status
When applicants are admitted to a program leading to a certificate, master’s or doctoral degree, they are said to be in “degree status.” This designation is made after the department and the Graduate School have accepted an application. Students are eligible for tuition scholarships, graduate assistantships and fellowships, as available.

In order to be considered for admission to degree status, all applicants are required to submit an application, the application fee, certified copies of transcripts, and other information as requested by the department.

Non-Degree Status
This status designates any student taking graduate-level classes who is not seeking a certificate, a master’s degree, or a doctoral degree. Non-degree students are not eligible to receive financial aid from the Graduate School except for Catholic Schools Personnel Scholarships and the Milwaukee Area Teachers Scholarships. Non-degree students are typically not eligible to receive federally subsidized loans and should contact the Office of Student Financial Aid for exceptions.

All non-degree applicants are required to submit an application, the application fee, and certified copies of transcripts. Non-degree applicants seeking admission to degree status must meet the same admission standards as other applicants to a degree program.

Completion of any number of non-degree credits does not guarantee acceptance into a degree program, and, if a non-degree student is subsequently admitted to a degree program, there is no guarantee that credits earned while in non-degree status will count toward the degree. Most degree programs accept between 9 and 15 transfer credits, depending on the number of credits needed for the degree (see Transfer of Credit). Non-degree students will not be permitted to take more than 9 credits until they certify in writing that they are aware of the policies and limits regarding the transfer of credits into the degree program.

Credits earned as a non-degree student may be considered as graduate credits and certified as such to school boards or other authorities. Non-degree students may register for any course (with the exception of courses in dentistry) if they have met the prerequisites and have department permission. Non-degree students interested in taking courses in dentistry must have special permission from the Graduate School and the School of Dentistry.

Lifelong Learner Status
Most students who begin in a non-degree status fully intend to ultimately pursue a degree, and will request admission to degree status at some point in the future. However, some students would like to take courses in a variety of subjects just for personal enrichment, without ever intending to pursue a graduate degree. The lifelong learner status is intended for these types of students.

Lifelong learner status is a specialization within the general Graduate School non-degree category. Admission decisions are made by the associate dean of the Graduate School. Students are not required to maintain continuous enrollment.

Lifelong learner status is not intended as a gateway to a certificate, master’s degree, or doctoral degree program. Lifelong learners may not take courses for credit. Rather, they will audit all courses that they take while they are lifelong learners. Tuition will be charged the regular audit rate. Enrollment in all courses for students in the lifelong learner status will require the consent of the department offering the course.

If a lifelong learner should decide that he/she wants to pursue a graduate degree, the student must apply for admission in a degree status for the program that they would like to pursue. Once admitted to a regular program, the student may begin to accumulate credits and earn grades just as any other student.

Temporary Admission Status
Applicants who have applied to a degree or a non-degree program, and meet the minimum admission requirements but have not submitted all the necessary documents may be admitted under temporary status. This admission is valid for only one term. Students must apply for and be admitted as a degree or non-degree student before being allowed to register for additional terms.

Visiting Scholar Status
This status designates a student, seeking a degree at another institution, who takes one or more classes at Marquette University with the intention of transferring the earned credits. Evidence of the student’s status and academic performance at the other institution will be required.

Visiting scholars may apply for federal financial aid through the student’s home school or through Marquette. Students applying for aid through Marquette must request a Consortium Agreement from the Office of Student Financial Aid. When the completed form is returned to Marquette, the
student will become eligible for federal financial aid and the Office of Student Financial Aid will process the student’s FAFSA. Students applying for federal aid through their home institutions should consult their home institutions for their application policies and procedures.

**General Admission Requirements**

Only applicants whose total record indicates that they can do independent, original and high quality academic work will be admitted. Departments reserve the right to limit the number of students accepted within a given time period.

All applicants should have:

- A bachelor’s degree from a recognized college or university, or the equivalent foreign degree.
- At least a B average (3.000 grade point average on a 4.000 scale).
- Course work suitable for the desired graduate program (applicants with a bachelor’s degree but not the necessary course work should consult the Office of Undergraduate Admissions, [414] 288-7302 or [800] 222-6544, or the Undergraduate Bulletin, for information about special student status).
- Some programs require professional experience in addition to a bachelor’s degree. See the Graduate School Programs section of this bulletin for more information.

In addition, no application for admission will be considered for any applicant with an outstanding balance of $3,000 or more owed to the university.

**Submitting an Application**

All applications for admission must be submitted online. A link to our online application can be found at the Graduate School website (http://www.marquette.edu/grad); however, prospective nursing students must apply and submit all application requirements via NursingCAS (http://www.nursingcas.org).

**Program Information**

An applicant’s program may have special requirements of background, tests, personal statements, other materials, and application deadlines. Check the Graduate School Programs section of this bulletin for information and requirements specific to each program or see requirements on the Graduate School website (http://www.marquette.edu/grad/programs_index.shtml). Applicants are responsible for meeting and submitting all of their program’s application requirements. Prospective nursing students should note they must apply and submit all application requirements via NursingCAS (http://www.nursingcas.org).

**Application and Financial Aid Deadlines**

Applicants are admitted to the Graduate School on the recommendation of the intended department and the approval of the dean of the Graduate School.

Applications for admission to programs that have no deadlines listed in the Graduate School Programs section of this bulletin must be received in the Graduate School by Aug. 1 for fall admission (June 1 for international applicants), by Dec. 15 for spring admission (Nov. 1 for international applicants), and by May 1 for summer admission. If the program has a listed application deadline, all application materials must arrive before that date. Admission to the program is valid only for the term specified on the application, unless a deferral is requested from the Graduate School before the start of that term. Deferral of admission may be requested by completing and submitting the Request for Deferral of Admission form available on the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). Note that deferral is for admission only, and not for financial aid. Applicants should check the Graduate School Programs section for more information.

Students applying to more than one program must submit a separate application and application fee for each program.

The deadline for applying for merit-based Graduate School financial aid (assistantships and scholarships) is Feb. 15 for the following fall term, Nov. 15 for the following spring term and April 15 for the summer sessions. Deadlines falling on weekends or holidays will be extended to the close of the following business day. Some programs may have deadlines for fall admission that are earlier than the financial aid application deadlines. New applicants for financial aid in those programs must adhere to the earlier department deadlines that are listed in the Graduate School Programs section of this bulletin.

**Inactive Files**

Incomplete and inactive admission files are discarded after one year.

**International Student Requirements**

**Definition of an International Student**

An international student is defined as an applicant who is not a U.S. citizen or permanent resident.
Application Instructions
As described in the Application Instructions section later in this bulletin, international applicants are required to submit an application form, a non-refundable application fee, official transcripts with certified English translations, three letters of recommendation, test data, evidence of English proficiency (such as TOEFL), and other materials as required by the program to which they are applying.

English Language Assistance
All non-native English speaking teaching assistants will be required to take a language placement examination upon their arrival on campus. Based on the results of the exam, students may be required to enroll in one or more English as a Second Language (ESL) courses in addition to their required course work. (This requirement is in addition to the TOEFL requirement described in the Application Instructions section.) All international students with teaching assistantships (TAs) are also required to attend a one-week orientation program, where they are evaluated individually in language and communication skills before beginning course work.

Financial Verification and Visa Regulations
Upon acceptance to the Graduate School, F-1 students must adequately document their financial resources for the duration of the academic program before a visa will be issued. Financial verification, in the form of an appropriate sponsorship statement and an advance deposit (in U.S. currency), must be sent to Marquette before the certificate of eligibility for a visa will be issued. Students wishing to have their I-20 express mailed to them must put their request in writing and submit it along with the required advance deposits and financial verification paperwork. The added cost for express mail requests will be subtracted from the advance deposit. The express mail charge is non-refundable. The premium for the first term of health and repatriation insurance, required of all F-1 and J-1 students, will be deducted from the advance deposit. Students must be prepared to pay any remaining balance of the first term’s tuition when they arrive on campus. The advance deposit will be waived if the student receives a scholarship or other academic award that covers the cost of the first term’s tuition. If a student chooses not to attend Marquette University after the I-20 has been issued, all but $10 (U.S. currency) will be refunded. A written request for a refund must be sent back to the Graduate School with the original I-20.

International students must abide by the regulations of their legal status in the United States regarding their defined educational objectives, academic load, and employment. Most international applicants are eligible only for regular degree status. Those seeking admission for non-degree status must obtain a statement of their legal eligibility from Marquette’s Office of International Education.

Application Procedures
The Graduate School requires all applicants to submit a complete application, a $50 application fee, and official transcripts from all post-secondary institutions attended. Additional requirements are required for admission to most programs. Supplemental documents may be submitted to gradadmit@marquette.edu. Applications will not be reviewed for admission until all materials, including those requested by the proposed graduate program, have been received.

It is the applicant’s responsibility to obtain information about all admission prerequisites and application requirements from the Programs section of this bulletin, from the Graduate School or department websites, or from the director of graduate studies in the proposed program. It is to the applicant’s advantage to make sure that the application package is complete well in advance of published deadlines.

Submit all application materials online*, or if needed by mail to: Marquette University Graduate School, P.O. Box 1881, Milwaukee, WI 53201-1881; or by courier to: Marquette University Graduate School, 1324 W. Wisconsin Ave., Room 305, Milwaukee, WI 53233. Although the department will make recommendations on admission, and may notify the application of the recommendation, official notification of the decision regarding admission and merit-based financial aid will come only from the Graduate School.

*Prospective nursing students must apply and submit all application requirements via NursingCAS (http://www.nursingcas.org).

Official transcripts must come directly from all universities or colleges attended, including junior/community colleges, or delivered electronically directly to the Graduate School via a secured third party method that has been verified by the sending institution. Official test scores must also come directly from the applicable testing service.

Students are strongly advised to submit the application for admission before having other application materials sent. Receipt of the application in the Graduate School before other application materials ensures that all documents will be matched to the application quickly and accurately. If supporting documents are submitted to the Graduate School before the application has been received, processing of the documents and review of the application file can be delayed. It is to the applicants’ advantage to ensure that the application is submitted before any additional documents.

All applicants must submit the following:

• A completed online application form.
• A non-refundable application processing fee (U.S. currency only) of $50.00. (Note: The application fee is waived only for alumni of the Marquette University Graduate School, including graduates or students who have taken courses in the past without graduating. In order to receive the waiver, applicants must have previously taken courses while classified as a graduate student in one of the programs under the umbrella of the Graduate School, and does not include the Graduate School of Management, Law School, College of Health Sciences, or School of Dentistry.)
• A letter notifying the Graduate School if the last name (family name) on the transcripts or test scores is different from the name on the Graduate School application.
• Official Transcripts: The Graduate School requires official transcripts detailing previous academic study from all universities or colleges attended. Transcripts are not considered official unless they are sent directly to the Graduate School from the institution attended, or delivered electronically directly to the Graduate School via a secured third party method that has been verified by the sending institution. Transcripts will be considered unofficial if routed through the applicant. Applicants with course work in progress toward the fulfillment of a degree are required to submit an official final transcript verifying receipt of their degree after completing the course work. All applicants who have transcripts in a language other than English must provide official transcripts in addition to certified English translations.

Applicants who previously attended Marquette University need not request Marquette transcripts but are required to furnish transcripts from other schools they attended.

• Letters of Recommendation: Applicants should check the Programs section of this bulletin for information about the number of letters of recommendation needed, if any. Letters of recommendation from former professors are preferred and should comment on the applicant’s past academic record and potential for future success. The clinical mental health counseling, counseling psychology, nursing, and school counseling programs require special forms for recommendation submission. Letters of recommendation should normally be submitted online as part of the online application system. Letters of recommendation, if not submitted online, may be sent as an email attachment to gradadmit@marquette.edu. Applicants applying for financial aid through the Graduate School must submit three letters of recommendation and check the financial aid boxes on the application (see the Financial Aid section of this bulletin).

• Permission to discuss the applicant’s file with a third party (optional): Applicants who are unable to speak directly with an admissions counselor (due to distance, expense, etc.) may give the Graduate School permission to communicate with a third party. Marquette University requires that this request be made in writing, be signed by the applicant, and specify the name(s) of the third party.

• Additional application materials as requested by the program: It is the applicant’s responsibility to obtain information about any additional requirements from the Programs section of this bulletin, from the Graduate School or department websites, or from the director of graduate studies in the proposed program.

• Test Data: One or more tests may be required as part of the admission process. Consult the Programs section of this bulletin or the program requirements on the Graduate School forms website (http://www.marquette.edu/grad/programs_index.shtml) for information specific to the applicant’s proposed program. Regardless of the test, all scores will be considered unofficial until the Graduate School receives the official scores from the testing agency. Copies of test scores issued to the applicant are considered unofficial.

The Graduate School urges applicants to take higher education assessment tests well in advance of the date the scores are needed. It usually takes at least six weeks for scores to reach the Graduate School office after the exam. Assessment test scores should be relatively recent; scores more than five years old (two years for English proficiency exams) may not be accepted.

Graduate Record Examination (GRE)

Most graduate programs request a GRE (General Test) score. Departments may require applicants to take a “Subject” (advanced) GRE Test. Consult the Programs section of this bulletin for specific information.

Test takers applying to the Graduate School must enter the code 1448 in the Score Report Recipient section of the GRE registration form. It is not sufficient to list Marquette as the institution. Failure to enter the correct code will delay the admission decision.

Proof of English Proficiency—International Students Only

International students whose language of instruction for their bachelor’s degree education (or master’s, if applicable) was not English must provide proof of English proficiency, displaying an adequate command of both written and spoken English. Programs through TOEFL, WESLI, ELS, and IELTS satisfy this requirement.

Minimum requirements:

• TOEFL: Score of at least 550 on the paper-based version. The Internet-based, or iBT, version of TOEFL tests students in four areas: reading, writing, speaking, and listening. In general, a minimum score of 20 is required for each of the four sections, with an overall minimum score of 80.

• WESLI: Level 700 is required.

• ELS: Level 112 with a grade point average of 3.00 or higher is required.

• IELTS: Score of 6.5 or higher is required.

Applicants should consult the Graduate School Programs section of this bulletin for any specific information, as some graduate departments may require scores higher than these minimums. Test scores may not be more than two years old.

Students already holding a Marquette master’s degree may earn a second Marquette master’s degree in another discipline by applying for and receiving admission, and by completing all of the requirements necessary for the second master’s degree.

During the first term of study of the second master’s degree, students must complete a Master’s Program Plan Form, have it approved, and submit it to the Graduate School. Additionally, if students intend to request and transfer credits from their first master’s degree, they must complete the Master’s Degree Transfer of Credit Request form, available online on the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). Between 9 and 15 credits may be transferred from the first master’s degree, depending on the total number of credits required to complete the second master’s degree. Normal transfer credit policy will apply. Credits to be transferred in must normally have been earned within six years prior to admission into the second master’s degree. For more information, see Transfer of Credit under Academic Regulations.
Readmission

Students who have been discontinued due to failure to enroll for one or more semesters and who otherwise were performing in a satisfactory manner may apply for readmission by email to the department. The director of graduate studies or chair of the department will endorse the request either positively or negatively, and will then forward the request to the Graduate School for processing. To be readmitted, students must receive a positive departmental endorsement.

Students who have withdrawn from the university, were dismissed from their program, or who were suspended for any reason must be formally readmitted to the Graduate School before resuming their studies. To be readmitted, students must receive a positive departmental endorsement. Furthermore, no application for readmission will be considered for any former Marquette student with an outstanding balance owed to the university. The dean of the Graduate School and the major department jointly decide if a student will be readmitted.

In either case, no application for readmission will be considered for any former Marquette student with an outstanding balance of $3,000 or more owed to the university.

The request for readmission from students who have been Required to Withdraw for Academic Reasons (academically dismissed) must include the Appeal Academic Dismissal/Satisfactory Academic Progress form located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml).

Students who are dismissed for failure to register must request readmission in writing to the Graduate School via their home departments. The request must include an explanation as to why they failed to register.

The request for readmission from students who have been dismissed or suspended for reasons other than academic dismissal must include a statement by the student addressing previous weaknesses, steps taken to correct the weaknesses, and an explanation of why the student feels he or she has the ability to succeed in graduate studies. No student may be readmitted to a program that is no longer active at the time of readmission.

In being readmitted, students face the possibility that previously completed work might not be accepted with the readmission decision, even if taken within the same program. The major department and dean of the Graduate School may also set readmission conditions on the student’s resumption of work toward a degree, such as registering for additional course work, retaking examinations, completing the degree within a specified time period, or other appropriate terms.
Academic Regulations

Academic Integrity

Academic integrity is the foundation of learning, research, and scholarship. To that end, it is imperative that all members of the university community adhere to a shared understanding of the standards outlined in this policy. All faculty, staff, and students are required to recognize, respect and uphold:

- The Statement on Academic Integrity
- The Honor Pledge
- The Honor Code
- Best Practices
- Academic Misconduct Policy

Statement on Academic Integrity

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community, and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.

Students are asked to commit to academic integrity through the following honor pledge. Faculty may require students to sign the pledge in their courses or for any individual assignment.

Honor Pledge

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others. I support the development of good character, and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

Honor Code

The honor code obliges students:

1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses, unless approved by the faculty member.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace.
7. To report any observed breaches of this honor code and academic honesty.

Academic integrity is a matter of great importance to the entire Marquette community and as such the honor code obliges others on campus as well.

The honor code obliges instructors:

1. To monitor and design exams and assignments so that honest students will not be disadvantaged by other students who might choose to cheat if given the opportunity.
2. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
3. To follow all published procedures regarding cases of academic misconduct.
4. To report any observed breaches of this honor code and academic honesty.

The honor code obliges researchers:

1. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to research.
2. To conduct research experiments according to professional standards of objectivity, conscientiousness, reliability and transparency.
3. To conduct all experiments according to professional ethical standards, and, when applicable, to submit all proposed investigations to the relevant oversight bodies.
4. To provide sufficient documentation of research methodology so that other researchers in the field may replicate work.
5. To observe all duties required by copyright, trademark, patent and/or other applicable laws or regulations.
6. To follow all published procedures regarding cases of personal and academic misconduct.
7. To report any observed breaches of this honor code and academic honesty.

The honor code obliges staff:

1. To interpret procedures and regulations in the spirit of furthering the highest standards of personal and academic integrity.
2. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
3. To follow through on reporting, punishment, and record-keeping on all incidents of personal and academic misconduct.
4. To follow all published procedures regarding case of personal and academic misconduct.
5. To report any observed breaches of this honor code and academic honesty.

Academic Integrity Best Practices

In addition to the honor code, members of the Marquette University community commit to the following set of best practices.

As students we strive to come to class on time and to be prepared for the material at hand. This includes all readings and assignments. We strive to devote our full attention to the class proceedings and to be fully engaged in class discussions and activities. We recognize the importance of asking questions about material we don’t understand, as it helps other students who may not have thought of the question but need to hear the answer, and it gives the instructor valuable feedback. We respect the views of classmates and instructors, and we avoid distracting the class and instructor with irrelevant conversations or behavior. We strive to prepare for exams in a timely manner, and to seek help from the instructor when necessary during the preparation. We start preparing papers, projects, and homework assignments early enough to have sufficient time to do the best we can.

As instructors we strive to be prepared and current with respect to the content and conduct of our courses, and to plan the course and class sessions to achieve the course objectives effectively. We strive to answer questions honestly and completely, and to acknowledge when we do not have an answer. We strive to give all students equal opportunity to participate in class discussions and activities. We respect students’ views on issues of judgment, and we clearly distinguish between our personal opinions and our professional expertise. We are available during office hours or at arranged times to work with students individually to help them to master course material. We strive to develop and update exams and assignments so that they are meaningful tests of understanding and progress toward achieving course objectives. Finally, we give due and careful consideration to students’ answers and submissions when evaluating them and assigning grades.

As researchers we strive to be honest, accurate, efficient, ethical, objective, and accountable in conducting and reporting our research efforts. Where applicable, we aim to publish in outlets accessible to other professionals in the field for the greatest possible dissemination of creative scholarly research.

As staff we strive to serve all faculty and students within the confines of Marquette University’s policy and procedure. We recognize the importance of serving all faculty and students fairly and on a timely basis, while maintaining confidentiality. We respect teaching and learning, and support faculty and students in this endeavor every day.

Academic Integrity Tutorial

All undergraduate, graduate and health science professional students must successfully complete an Academic Integrity tutorial during their first term of enrollment, or be subject to a registration hold for the following term.

Academic Misconduct Policy

Definitions of Academic Misconduct

Academic misconduct includes, but is not limited to, individual violations, helping another student with any form of academic misconduct, failing to report any form of academic misconduct, or intentionally interfering with the educational process in any manner. Faculty, staff or students who are aware of academic misconduct and fail to report it are considered complicit in these actions. The following sections provide representative examples of academic misconduct. If a student is in doubt as to whether an action or behavior is subject to the academic misconduct policy, he/she should consult an appropriate member of the Academic Integrity Council, faculty or staff.

Cheating

1. Copying from others for an assignment and/or during an examination, test or quiz.
2. Obtaining, or attempting to obtain, an assignment, examination, test, quiz or answer key without authorization.
3. Using unauthorized electronic devices or materials for an assignment, during an examination, test or quiz.
4. Communicating answers or providing unauthorized assistance for an assignment, examination, test or quiz.
5. Using unauthorized answers or assistance for an assignment, examination, test or quiz.
6. Offering one’s own work to another person, or presenting another person’s work as one’s own.
7. Completing an assignment and/or taking an examination, test or quiz for another student, or having someone complete an assignment, take an examination, test or quiz for oneself.

8. Tampering with an assignment, examination, test or quiz after it has been graded, and then returning it for additional credit.

9. Outsourcing assignments, papers, examinations, tests, quizzes to fellow students or third parties.

Plagiarism

Plagiarism is intellectual theft by the unethical use of sources. It means use of another’s creations or ideas without proper attribution. Credit must be given for every direct quotation, for paraphrasing or summarizing any part of a work and for any information that is not common knowledge. Plagiarism is further addressed in the Academic Integrity Tutorial.

Academic Fraud

1. Altering or forging documents including forms, letters, grade reports, medical reports, transcripts, and verifications.

2. Submitting substantial portions of the same work for credit in more than one course, or from previous institutions, without receiving permission from all instructors involved.

3. Using purchased answers, or selling answers to assignments, examinations, quizzes or papers.

4. Attending class for another, or having others attend class for oneself.

5. Falsifying the records of clients or patients.

6. Falsifying one’s own clinical, co-op, field placement or internship records.

7. Misrepresenting oneself, degree(s), areas of study, coursework and/or grade point average.

Research Misconduct

The University Research Misconduct Policy (http://www.marquette.edu/orsp/documents/ResearchMisconductPolicy1_09.pdf) applies to faculty, staff, students, and others who are employed by or affiliated with Marquette University. Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting results.

Procedures for Incidents of Academic Misconduct

When a faculty member or other member of the Marquette community has reason to suspect or receives notification of a student’s alleged academic misconduct, he or she must complete the Academic Misconduct Report form and submit it to the Academic Integrity Council Director within five business days of obtaining information about an alleged violation. The reporter must include a summary and attach evidence, if any, of the alleged misconduct.

The Academic Integrity Council Director will notify the student and select an Investigating Officer to review the materials, interview the student and the reporter of the alleged misconduct. Within six business days of receiving the Academic Misconduct Report form, the Investigating Officer will determine if the case warrants further action or is to be dismissed and inform the Academic Integrity Council Director of same. Once the Investigating Officer informs the Academic Integrity Council Director of the decision, the Academic Integrity Council Director or designee will review the Investigating Officer’s summary and notify the student within two business days of the disposition. For cases moving forward, the Academic Integrity Council Director will determine whether the case is eligible for expedited review or must be referred for a full hearing.

A student who withdraws from a class or the University, and is later found to have violated the Academic Integrity Policy the withdrawal may be changed to an administrative or failing grade.

Expedited Procedure

If the student has no record of academic misconduct at Marquette University and the alleged misconduct is relatively minor and does not involve graduate students, or Health Science Professional courses, the Academic Integrity Council Director may offer the student an expedited review specifying the maximum penalty that could be assigned. The student has two business days to respond to the Academic Integrity Council Director. If the student accepts responsibility and the penalty, the Academic Integrity Council Director will send a final letter to the student summarizing the finding and the penalty. At the same time, the Academic Integrity Council Director, will send a letter specifying the penalty to the student’s college/school office, and the faculty member in whose class the misconduct occurred.

If the student does not accept the expedited review option, the case will move to a full hearing.

In all cases, a copy of the file relating to the alleged misconduct including all correspondence will be forwarded to the Office of the Registrar to be held in the student’s permanent confidential file.

Full Hearing

A Hearing Board will be convened by the Academic Integrity Council Director for cases that are ineligible for expedited review, all cases in which students request a hearing or cases the Academic Integrity Council Director deems appropriate. The Board, will generally consist of two faculty, two students and the Dean’s Office Designee from the student’s college/school. A faculty member will normally be assigned the role of board facilitator.
• On being formed, the Hearing Board will review all documents and material related to the alleged misconduct.
• A hearing will normally occur within ten business days of the Board’s formation. The hearing may be delayed by up to 30 business days if the Board cannot be convened.
• The Board will determine whether there are witnesses it wishes to call in addition to the student under investigation. The student under investigation may also request additional evidentiary witnesses and provide additional information for consideration to the board facilitator at least two business days prior to the hearing.
• The student may bring an individual for support. This person is not allowed to contribute to the proceedings. If the support person is an attorney, a representative from the Office of the General Counsel at Marquette must also be present. In these cases the hearing may need to be rescheduled to allow a member of the Office of the General Counsel to attend.
• Prior to deliberation, the Board will excuse all non-Board members from the meeting.
• Within three business days of the hearing, the Academic Integrity Council Director will send a letter to the Office of the Dean in the student’s home College/School. The Dean’s office has three business days to review the finding and inform the Academic Integrity Council Director of any changes to the recommended penalty.
• At the same time, a copy of the file relating to the alleged misconduct including all correspondence will be forwarded to the Office of the Registrar to be held in the student’s permanent confidential file, and if applicable, the maximum grade penalty allowed will be forwarded to the faculty member in whose class the misconduct occurred.
• Within six business days of the hearing, the Academic Integrity Council Director will inform the student summarizing the finding and the outcome (i.e., any penalty).

Student Appeals
A student has the right to appeal the hearing board’s determination if he/she believes the determination was unfounded, biased or capricious or there is new information available that was not available at the time of hearing which affects the disciplinary decision. In this case the student should submit a formal written appeal stating the grounds for appeal and relevant documentation to the Academic Integrity Council Director within five calendar days of the notification of the decision. Upon receipt of the appeal the Academic Integrity Council Director will convene a review of the student’s actions by the Academic Integrity Council Executive Committee. The committee reviews the details of the student’s actions and may ask to speak to the student, the instructor, the chair of the department offering the course, associate deans and others. The Academic Integrity Executive Committee will review the appeal and, make a determination within five business days of receipt of the appeal. The Academic Integrity Council Director will provide a written statement to all parties concerned. The decision of the Academic Integrity Executive Committee is final. A copy of the decision will be placed in the student academic file located in the Office of the Registrar. The disciplinary response and procedure for incidents of academic dishonesty that do not lead to suspension or expulsion concludes at this step.

For actions involving campus-wide sanctions, such as suspension or expulsion, the student has the right of appeal to the Office of the Provost. A formal written appeal stating the grounds for appeal and available documentation is to be submitted to the Office of the Provost within five business days of the notification of the hearing board’s decision. The provost or designee will conduct a review of the appeal materials, may seek additional information, and may consult with the student, faculty, chair(s), associate dean(s), deans and others. The final decision to uphold or modify the action of the hearing board will be provided to the student and to the dean and associate dean of the student’s assigned college within fifteen business days of receipt of the appeal. A copy of the provost’s decision will be placed in the student academic file located in the Office of the Registrar. The decision of the provost is final.

Maintenance of Disciplinary Records
Records relating to academic misconduct will be maintained by the Office of the Registrar in perpetuity. The university will not release a student’s disciplinary records to any person and/or entity unless authorized to do so by the student in question or when allowed by law.

Professional Ethics and Standards
These procedures do not supersede or take the place of procedures established for students who violate professional standards applicable to a particular program, college or school. Separate procedures and/or outcomes may be invoked when students are found in violation of professional standards or codes of ethics related to special programs, licensure or certification as determined by the program’s external or internal professional requirements. It is the student’s responsibility to know and follow these standards/codes of ethics, which are part of the student’s academic program. These special expectations and procedures, including the appeals process, will be provided to the student upon enrollment in the program and are available in published form in the administrative offices overseeing these programs.

Academic Performance
The Graduate School, as well as each academic unit, regularly evaluates the academic performance of its graduate students, adhering to the standards of Marquette University, the Graduate School, and the standards and requirements established by each academic unit and program. Students must earn acceptable grades and adhere to the requirements of academic honesty, professional integrity, and professional performance as well as continue to make satisfactory progress toward their degrees and meet the expectations of the Marquette University Student Conduct Code. The specific expectations related to each of these requirements are described at various points earlier in the Graduate School Bulletin and in the next section below.
Clinical Courses
By virtue of the special nature of clinical courses in health care and other human service fields, students will be held to clinical and professional standards in addition to academic standards. If, in the opinion of the supervising faculty member, the student is falling short of expected levels of performance or professional behavior, the student may be removed immediately from the class. In many cases, the student will be counseled regarding the deficiency and will be given an opportunity to retake the class. However, depending on the type and severity of the deficiency, the student may be dismissed from the program and the Graduate School.

Satisfactory Progress Toward the Degree
Satisfactory academic work is not determined exclusively by course grades. All graduate degree students must also make substantial and visible progress toward their degrees. This includes successful completion of any required language examination that may be required, research or clinical training requirements, comprehensive or qualifying examination, thesis or dissertation. Failure to make continual and satisfactory progress toward one’s degree may result in dismissal.

Academic Censure
There are five categories of student performance problems that can lead to some form of censure. These problems may be identified at any point during the academic year, though a systematic review of all students’ course grades is also conducted at the end of each academic term. The review of other, non-course grade problems is typically conducted on an individual basis as issues arise. A finding of significant problems in any of these areas can result in a warning, probation, suspension, dismissal, or expulsion, depending on the nature and severity of the problems identified. All of these statuses are maintained permanently on the student’s academic record; only dismissal and expulsion, however, appear permanently on Marquette University’s official transcript. If a student is reinstated following a dismissal, that notation will also permanently appear on the student’s official transcript. The statuses that will appear permanently on a student’s official transcript include those listed (in bold type) below. Also listed are examples of applicable requirements.

• **Required to Withdraw for Academic Reasons** (e.g., failing to maintain a minimum GPA of 3.000; see the section below)
• **Required to Withdraw for Academic Misconduct** (e.g., academic dishonesty; see Academic Integrity Policy (p. 30) in this section.)
• **Required to Withdraw for Non-Academic Reasons** (e.g., violations of the Student Conduct Code (http://www.marquette.edu/osd/policies/conduct/index.shtml) on the Office of Student Development website)
• **Required to Withdraw for Unsatisfactory Degree Progress** (e.g., failing to meet the 8-year time limit for completing a doctoral degree, a second failure on a comprehensive or qualifying exam; see the Satisfactory Progress Toward the Degree section above)
• **Required to Withdraw for Professional Performance Reasons** (e.g., unsatisfactory performance in clinical programs; see Professional Performance Policy (p. 37) in this bulletin.
• **Required to Withdraw for Professional Integrity Reasons** (e.g., violations of professional integrity or an applicable ethics code; see Professional Integrity Policy (p. 37) in this bulletin.
• **Reinstated on Probation** (following a successful appeal of a dismissal)

Academic Grade Requirements
All students in the Graduate School are expected to maintain a minimum cumulative grade point average (GPA) of 3.000 in all Marquette course work. These are minimum standards for grades; individual programs may specify higher standards to which students will be held by the programs. Any higher standards specified by individual programs are noted in program handbooks.

Academic Probation and Dismissal
Students who do not meet the GPA requirements listed below will be academically dismissed (i.e., **Required to Withdraw for Academic Reasons**) and they will also be found to have failed to meet the financial aid requirements for making **Satisfactory Academic Progress**. These students will be dropped from any future terms in which they may be registered, will not be eligible to receive financial aid, and will be required to return any financial aid that may have been distributed since the grades were received.

• Students who have attempted 9 or fewer credit hours must maintain a cumulative GPA of at least 2.500.
• Students who have attempted more than 9 credit hours must maintain a cumulative GPA of at least 3.000.

Students who obtain a cumulative GPA of at least 2.500 but less than 3.000 in their first 9 attempted credits of course work will be placed on **Academic Probation** and will be notified that they will subsequently be dismissed if they fail to raise their cumulative GPA to 3.000 by the time they attempt more than 9 credits of course work. Attempted course work includes courses in which grades of W (Withdrawal) or I (Incomplete) are obtained.

Students who receive an F or U in any course, whether for credit or not, will either be placed on probation or be dismissed even when their cumulative GPA is 3.000 or above. Depending on the nature and seriousness of the reasons for receiving the F or U, a student may be dismissed for failing to meet expectations for professional performance, professional integrity, academic honesty, or the other categories of withdrawal reasons noted above. If the student is not dismissed, he or she will be placed on **Academic Probation** which will often include specific conditions that must be met to avoid additional academic censure after the next fall, spring, or summer term.
Students whose grades fall below 3.000 in any individual term, even though their cumulative GPA remains above 3.000, will receive notice alerting them of the potential for dismissal if their grades fall further. This notice does not affect a student’s ability to register for courses for the next term, but is given to encourage students to avoid academic censure in the future.

Satisfactory Academic Progress: in addition to the above requirements, students must complete at least 75% of their cumulative credit hours attempted to retain eligibility for financial aid. The Office of Student Financial Aid conducts a review at the end of each spring term to identify students who fail to meet this requirement for Satisfactory Academic Progress. Students failing this requirement are allowed to continue at Marquette University, but they will not be eligible to receive any federal financial aid unless their case is appealed and overturned (see appeals process below). Failing to meet this requirement is not an academic censure (unless it is also found to comprise unsatisfactory degree progress), but it is noted here because it can affect students’ ability to continue in their program. Refer to the Financial Aid Satisfactory Academic Progress policy (http://www.marquette.edu/mucentral/financialaid/resources_elig_standards.shtml) on the Office of Student Financial Aid website, which provides information on SAP.

Appeals

Students have the right to appeal the imposition of any sanctions due to unsatisfactory academic performance, findings of academic dishonesty, unsatisfactory professional integrity or performance, or student misconduct. The point of appeal is dependent upon who has the responsibility for imposing the sanction. For example, cases of academic dishonesty are governed by Marquette University’s Academic Honesty Policy.

Appeal of Dismissal for Required to Withdraw for Academic Reasons

A student who has been dismissed for failing to meet the cumulative grade point requirements stated in the previous section may appeal the dismissal by completing and submitting one form which addresses both the Required to Withdraw for Academic Reasons (RWAR) and the Satisfactory Academic Progress (SAP) issues.

The RWAR/SAP Appeal (Academic Censure) forms are posted on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml) and include all of the required information the student must submit in order to have his or her appeal reviewed. The appeal form must include an academic plan that addresses how the student’s academic deficiencies will be addressed and how the student will regain satisfactory academic standing. The plan must be measurable and ensure that the student is able to meet Marquette’s academic standards by a specific point in time. The plan should include courses to be taken, expected grades, and a time frame to complete the outlined objectives. This plan requires the signature of the student's director of graduate study (DGS) before it can be submitted to the Graduate School.

The completed appeal form is submitted to the associate dean of the Graduate School, the person who makes the final decisions on all RWAR/SAP appeals. If the appeal is approved, the student will be Reinstated on Probation and the DGS and the Graduate School will monitor the plan that was specified on the appeal form. The student will also become eligible for financial aid at this time. During the subsequent academic term, however, should the student not fulfill all of his or her obligations as outlined in the plan, the student will be evaluated by the Graduate School and a determination will be made regarding whether the student will be allowed to continue in his or her program or placed on another term of probation.

Appeal of Dismissal for Other (Non-GPA) Reasons

Students dismissed for reasons other than cumulative grade point average or academic dishonesty may appeal their dismissal using the procedures described below. (Students dismissed due to unsatisfactory cumulative grade point average may appeal their dismissals using the procedure described in the section above, and students who are dismissed due to academic dishonesty may appeal their dismissals according to the policy outlined below or via the process outlined in the Academic Integrity Policy (p. 30) in this section.

Within 10 days after the date of the dismissal for reasons other than cumulative grade point average or academic dishonesty, a student may appeal the decision by submitting a letter of appeal to the dean of the Graduate School. The dean of the Graduate School will decide whether to hear the appeal alone or to convene a meeting of a subcommittee of the University Board of Graduate Studies (UBGS) to weigh the appeal materials and to obtain testimony delivered live to the subcommittee by the student and academic unit representatives. Situations dealing only with substandard academic performance will typically be considered by the dean, whereas issues dealing with an alleged violation of rights or procedures may be referred to a subcommittee of the UBGS. If referred to a subcommittee of the UBGS, the recommendation of the subcommittee as well as all materials provided to the subcommittee by the student and the academic unit will be considered by the dean of the Graduate School, whose decision on the appeal is final.

Dismissed students may apply for readmission by following the procedures found in the Admission and Readmission section of this bulletin.

Academic Programs Defined

An academic program is a combination of courses and related activities organized for the achievement of specific learning outcomes as defined by the university. This includes programming at both the undergraduate, graduate and professional level and consists of degrees, majors, minors, concentrations, specializations and certificates.

- **Degree Program:** An academic program of study leading to a bachelor’s, master’s, Ph.D. or professional degree. All degree programs require a minimum number of semester credit hours, as referenced in the official bulletins of the university that are produced each academic year.

- **Specialization:** An integrated, coherent set of courses that define a limited topic or field of study at the graduate level that is taken within the degree program. A minimum of 12 semester credit hours must be earned in the specialization.

- **Certificate:** A post-baccalaureate or post-master program of study offered at the graduate or professional level, in which a specific skill set is demonstrated at the end of the program, usually culminating in a capstone course. In order to earn a certificate, the program of study must be
offered apart from a degree; however, the courses in a certificate program may be applied toward a graduate or professional degree program. A minimum of 12 semester credit hours must be earned in a certificate program.

Advising

In the admission letter, the Graduate School notifies each student to contact his/her department for identification of the assigned adviser and for advising prior to registration. All students should meet or talk with the adviser before registering for classes. The Graduate School strongly recommends that students meet regularly with their advisers; an adviser plays an important role in the graduate student’s course of study. An adviser’s signature is required on most forms submitted to the Graduate School and a student’s program of study is not valid until it has been approved by both the adviser and the Graduate School. Students who want to change advisers should check with their department for additional information and instructions.

Non-degree and temporary graduate students are normally not assigned academic advisers. Students in these categories who need assistance should contact the department in which they will focus their course of study.

Assistantships and Fellowships

All graduate students who receive merit-based graduate assistantships and fellowships must be full-time students in the term in which they receive the aid. All graduate students who receive merit-based scholarships from the Graduate School are not required to be registered full time. For assistantships, full-time status can be achieved by taking six credits of course work plus Graduate Assistant Teaching, Graduate Assistant Research or Graduate Fellowship, depending on the award received. These zero-credit courses will carry the status of full-time when combined with six credits of course work.

The following course numbers will be used in conjunction with the department acronym:

Graduate Fellowship (full-time, FT) = 9974
Graduate Assistant Teaching (full-time, FT) = 9975
Graduate Assistant Research (full-time, FT) = 9976

Students may use their assistantship funding to pay for Graduate Assistant Teaching, Graduate Assistant Research or Graduate Fellowship course fees. It is not required that all TAs and RAs be registered for one of these continuation courses; if a student already meets full-time status based on course work, then these continuation courses need not be used to obtain full-time status.

Registration Procedures

Teaching and research assistants, and recipients of scholarships or fellowships, must register for the appropriate course, which will be graded on an SNC/UNC basis. Registration will require the consent of the student’s adviser and department, which must be secured prior to registering.

Registration requires the following procedures:

1. The student and his/her adviser meet and complete the appropriate registration form.
2. The student will sign the form, in part giving the Graduate School permission to enroll them.
3. The appropriate departmental designees will sign the form.
4. The completed and approved form shall be delivered to the Graduate School, who will register the student for the course.

Background Checks, Drug Testing

Some degrees, majors and/or courses may require a student to submit to a criminal background check and/or drug testing. The results of those checks and/or tests may affect the student’s eligibility to continue in that degree and/or course.

Commencement

Commencement at Marquette is a symbolic ceremony provided for students, faculty and families in celebration of our students’ accomplishments. Following is the policy regulating participation in the University Commencement.

1. Marquette offers one Commencement per year. Commencement is held in May, following the spring term.
2. Spring Graduates:
   • Undergraduate/Master's/Health Sciences Professional students: Students who are in good academic standing, have met the appropriate graduation application deadline and will complete all degree requirements, including the official recording of any transfer work/credit by the end of the spring term, may participate in Commencement held in the same calendar year.
   • Dental students: Students who are in good academic standing, have met the appropriate graduation application deadline and will complete all degree requirements, including the official recording of any transfer work/credit by the end of the spring term, will participate in Commencement held in the same calendar year.
   • Doctoral students: Candidates must have met the appropriate graduation application deadline, have any transfer work/credit officially recorded, successfully defended their dissertation, received approval by their Dissertation Committee for any required revisions, submitted their
dissertation to the Graduate School and received approval of the dissertation format by the Graduate School before the published deadline in order to participate in the Commencement held in the same calendar year.

- Law students: Students who are in good academic standing, have met the appropriate graduation application deadline and will complete all degree requirements, including the official recording of any transfer work by the end of the spring term, will participate in Commencement and be hooded and honored at the May Law School Hooding Ceremony of the same calendar year.

3. Summer and Fall Graduates:
   - Undergraduate/Master's/Health Sciences Professional students: Students who are in good academic standing, have met the appropriate graduation application deadline and will complete all degree requirements, including the official recording of any transfer work/credit after the Commencement of a given year, may participate in Commencement held in the same calendar year, or may choose to participate in the Commencement held in the following calendar year.
   - Doctoral students: Candidates who complete their degree/dissertation (see 2. above) after Commencement of a given year, may be hooded and honored at a December Hooding Ceremony hosted by the Graduate School, or may choose to participate in Commencement held the following May.
   - Law students:
     - Summer graduates: Students who are in good academic standing, have met the appropriate graduation application deadline and will complete all degree requirements, including the official recording of any transfer work in the summer term after Commencement of a given calendar year, may participate in Commencement of the same calendar year, or may choose to participate in the Commencement held in the following calendar year.
     - Fall graduates: Students who are in good academic standing, have met the appropriate graduation application deadline and will complete all degree requirements, including the official recording of any transfer work by the end of the fall term may be hooded and honored in the December Hooding Ceremony, hosted by the Law School in the same calendar year; or may choose to participate in Commencement and be hooded and honored at the May Hooding Ceremony, hosted by the Law School in the following calendar year.

4. Students’ names/degrees will appear in the Commencement Program in which they participate; however, those students who are in degree programs that award graduation honors and choose to participate in commencement before completion of all degree requirements, will not have honors noted in the program.

5. Degree conferral is certified by the official Marquette transcript noting the degree completion. Receipt of a diploma or participation in the Commencement ceremony does not constitute certification of degree conferral.

6. Any exceptions to this policy must be approved by the provost.

**Commencement Notification**

The Office of the President sends one invitation/announcement to the name indicated on the Graduation Application each graduating student submits online via the Student Center in CheckMarq ([https://checkmarq.mu.edu](http://checkmarq.mu.edu)). However, there is no limit to the number of family members and friends who may attend the university-wide Commencement exercises; tickets are not needed. For further information on the university-wide ceremony, contact University Special Events at (414) 288-7431 or visit the Commencement website ([http://www.marquette.edu/commencement](http://www.marquette.edu/commencement)). Department Commencement ceremonies, if occurring, may require tickets. For further information on department ceremonies, contact the appropriate department office.

**Conduct**

**Professional Integrity**

To function properly and maintain high standards, academic and professional disciplines expect members to adhere to standards of conduct and professionalism. Marquette expects its graduate students, from the beginning of their work at Marquette, to demonstrate the utmost personal integrity and the highest standards of professionalism, including adherence to any commonly recognized codes of conduct or professional standards in the graduate student’s discipline. In dealing with the public or campus community, in clinics, practica, internships, classrooms or elsewhere, graduate students must adhere to these standards. Violations of these standards may be grounds for dismissal or other penalties.

**Professional Performance**

All students in professional, laboratory, or clinical settings must maintain fully professional behavior at all times. If, in the judgment of the academic unit, a student is not living up to the non-academic standards, and that deficiency is a first offense or an offense deemed to be less serious in nature, a warning letter may be issued by the department to the student. If, however, the unsatisfactory behavior is a repeat offense or is more serious in nature, a recommendation may be made to the dean of the Graduate School that the student be dismissed from the graduate program.

**Student Conduct Code and Procedures**

Graduate students are responsible for complying with the regulations and/or procedures of the Graduate School or the Graduate School of Management, as applicable, as well as those set forth in the online At Marquette student handbook. Violations of regulations found in the student handbook will be administered by the Office of Student Development. If there is a conflict between the two applicable regulations or procedures, the Graduate School’s will govern. If there are multiple components to the case, they may be separated and reviewed independently by the appropriate authorities.
Confidentiality of Proprietary Information

The university recognizes that the primary purpose of research and scholarship is to train future scholars and disseminate new knowledge for the benefit of humankind. However, commercially valuable inventions and discoveries also may result. Graduate students, during the course of their studies and work at the university, may receive access to confidential or proprietary information from the university, its faculty and employees, and/or private companies. A student, both while a student and thereafter, is expected to respect and maintain the confidentiality of such information. In certain unusual cases, a student may be asked to sign an additional confidentiality agreement. Unauthorized use or dissemination of another’s confidential or proprietary information is subject to appropriate legal recourse and/or academic discipline, including termination from the program.

Intellectual Property

Students must acquaint themselves with the University Intellectual Property Policy (http://www.marquette.edu/orsp/IntellectualProperty.shtml). Marquette University students are subject to the policy when, working for pay or for academic credit, they participate in faculty research programs.

Continuous Enrollment

All graduate students in degree status must enroll in either: adviser-approved course work; thesis, professional project, or dissertation credits; one of the continuation courses; or a combination of these every fall and spring term until graduation to maintain their graduate student status, unless all degree requirements are complete and a graduation application has been submitted. Graduate students who intend to graduate in August must enroll in one of the above courses during the summer term prior to their graduation. Students who fail to register for one of these terms will automatically be discontinued and must apply for readmission. Readmission requires departmental consent and the payment of all fees in arrears. Continuation courses allow those graduate students who have completed their degree requirements but are still working on their thesis, project or dissertation to be considered full-, half-, or less than half-time students.

Every graduate student, except those with non-degree status, must be enrolled each fall and spring term to maintain his or her status. Registration in the summer is only required if the student intends to graduate in August. A full-time load consists of 7 or more academic credits; three-quarter time consists of 5.25-6.99 credits; half-time consists of 4-5.249 academic credits; and less than half-time consists of less than 4 academic credits. All degree graduate students must enroll in adviser-approved academic course work; independent study; field placement; graduate assistant teaching or research; thesis, professional project, or dissertation credits; comprehensive exam preparation; or graduate standing continuation credits. Degree students who are still completing degree requirements and fail to enroll for a fall or spring term will be discontinued and must request, by email, readmission to the Graduate School with the endorsement of the department.

Thesis, Dissertation, or Professional Project Continuation

Students who have completed all credit requirements for their degree but need to continue work on their thesis, dissertation or professional project may retain graduate status by enrolling in Master’s Thesis Continuation (9994/9995/9996), Doctoral Dissertation Continuation (9997/9998/9999), or Professional Project Continuation (9991/9992/9993). Each of these non-credit courses will allow students to be considered full-time, half-time, or less than half-time, depending on the amount of work being completed on their project each term. Registration for Master’s Thesis Continuation, Doctoral Dissertation Continuation, or Professional Project Continuation requires completion of a registration form, identification of the type and amount of work to be done, and the approval of the student’s adviser or thesis/dissertation director (and director of graduate studies or chair if required by departmental policy).

Field Placement Continuation

Students who have completed all credit requirements for their degree but still must participate in a practicum or internship experience may retain graduate status by enrolling in Field Placement Continuation (9977/9978/9979). This non-credit offering will allow students to be considered full-time, half-time, or less than half-time depending on the amount of work being devoted to their placement each term. Registration for Field Placement Continuation will require the consent of the student’s adviser or thesis/dissertation director (and director of graduate studies or chair if required by departmental policy) and completion of a registration form outlining the number of hours a student will devote to the Field Placement Continuation.

Graduate Assistantships

Graduate assistants who enroll in six academic credits in a term may earn full-time status by enrolling in a non-credit Graduate Assistant Teaching (9975) or Graduate Assistant Research (9976) course. Graduate fellows may enroll in six academic credit hours plus a non-credit Graduate Fellowship course (9974) to maintain full-time status.

Comprehensive Exam Preparation

Students who are preparing for comprehensive exams may retain graduate status by enrolling in the appropriate Master’s Comprehensive Exam Preparation course (9984/9985/9986) or Doctoral Comprehensive Exam Preparation course (9987/9988/9989). These zero-credit courses are graded on an SNC/UNC basis, and they may be taken alone or in conjunction with for-credit courses.

The Comprehensive Exam Preparation course will normally be taken during the term in which the student anticipates taking the exam, and it may be taken only once. If the student either fails the exam or for some reason does not take the exam, the student should register for Graduate Standing Continuation (9970) for less than half-time status for the following term to retake or complete the exam.
**Graduate Standing Continuation**

Students who are not able to take academic courses in a particular session, but need to maintain active academic status, may take a non-credit course entitled Graduate Standing Continuation (9970). This offering is designed to allow graduate students to engage in such activities as completing preparation for comprehensive examinations or participating in other projects. This option is designated as less than half-time, cannot be used in conjunction with other courses, and will not qualify an individual for financial aid.

**Continuation Course Registration Procedures**

All continuation courses shall be graded Satisfactory (SNC) or Unsatisfactory (UNC) and charged at the stated fee by the Office of the Bursar as listed in the Tuition, Fees and Housing section of this bulletin. Any needed registration forms can be found on the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). Registration is as follows:

The appropriate registration form must be approved by the student’s adviser and director of graduate studies/chairperson, and the student must have registered for the course on or before the last day of registration.

Enrollment information may not be accurate for students who are not registered by the close of registration and may affect requests for information provided through the Office of the Registrar (such as enrollment verification requests from lending institutions, insurance companies, etc.).

Students enrolling in one of these courses must register to activate their desired status. Registration will require the consent of the student’s adviser and department, which must be secured prior to registering.

Registration requires the following procedures:

1. The student and his/her adviser meet and complete the appropriate registration form.
2. The student will sign the form, in part giving the Graduate School permission to enroll them.
3. The appropriate departmental designees will sign the form.
4. The completed and approved form shall be delivered to the Graduate School, who will register the student for the course.

**Courses and Prerequisites**

1. The prerequisites for any graduate program include an undergraduate major which has qualified the student for either research or academic work at advanced levels.
2. The courses described for each program are graduate offerings. These are numbered 6000-9999. Courses numbered 5000-5999 are courses that are taken for graduate credit, cross-listed with 4000-level undergraduate courses. The last three digits and titles of the 4000-level and the 5000-level cross-listed courses are identical. Prerequisites for undergraduate 4000-level courses, found in the Undergraduate Bulletin, may also be required for the 5000-level cross-listed courses. Undergraduates who anticipate eventual graduate academic work are eligible to take 5000-level courses.
3. All 5000-level courses are based on upper-division undergraduate courses that have been approved for graduate credit. With the approval of their department and the Graduate School, students may take a limited number of 5000-level courses and count them toward their degree requirements.
4. Some courses are listed with a variable number of credits (e.g., 1-3 credit hours). Usually the department or college determines the specific number of credits for these courses each term. This information is published in the Snapshot (http://www.marquette.edu/mucentral/registrar/snapshot) or in CheckMarq (https://checkmarq.mu.edu/psp/sa9prod/EMPLOYEE/HRMS/?cmd=logout) prior to registration for each term. For a few variable credit courses, (e.g., master's thesis, doctoral dissertation) the bulletin indicates the possible number of credits which might be taken during a given term. Students should consult with their adviser before registering for these types of classes to determine the appropriate number of credits for which to enroll.
5. The specific courses offered during any given term will be listed on CheckMarq for that term.

**Course Load**

The maximum academic course load for a graduate student is 13 semester hours of course work for fall or spring term. Residents in the graduate dental programs have higher limits. Seven hours are the maximum permitted for each of the summer sessions but no more than 13 credits for the entire summer term. Teaching or research assistants may register for a maximum of ten semester hours each fall or spring term and seven hours for each of the summer sessions. Overloads must have the approval of the Graduate School on the Credit Overload Request form, available on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml).

**Credit**

The semester hour is the unit of academic credit used by Marquette University. Following is the minimally required contact hours for classes and is based on a 15-week semester:

1. Classroom Based Courses: must meet a minimum of 50 minutes per credit, per week. In addition, it is expected that an additional workload will be assigned to equal 2 hours of course work outside the classroom for each 50 minutes of meeting time (e.g., a total of 170 minutes per credit, per week).
2. Blended and Non-Classroom Based Courses: must include some form of instruction, and/or homework, and/or activity that equals a minimum of 170 minutes per credit, per week.

3. Those courses that meet in a compressed format (i.e., fewer than 15 weeks), must make up the minimum of 170 minutes per credit, per week within the timeframe of the course offering.

Semester hour credit is given only in accordance with descriptions for individual courses, as published in the Graduate Bulletin. No credit is given for a course in which a student has never registered.

**Deadlines**

All graduate students are responsible for ascertaining and meeting all deadlines listed in the Academic Calendar. This includes, but is not limited to: deadlines for registration, withdrawing from courses, graduation applications, comprehensive exams, theses, essays, projects and dissertations.

**Diplomas**

Diplomas are typically distributed at the May Commencement ceremonies. Any special arrangements for the mailing or pick-up of May diplomas must be made using the Diploma/Certificate Request forms on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). Likewise, August and December diplomas are available for pick up or can be requested by mail in the same manner.

**Enrollment Changes**

This section applies to all sections below: Adding Courses, Dropping Courses and Withdrawing from All Courses for a Term.

A student is responsible to ensure that his/her course schedule for each term accurately reflects the courses he/she plans to attend. A student may not attend courses in which he/she has not officially registered in CheckMarq. Changes in a graduate student’s enrollment are under the jurisdiction of the Graduate School. Most enrollment changes, i.e., adding and withdrawing from courses, can be done using the online registration system (CheckMarq) prior to the close of registration for the session in which the class is offered, as indicated in the Academic Calendar. Instructions for adding or withdrawing from courses are available on the Course Registration page (http://www.marquette.edu/mucentral/registrar/reg_index.shtml) of the Marquette Central website. Instructions for using CheckMarq are available on the Student Self-Service instructions (http://www.marquette.edu/mucentral/registrar/reg_studentselfservice.shtml) page of the Marquette Central website.

Students must be registered by the deadline to register for each session in which a class is offered, as outlined in the Academic Calendar (http://bulletin.marquette.edu/grad/academiccalendar). The university does not retroactively register students for courses after the deadline to register for a session or after a term is completed, and reserves the right to deny credit to any student who fails to officially register in any course within these time limitations. All courses for which the student is registered are subject to tuition and in some cases, additional fees. The student is responsible for any payment due on all officially registered courses, regardless of attendance.

After the close of registration each session, the student must notify the Graduate School office directly and must complete appropriate forms before any enrollment change will become effective. Once a permanent grade is assigned, it will not be changed except for institutional error or policy.

Federal financial aid regulations require that the University submit notification of all changes in status by students (full-time to half-time, etc.) to the U.S. Department of Education via the National Student Loan Data System within a certain period of time. The University therefore reserves the right to withdraw a student from any class when it is evident the student did not start the class (grade of UW); stopped attending the class (grade of WA); or, due to incapacity, must be withdrawn from the class (grade of W). This policy is in effect for all students, regardless of any financial aid award.

Failure to officially withdraw from classes, or the University, according to established deadlines in the Academic Calendar, (http://bulletin.marquette.edu/undergrad/academiccalendar) the procedures referenced below, and the timelines, as published by the Bursar's Office (http://www.marquette.edu/mucentral/bursar/withdrawal_index.shtml), will not relieve the student of responsibility to pay for any tuition/fees owed for such classes. In addition, the student's financial aid may be adjusted as required by federal and state refund calculations and institutional policy based on the official withdrawal date. The student's withdrawal will be reported to the National Student Loan Data System should any loan deferments need to be canceled at the time of withdrawal. Finally, the date on which all withdrawal forms are submitted to the University will be the date used for any refund calculations.

**Adding Courses**

Students who must add one or more courses after the close of registration must submit a Request to Add a Course form, available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). New courses will not be added to a student’s enrollment unless a completed Request to Add a Course form, with the signature of the course instructor, is returned to the Graduate School office by the student's department. Late registration is not guaranteed. Because the deadline to register was missed, the Graduate School reserves the right to deny the registration, based on the circumstance that resulted in the student's late registration request.

**Dropping Courses**

Students who, after the close of registration, decide to withdraw from one or more, but not all courses in a particular term or summer session must notify the Graduate School office by obtaining a Request to Drop a Course(s) form online at the Graduate School forms website (http://www.marquette.edu/
with the exception of I, IC and IE grades are permanent grades. Letter grades with or without grade points are used, by Marquette faculty to evaluate a student's performance in a course. All grades described below, graduate students may not be assigned a CD or a D grade in any course whatsoever, including undergraduate courses. Information system and this GPA will not be rounded up or down for any reason.

university, will not be included when calculating the student's grade point average. The official Marquette GPA of all students is calculated by the student those courses for which grade points have been assigned. Determination of the cumulative GPA will be based on all courses taken during the student's hours credited. The grade point average (GPA) is found by dividing the total grade points earned by the total number of semester hours credited in course. Grade points corresponding to each letter grade determine a student's academic average and eligibility to graduate. Each grade, A through F, has a specific grade point value. The grade points earned in any course equal the grade point value of the grade multiplied by the number of semester credits.

The following letter grades and their achievement equivalents are used by instructors in the Graduate School to evaluate a student's performance in a course. Grade points corresponding to each letter grade determine a student's academic average and eligibility to graduate. Each grade, A through F, has a specific grade point value. The grade points earned in any course equal the grade point value of the grade multiplied by the number of semester hours credited. The grade point average (GPA) is found by dividing the total grade points earned by the total number of semester hours credited in those courses for which grade points have been assigned. Determination of the cumulative GPA will be based on all courses taken during the student's graduate career, including prerequisite and repeated courses, if any. Note: Credits that are accepted for a Marquette degree, if transferred from another university, will not be included when calculating the student's grade point average. The official Marquette GPA of all students is calculated by the student information system and this GPA will not be rounded up or down for any reason.

All graduate students must maintain a grade point average of at least 3.000 to graduate. (For the effect of F and U grades, refer to Academic Review.) Graduate students may not be assigned a CD or a D grade in any course whatsoever, including undergraduate courses.

Letter grades with or without grade points are used, by Marquette faculty to evaluate a student's performance in a course. All grades described below, with the exception of I, IC and IE grades are permanent grades. No additional work may be submitted by the student once permanent grades are

A student who must withdraw from a course with a W (Withdrawal) grade must do so before the deadline date listed in the Academic Calendar. Due to excessive absences or other reasons, including failure to formally withdraw before the deadline, a student may be administratively withdrawn from a course and incur a grade of either ADW (Administrative Withdrawal), UW (Unexcused Withdrawal), WA (Withdrawn-Excessive Absences) or F (Failure). If an ADW, UW or WA grade has already been assigned, it will not be replaced with the W grade.

When withdrawing from any portion of a course load, students must carefully consider the ability of their remaining enrollment to satisfy any enrollment requirements to which they might be subject due to applications for student loans, loan repayment deferments, visas, etc. In the case of a UW grade, the fact that a student did not attend class does not relieve that student of the obligation to pay any tuition and/or fees that are due. Students assume responsibility for all consequences as a result of receiving any withdrawal grade. The consequences may include, but are not limited to: a delay in graduation, dismissal from the degree program, external institutions/entities viewing these grades as failing grades, loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and/or loss of any refunds.

**Grading System**

The following letter grades and their achievement equivalents are used by instructors in the Graduate School to evaluate a student's performance in a course. Graduate points corresponding to each letter grade determine a student's academic average and eligibility to graduate. Each grade, A through F, has a specific grade point value. The grade points earned in any course equal the grade point value of the grade multiplied by the number of semester hours credited. The grade point average (GPA) is found by dividing the total grade points earned by the total number of semester hours credited in those courses for which grade points have been assigned. Determination of the cumulative GPA will be based on all courses taken during the student's graduate career, including prerequisite and repeated courses, if any. Note: Credits that are accepted for a Marquette degree, if transferred from another university, will not be included when calculating the student's grade point average. The official Marquette GPA of all students is calculated by the student information system and this GPA will not be rounded up or down for any reason.

All graduate students must maintain a grade point average of at least 3.000 to graduate. (For the effect of F and U grades, refer to Academic Review.) Graduate students may not be assigned a CD or a D grade in any course whatsoever, including undergraduate courses.

Letter grades with or without grade points are used, by Marquette faculty to evaluate a student's performance in a course. All grades described below, with the exception of I, IC and IE grades are permanent grades. No additional work may be submitted by the student once permanent grades are
assigned during final grading for the session in which the class is offered. Likewise, no additional work may be submitted once the deadline to submit work for the removal of the temporary grades of I, IC or IE has passed.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Achievement</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.000</td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td>3.500</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.000</td>
</tr>
<tr>
<td>BC</td>
<td>Minimally acceptable on a limited basis for graduate credit</td>
<td>2.500</td>
</tr>
<tr>
<td>C</td>
<td>Not approved for graduate students</td>
<td>2.000</td>
</tr>
<tr>
<td>CD</td>
<td>Not approved for graduate students</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Grades of CD and D are not approved for graduate students, including those enrolled in undergraduate courses.

Grade points are not affected by the following grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADW</td>
<td>Administrative Withdrawal; a permanent grade indicating student was withdrawn from the course for administrative reasons, as determined by approved personnel of the university, including but not limited to the dean, or personnel of a committee involved in formal hearing and/or appeal process.</td>
</tr>
<tr>
<td>AU*</td>
<td>Audit; a permanent grade indicating excluded from attempted credits.</td>
</tr>
<tr>
<td>AUA*</td>
<td>Audit; a permanent grade indicating included in attempted credits.</td>
</tr>
<tr>
<td>CR</td>
<td>Credit; a permanent grade indicating equivalent work of C or better.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete; a temporary grade assigned on a pre-arranged basis indicating inability to complete the course and/or take the final exam, due to circumstances beyond the control of the student; and, therefore, completion of assignments/exam will be allowed after the term has ended.</td>
</tr>
<tr>
<td>IC</td>
<td>Course Incomplete; a temporary grade indicating the course is not completed by the end of the term in which the course is scheduled; assigned to all students enrolled in the course.</td>
</tr>
<tr>
<td>IE</td>
<td>Incomplete Extension; a temporary grade indicating an extension to the I grade removal deadline; assigned by the college office to those students who, due to circumstances beyond their control were unable to complete the required work by the I grade removal deadline.</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit; a permanent grade indicating equivalent work of less than C.</td>
</tr>
<tr>
<td>PI</td>
<td>Permanent Incomplete; a permanent grade indicating student did not remove the I grade by the published deadline, or the IC and IE grades by the deadlines indicated below.</td>
</tr>
<tr>
<td>SNC</td>
<td>Satisfactory completion; a permanent grade indicating equivalent work of C or better in a course bearing no credit.</td>
</tr>
<tr>
<td>UNC</td>
<td>Unsatisfactory completion; a permanent grade indicating equivalent work of less than C in a course bearing no credit.</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory completion; a permanent grade indicating equivalent work of C or better in a credit bearing, competency-based course.</td>
</tr>
<tr>
<td>SY</td>
<td>Satisfactory completion; a permanent grade indicating equivalent work of C or better in the first term of a series of year-long courses, where grades are assigned only in the final course in the series.</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory completion; a permanent grade indicating equivalent work of less that C in a credit bearing, competency-based course.</td>
</tr>
<tr>
<td>UW</td>
<td>Unexcused withdrawal; a permanent grade indicating withdrawal initiated by the faculty or college office when a student registered for a course, never attended and failed to officially withdraw.</td>
</tr>
<tr>
<td>UY</td>
<td>Unsatisfactory completion; a permanent grade indicating equivalent work of less than C in the first term of a series of year-long courses, where grades are assigned only in the final course in the series.</td>
</tr>
<tr>
<td>W**</td>
<td>Official withdrawal; a permanent grade indicating withdrawal initiated by the student, with approval of the college office.</td>
</tr>
<tr>
<td>WA</td>
<td>Withdrawn-Excessive Absences; a permanent grade indicating withdrawal initiated by the faculty or college office due to excessive absences in the course.</td>
</tr>
</tbody>
</table>

* Refer to Audit, below.
** Signifies an official withdrawal with the approval of the dean of the Graduate School.

Clarification of Grades

ADW Grade

Any student who is administratively withdrawn from the university will receive this grade in all classes for the term/session. Likewise, any student who is administratively withdrawn from a single class will receive this grade in the class. Administrative withdrawal is an action normally taken by the university for disciplinary, conduct, lack of professional competence, or academic reasons other than low grades or lack of degree progress. This grade is assigned
by the Graduate School or the Office of the Registrar, depending on the reason and the office requesting the administrative withdrawal. This grade will take precedence over any other grade assigned to the student. Students assume responsibility for all consequences that ensue as a result of receiving any withdrawal grade. These consequences may include, but are not limited to: a delay in graduation, external institutions/agencies viewing these grades as failing grades, loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and/or loss of a refund.

Audit

Students must first register for a course via CheckMarq, then request the audit option from the Graduate School. The Audit Request Form is located on the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). The deadline to request the audit option for each session is listed on the Academic Calendar (p. 310). Students who have requested this option prior to the deadline for the session in which the class is offered are assigned the AU grade; students who have requested this option after the deadline to request this option for the session in which the class is offered are assigned the AUA grade. The AUA grade will affect the ability to repeat a class and may affect satisfactory academic progress. Classes being audited are not charged at the normal tuition rate. Refer to the Tuition, Fees and Housing section (p. 66) of this bulletin for information on tuition rates.

CR/NC Grading

Under no circumstances may the undergraduate CR/NC option be exercised by a graduate student taking an undergraduate course for graduate credit.

S/U Grading

Graduate students required to take undergraduate courses as prerequisites or to remedy deficiencies may not take those courses for S/U grades, as this option is not available.

However, a few select graduate courses are offered for S/U grades only. Courses of this type usually are limited to practica, department colloquia, or special seminar courses. Students should check the individual course descriptions in this bulletin and the grading basis when conducting a class search in CheckMarq to determine whether a course is offered on this basis.

For the effect of U grades, refer to Academic Review.

UW Grade

This withdrawal is initiated by the faculty or college office when a student registered for a course, never attended and failed to officially withdraw.

The fact that a student did not attend class, does not relieve that student of the obligation to pay any tuition and/or fees that are due. Students assume responsibility for all consequences that ensue as a result of receiving any withdrawal grade. These consequences may include, but are not limited to: a delay in graduation, external institutions/entities viewing these grades as failing grades loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and/or loss of the 100% refund. Refund calculation for this grade will be based on the date the University is first informed of the non-attendance.

W Grade

This grade is initiated by the student. Students assume responsibility for all consequences that ensue as a result of receiving any withdrawal grade. These consequences include, but are not limited to: a delay in graduation, external institutions/entities viewing these grades as failing grades, loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and/or loss of a refund.

WA Grade

This grade is initiated by the faculty or college office and is assigned due to excessive absences in the course; once assigned, the WA grade cannot be overwritten by a W grade. As with the W grade, students assume responsibility for all consequences that ensue as a result of receiving this grade.

Grade Changes

There are two types of grade adjustments: changing of a temporary grade (I, IC or IE) to a permanent grade and correcting a permanent grade.

Temporary Grades — I, IC, IE

Graduate students who do not complete course requirements during the term in which the class is offered may be given one of two temporary grades: an I when the course work and/or final examination has not been completed; an IE, when the removal of an I grade deadline extension is needed.

The I grade will only be approved for these conditions: The student was unable to complete the course and/or take the final exam due to circumstances beyond the control of the student, the I grade was approved by the faculty member prior to the grading deadline for the term in which the course is offered and the student's performance merits this exception. If these conditions are not met, the instructor will assign the grade that reflects both the quality of the work completed and the significance of the work/exam that has not been completed.

The IE grade will only be approved for these conditions: The student was unable to complete the course and/or take the final exam due to circumstances beyond the control of the student by the deadline to remove the I grade and the extension has been approved via student request prior to the deadline to remove the I grade, as published in the Academic Calendar (p. 310). The Request for Extension of I Grade Deadline is located on the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml).
The IC grade is issued when the course extends beyond the grading period of the term in which the class started and is assigned to all students in the class, i.e., may not be used for individual students in a class with more than one student enrolled.

It is the responsibility of the faculty member to submit a grade change form, found in the Faculty Center in CheckMarq (https://checkmarq.mu.edu), to change an I, IC or IE to a permanent grade. The grade change deadline listed in the Academic Calendar (p. 310) pertains to the I grade. For this grade, the student is obligated to submit all missing work to the instructor by the deadline, or request an extension to the Graduate School before the deadline. The IE grade must be removed by the deadline, as outlined to the student at the time the IE grade was approved. The IC grade removal is faculty initiated and must be removed once the class is complete; however, in all cases the IC grade must be changed within one year of the assigned IC grade. Once the deadline has passed for the I, IE or IC without a grade change, these grades will become a permanent grade of PI.

Correcting a Permanent Grade
Changing a permanent grade, because of miscalculation on the part of the instructor or a misunderstanding between the instructor and the student, may be initiated by either the student or the instructor. Changing a permanent grade should be done within six months of the end of the term.

Graduate Credit
A graduate student who has been officially accepted into the Graduate School can earn graduate credit for a course if the course is a 5000-level course or higher. Graduate students taking courses while in a non-degree status may request subsequent transfer of credits to their degree program, once formally admitted to a degree program, by submitting a Master’s Degree Transfer of Credit Request Form, available online at the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml).

Graduation
All students must apply for graduation in CheckMarq by the deadline specified in the Academic Calendar. Graduation deadlines are scheduled well in advance of the date of Commencement to allow time for student academic audits and for printing diplomas, graduation invitations and program booklets.

The awarding of a degree or certificate is contingent upon the student’s successful completion of all program requirements prior to the date of graduation. Participation in commencement does not mean a student has graduated. A cumulative grade point average of 3.000 or above is also required to graduate. Any exceptions to the total credits and minimum grade point average requirements for any degree and/or certificate must be approved by the provost. If a student fails to graduate at the time originally anticipated, he or she must reapply online for the next graduation before the appropriate deadline stated in the Academic Calendar (p. 310).

Students who have completed all of their degree or certificate requirements prior to a specific graduation date, but who have missed the graduation application deadline, may request a letter from the Graduate School certifying the completion of their program; however, in order for the degree to be conferred, the student must still apply for graduation and the diploma will reflect the next graduation date. Furthermore, the university reserves the right to graduate a student without a graduation application on file, once all degree requirements are complete.

Policy Governing Graduation Dates
Marquette University offers graduation on a weekly basis during the summer months and on a monthly basis during the academic year. However, each college may develop a policy that will guide the implementation of this process for students in that college. This statement addresses the policy as implemented by the Graduate School.

It is the policy of the Graduate School that only specific additional graduation dates will be implemented, and then only for students in specific academic disciplines. The additional graduation dates will be used to accommodate students who will be earning or have earned a professional certificate issued by an agency other than Marquette University. This will include Wisconsin teaching licensure, the licensure in clinical psychology, and the specialty certificates in orthodontics, endodontics, and prosthodontics issued by the American Dental Association.

All graduate students other than those listed in the paragraph above will be restricted to graduating in May, August, or December of each year according to the Academic Calendar. In addition to these three regular graduations, the following additional graduation cycles will be implemented for the groups of students specified:

- **Last Friday of June** – This will be utilized specifically for students in educational policy and leadership who are completing their student teaching, where the student teaching requirement is the final requirement necessary for graduation. This applies to master’s degree and certificate students. Additionally, graduate dental students earning their master’s degree and specialty certificate in orthodontics, endodontics, or prosthodontics may be eligible for this graduation date on an exception basis if they fail to meet the May graduation deadline for approval of the thesis.
  - In the case of both education and graduate dental students, applications for June graduation must be submitted by the deadline for May graduation.
  - Graduate dental students must submit an approved thesis and all other graduation requirements no later than June 1.

- **Last working day of September** – This option will be available for clinical psychology doctoral students who complete their pre-doctoral internship and/or their dissertation defense and dissertation submission after the deadlines established for the August graduation, but before the September graduation deadline. Students shall be responsible for applying for September graduation, and for completing all graduation requirements, no later than the last working day of August.
Graduate students who repeat a course may do so under certain conditions:

1. The repeated course is taken at Marquette.
2. The repeated course is identical to the original course in subject, catalog number, title, subtitle and credits.
3. The repeated course is graded with the same grading options as the original, i.e., students may not exercise a different grading option for a repeated course, unless it is now a required grading scheme.
4. A course in which a failing grade is earned may be repeated only once.
   A failing grade is defined as any grade that is unacceptable to be counted toward degree completion. Thus, while the Graduate School's definition of a minimally acceptable grade is C, some departments will not accept a grade below a B or BC. In those cases, the department-defined minimally acceptable grade will be used to define a passing grade for students in those programs.
5. Once a passing grade is earned in a course, the course may not be repeated.

Repeated Courses

Graduate students who repeat a course may do so under certain conditions:

- Last working day of October - This option will be available for clinical psychology doctoral students who complete their pre-doctoral internship and/or their dissertation defense and dissertation submission after the deadlines established for the September graduation, but before the October graduation deadline. Students shall be responsible for applying for October graduation, and for completing all graduation requirements, no later than the last working day of October.
- Last working day of January - This option will be available for clinical psychology doctoral students who complete their pre-doctoral internship and/or their dissertation defense and dissertation submission after the deadlines established for the December graduation, but before the January graduation deadline. Students shall be responsible for applying for January graduation, and for completing all graduation requirements, no later than the last working day of January.
- Last working day of February - This option will be available for clinical psychology doctoral students who complete their pre-doctoral internship and/or their dissertation defense and dissertation submission after the deadlines established for the January graduation, but before the February graduation deadline. Students shall be responsible for applying for February graduation, and for completing all graduation requirements, no later than the last working day of February.

Immunization and Tuberculosis Screening Requirements

Marquette University requires all newly admitted and readmitted undergraduate, graduate, and professional students to provide dates of certain immunizations and complete a TB Screening questionnaire for tuberculosis. Proof of immunization for Measles, Mumps, Rubella (MMR), Varicella (chicken pox), Tetanus/Diphtheria/Pertussis and completion of a tuberculosis screening questionnaire is required and must be completed electronically via the Next Step Forms located in Checkmarq. The directions can be found on the Marquette University Medical Clinic (formerly Student Health Service) website (http://www.marquette.edu/shs/forms). Failure to complete the required immunization and TB screening questionnaire within 30 days of the start of the student's first term or the readmitted term at Marquette will result in the placement of a registration “hold” on future registrations. The hold will be removed once the immunization and screening requirements have been met. Health Sciences, Nursing and Dental students may be required by their departments or colleges to receive additional immunizations. Contact your department or college for specific requirements.

Independent Study

Independent Study (6995 and 8995) courses provide students the opportunity to study and investigate areas of interest not available through normal course offerings. A 6995/8995 course is taken on the recommendation of the student’s adviser and with the approval of the department chairperson. An Independent Study approval form, which must be completed for each 6995/8995 course and is available on the Marquette Central academic forms website. (http://www.marquette.edu/mucentral/registrars/policy_forms.shtml) Normally, no more than six credits of 6995/8995 course work can be included in a master’s degree program, no more than nine credits in a doctoral program.

Readmission

See the Readmission section (p. 29) of this bulletin.
6. There are certain courses that are exempt from this policy and may be repeated. Examples are thesis and dissertation courses, independent study courses, topics courses, internship and clinical courses, UWM and MCW exchange courses, and most continuation courses.

7. If a student repeats a course that was transferred to Marquette, only the Marquette course/grade will be reflected in the total credits earned.

Should a student need to take a course more than once, other than those referenced in item #6 above, a request to repeat must be filed using the Request Permission to Repeat a Course form found on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). This request will only be approved if the student has not earned a passing grade in the course per Graduate School standards.

Additionally, the following policy defines the calculation of cumulative GPA and credit totals:

1. All courses taken while a student is in a graduate career and pursuing a specific degree/program combination will be included in the calculation of a student’s cumulative GPA.

2. When a course is repeated in an effort to earn a passing grade, both grades will be included in the calculation of the student’s cumulative GPA.

3. An F grade will have a strong negative effect on a student’s term and cumulative GPAs. Nothing in this policy will alter the normal end-of-term academic review process, which may result in the student being placed on probation or being considered for disenrollment.

Research Involving Humans, Animals, Radioisotopes or Recombinant DNA/Transgenic Organisms

If human subjects, animals, radioisotopes, or recombinant DNA/transgenic organisms are involved in a student's research, the student must also satisfy other federally- and state-mandated requirements prior to initiating the research. These requirements are administered by the Marquette University Office of Research Compliance (ORC).

- For human subjects, the student must submit a protocol for review and approval by the Marquette University Institutional Review Board prior to initiating the project. **Note:** IIRB approval may take up to a month or more.

- For animal research, the student must be properly trained and listed as personnel on a faculty member’s active Institutional Animal Care and Use Committee-approved animal protocol. Students are not allowed to serve as principal investigators on Marquette University animal protocols.

- For radioactive material use, only authorized users are allowed to obtain this material. Students must complete the training to become a radiation worker; radiation workers can work with radioactive materials only under the supervision of an authorized user.

- For recombinant DNA or transgenic organism research, students are only allowed to work with these materials while under the direct supervision of a faculty member who has received Institutional Biosafety Committee approval.

For more information about these four areas of compliance, including forms and submission procedures, refer to the ORC website (http://www.marquette.edu/orc). Students may contact the Office of Research Compliance for more information by phone at (414) 288-7570 (human subjects and radiation safety) or (414) 288-6271 (animals and biosafety). Approval of the outline by the Graduate School does not constitute approval by ORC.

**Note:** Non-compliance may affect acceptance of the student's project as part of his or her degree.

Temporary Withdrawal from Graduate Program

Marquette University supports a temporary withdrawal from graduate program policy to assist graduate students who are temporarily unable to continue their programs. The temporary withdrawal may extend for up to one academic year. Under unusual circumstances, a second year of absence may be requested. Reasons for requiring a temporary withdrawal may include: bereavement, illness, injury, care giving, military service, maternity, and paternity. Students requesting a temporary withdrawal from their graduate program must submit a formal request to the Graduate School via their department/school/unit chairperson or director. Students granted a temporary withdrawal will not have the right to use university facilities during the time of their temporary withdrawal. This includes the library, the recreation center, and any other resources normally granted to enrolled students. The temporary withdrawal must be requested prior to the start of a term and will not be approved retroactively.

Preparing the Application for Temporary Withdrawal from Graduate Program

In consultation with the supervising faculty member, the Request for Temporary Withdrawal from Graduate Program form, found on the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml) is to be completed by the student, and signed by both the student and the adviser or supervising faculty member. The application is to be submitted to the chairperson/director for review and signature before being forwarded to the Graduate School for consideration on a case-by-case basis. The application should be made in advance of the anticipated temporary withdrawal, and the termination of the withdrawal should coincide with the end of a semester or session.

In situations where it is necessary for a student to leave during a term, the student should seek a late withdrawal for that term.

Temporary withdrawals will not be granted retroactively, i.e., for previous terms, unless the Temporary Withdrawal from Graduate Program approval process was initiated at the beginning of a term and the decision of the university was delayed.

It is the student’s responsibility to ensure that the proposed temporary withdrawal is compatible with the regulations of any granting agency from which funding would normally be received during the temporary withdrawal period, and that such agencies are informed of the proposed temporary withdrawal. Students on student loan programs are responsible for determining the consequences that such a temporary withdrawal may have on their
repayment status prior to applying for a temporary withdrawal from their graduate program. International students are advised to consult with the Office of International Education regarding their immigration status prior to applying for a temporary withdrawal from their graduate program.

Students granted a temporary withdrawal from their graduate program will have their time-to-completion of degree extended by the amount of time granted by their temporary withdrawal. The continuous enrollment policy will also be held in abeyance during this time. Students granted a temporary withdrawal are not held to the readmission process unless they do not enroll in the term indicated on the Request for Temporary Withdrawal from Graduate Program form.

Students should make every effort to resolve any grades of incomplete prior to beginning a temporary withdrawal. However, students who begin a temporary withdrawal with one or more unresolved grades of incomplete must negotiate with the course instructor(s) a time line for completion of the academic work leading to the incomplete, and must submit the time line to the Graduate School.

Graduate student assistants who are granted a temporary withdrawal from their graduate program will have their salary and stipend suspended during the period of their withdrawal.

**Time Limitations**

Students are expected to complete all requirements for their degrees in the time allowed: six years for master’s degrees and eight years for doctoral (Ph.D. and D.N.P.) degrees. The time period begins with the date of admission to degree status, or with the date of admission to non-degree or temporary status in the same or closely-related program. The start of the time period is not affected by transfer credit that may have been taken prior to admission to Marquette.

Students who are unable to complete their degrees within the allowable time may petition the Graduate School for an extension; Request for Extension of Time forms are available on the Graduate School forms website. (http://www.marquette.edu/grad/forms_index.shtml) To ensure timely consideration, the Request for Extension of Time form should be filed early in the term in which the time limit expires. If the extension is approved, the student is notified of the expectations for progress toward completion of the degree. If the extension is denied, the student is terminated from the graduate program at the end of the term during which the time limit will expire.

Failure to complete the program or to obtain an approved extension of time may result in the student being administratively withdrawn from the program. In such cases, students must follow the guidelines for readmission in order to be considered for readmission to their program of study.

**Transcripts-Official**

An official transcript is a complete and unabridged copy of all academic work attempted at Marquette and includes only those courses attempted at Marquette. Partial official transcripts are never produced. Transfer and test credits accepted toward a Marquette degree are recorded, but the grades earned are not on the Marquette transcript. Course and grade information contained on the transcript is released only upon written consent from the student, as required by the federal Family Educational Rights and Privacy Act of 1974 (FERPA), or as required by law. See the University FERPA Policy located on the Marquette Central academic policies website (http://www.marquette.edu/mucentral/registrar/policy_index.shtml).

The university accepts only official transcripts for the purposes of posting transfer credit or courses to the Marquette record and/or verification of a degree, diploma or certificate completion at another institution. Official transcripts are those that are printed on security paper and come directly via U.S. Mail from another institution's record/registrar office to the Office of the Registrar (OTR), the Graduate School or are delivered electronically directly to these offices via a secured third party method that has been verified by the sending institution. All other transcripts are considered unofficial and will not be accepted or processed. Once an official transcript is received, the transcript will be used to determine credits accepted toward the graduate degree.

The following notations will appear on the permanent academic record of the student, including the official transcripts of the university:

1. **Required to Withdraw for Academic Misconduct:** Student was dismissed due to academic dishonesty. "Required to Withdraw for Academic Misconduct" appears on both unofficial and official transcripts. If the student is allowed to return after this dismissal, "Reinstated to University" will also permanently appear on transcript.

2. **Required to Withdraw for Academic Reasons:** Student was dismissed due to academic performance. "Required to Withdraw for Academic Reasons" appears on both unofficial and official transcripts. If the student is allowed to return after this dismissal, "Reinstated on Probation" will also permanently appear on transcript.

3. **Required to Withdraw for Non-Academic Reasons-Expulsion:** Student was dismissed due to student conduct violation. "Required to Withdraw for Non-Academic Reasons: Expulsion" appears on both unofficial and official transcripts. Expulsion is the most serious university disciplinary action and involves the permanent exclusion of the student from the university.

4. **Required to Withdraw for Non-Academic Reasons-Suspension:** Student was dismissed due to student conduct violation. "Required to Withdraw for Non-Academic Reasons: Suspension" appears on both unofficial and official transcripts. If the student is allowed to return after this dismissal, "Reinstated to University" will also permanently appear on transcript.

5. **Required to Withdraw for Professional Integrity Reasons:** Student was dismissed due to lack of integrity in a professional setting, such as a clinical or field placement. "Required to Withdraw for Professional Integrity" appears on both unofficial and official transcripts. If the student is allowed to return after this dismissal, "Reinstated to University" will also permanently appear on transcript.
6. **Required to Withdraw for Professional Performance Reasons:** Student was dismissed due to poor performance in a professional setting, such as a clinical or field placement. "Required to Withdraw for Professional Performance" appears on both unofficial and official transcripts. If the student is allowed to return after this dismissal, "Reinstated to University" will also permanently appear on transcript.

7. **Required to Withdraw for Unsatisfactory Degree Progress:** Student was dismissed due to lack of degree progress. "Required to Withdraw for Unsatisfactory Degree Progress" appears on both unofficial and official transcripts. If the student is allowed to return after this dismissal, "Reinstated to University" will also permanently appear on transcript.

### Transfer of Credit

In order to protect the academic integrity and rigor of a Marquette graduate degree, limits are placed on the number of credit hours that may be transferred from other institutions, from Marquette in a different program, or from Marquette in the same program but in a different status (temporary or non-degree). Only credits directly applicable to a student’s Marquette degree program will be considered for transfer, and there is no guarantee that a transfer request will be approved. Credits to be considered for transfer must be graduate-level credits or upper-level undergraduate credits that are acceptable for graduate credit at the institution offering the course.

Credits that are accepted for a Marquette degree, if transferred from another university, will not be included when calculating the student's GPA. However, credits taken at Marquette in another program or in the same program but in a different status (temporary or non-degree), if accepted for transfer into a degree program, will be included in the student's GPA. Only courses in which a grade of B or above has been earned may be transferred for credit into a master's program or used on a Doctoral Program Planning Form.

Credits approved for transfer from a school using a quarter-system will transfer as two-thirds credit each when converted to Marquette's term system. Transfers from schools using a trimester system will vary by school and must be evaluated individually.

Students are strongly urged to consult their advisers before submitting a transfer request and before taking any course for which they intend to request transfer credit.

Courses should not be taken at another university during a student's final term if those credits will be necessary to meet graduation requirements. If a course or courses are taken at another university during a student's final term at Marquette, his/her graduation will be delayed until the following graduation cycle due to the time necessary to receive an official transcript and process the transfer credit.

### Master’s Programs

Upon recommendation of the department and concurrence by the dean of the Graduate School, 9-15 credit hours of the program’s requirement for course work (exclusive of thesis) may be accepted for transfer depending on the total number of credits needed for the degree. The following limits apply:

- 9 credits into a degree program requiring 36 or fewer course credits
- 12 credits into a degree program requiring 37-48 course credits
- 15 credits into a degree program requiring 49 or more course credits

Credits approved for transfer will normally have been earned within the six year period prior to admission to the Graduate School at Marquette. If the credits to be transferred are older than six years at the time of admission, the academic department to which the student is being admitted is expected to require evidence of proficiency with the material in the course(s) being considered for transfer. The six-year period that a master’s student has to complete his/her degree will begin with admission to the Graduate School at Marquette and is not affected by prior transfer credit. There is no Graduate School requirement that a student must have completed a certain number of credits at Marquette prior to requesting transfer, but individual departments may have such a requirement. Students should consult their department adviser, director of graduate studies, or department graduate student handbook.

Only credit for courses directly comparable in content to the requirements of the current degree program, or comparable to elective courses available at Marquette, will be considered for transfer. No credits will be officially transferred into a degree program until the student has completed and submitted the Master’s Degree Transfer of Credit Request form, found on the at Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml), and it has been approved by the Graduate School. Students must be sure that a final, official transcript is on file at the Graduate School in order for the form to be processed.

Graduate-level credits earned at Marquette, whether as a degree student in a different graduate program or as a non-degree or temporary student, may transfer following the same request and approval procedures outlined above. Students are responsible for initiating this process. Credits transferred between Marquette programs or statuses are included as part of the 9-15 credit transfer limit.

Master’s thesis credits taken at another institution are not transferable to Marquette. The six thesis credits required for a thesis-option master’s degree must be taken at Marquette.

### Doctoral Programs

Graduate credits both from other institutions and from Marquette are accepted for a doctoral program when a Doctoral Program Planning Form is approved. Credits taken as part of an earned master’s degree at another institution or at Marquette will normally be accepted and applied to the
Marquette doctoral program up to a maximum of 30 credits. These credits must be specified on the Doctoral Program Planning Form. There is not normally an age limit for accepting credits from an earned master’s degree.

Prior graduate-level credits taken, whether at another institution or at Marquette, that are not part of an earned master’s degree are considered on a case-by-case basis in consultation with the student’s adviser, the department, and the Graduate School. These credits must be specified on the Doctoral Program Planning Form. The number of credits that may be applied toward the doctorate are limited. Students should consult the Academic Programs Overview-Doctoral Degree Credit Requirements section of this bulletin. Such credits will normally have been earned within six years of admission to the Marquette doctoral degree. In cases in which the age of the credits exceeds six years at the time of admission, the academic department shall require evidence of proficiency of the content contained in the courses to be accepted.

Doctoral dissertation credits taken at another university are not transferable to Marquette. All twelve dissertation credits required for completion of a doctoral (Ph.D.) degree must be taken at Marquette.

Undergraduate Students in Graduate Courses

An undergraduate student may, with the permission of his or her home college and the department offering the course, register for a 5000-level or higher graduate course if the student has a B (3.000) or above grade point average. To register for a graduate credit bearing course, the undergraduate student must complete the Permission to Enroll in a Graduate Course form, available on the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml). Once all signatures of approval have been obtained and the student has received the permission number from the department offering the course, the student must then register for the course online through CheckMarq. The course cannot be taken under the CR/NC option.

Withdrawals

See Enrollment Changes, above.

Working With Minors

Effective July 1, 2009, University Policy and Procedure 4-26 was established to provide a safe environment to those under the age of 18 years old participating in programs and activities at Marquette University. Unless an exception applies, programs that involve adults working with minors in university-sponsored programs and other programs held on campus must register with the Department of Risk Management. In addition, adults, before directly participating with minors in such programs and activities, must complete a criminal history background check; observe specific behavioral requirements; report all allegations of inappropriate conduct; and participate in mandatory training on protecting minors and on the behavioral and reporting requirements of the policy. The Department of Risk Management’s website (http://www.marquette.edu/riskunit/riskmanagement/working_with_minors.shtml) provides additional information on this topic and all required forms needed for this policy.
Special Academic Programs

Accelerated Degree Program

The Accelerated Degree Program (ADP) policy is designed to provide Marquette University undergraduates a more efficient means to obtain a master’s degree. The program benefits the university by retaining our best students for master’s study. Minimum academic criteria are established by each participating unit for students who have a high academic potential (typically 3.000 or above) and want to start taking graduate-level courses during their undergraduate careers, some of which will count toward both their undergraduate and graduate degrees.

Undergraduates participating in this program are granted early admission to the Graduate School and are allowed to take specified graduate-level courses during their junior year or senior year.

Admission Process

Academic programs that offer an accelerated program may approve a maximum of 12 graduate credit hours for master’s programs requiring 36 or fewer credit hours. These hours can be applied by individual students toward both the undergraduate and graduate degree. Requests for any exceptions to these limits would go to the assistant dean of the Graduate School.

Undergraduate students in an accelerated program apply for formal admission to the Graduate School using regular procedures.

An accelerated degree student will officially be considered an undergraduate student until the baccalaureate degree is awarded. While an undergraduate, the student may enroll for graduate credit but will pay the appropriate undergraduate tuition for graduate courses.

Academic units will define satisfactory academic progress for undergraduates in the accelerated degree program. Contingent on students maintaining satisfactory academic progress, acceptance in the accelerated degree program is a promise of formal admission to the Graduate School and the academic unit after completion of the bachelor’s degree. Students who fail to make such progress may be dropped from the program.

Undergraduate students who complete the undergraduate degree may claim their status as graduate students in the next semester or session after receiving the bachelor’s degree. At that time, the student must notify the Graduate School that the baccalaureate degree has been received, and the student will be formally admitted into the Graduate School.

Following admission to the Graduate School, credit for pre-approved courses completed successfully while an undergraduate will be effected by the transfer of credit form.

Academic Advising and Records

Academic units that want to participate in the ADP will develop a clear admissions and advising process for their accelerated degree program.

Students taking graduate courses at the 5000-level and above are still required to follow the appropriate procedures. (See the Permission to Enroll in a Graduate Course form, available on the Graduate School forms website [http://www.marquette.edu/grad/forms_index.shtml].)

Additionally, students admitted to an accelerated program will be required to complete and submit an approved Master’s Program Planning Form (MPPF) to the Graduate School, which includes an addendum identifying the graduate courses that will be taken while the student is still an undergraduate.

Admission Procedure

Each academic unit with an accelerated program will develop admission criteria based on the following guidelines:

1. Minimal criteria for admission and continuation in the program will be established by each participating program.
2. Each academic unit will establish the point in an undergraduate career when a student may apply for admission to the accelerated degree program, but in no case may it be earlier than the completion of the sophomore year.
3. The student must apply for admission to the accelerated degree program through the Graduate School. This admission, if approved, will include admission to the graduate degree granting academic unit.
4. International students who are admitted into the accelerated degree program will work with the Graduate School and the Office of International Education in order to apply for the appropriate visa.

Dual Counting of Undergraduate and Graduate Credits

With the approval of the applicable academic unit and the Graduate School, up to 12 graduate credits taken during their undergraduate career may be applied toward completion of their graduate degrees. Requests for any exceptions to this limit would go to the assistant dean of the Graduate School.

The grades earned in Marquette courses applied toward both the baccalaureate and graduate programs will be computed into the grade point averages of both degrees.
None of the graduate courses taken in this program may be applied to the undergraduate Core of Common Studies.

Graduate courses taken outside of an accelerated degree program as an undergraduate student may be considered for transfer into a graduate program if they have not also been counted toward the undergraduate degree.

**English as a Second Language Program (ESLP)**

The Office of International Education (OIE) provides advanced English language courses for students of other language backgrounds whose academic success at Marquette requires additional formal instruction in spoken or written English. Departments that wish to have the English competency of their graduate students evaluated should contact OIE for information about the English Placement Test. The results of this test are used to recommend any appropriate English language (ESLP) courses. ESLP courses are offered in the fall and spring terms. Descriptions for the courses in Composition, Reading, and Listening Comprehension are described in the Undergraduate Bulletin. Additionally, all incoming international teaching assistants (TAs) are required to attend a special one-week International Teaching Assistant Program (ITAP) prior to the start of the fall semester. This teacher training program includes evaluations of each TA's English language and classroom skills.

Marquette University currently does not offer a graduate degree program in English as a Second Language. For information on degrees or certificates in education, see the sections of this Graduate Bulletin relevant to the intended major academic field of study.

**Inter-University Visitation**

Marquette University participates in two programs, detailed below, by which its students may take courses at another university or college in order to expand the breadth of their education.

Registration for any of the exchange or consortium programs outlined below will require an exchange of student information between Marquette University and the host institution. By registering for the exchange or consortium program, the student is implicitly agreeing to allow this interchange of necessary information between Marquette and the host institution, e.g., registration and grade information.

Students should not take an off-campus course during their final term. In order to satisfy all graduation requirements, an official transcript reflecting all final grades is required. Taking a course through the Inter-University Visitation Program at UW-Milwaukee, the Medical College of Wisconsin, or via the Midwest Catholic Graduate Schools Consortium will delay a student's graduation until the following graduation cycle.

**Marquette–UWM and Marquette–Medical College of Wisconsin**

Marquette University has agreements with both the University of Wisconsin–Milwaukee and with the Medical College of Wisconsin. The course being taken at the host institution must not be available at Marquette. Normally, no more than six credits taken at UWM or MCW can be counted toward degree completion at Marquette, unless the courses are taken as part of a joint program. The students must apply for admission to the host institution as a special student; the application fee is waived. A Marquette student must complete the appropriate registration form, found online on the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml), then get their adviser's approval, and finally submit the completed form to the Graduate School. This will register the student for the course GRAD 6933 (UWM course) or GRAD 6945 (MCW course), both of which are variable credit courses. Tuition is only paid at the home institution for the GRAD 6933 or GRAD 6945 course. Only degree-seeking graduate students in good standing are eligible to participate. This program is not intended for students in joint programs such as bioinformatics, biomedical engineering, and healthcare technologies management, where the courses between Marquette and MCW are cross-listed. Interested students should contact the Graduate School office for additional information and enrollment forms.

**Midwest Catholic Graduate Schools Consortium**

The consortium of Midwest Catholic Graduate Schools (MCGS) includes Loyola University, Chicago, Ill.; Marquette University, Milwaukee, Wis.; University of Notre Dame, South Bend, Ind.; and St. Louis University, St. Louis, Mo. MCGS has established the protocol whereby a degree-seeking student at one university may take course work at any of the other three universities to apply toward degree requirements at the home institution.

With prior approvals, the student enrolls at the home institution and makes financial arrangements there, but attends classes, on a short-term basis, as a visiting student at the host university. Final grades are forwarded from the host to the home university for listing on the student’s permanent record. The following restrictions apply: 1) Participation is restricted to those fields of study which are under the academic jurisdiction of the graduate deans at both the home and the host institutions; 2) Non-degree or temporary students may not participate; 3) The degree-seeking student must have completed at least the equivalent of one full term at the home university before visiting one of the other institutions; 4) A student may gain approval for more than one visitation at the home university, but no more than six credit hours of courses from host institutions can become part of a degree program at the home institution.

To participate, a student must complete, for each course to be taken at a host institution, an Inter-University Visitation Enrollment Form and the applicable registration form, found online on the Graduate School forms website (http://www.marquette.edu/grad/forms_index.shtml), both of which require signatures of approval. Because of the paperwork involved and the number of approvals that must be obtained, the student must begin the inter-university visitation application process no later than June 1 for a fall term visitation, October 1 for the spring term, or March 1 for the summer term. Interested students should contact the Graduate School office for additional information and enrollment forms.
Preparing Future Faculty and Professionals Program

Sponsored by the Graduate School at Marquette University, and in collaboration with the Center for Teaching and Learning, Preparing Future Faculty and Professionals (PFFP) offers a program that provides professional development opportunities for graduate students. Students are welcome to participate in all PFFP activities, as PFFP workshops cover topics and themes that are relevant to academia as well as many other professions and careers.

The program addresses seven specific areas in both academic and non-academic tracks. Requirements for five of the seven areas are met either by attending PFFP workshops and/or through equivalent workshops and classes offered through individual departments. The remaining two requirements are completed through a mentoring relationship with a faculty member.

Some topics include:

1. Career planning
2. Professional development
3. Obtaining external funding
4. Theory and research on effective teaching in higher education
5. Specific teaching skills
6. Obtaining feedback on teaching
7. Assessing student learning
8. Teaching with technology

All participants must also complete a portfolio that documents and demonstrates their teaching abilities and professional development.

PFFP organizes a series of free workshops every semester. The workshops also help future faculty students to complete a teaching portfolio.

Successful completion of the requirements for the PFFP Program is recognized with a notation on the graduate student's official university transcript. For more information call (414) 288-5957, email mupff@marquette.edu, or visit the website (http://www.marquette.edu/pff).
Student Financial Aid

Both merit-based and Federal Title IV funds are available to graduate students at Marquette University. The Graduate School offers and administers merit-based aid such as teaching assistantships, research assistantships, tuition scholarships and a variety of fellowships. The Office of Student Financial Aid, located in Marquette Central, offers and administers Federal Title IV funds and on and off campus employment opportunities.

Students may opt to pay for their studies in a variety of ways. In addition to merit- and need-based aid, they may use their personal funds, sign up for the monthly payment plan offered by Marquette Central, receive assistantships funded by faculty members’ grants, or apply for outside scholarships and fellowships. Numerous funding options are listed and regularly updated in the financial aid section of The Graduate School website (http://www.marquette.edu/grad).

Resolution of the Council of Graduate Schools in the United States

Marquette University is a signatory to the CGS resolution. The resolution states that acceptance of an offer of financial support (such as a graduate scholarship, fellowship, traineeship or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and Graduate School expect to honor. When a student accepts an offer before April 15 and subsequently desires to withdraw that acceptance, the student may submit a written resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of written release from any previously accepted offer. It is further agreed that institutions subscribing to the CGS resolution will enclose a copy of the resolution with every scholarship, fellowship, traineeship and assistantship offer it sends prior to April 15.

Merit-Based Competitive Financial Aid

Students applying for merit-based aid must:

- Be admitted to degree or certificate programs (exceptions are made for the Catholic Schools Personnel Scholarships and the Milwaukee Area Teachers Scholarships).
- Not be admitted on probation.
- Maintain 3.000 grade point averages (term and cumulative). Failure to do so may result in the withdrawal or discontinuation of their aid.

Awards are made on the basis of academic record and scholarly promise. Factors used in determining this aid include the applicants’ transcripts, letters of recommendation, test scores, and academic backgrounds. Financial need is not a factor.

Every recipient of financial aid offered by the Graduate School receives, with their award letter, a brochure containing the rules and guidelines for Graduate School financial aid. The rules and guidelines for assistantships and scholarships are also available online (http://www.marquette.edu/grad/finaid_forms.shtml). The brochure covers topics such as responding to the offer, reapplying for aid, and handling involuntary termination procedures. Acceptance of the offer of financial aid implies knowledge of the rules and guidelines covering such aid, and aid recipients will be held accountable for complying with those rules and guidelines.

Assistantships*

Assistantships work approximately twenty hours per week in their departments. Outside employment is not allowed without written permission of the student’s adviser and the Graduate School. Assistants receive stipends and full tuition scholarships.

1. Types of Assistantships

- Graduate Teaching Assistantships
  Graduate teaching assistants may serve as instructors of record, or assist faculty in teaching courses including functioning as discussion/laboratory section leaders or in providing other appropriate professional assistance including grading examinations, problem sets, and/or lab assignments, setting up displays for lectures and laboratory sections, and preparing or maintaining equipment used in laboratory sections.

- Graduate Research Assistantships
  Graduate research assistants are graduate students conducting academically significant research under the direction of a faculty member. Graduate research assistantships are awarded by departments with faculty members engaged in research projects.

- Graduate Assistantships
  Graduate assistants are appointed for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. Graduate assistants are included in this category when differentiating between primarily instruction and primarily research duties is difficult.

- Graduate Service Assistantships
  Graduate service assistants meet the definition of a graduate assistant except students are not appointed for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. Graduate service assistant positions are awarded for the primary purpose of gaining experience, practice, or guidance that is significantly connected to the students’ fields of study and career preparation. Graduate service
assistants typically serve the university outside of an academic department and may provide service to off-campus organizations affiliated with the university. Trinity Fellows are included in this classification.

The following graduate programs offer assistantships:

- Biological Sciences
- Biomedical Engineering
- Business Administration
- Chemistry
- Civil Engineering
- Clinical Psychology
- Clinical and Translational Rehabilitation Health Science
- Communication
- Counselor Education and Counseling Psychology (Doctoral students only)
- Economics
- Educational Policy and Leadership
- Electrical and Computer Engineering
- English
- Foreign Languages and Literatures
- History
- Mathematics, Statistics and Computer Science
- Mechanical Engineering
- Nursing
- Philosophy
- Political Science
- Speech-Language Pathology
- Theology/Religious Studies

Refer to the table, found within this section, for more information about assistantships, or go online (http://www.marquette.edu/grad/finaid_forms.shtml) to view the Rules and Guidelines for Graduate School Assistantships.

* Programs that do not offer graduate assistantships include physical therapy, physician assistant studies, and transfusion medicine. Dental students must contact the associate dean for research and graduate studies at the School of Dentistry for award consideration.

2. Health Insurance for Eligible Assistants

Marquette University works with an outside plan administrator to offer graduate students health insurance. Certain Marquette University graduate assistants and fellows, including some recipients of grant funding, will be eligible to have some of the basic premium paid by Marquette University.

If you have any questions about health insurance please visit the website (http://www.marquette.edu/riskunit/riskmanagement/student_health_insurance.shtml).

Scholarships*

Many programs offer scholarships to pay for tuition charges. Scholarships do not pay for prerequisites, audited courses, or non-related degree program courses and fees. They will not pay for more than six thesis or twelve dissertation credits. More information about scholarships is in the Rules and Guidelines for Graduate School Scholarships on the Graduate School website (http://www.marquette.edu/grad).

* Programs that do not offer graduate scholarships include physical therapy, physician assistant studies, transfusion medicine, and master's programs in Counselor Education and Counseling Psychology. Dental students must contact the associate dean for research and graduate studies at the School of Dentistry for award consideration.

Fellowships

A number of foundations, corporations, individual philanthropists, as well as the university, provide fellowships to Marquette graduate students. Fellowships do not have departmental work obligations, but outside employment is not allowed without the written permission of the student’s adviser and the Graduate School. Specific requirements of fellowships are included in award offer letters. Most fellowships require departmental nominations. Refer to the table, found within this section, for a listing of fellowships and application and nomination requirements. More information about fellowships can be found on the Graduate School website (http://www.marquette.edu/grad).
Application Procedures

New applicants for admission should complete the application (https://marquette-grad.edu.185r.net/application/login), and submit all admission materials by the application deadline (see below). Applicants for the Catholic Schools Personnel Scholarship may obtain a special paper application from the Graduate School, or they may apply online (http://www.marquette.edu/grad/finaid_index.shtml).

Admitted or continuing students should complete and submit the Financial Aid Application for Admitted Students by the application deadline (see below). The form may also be completed and submitted online (http://www.marquette.edu/grad/finaid_index.shtml).

Application Deadlines

For priority consideration, applications are due in the Graduate School by 4:30 p.m. on the following dates. Deadlines falling on weekends or holidays will be extended to the close of the next business day.

<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>Feb. 15</td>
</tr>
<tr>
<td>Spring Term</td>
<td>Nov. 15</td>
</tr>
<tr>
<td>Summer Term</td>
<td>April 15</td>
</tr>
</tbody>
</table>

Some programs may have deadlines for fall admission that are earlier than the financial aid application deadlines. New applicants for financial aid in those programs must adhere to the earlier department deadlines that are listed in the specific program sections of this bulletin.

Merit-Based Competitive Financial Aid - Available Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Eligibility</th>
<th>Amounts</th>
<th>Application Process</th>
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</thead>
<tbody>
<tr>
<td>Advanced Dental Specialists Graduate</td>
<td>Graduate residents enrolled in the endodontics resident Endowed Scholarship Fund</td>
<td>Amount varies depending upon fund availability.</td>
<td>No application necessary. Awards selected by School of Dentistry scholarship committee. Recipients will be notified after July 1.</td>
</tr>
<tr>
<td>Foundation’s Frank Rogers Bacon Research</td>
<td>Master’s and doctoral students in the Department Assistantship of Electrical Engineering.</td>
<td>Up to full stipend and variable tuition scholarship amounts. May also offer reimbursement for books or equipment needed for course work.</td>
<td>Interested students should write to the chairperson of the Department of Electrical and Computer Engineering.</td>
</tr>
<tr>
<td>Adelaide and Hubert Booz Scholarship in</td>
<td>Graduate students in counselor education and Neuropsychology counseling psychology.</td>
<td>Tuition scholarship amount varies depending upon fund availability.</td>
<td>Nominations are made by Dept. of Counselor Education and Counseling Psychology.</td>
</tr>
<tr>
<td>R.A. Bournique Memorial Fellowship</td>
<td>Summer research support for graduate students in chemistry.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Applicants should contact the Department of Chemistry for information.</td>
</tr>
<tr>
<td>John Braig Family Scholarship in Theology</td>
<td>Provides stipends in varying amounts to Catholic</td>
<td>Amount varies depending upon fund availability.</td>
<td>Eligible students will be invited to apply by the Graduate School.</td>
</tr>
<tr>
<td>Thomas H. Burton Scholarship</td>
<td>Graduate students in the College of Education.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the Dept. of Educational Policy and Leadership and the Dept. of Counselor Education and Counseling Psychology.</td>
</tr>
<tr>
<td>Edgar and Kathleen Callahan Memorial Fund</td>
<td>Graduate students in the College of Nursing. Preference to students studying palliative and</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made by the College of Nursing.</td>
</tr>
<tr>
<td>Father Henry Casper, S.J. Memorial Fellowship in History</td>
<td>Provides stipend, scholarship, or travel reimbursement for graduate students in history.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the Department of History.</td>
</tr>
<tr>
<td>Catholic Schools Personnel Scholarship</td>
<td>Teachers, administrators and other professionals employed by Catholic elementary and secondary schools in the Archdiocese of Milwaukee.</td>
<td>Covers up to two-thirds of a three credit course.</td>
<td>Applications are available from the Graduate School and online. Fall deadline June 15; spring deadline November 15; summer deadline April 15.</td>
</tr>
<tr>
<td>Scholarship Name</td>
<td>Eligibility Criteria</td>
<td>Financial Support</td>
<td>Selection Process</td>
</tr>
<tr>
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</tr>
<tr>
<td>Dominican Sisters of Sinsinawa Graduate Education Award</td>
<td>Catholic Sisters of the Dominican Order of the Sinsinawa Province. Under special circumstances, funds may be available to other Catholic students.</td>
<td>Stipend for living expenses and/or tuition.</td>
<td>Recipients are authorized by the Superior of the Order.</td>
</tr>
<tr>
<td>John J. Eisch Graduate Research Fellowship in Chemistry</td>
<td>Fourth or fifth year doctoral students in chemistry. Recipient will have completed candidacy orals and demonstrate excellence in research.</td>
<td>Ten months of financial support. Amount varies depending upon fund availability.</td>
<td>Nominations are made by the chair of the Department of Chemistry in consultation with graduate faculty.</td>
</tr>
<tr>
<td>G.E. – Marquette Medical Systems, Inc. Scholarship</td>
<td>Graduate students in healthcare technologies management.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by Healthcare Technologies Management.</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>Full-time students in degree programs.</td>
<td>Full stipends and up to 18 credits of tuition scholarship.</td>
<td>Submit application to the Graduate School. Fall deadline February 15; spring deadline November 15.</td>
</tr>
<tr>
<td>Graduate Student Organization Coordinator</td>
<td>Graduate students in all programs.</td>
<td>Award includes a half stipend and a half tuition scholarship.</td>
<td>Application procedures are announced each spring for the following fall term.</td>
</tr>
<tr>
<td>Dr. Catherine Grotelueschen Scholarship Fund in Biology</td>
<td>Residents of southeastern Wisconsin and of Polish extraction.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Departments make nominations to the Graduate School by November 15 for spring term awards.</td>
</tr>
<tr>
<td>Irene Frances Gyzinski Scholarship</td>
<td>Graduate students in biological sciences.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the Department of Biological Sciences.</td>
</tr>
<tr>
<td>Laura Ladish Jacobson Scholarship</td>
<td>Graduate students in speech-language pathology.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the Department of Speech Pathology and Audiology.</td>
</tr>
<tr>
<td>Patricia C. Janz Scholarship</td>
<td>Need- and character-based scholarship for students in the Dept. of Counselor Education and Counseling Psychology.</td>
<td>Amount varies depending upon fund availability.</td>
<td>The Department of Counselor Education and Counseling Psychology makes nominations to the Graduate School.</td>
</tr>
<tr>
<td>Jesuit International Scholarship</td>
<td>Jesuits from countries other than the U.S.</td>
<td>Tuition scholarship up to 18 credits.</td>
<td>Contact the Graduate School or the rector of the Jesuit community.</td>
</tr>
<tr>
<td>Richard W. Jobling Fellowship</td>
<td>Master’s and doctoral students in biological sciences; chemistry; mathematics, statistics and computer science; biomedical engineering; civil engineering; electrical and computer engineering; or mechanical engineering.</td>
<td>Up to a $2,000 stipend to supplement an assistantship.</td>
<td>Nominations are made to the Graduate School by the individual graduate units.</td>
</tr>
<tr>
<td>Paul A. Ketterer Scholarship</td>
<td>Degree-seeking students who are also eligible to apply for the Catholic Schools Personnel Scholarship (CSPS).</td>
<td>Up to 5 years of support. Amount varies depending upon fund availability.</td>
<td>Submit the CSPS application by June 15 for fall and by Nov. 15 for spring.</td>
</tr>
<tr>
<td>Dr. Joseph and Robin Lasnoski Scholarship</td>
<td>Master’s students in theology.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the Department of Theology.</td>
</tr>
<tr>
<td>David J. Laurance Theology Scholarship</td>
<td>Graduate students in theology.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made by the Department of Theology.</td>
</tr>
<tr>
<td>Elizabeth R. Laurance M.A.C.D. Scholarship</td>
<td>Tuition scholarships for theology teachers in Catholic high schools who are enrolled in the master of arts in Christian doctrine program.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made by the director of the M.A.C.D. program.</td>
</tr>
<tr>
<td>Albert and Cecil Lue-Hing Engineering Scholarship</td>
<td>Graduate students in civil engineering. Available every other year to graduate students.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the Department of Civil and Environmental Engineering.</td>
</tr>
<tr>
<td>Scholarship Name</td>
<td>Eligibility Description</td>
<td>Award Details</td>
<td>Application Details</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Marquette University Graduate School Diversity Fellowship</td>
<td>See details online at <a href="http://www.marquette.edu/grad/finaid_diversityfellowship.shtml">http://www.marquette.edu/grad/finaid_diversityfellowship.shtml</a>.</td>
<td>Doctoral: $20,000 stipend plus full scholarship for up to 4 years. Master’s: $20,000 stipend plus full scholarship for up to 2 years.</td>
<td>See procedures online at <a href="http://www.marquette.edu/grad/finaid_diversityfellowship.shtml">http://www.marquette.edu/grad/finaid_diversityfellowship.shtml</a>. Deadline is February 15.</td>
</tr>
<tr>
<td>Marquette Minority Fellowship</td>
<td>Minorities underrepresented in American graduate education (African Americans, Hispanic Americans, and Native Americans). Must be a U.S. citizen.</td>
<td>A minimum one-half assistantship stipend and a nine-credit scholarship. The student’s department is strongly encouraged to suplement this award and to provide support in subsequent years.</td>
<td>Nominations are made to the Graduate School by the individual graduate units.</td>
</tr>
<tr>
<td>Jeanne McGinn Redding Scholarship</td>
<td>Graduate students in speech-language pathology.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the Department of Speech Pathology and Audiology.</td>
</tr>
<tr>
<td>Leslie G. and Cecile C. Matthews Scholarship</td>
<td>Students in all graduate programs who demonstrate financial need.</td>
<td>Amount varies depending upon fund availability from 1 to 9 credits per semester.</td>
<td>The various graduate programs make nominations to the Graduate School.</td>
</tr>
<tr>
<td>Maurice L. Madden Biomedical Engineering Fellowship</td>
<td>Graduate students in biomedical engineering.</td>
<td>Financial assistance usually in the form of a stipend.</td>
<td>Nominations are made to the Graduate School by the Department of Biomedical Engineering.</td>
</tr>
<tr>
<td>Marquette University Women’s Club Fellowship</td>
<td>Students who received the baccalaureate degree at Marquette University.</td>
<td>$3,500 stipend.</td>
<td>Nominations are made to the Graduate School by a different graduate unit each year.</td>
</tr>
<tr>
<td>Dr. Charles J. Mears Scholarship</td>
<td>Graduate residents in the first year of the orthodontics program.</td>
<td>Amount varies depending upon fund availability.</td>
<td>No application necessary. Awards selected by orthodontics program faculty. Recipients will be notified after July 1.</td>
</tr>
<tr>
<td>Milwaukee-Area Teachers Scholarships</td>
<td>Elementary and secondary school teachers in the Milwaukee area.</td>
<td>One-half of a three credit course, or 1.5 credits.</td>
<td>Apply online by the deadline. Fall deadline February 15; summer deadline April 15; spring deadline November 15.</td>
</tr>
<tr>
<td>Denis J. O’Brien Fellowship</td>
<td>Students involved in summer study and research in the Departments of Biological Sciences (2016) and Chemistry (2017).</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the department.</td>
</tr>
<tr>
<td>Charles O’Hara Scholarship</td>
<td>Graduate students in biology involved in summer work at Woods Hole, Massachusetts, Cold Spring Harbor Laboratory, or a similar laboratory devoted to the study of biological sciences.</td>
<td>Tuition scholarship.</td>
<td>Nominations are made by the Department of Biological Sciences.</td>
</tr>
<tr>
<td>Orthopaedic Human Motion Analysis Fellowship</td>
<td>Advanced graduate students in bioelectronics and biomechanics. Through clinical collaboration with the Department of Orthopaedic surgery at the Medical College of Wisconsin.</td>
<td>Up to 18 credits of tuition scholarship.</td>
<td>Nominations are made to the Graduate School by the Department of Biomedical Engineering.</td>
</tr>
<tr>
<td>Jeremiah L. O’Sullivan Fellowship in Public Affairs Journalism</td>
<td>Master’s students in journalism with a special emphasis in public affairs journalism.</td>
<td>Stipend and/or tuition scholarship.</td>
<td>Nominations are made to the Graduate School by the Diederich College of Communication.</td>
</tr>
<tr>
<td>Preparing Future Faculty and Professionals Coordinator</td>
<td>Graduate students in all programs.</td>
<td>Award includes a full stipend and a full tuition scholarship.</td>
<td>Application procedures are announced each spring for the following fall term.</td>
</tr>
<tr>
<td>Reverend John P. Raynor, S.J. Fellowship</td>
<td>Doctoral and second-year master’s students. Recipients are expected to be in residence at Marquette and engaged in full-time study.</td>
<td>$22,000 stipend for doctoral students; a stipend for master’s students to supplement assistantship award.</td>
<td>Students wishing to be nominated for this fellowship should communicate their interest to their departments by November 15. Nominations from the departments are reviewed in the Graduate School and decisions are usually announced by February 15.</td>
</tr>
<tr>
<td>Scholarship Name</td>
<td>Eligibility</td>
<td>Description</td>
<td>Application Process</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>Ann Rehberg End of Life Care Scholarship</td>
<td>Graduate students in the College of Nursing.</td>
<td>Amounts vary depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the College of Nursing.</td>
</tr>
<tr>
<td>Research Assistantship</td>
<td>Full-time students in degree programs.</td>
<td>Full stipends and up to 18 credits of tuition scholarship.</td>
<td>Submit application to the Graduate School. Fall deadline February 15; spring deadline November 15.</td>
</tr>
<tr>
<td>Agnes A. Reinders Scholarship</td>
<td>Full-time graduate students in the College of Nursing.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the College of Nursing.</td>
</tr>
<tr>
<td>Joseph A. and Dorothy C. Rutkauskas Scholarship</td>
<td>Graduate students in the College of Engineering.</td>
<td>$5,000 award, but amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the appropriate department.</td>
</tr>
<tr>
<td>Arthur J. Schmitt Fellowship</td>
<td>Students in doctoral programs who intend to pursue a career in college teaching.</td>
<td>Stipend of $17,500.</td>
<td>Students wishing to be nominated for this fellowship should communicate their interest to their departments by November 15. Nominations from the departments are reviewed in the Graduate School and decisions are usually announced by February 1.</td>
</tr>
<tr>
<td>Eugene J. Schumack Memorial Journalism Fund</td>
<td>Graduate students in journalism.</td>
<td>Tuition scholarship amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the Diederich College of Communication.</td>
</tr>
<tr>
<td>Smith Family Fellowship</td>
<td>Doctoral students in history, English, philosophy, and theology who have dissertation topics that require travel out of state to collect data.</td>
<td>Stipend of $18,000 plus reasonable travel expenses up to $4,000.</td>
<td>Students wishing to be nominated for this fellowship should communicate their interest to their departments by November 15. Nominations from the departments are reviewed in the Graduate School and decisions are usually announced by February 1.</td>
</tr>
<tr>
<td>Mio F. Snyder Scholarship in Business</td>
<td>Finance majors in the Graduate School of Management’s MBA program.</td>
<td>Scholarship funds in varying amounts.</td>
<td>Nominations are made to the Graduate School by the Graduate School of Management.</td>
</tr>
<tr>
<td>Lawrence F. and Margaret C. Stollenwerk Scholarship Fund</td>
<td>Students enrolled in an older adults/gerontological nursing program.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the College of Nursing.</td>
</tr>
<tr>
<td>Larry and Cindy Susienka Family Foundation Scholarship</td>
<td>Students in speech pathology and audiology. Preference given to an early acceptance program participant with a focus on geriatrics.</td>
<td>Amount varies depending upon fund availability.</td>
<td>Nominations are made to the Graduate School by the Department of Speech Pathology and Audiology.</td>
</tr>
<tr>
<td>Earl W. Swokowski Fellowship in Mathematics</td>
<td>Students with teaching or research assistantships in the Department of Mathematics, Statistics and Computer Science.</td>
<td>Full or partial stipends and/or tuition scholarships for the academic year or the summer term.</td>
<td>Nominations are made to the Graduate School by the Department of Mathematics, Statistics and Computer Science.</td>
</tr>
<tr>
<td>Teaching Assistantship</td>
<td>Full-time students in degree programs.</td>
<td>Stipend rates depend upon department and level of award. In addition, up to 18 credits of tuition scholarship.</td>
<td>Submit application to the Graduate School. Fall deadline February 15; spring deadline November 15.</td>
</tr>
<tr>
<td>Trinity Fellowship</td>
<td>Graduate students in limited academic programs with prior service in the Peace Corps, Jesuit Volunteer Corps, AmeriCorps, or comparable service. Requires work in a specified social agency.</td>
<td>Stipend approximates Graduate School’s teaching assistantship stipend in addition to a tuition scholarship of up to 18 credits.</td>
<td>Contact the Trinity Fellows Program at (414) 288-5473.</td>
</tr>
<tr>
<td>Tuition Scholarship</td>
<td>Full-time students in degree programs.</td>
<td>Scholarships up to 18 credits.</td>
<td>Submit application to the Graduate School. Fall deadline February 15; spring deadline November 15.</td>
</tr>
<tr>
<td>Wisconsin Province of the Society of Jesus Grant Fund</td>
<td>Non-Jesuit members of religious orders from developing countries.</td>
<td>Tuition scholarship amounts vary depending upon fund availability.</td>
<td>Contact the Graduate School.</td>
</tr>
</tbody>
</table>
Office of Student Financial Aid

Financial aid is monetary assistance to help students meet the expenses of going to college. Financial aid is not intended to cover all of a student’s expenses. The primary financial responsibility belongs to the student and his/her family. The Office of Student Financial Aid at Marquette University attempts to help bridge the gap between the costs of attending the university and the ability of a student and his/her family to meet those costs.

A student's financial aid award may include one or a combination of scholarships, assistantships or student loans to help meet the costs of a graduate or professional program. Scholarships and assistantships are awarded by each school or program (dental, law, health sciences or graduate). Questions concerning scholarships and assistantships should be directed to the admissions or dean’s office of the school or program in which you plan to enroll.

The most current and accurate information can be obtained by visiting the Marquette Central website (http://www.marquette.edu/mucentral/financialaid/index.shtml). Marquette Central professional staff is available for assistance Monday through Friday, 8:00 a.m. to 4:30 p.m. at (414) 288-4000. Although care is taken to ensure the accuracy and timeliness of information contained in this bulletin, the information is subject to change and/or deletion without notice due to unintended error and/or ongoing changes in federal and state legislation.

Eligibility Requirements

To receive financial aid from federal and state programs students must meet the following requirements:

- Be a U.S. citizen or an eligible non-citizen. Students with F1, F2, J1, or J2 visas are not eligible.
- Be registered with Selective Service (https://www.sss.gov/default.htm), if required.
- Be working toward a degree or certificate.
- Be enrolled at least half-time. Audit, repeat and other non-credit classes do not apply.
- Half-time: 4 credits per semester for Graduate; 6 credits per semester for Dental, Law, and Health Sciences.
- Be making Satisfactory Academic Progress (http://www.marquette.edu/mucentral/financialaid/resources_elig_standards.shtml).
- Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov (http://www.fafsa.gov).
- Demonstrate financial need, if applying for need-based aid.
- Not be in default on any loan or owe a refund on any grant made under Title IV of the Higher Education Act of 1965, as amended, at any institution.

Application Procedures

The first step a prospective student must take is to complete the Marquette University online application for admission. A student needs to be formally admitted into the university before they will be considered for financial aid assistance. Students may apply for financial aid if they are currently enrolled or are applying for admission to Marquette University.

To apply for financial aid a student must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA website is www.fafsa.gov (http://www.fafsa.gov) and Marquette’s Title IV School code is 003863. It is important for a student to file their FAFSA between January 1 and February 15 in order to receive consideration of all types of financial aid. FAFSAs received March 1 or later for continuing students will result in a reduced financial aid award. The student’s Expected Family Contribution (EFC) is calculated from information provided on the FAFSA and is listed on the Student Aid Report (SAR). The EFC is an indicator of the family’s financial strength and is used along with the Cost of Attendance (COA) to determine a student’s eligibility for financial aid.

During the application process, students may be asked to verify the information reported on the FAFSA. Any aid offer will be contingent upon completion of the verification process.

Satisfactory Academic Progress Policy

Marquette University is required by federal regulation to apply qualitative and quantitative standards in measuring academic progress for financial aid purposes. The complete Satisfactory Academic Progress Policy can be found on the Office of Student Financial Aid website (http://www.marquette.edu/mucentral/financialaid/resources_elig_standards.shtml).

Office of Student Financial Aid - Available Programs

Scholarship Assistance - Private Scholarship Opportunities

Information on Private Scholarship Opportunities can be found on the Office of Student Financial Aid website (http://www.marquette.edu/mucentral/financialaid/resources_pvt_scholar.shtml).
Loan Assistance
A loan is a type of financial aid that has to be repaid upon graduation or when no longer enrolled in school on a full- or half-time basis (depending upon the terms of the individual loan program). A promissory note (legal agreement to repay) must be signed before a loan will be disbursed. The promissory note contains detailed information about terms, responsibilities and repayment of the loan. There are no penalties for prepaying principal or interest in any student loan program. Federal regulations require all first-time Stafford Loan and Grad PLUS Loan borrowers to participate in loan counseling before disbursement of the loan.

Federal Loan Programs
The principal loan programs administered by Marquette for graduate students are the William D. Ford Federal Direct Unsubsidized Stafford Loan and the William D. Ford Federal Direct Grad PLUS Loan.

Additional information about loans can be found on the Office of Student Financial Aid website (http://www.marquette.edu/mucentral/financialaid/grad_loans_types.shtml).

Truth in Lending Act Disclosures
Students borrowing any non-federal loans (e.g., institutional or private loans) must sign and acknowledge disclosure forms acknowledging the specific terms of each loan and stating that the student is aware of lower cost federal loan alternatives. The disclosure forms will be sent out by the lending institution when appropriate. Each disclosure form clearly states what steps the students must take next and in what time frame those steps must be made.

Private Alternative Loans
Alternative loans are non-federal educational loans available from a variety of national lending institutions. Minimums and maximums vary for these loan programs, but all require a satisfactory credit history. The Alternative Loan Lender Chart (http://www.marquette.edu/mucentral/financialaid/ugrad_loans_alt.shtml) provides an alphabetical list of all lenders that Marquette students have used in the past five years. This chart is in no way exclusive or exhaustive of all existing lenders. The Office of Student Financial Aid will honor requests to certify other alternative educational loans that do not appear on this chart.

Student Employment Assistance
The primary function of Student Employment Services, located within the Office of Student Financial Aid, is to assist students in securing employment on campus or off campus within businesses in the area. Many students help finance their education through part-time employment.

Marquette lists part-time on and off campus positions on the web-based job posting site, JobConnection (https://jobconnection.mu.edu/interfase.htm).

Students wishing to work must comply with the Immigration Reform and Control Act of 1986. This means that new student employees need to complete an I-9 form with the Office of Student Employment on their first day of employment. Students must provide original documents (i.e., Social Security card and driver’s license or U.S. passport); copies or faxes of documents are not acceptable. Be sure to check the last page of the I-9 form for a list of acceptable documents to complete the I-9 process. Students may view the I-9 requirements on the Student Employment Services website (http://www.marquette.edu/mucentral/financialaid/ses_i9.shtml). Contact Student Employment Services at studentemployment@marquette.edu with questions.

For More Information
For more information please visit our Marquette Central website (http://www.marquette.edu/mucentral/financialaid/index.shtml). Contact us with questions at marquetecentral@marquette.edu, (414) 288-4000, or visit Zilber Hall, Suite 121. When contacting Marquette Central, please provide your Marquette University ID (MUID) and four-digit Marquette Central Access Number (MCAN) (http://www.marquette.edu/mucentral/mcan.shtml). Marquette Central's office hours are 8:00 a.m. to 4:30 p.m. Monday through Friday, Central Time.
Student Resources and Facilities

Student Resources

Disability Services

Marquette University strives to integrate qualified students with disabilities as fully as possible into all aspects of university life. The Office of Disability Services, has been designated to coordinate this process in accordance with the university’s compliance responsibilities under the law. Accommodations determinations for all students with identified and documented disabilities will be made on a case-by-case basis. Examples of possible accommodations or services provided to students with disabilities include: lecture notes, testing arrangements, alternative texts, interpreting, self-advocacy guidance, etc.

More detailed information about accessibility for all students at Marquette can be found at the Disability Services website (http://www.marquette.edu/disability-services). The Office of Disability Services is located in the 707 building, Room 503; P.O. Box 1881, Milwaukee, WI 53201-1881; P (414)288-1645; F (414) 288-5799.

Email Policy

Marquette University utilizes email as one of the official means of communication with students to keep them informed of important information such as financial aid and billing data; college deadlines, events and updates; and important campus news. Each student is issued an official eMarq email account for use while he or she is enrolled.

Email is an appropriate and preferred method for official communication by Marquette with students unless otherwise prohibited by law. The university has the right to send official communication to students by email with the assumption that students will receive, read and, if necessary, act in a timely manner based upon these emails. For more information, see the University Email Policy (http://www.marquette.edu/its/about/official.shtml).

Financial Aid Information Guide

The publication Award Information Guide provides an overview of the available financial aid, how to accept financial aid, debt management, students rights and responsibilities, and federal loan programs. Information is available online at the Marquette Central website (http://www.marquette.edu/mucentral/financialaid/index.shtml). Information about different types of financial aid available to graduate students may be found in this bulletin under Financial Aid.

Graduate Student Organization

The Graduate Student Organization (GSO) serves as a channel for graduate students to voice concerns, resolve difficulties, and provide feedback on issues that directly affect graduate student life at Marquette University.

The GSO will accomplish this goal by:

• Actively representing graduate students to the university
• Advocating changes deemed necessary by graduate students
• Fostering inter-departmental cooperation and exchange
• Encouraging unity among the graduate students as a whole
• Improving the academic environment for graduate students through sponsored events
• Providing social events for graduate students
• Working with University Ministry to provide spiritual support for graduate students who seek it

All part-time and full-time graduate or professional students enrolled at Marquette University are automatic GSO members, and membership is free.

For a listing of events and meeting notices, past meeting minutes, the GSO Constitution, and the Graduate Student Rights and Responsibilities visit the GSO website (http://www.marquette.edu/grad/GSO).

Marquette Central

This office is the primary source for student enrollment and financial services information and assistance. Once a student is admitted to the university, this office is available to help students through Marquette processes and serves as a resource for questions about registration, student financial aid and student accounts. For more information, visit the Marquette Central website (http://www.marquette.edu/mucentral).

Marquette University Police Department

With the Marquette community located in downtown Milwaukee, students need to be aware of the realities of city living. Recognizing this, the university strives to educate students about personal safety and crime prevention through a wide variety of safety programs and services.

Marquette operates its own commissioned police department (http://www.marquette.edu/mupd/about.php), which works closely with the Milwaukee Police Department to ensure the security and safety of the university community. Located on the first floor of the 16th Street Parking Structure, 749 N.
16th St. (between Wisconsin Avenue and Wells Street), the department houses its administration, officer operations, the Command Information Center, preventive services, and Student Safety Programs. MUPD operates 24 hours a day, every day. Services can be obtained by calling (414) 288-6800. In cases of emergency, students and employees should contact MUPD's emergency line by dialing (414) 288-1911 from any campus extension or (414) 288-1911 from any off-campus phone.

MUPD employs police, public safety and university service officers. The police officers’ primary role is to prevent crime and the breach of public order. Primary responsibilities include protecting students, faculty, staff, campus visitors, property and facilities from accidents, bodily harm, fire, theft, vandalism and illegal entry; enforcing laws and traffic and parking regulations; apprehending violators; providing general information and assistance to the public; conducting criminal investigations; and participating in community-oriented policing efforts. Public safety officers are responsible for preventing and suppressing crime, protecting life and property, and preserving peace throughout the Marquette community. University service officers are responsible for protecting the Marquette community and securing Marquette’s property. They conduct walking patrols of campus buildings and grounds, provide authorized after-hours access to buildings, and assist public safety officers, as well as campus community members, who have locked keys in cars, need jump-starts or require other assistance.

To provide members of the Marquette and surrounding community with a direct means of contacting MUPD, the university maintains Blue Light and Service phones, as well as a Blue Light smartphone app (http://marquette.edu/apps). Blue Light Phones, most frequently recognized by blue lights on the top of the phones, and Service Phones, most frequently recognized by red labels, are placed in university buildings, apartments, parking areas and near-off-campus areas. Video cameras are located throughout campus and in the near-campus neighborhood. They are linked to the Command Information Center in MUPD and are used to help monitor suspicious behavior and document activity in a given area.

A wide variety of crime prevention and safety awareness programs (http://www.marquette.edu/mupd/safety-tips.php) are made available to groups that are interested in promoting safety. Popular topics include self-defense, personal safety, sexual assault prevention and alcohol awareness. Numerous brochures, a newsletter and crime statistics are readily available to provide information.

Any member of the Marquette community who becomes involved in a crisis situation can receive the benefits of the Victim/Witness Services program. The program provides resources for those in need of counseling or support services in addition to providing escorts to and from all necessary court-related appearances.


**Schedule of Classes (Snapshot)**

Snapshot (http://www.marquette.edu/mucentral/registrar/snapshot) is an online schedule of classes students access to determine what courses to take each term. In addition, Snapshot will provide a list of those classes that meet certain degree requirements or are of special interest, such as online courses.

**Student Information System (CheckMarq)**

Marquette students obtain up-to-the-moment information, monitor their academic record, view courses, register and update their address/phone numbers online by using the CheckMarq system (https://checkmarq.mu.edu) via the Internet. Students can access CheckMarq from any computer with Internet access. CheckMarq requires both a user name and password. Information Technology Services assigns user names and passwords to all new students for the duration of their studies at Marquette.

**Transcript of Academic Records**

A Marquette University official transcript is the complete and unabridged copy of all academic work attempted at Marquette University. Partial official transcripts are never produced. Course and grade information contained on the transcript are released pursuant to the Family Educational Rights and Privacy Act of 1974 (as amended).

A student may obtain a transcript of his or her Marquette record by completing a Transcript Request form available on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml) and submitting it as indicated on the form, or submitting an online request via the National Student Clearinghouse (http://www.studentclearinghouse.org). Current students may request a transcript online via their CheckMarq account. All transcript requests should be submitted a minimum of one week in advance of the date the transcript is needed.

The fee for this regular service is $7 per transcript. The fee for a rush or immediate transcript service is $10 per transcript. All transcript fees are payable at the time of the request.

Every transcript that is issued directly to a student is clearly marked. Because most institutions will not accept a transcript that has been in the student’s possession, we strongly recommend the student request the Office of the Registrar to mail a transcript directly to the institution involved. Students who fail to follow this recommendation are liable for any further charges when additional transcripts are ordered.
Veterans Benefits

The Office of the Registrar acts as liaison between the student and the Veterans Administration, the Wisconsin Department of Military Affairs and the Wisconsin Department of Veterans Affairs. Any student eligible to receive educational benefits under one of the various federal Veterans Administration programs must, at the beginning of each term for which he or she is registered, complete and/or submit the Marquette Application for Certification of VA Educational Benefits. First time VA benefit applicants or transfer students may need to furnish additional documentation. For more information regarding how to apply for Veterans' educational benefits, visit Marquette Central Veterans Benefits website (http://www.marquette.edu/mucentral/registrar/vet_index.shtml). Information or consultation regarding Veterans educational benefits is available at any time during regular Marquette Central (http://www.marquette.edu/mucentral) office hours.

Marquette participates in the Yellow Ribbon Program (http://www.marquette.edu/mucentral/registrar/vet_yellowribbon.shtml); which is a Post-9/11 GI Bill enhancement program for students who qualify for 100% of the Post-9/11 GI Bill. This program allows institutions of higher learning in the United States to voluntarily enter into an agreement with the VA to fund some or part of the tuition expenses and fees of these students.

Federal Law requires that educational assistance benefits to Veterans and other eligible students be discontinued when these students cease to make satisfactory progress toward their degree objective. Individuals who wish to receive veterans’ educational benefits must qualify and meet the published academic standards and requirements of the university in order to be certified for Veterans educational benefits. Only courses that apply to a degree program may be certified for VA Educational benefits; and students must inform the Office of the Registrar of changes to their enrollment after certification is submitted for the term.

Facilities

Haggerty Museum of Art

Opened in 1984, the Haggerty Museum of Art serves as a laboratory for learning focused on the visual arts by collecting, exhibiting and interpreting works of art in the context of Marquette University and Milwaukee. The museum’s exhibitions and educational programs are designed to contribute to transformational lifelong learning and enjoyment of the arts.

The Haggerty features approximately eight to nine exhibitions each year. Representing the diversity of work in the permanent collection of over 4,500 objects, the museum has offered exhibitions celebrating the contributions of the Italian Renaissance “Petite Masters”, American self-taught artists, works addressing social change issues, modern American printmaking and photography, and contemporary art by regional, national and international artists.

The Haggerty seeks to enhance the undergraduate educational experience by engaging students in various disciplines to think about the world and their subject matter through the lenses of the visual arts. The museum also works collaboratively with elementary and middle school teachers, local artists, and College of Education faculty and students to design programs that engage children and youth in educational activities. Additional educational opportunities for the campus and community include free tours, lectures, workshops and performances. For more information, visit the Haggerty Museum of Art website (http://www.marquette.edu/haggerty/permanent_collection.shtml).

Hartman Literacy and Learning Center

The Hartman Literacy and Learning Center is a facility within the College of Education, which supports undergraduate literacy-related programs. The center library houses a children’s literature collection, which is used by College of Education students as well as children participating in the Marquette University Family Literacy Project, a collaboration between the university and neighborhood elementary schools. Students enrolled in EDUC 4964 Practicum: Teaching Elementary Level Reading participate in the Family Literacy Project by tutoring small groups of children in reading and writing after school. The Hartman Literacy and Learning Center provides faculty and staff to support and conduct research regarding the project. For more information, visit the Hartman Center website (http://www.marquette.edu/education/centers_clinics/hlc.shtml).

Instructional Media Center

The Kenneth Shuler Instructional Media Center (IMC) provides a range of multimedia creation and presentation services for the Marquette University community. The IMC’s primary obligation is to support and enhance Marquette’s classroom and online instruction through technology. The IMC is responsible for technical support to presentation classrooms throughout the campus. In addition, the IMC produces media that augment the university’s public communication goals.

IMC's modern facilities include two television studios, video editing suites, audio studios, computer workstations and digital distribution systems. Our facilities are also an important component of the J. William and Mary Diederich College of Communication's curriculum, serving as classrooms and laboratories for digital media and other communication students. The studios are also used by MUTV (http://marquettewire.org) and WMUR (http://marquettewire.org), Marquette's student-operated campus television and radio stations. For more information, visit the Instructional Media Center website (http://www.marquette.edu/imc).

Libraries Overview

The University’s libraries support the teaching, research and service mission of Marquette University by providing access to recorded knowledge through collections, services, cooperative programs and connections to worldwide resources. The libraries combine state-of-the-art technologies with...
a repository of information in an atmosphere of service and learning. A full description of resources, hours, news and services is found at the Raynor Memorial Libraries website (http://www.marquette.edu/library).

Collections of more than 2 million volumes and more than 2,170 print subscriptions are housed in the John P. Raynor, S.J. Library and the adjoining Memorial Library; the Law Library is separately described below. The libraries' shared online catalog, MARQCAT, includes all book and periodical holdings, locations and circulation status.

**Raynor Memorial Libraries**

The Raynor Library, built in 2003, holds a commanding position at the physical and intellectual center of the campus. Raynor Library, seating 1,100, is designed around the needs of its users, preserving the university's extensive traditional collections, while expanding its capacity for incorporating digital technology into access and delivery of information. The library offers over 578,000 books in digital format, an ever-growing (over 44,000 titles) collection of full-text online newspapers, journals and magazines, as well as an expanding collection of unique digital materials produced by Marquette’s own scholarly community. The primary service point in Raynor is the two-level Learning Commons, with over 240 networked PCs and Macs, multimedia hardware and software and comfortable small group study spaces.

The Information Desk is open 100 hours weekly and, in addition, offers research consultations by appointment, and phone, IM, email and 24/7 “chat” assistance through its AskUs! services. The Digital Media Studio offers equipment, software, and basic instruction for digital media projects. Video cameras, iPads, laptops, sound recorders, digital cameras and tripods are available for checkout.

Raynor’s first and second level and the bridge are open 24/7 when classes are in session, offering access to workstations and comfortable, safe late-night study space. Library hours during the summer, intercessions and holidays are posted and updated regularly on the library website.

Additional features of Raynor Library include: Class Reserves and Media Services Desk, the Funding Information Center, as well as reference, browsing, spirituality, and local music collections. Group study rooms are available for collaborative projects and can be reserved via an online reservation system. All rooms feature whiteboards and many have large LED panels to better facilitate group work. A conference center accommodating large groups and video conferencing, the Writing Center and the Center for Teaching and Learning are also located in the facility. The second-level bridge entrance to Memorial Library features a 4,800 square foot café with casual seating, popular reading materials and wired and wireless network connections.

Memorial Library, renovated top-to-bottom in 2004 and entered via the 2nd level bridge, houses the majority of the book and journal collections. The library is open 100 hours weekly and offers a variety of seating choices for over 1,050 studyers. An open stack arrangement presents over six linear miles of compact shelving for bound journals on the lower level, plus book shelving on five floors. The facilities in this library include a circulation desk, a cluster of PCs, and assigned research carrels for faculty and graduate students.

Most library services and online research databases are available to students 24/7 from both on- and off-campus locations. Class reserve readings are digitized for online access whenever possible. Interlibrary Loan provides both books and journal articles from other libraries on request and a variety of other cooperative programs assure library privileges for Marquette students at other libraries in Southeastern Wisconsin. The Milwaukee County Federated Library System, including the Central Library just four blocks from campus, also lends to Marquette students. Above all, service-oriented staff members are committed to guiding and teaching users throughout the research process.

**Special Collections and University Archives**

Raynor Library also houses the Department of Special Collections and University Archives and its research/exhibit area on the third floor. Its archival and manuscript collections and over 7,000 rare books include the archives of Marquette University; the papers of faculty, students, staff, and alumni; and major collections relating to Christianity among Native Americans and 20th-century Catholic social action. These include research collections for the following individuals and organizations: the Bureau of Catholic Indian Missions, Dorothy Day and the Catholic Worker movement, the National Catholic Conference for Interracial Justice, and the National Catholic Rural Life Conference. J.R.R. Tolkien’s original manuscripts form a unique and notable collection of full-text online newspapers, journals and magazines, as well as an expanding collection of unique digital materials produced by Marquette’s own scholarly community. The primary service point in Raynor is the two-level Learning Commons, with over 240 networked PCs and Macs, multimedia hardware and software and comfortable small group study spaces.

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For more information on Raynor Memorial Libraries:

- Campus map (http://www.marquette.edu/contact/documents/CampusMap.pdf) showing campus libraries.
- AskUs! (http://www.mu.edu/library) Phone, email, IM, or text information services.
- Library hours (http://www.mu.edu/library/#hours) on our website or a 24-hour recorded message (414) 288-1530.

**Law Library**

The primary mission of the Marquette University Law Library is to support the research activities of the Marquette University Law School students and faculty. The law librarians hold both law and library degrees and provide reference service to the entire campus for law-related projects. The law librarians teach a variety of law-related courses within the law school and legal research sessions for various departments on campus.

The Law Library is located in Eckstein Hall. The Law Library maintains a comprehensive electronic and a selective print collection of primary legal materials from all federal and state jurisdictions as well as a growing collection of international and comparative legal materials. In addition, the Law
Library provides the entire campus with electronic subscriptions to Proquest federal legislative history materials, to HeinOnline, and to Loislaw. The Law Library is a selective depository of federal government law-related resources.

The Law Library maintains a comprehensive electronic and print collection of primary legal materials from all jurisdictions in the United States as well as a growing collection of international and comparative legal materials. In addition, the Law Library subscribes to BNA, the online CIRS Serial Set, Hein Online, Lexis-Nexis, Loislaw, Westlaw and Wisconsin CLE materials, and is a depository of federal government information resources.

Research Centers and Institutes

In order to foster and enhance research and study at Marquette University, a number of units on campus have established thematic research centers and institutes. These centers and institutes offer the opportunity for active collaboration and research in a variety of categorical areas.

The centers generally are designed to bring an interdisciplinary focus to the study of complex problems and involve the participation of several faculty members. Opportunities are available for student participation in the programs of several of the centers and institutes.

The Office of the Provost maintains a list of currently active centers and institutes (http://www.marquette.edu/research/centers.php).
Tuition, Fees and Housing

Marquette University Payment Policy

The staff in Marquette Central is dedicated to providing service to our students and families in a professional and friendly manner while following the policies and procedures set forth by the university. The office provides accurate and timely information about each student’s bursar account while encouraging our students to be active participants in managing their account.

Marquette University sends a monthly electronic billing statement to each student while the student has an account balance. A student may also view his/her e-bill via CheckMarq. Payment due dates are available on the Marquette Central website [http://www.marquette.edu/mucentral](http://www.marquette.edu/mucentral). The final step to complete a student’s registration is payment in full of all fees for the term. It is the student’s responsibility to pay tuition, fees and housing by the published due date whether he/she receives a bill or not.

Students who do not plan to attend the university are responsible for dropping classes through CheckMarq and notifying their respective college office. All courses for which a student is officially registered as of the close of registration are subject to tuition, fee assessment and payment, and as such will appear as part of the student’s permanent record even if the student does not attend any class periods. To avoid unnecessary charges and permanent failing or withdrawn grades on the student’s permanent record, it is the student’s responsibility to review his/her official registration prior to the end of registration for the session in which the course is scheduled and ensure it accurately reflects the courses in which the student plans to be enrolled. Students assume responsibility for the consequences that ensue as a result of any failed or withdrawal grade. These consequences include, but are not limited to: a delay in graduation, dismissal from the degree program, denial of readmission, external institutions/entities viewing these grades as failing grades, loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and/or loss of a refund.

A student’s registration is not considered complete until all tuition and fees are paid, enrolls in the Marquette Month Payment Plan [http://www.marquette.edu/mucentral/bursar/payment_plans_index.shtml](http://www.marquette.edu/mucentral/bursar/payment_plans_index.shtml), or submits a billing authorization from an approved sponsor. Students whose accounts reflect that the payment has not been made, or that are otherwise delinquent will have a registration block, transcript block and diploma block placed on their accounts. There will be a $100 fee for the removal of the block. Failure to pay any balance when due may result in the cancellation of a student’s registration for the current academic term, referral of the account to a collection agency, legal action to collect any balance due or any combination thereof. If the university must take legal action to collect any unpaid balance, the student will be responsible for all fees and costs incurred by the university to collect the unpaid balance.

Payment Options

Traditional Semester Payment

Payment of all tuition, housing and other billed charges is due in full prior to the beginning of each term. Cash and checks are acceptable methods of payment. Payment may also be made electronically (direct debit from checking or savings account) by accessing the link on the Marquette Central website [http://www.marquette.edu/mucentral](http://www.marquette.edu/mucentral). Credit card payment is available through a third party provider. The service fee for using this service is variable depending on the amount of the charge. This service may be accessed through the link on the Marquette Central website [http://www.marquette.edu/mucentral](http://www.marquette.edu/mucentral) or by calling (866) 893-4518.

Marquette Monthly Payment Plan

Marquette offers the Marquette Monthly Payment Plan, which enables students and their families to budget all of their semester tuition, room and board, and student fees in five equal monthly installments. The MMPP is intended to cover the costs of fall (August–December) and spring (January–May) terms. The MMPP is not a loan; there are no interest or finance charges. The only cost is a $35 per semester enrollment fee. The fall term program begins Aug. 5, 2015. All payments are due on the fifth of each month.

Payment by a University Approved Third Party Sponsor

Students whose tuition is paid by a university approved third party sponsor must submit their billing authorization to Marquette Central by the payment due date.

Tuition Discounts

Students interested in taking a course on an audit basis must first register for the course for credit, then request a change in enrollment status to audit by informing the Graduate School. Students must notify the Graduate School by the close of late registration by submitting the Registration Change Request form found on the Graduate School forms website [http://www.marquette.edu/grad/forms_index.shtml](http://www.marquette.edu/grad/forms_index.shtml).

Students must have the proper background and prerequisites for the course in question. Auditors are required to attend all classes and are expected to participate, based on the nature of the course, and/or complete assignments, at the discretion of the instructor. Students who register for an audit course will receive a 50 percent discount on the tuition for that course. This discount is not available to individuals who take the senior citizen discount.
A 50 percent senior citizen discount on tuition (only) is available to individuals 62 years of age and older taking graduate courses for credit and/or audit. This opportunity is offered to students who have the proper background and prerequisites for the course(s) in question. Students using the senior citizen discount are not eligible for the audit discount.

All rates in this bulletin are believed accurate and current when printed. However, Marquette University reserves the right to modify any rate to correct a printing mistake or to respond to any unforeseeable change in circumstances, e.g., energy surcharge, governmental action, etc.

**Tuition**

Graduate students are assessed at the per credit hour rate based on their academic plan for all registered courses, graduate or undergraduate.

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>$1,050.00</td>
</tr>
<tr>
<td>Education Graduate students with an academic plan of: CECP, COPS, CMHC, EDUC, EDPL, EDPS and SCCN</td>
<td>$785.00</td>
</tr>
<tr>
<td>English as a Second Language courses – Cost per credit hour</td>
<td>$985.00</td>
</tr>
<tr>
<td>M.S.N. Program for Non-Nursing Graduates 18-month program charged as follows:</td>
<td></td>
</tr>
<tr>
<td>Continuing students (graduating December 2015) billed $8,000 for summer 2015 &amp; fall 2015</td>
<td>$16,000.00</td>
</tr>
<tr>
<td>New students (start summer 2015) billed $8,666 summer 2015, $12,667 fall 2015 and spring 2016 &amp; $8,000 summer 2016 and fall 2016 - 18 month program</td>
<td>$50,000.00</td>
</tr>
</tbody>
</table>

Endodontics, orthodontics, periodontics and prosthodontics: flat rate applies (see below).

**Endodontics**

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer term</td>
<td>$8,380.00</td>
</tr>
<tr>
<td>Fall term</td>
<td>$16,760.00</td>
</tr>
<tr>
<td>Spring term</td>
<td>$16,760.00</td>
</tr>
</tbody>
</table>

**Orthodontics**

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orthodontics - Continuing</td>
<td></td>
</tr>
<tr>
<td>Summer term</td>
<td>$8,610.00</td>
</tr>
<tr>
<td>Fall term</td>
<td>$16,365.00</td>
</tr>
<tr>
<td>Spring term</td>
<td>$16,365.00</td>
</tr>
<tr>
<td>New Row</td>
<td></td>
</tr>
<tr>
<td>Orthodontics - Incoming</td>
<td></td>
</tr>
<tr>
<td>Summer term</td>
<td>$8,600.00</td>
</tr>
<tr>
<td>Fall term</td>
<td>$17,200.00</td>
</tr>
<tr>
<td>Spring term</td>
<td>$17,200.00</td>
</tr>
</tbody>
</table>

**Periodontics**

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer term</td>
<td>$7,500.00</td>
</tr>
<tr>
<td>Fall term</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Spring term</td>
<td>$15,000.00</td>
</tr>
</tbody>
</table>

**Prosthodontics**

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer term</td>
<td>$6,920.00</td>
</tr>
<tr>
<td>Fall term</td>
<td>$13,840.00</td>
</tr>
<tr>
<td>Spring term</td>
<td>$13,840.00</td>
</tr>
</tbody>
</table>
### Continuous Enrollment/Continuation Course Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Standing Continuation (less than half-time, LHT) = 9970</td>
<td>$100.00</td>
</tr>
<tr>
<td>Graduate Fellowship (full-time, FT) = 9974</td>
<td>$100.00</td>
</tr>
<tr>
<td>Graduate Assistant Teaching (full-time, FT) = 9975</td>
<td>$100.00</td>
</tr>
<tr>
<td>Graduate Assistant Research (full-time, FT) = 9976</td>
<td>$100.00</td>
</tr>
<tr>
<td>Master’s Comprehensive Exam Preparation (less than half-time, LHT) = 9984</td>
<td>$100.00</td>
</tr>
<tr>
<td>Master’s Comprehensive Exam Preparation (half-time, HT) = 9985</td>
<td>$100.00</td>
</tr>
<tr>
<td>Master’s Comprehensive Exam Preparation (full-time, FT) = 9986</td>
<td>$100.00</td>
</tr>
<tr>
<td>Doctoral Comprehensive Exam Preparation (less than half-time, LHT) = 9987</td>
<td>$100.00</td>
</tr>
<tr>
<td>Doctoral Comprehensive Exam Preparation (half-time, HT) = 9988</td>
<td>$100.00</td>
</tr>
<tr>
<td>Doctoral Comprehensive Exam Preparation (full-time, FT) = 9989</td>
<td>$100.00</td>
</tr>
<tr>
<td>Field Placement Continuation (less than half-time, LHT) = 9977</td>
<td>$100.00</td>
</tr>
<tr>
<td>Field Placement Continuation (half-time, HT) = 9978</td>
<td>$100.00</td>
</tr>
<tr>
<td>Field Placement Continuation (full-time, FT) = 9979</td>
<td>$100.00</td>
</tr>
<tr>
<td>Professional Project Continuation (less than half-time, LHT) = 9991</td>
<td>$100.00</td>
</tr>
<tr>
<td>Professional Project Continuation (half-time, HT) = 9992</td>
<td>$100.00</td>
</tr>
<tr>
<td>Professional Project Continuation (full-time, FT) = 9993</td>
<td>$100.00</td>
</tr>
<tr>
<td>Master’s Thesis Continuation (less than half-time, LHT) = 9994</td>
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<tr>
<td>Master’s Thesis Continuation (half-time, HT) = 9995</td>
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<tr>
<td>Master’s Thesis Continuation (full-time, FT) = 9996</td>
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<tr>
<td>Doctoral Dissertation Continuation (less than half-time, LHT) = 9997</td>
<td>$100.00</td>
</tr>
<tr>
<td>Doctoral Dissertation Continuation (half-time, HT) = 9998</td>
<td>$100.00</td>
</tr>
<tr>
<td>Doctoral Dissertation Continuation (full-time, FT) = 9999</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

### Service Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Block Removal Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Diploma Fee, Replacement</td>
<td>$25.00</td>
</tr>
<tr>
<td>Doctoral Dissertation Publication Fee (Open Access)</td>
<td>$95.00</td>
</tr>
<tr>
<td>Examination, Marquette Foreign Language Test, for each attempt</td>
<td>$100.00</td>
</tr>
<tr>
<td>Examination, Special or Delayed</td>
<td>$25.00</td>
</tr>
<tr>
<td>Master’s Thesis Publication Fee (Open Access)</td>
<td>$95.00</td>
</tr>
<tr>
<td>Readmission Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$7.00</td>
</tr>
<tr>
<td>Transcript and Enrollment Verification Fee, Rush Processing</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

### Nursing Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiopulmonary Resuscitation (CPR) Certification (approximate fee). (This $50.00 certification must be maintained throughout the student’s program through biannual recertification.)</td>
<td>$124.00</td>
</tr>
<tr>
<td>Health requirements and criminal background check initial fee (approximate fee) and drug test. No further charges will be incurred unless additional background checks or drug tests are required. Visit certifiedbackground.com for more information.</td>
<td>$500.00</td>
</tr>
<tr>
<td>Assessment Tests, predictor examination, and NCLEX review course for the M.S.N. program for Non-Nursing Graduates. (Approximate fee. Exact amount based upon vendor costs in effect at time of registration.)</td>
<td>$500.00</td>
</tr>
</tbody>
</table>
Uniforms for the M.S.N. program for Non-Nursing Graduates. (Approx. fee. $300.00 Must be purchased through a private vendor. Vendor list available from the College of Nursing.)

Assessment Equipment for the M.S.N. program for Non-Nursing Graduates. (Stethoscope $70. Sphygmomanometer $60. Approx. fee. Exact amt. based upon vendor costs in effect at time of registration. Must be purchased through a private vendor.) $175.00

**Housing**

The Office of University Apartments and Off-campus Student Services exists to assist current and prospective Marquette students in their search for apartment housing on and around the Marquette campus. Our office provides a comprehensive, searchable website (http://www.marquette.edu/offcampus) to help you locate appropriate housing around the Marquette campus. This website is the primary resource students use to find housing in the near-Marquette neighborhood. In order to be listed on our site, a property must be located within the Department of Public Safety patrol area. The site not only lists a majority of the properties located in the immediate Marquette neighborhood, but it also offers useful information on safety, budgeting, and campus and community resources. UAOCSS is located at 1500 W. Wells Street and is open Monday through Friday from 8:00 a.m. to 4:30 p.m.

**Meal Plans**

Meal plans are available for purchase through the Office of Residence Life, and are automatically renewed for the second term unless cancelled through the office. Prices are per term.

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anytime Dining Plan</td>
<td>$1,995</td>
</tr>
</tbody>
</table>

**Refunds and Adjustments**

Students who have prepaid charges but do not register for classes will be given a full refund, less applicable non-refundable deposits. Students who register for classes and subsequently change their course load through either a partial withdrawal from courses or a complete withdrawal from the university will have adjustments made to their student accounts. The date on which the Withdrawal form is submitted to the university will be the date used for any refund calculation. Students assume responsibility for the consequences that ensue as a result of any withdrawal grade. These consequences include, but are not limited to: a delay in graduation, dismissal from degree program, external/entities viewing these grades as failing grades, loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and/or loss of a refund. See this bulletin for a full description of withdrawal procedures.

After the first class, laboratory and special course fees are non-refundable. Tuition deposits are non-refundable but are applied toward first term tuition charges.

Refunds for tuition and board will be given based on the following schedules:

**Tuition Refund and Adjustment Schedule**

<table>
<thead>
<tr>
<th>Refund</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Through registration</td>
</tr>
<tr>
<td>80%</td>
<td>During the second week</td>
</tr>
<tr>
<td>60%</td>
<td>During the third week</td>
</tr>
<tr>
<td>40%</td>
<td>During the fourth week</td>
</tr>
<tr>
<td>20%</td>
<td>During the fifth week</td>
</tr>
<tr>
<td>No Refund</td>
<td>After the fifth week</td>
</tr>
</tbody>
</table>

**Note:** Graduate students who enroll in, and pay for, thesis or dissertation credits before actually beginning work on their projects will not be entitled to a refund of tuition for these credits if, for any reason, they do not complete their programs.

Board — Pro-rated; number of full weeks remaining in term as a percent of 16 weeks.
Programs

These Web pages describe the graduate degree programs offered at Marquette University and include information on all graduate courses. Prospective students are reminded to also read the other sections of this bulletin for general information on Graduate School admission requirements, academic regulations and academic programs.
Biological Sciences (BSCI)

Chairperson: Edward Blumenthal, Ph.D.
Department of Biological Sciences website (http://www.marquette.edu/biology/graduate-studies.shtml)

Degrees Offered
Master of Science, Plan A only; Doctor of Philosophy

Program Description
The biological sciences graduate program aspires to train experimental scientists capable of teaching and directing independent research by providing a broad theoretical background and an appreciation for the rigor of the scientific method. This program provides excellent training in modern biology suitable for jobs in academia, industry, and government.

The department offers two areas of graduate study: biological sciences and neurosciences. Both provide students with research experiences using all areas of modern biological techniques to study molecular, cellular, tissue, organ, systems and organism functioning. The **biological sciences area** has several specializations including: cell and developmental biology, biochemistry and genetics, microbiology and ecology and physiology. The **neuroscience area** is offered in collaboration with the neuroscience faculty in the Department of Biomedical Sciences in the College of Health Sciences. In addition to general training in the biological sciences, students receive specialized course work in the neurosciences and choose a neuroscience laboratory from either department for their dissertation research. The main areas of research include: the neurobiology of addiction, stress and mental disorders, mechanisms of feeding behavior, neuronal regeneration, and ion channels.

Both areas of study offer 12-month support (academic and summer stipends), paid tuition credits and provide qualified reimbursement for university provided health insurance.

Prerequisites for Admission
Applicants are expected to have completed a bachelor's degree in biology or related field. As a general rule, strong preference will be given to applicants to the doctoral program. Only in exceptional circumstances will students be admitted to the master's program. A master's degree is not a prerequisite for admittance to the doctoral program.

Application Deadline
Although no official deadline exists for the master's or the doctoral programs, completed applications should be received by December 15th for full consideration. Applications for admission received after this date will be considered as space permits.

Application Requirements
Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. A statement of professional goals and aspirations.
4. Three letters of recommendation that give evidence of the applicant's scholarly promise.
5. GRE scores (General Test is required, Subject Test is recommended).
6. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

Biological Sciences Master's Requirements
**Specializations:** Biochemistry, Cell Biology, Developmental Biology, Ecology, Genetics, Microbiology, Molecular Biology, Neurophysiology, Physiology

The program of course work and research for the master's degree is determined in consultation with the student's advisory committee. Each student is advised to take such courses as are properly related to academic background and research interests. All master's students are required to gain the equivalent of one year of teaching experience during the program.

A master's student must complete 24 credit hours of course work including at least twelve hours at the graduate level, five credits of research taken in the first two years and three credits of seminar courses. In addition, six credit hours of thesis work are required to graduate. Eighteen of the 24 credit hours must be taken in biological sciences. The student must pass a master's qualifying examination and submit an approved thesis.

Biological Sciences Doctoral Requirements
**Specializations:** Biochemistry, Cell Biology, Developmental Biology, Ecology, Genetics, Microbiology, Molecular Biology, Neurophysiology, Physiology, Neuroscience
The program of course work and research for the doctoral degree is determined in consultation with the student's advisory committee. Each student is advised to take such courses as are properly related to academic background and research interests. All doctoral students are required to gain the equivalent of one year of teaching experience during the program.

A doctoral student must complete a program of study, defined in conjunction with an adviser, on an approved Doctoral Program Planning Form. Advancement to candidacy for the doctoral degree is considered following successful completion of the lecture course work specified in the Doctoral Program Planning Form and after passing the qualifying exam. A typical doctoral student completes a minimum required 24 credit hours of course work, including a minimum of seven 2-3 credit graduate lecture courses (BIOL 8501 Molecular and Cellular Signaling, BIOL 8502 Systems Neuroscience, BIOL 8504 Advanced Survey in Neuroscience and BIOL 8506 Cellular Neurophysiology are mandatory for students in the neuroscience track), 5 credits of research and 5 one credit seminar courses, in addition to 12 credit hours of dissertation work. The student must submit and defend a dissertation after completing all other formal requirements for the doctoral degree.

Courses

BIOL 5101. Biochemistry and the Molecular Basis of Biology. 3 cr. hrs.
Major themes in biochemistry are examined in the context of mammalian physiology. Topics include: Protein structure and enzyme catalysis, carbohydrate and lipid metabolism in relation to energy production, protein and nucleic acid synthesis, and the nature of the genetic code. 3 hrs. lec., disc.

BIOL 5102. Experimental Molecular Biology. 3 cr. hrs.
Purification, characterization and molecular analysis of proteins, nucleic acids, lipids and other biomolecules with emphasis on standard techniques widely used in research laboratories. 1 hr. lec., 4 hrs. lab. Prereq: BIOL 4101 or equiv.

BIOL 5201. Genomics and Bioinformatics. 3 cr. hrs.
The analysis of gene structure and genetic regulation in selected prokaryotes and plant and animal systems, as well as transgenic organisms. Introduction to the principles of bioinformatics and proteomics as applied to genome comparisons and protein structure and function. Models and algorithms for predictions of the biological properties of genetically modified nucleotide sequences and proteins.

BIOL 5703. Exercise Physiology. 3 cr. hrs.
Study of the effects of acute and chronic exercise on selected organ systems. Particular emphasis will be placed on muscle, cardiovascular, respiratory, and environmental physiology.

BIOL 5806. Immunobiology. 3 cr. hrs.
Cellular and molecular mechanisms of the immune response. Nature of antigens and antibodies and their interactions. Special topics include complement, immediate and delayed hypersensitivity, transplantation and tumor immunobiology, immunosuppression, and immunological tolerance. 3 hrs. lec., disc.

BIOL 6001. Radioisotope Safety. 2 cr. hrs.
Ionizing radiation: proper safety procedures in the independent use of radioisotopes and current regulatory guidelines and licensing procedures. Prereq: BIOL 1002 and CHEM 1002; or BIOL 1009 and CHEM 1002; or cons. of dept. ch.

BIOL 6005. Scientific Writing Workshop. 1-3 cr. hrs.
Designed to teach basics of clear and effective scientific writing with emphasis on preparing and evaluating research manuscripts and proposals. Students learn editing techniques through deconstructing and revising others' work. Prereq: Second year grad. student or cons. of instr.

BIOL 6096. Laboratory Rotations in Biology. 1-3 cr. hrs.
Informal lab rotation of first-year graduate students based on mutual preferences of the student and faculty member including lab group meetings, literature research, bench work, presentation of findings and/or research plan to lab members. S/U grade assessment. Prereq: BIOL 6096 and cons. of dept. ch.

BIOL 6097. Laboratory Research in Biology. 1 cr. hr.
Independent research of second year graduate students based on their dissertation/thesis research laboratories, including lab group meetings, literature research, bench work and presentation of findings. S/U grade assessment. Prereq: BIOL 6096 and cons. of dept. ch.

BIOL 6952. Department Colloquium. 0 cr. hrs.
Scholarly reports on selected topics in modern biology by visiting and resident investigators and graduate students. Registration and attendance required of all full-time graduate students in biology. SNC/UNC grade assessment.

BIOL 6995. Independent Study in Biological Sciences. 1-3 cr. hrs.
Investigations in selected areas of biology. Prereq: Cons. of instr. and cons. of dept. ch.

BIOL 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

BIOL 8101. Protein Structure and Function. 2 cr. hrs.
Advanced protein biochemistry stressing methodology and primary literature. Topics include: structural and chemical properties of amino acids, peptides and proteins; protein folding and assembly; protein-protein and protein-ligand interactions; enzyme kinetics and regulation; and the determination of protein structure. Uses examples from glycolytic and gluconeogenic metabolic pathways to highlight the structural basis for catalysis and regulation. Prereq: BIOL 4101/5101 or equiv.; or cons. of instr.
BIOL 8102. Biochemistry and Function of Nucleic Acids. 2 cr. hrs.
The biochemistry of RNA and DNA with emphasis on biological function and evolution. Specific topics include: nucleic acid structure, biophysical properties, biosynthesis, and molecular function. Prereq: BIOL 4101/5101 or cons. of instr.

BIOL 8201. Epigenetics. 2 cr. hrs.
Focuses on the molecular biology of epigenetic gene expression states of eukaryotic model organisms and introduces molecular and genetic approaches to the analysis of epigenetic problems. In particular, the course addresses DNA methylation, RNA interference, chromatin structure, transposable elements and gene silencing.

BIOL 8202. Principles of Eukaryotic Genetics. 2 cr. hrs.
Genetics of eukaryotic model organisms with a focus on genetic approaches to the analysis of contemporary biological problems. Eukaryotic chromosome structure and function. Prereq: BIOL 2201 or equiv.

BIOL 8301. Imaging and Cytoskeletons. 2 cr. hrs.
Discusses the principles of cytoskeleton and molecular motors and modern imaging tools developed for the studies of cellular mechanisms. Prereq: BIOL 2301 or equiv.

BIOL 8302. Protein Trafficking and Organelle Identity in Eukaryotic Cells. 2 cr. hrs.
An in-depth analysis of protein trafficking and organelle identity in eukaryotic cells. Discusses, in detail, mechanisms of protein translocation across biological membranes and the genetic and biochemical analysis of protein sorting to diverse organelles. Prereq: BIOL 2301 or equiv.

BIOL 8501. Molecular and Cellular Signaling. 2 cr. hrs.
Comprehensive survey of the major neurotransmitter systems including biochemical synthesis and degradation, receptors and intracellular signaling pathways. Emphasizes modern laboratory techniques and primary literature. Prereq: Cons. of instr.

BIOL 8502. Systems Neuroscience. 2 cr. hrs.
Comprehensive survey of nervous system function at the systems level and includes motor, sensory and regulatory systems. Prereq: Cons. of instr.

BIOL 8504. Advanced Survey in Neuroscience. 1 cr. hr.
An introduction to current neuroscience literature with a focus on research at Marquette. Prereq: Cons. of instr.

BIOL 8506. Cellular Neurophysiology. 2 cr. hrs.
Biophysical properties of membranes and membrane-bound proteins. In-depth study of electrotonic properties of membranes, electrical potentials, voltage-dependent and ligand-dependent ion channels. Emphasizes techniques and data interpretation. Prereq: Cons. of instr.

BIOL 8520. Behavioral Neuroendocrinology. 2 cr. hrs.
Examines neuroendocrine systems as they relate to behavioral processes and their underlying neurobiological mechanisms with emphasis on the contribution of neuroendocrine dysfunction to neuropsychiatric disease. Prereq: Cons. of inst.

BIOL 8530. Glutamate Neurotransmission. 2 cr. hrs.
Reviews critical aspects of glutamatergic signaling including an overview of glutamate receptors, transporter, and release mechanisms. The contribution of abnormal glutamatergic neurotransmission is discussed in light of a number of pathological states including stroke and schizophrenia. Students integrate course material into a novel research proposal. Prereq: Cons. of inst.

BIOL 8561. Stem Cell Biology. 2 cr. hrs.
Examines fundamental principles of developmental biology as they relate to embryonic and adult stem cells. Includes: origin of stem cells, regulation of stem cell niches, pluripotency and differentiation, relationship to cancer and experimental approaches to stem cell research. Also includes discussion of recent advances in stem cell biology. Prereq: BIOL 2301 or equiv.; or BIOL 3601 or equiv.

BIOL 8603. Cell and Molecular Biology of Early Development. 2 cr. hrs.
Study of the cellular and molecular mechanisms underlying the specification of cell fate in a variety of model organisms including fruit flies, nematodes, mice and zebrafish. Emphasizes genetic, biochemical and molecular techniques used in studying these complex systems. Prereq: BIOL 2301 or equiv.; or BIOL 3601 or equiv.

BIOL 8702. Muscle Biology. 2 cr. hrs.
Topics covered include: skeletal, cardiac and smooth muscle relative to their regulation, structure and function. Emphasizes similarities and differences between these three muscle types with regard to structural organizations, composition, mechanics and kinetics. In addition, covers development, regulation and disease states. Emphasizes critical reading of primary scientific literature. Prereq: BIOL 3701 or equiv.

BIOL 8704. Cellular Homeostasis. 2 cr. hrs.
Detailed study of the proteins and pathways involved in the maintenance of cell volume, pH, and ionic balance, including the analysis of the function of plasma membrane transporter and channel proteins. The emphasis will be on eukaryotic cells, but prokaryotic cells will also be covered. Prereq: BIOL 2301 or equiv., or cons. of instr.

BIOL 8801. Prokaryotic Molecular Genetics. 2 cr. hrs.
Basic principles of bacterial genetics and regulation of gene expression. Points of emphasis: 1) how genetics and regulation shape and are shaped by the biology of the organism, 2) principles that are important to all biologists, including the manipulation of bacteria in genetic cloning and protein production, 3) application of genetics to elucidate cell physiology and biochemistry. Prereq: BIOL 3801 or BIOL 4101 or BIOL 8102 or an equiv. of any of these; or cons. of instr.
BIOL 8802. Microbiology in the Environment. 2 cr. hrs.
The detection of microbial diversity, activity, growth and abundance in the environment using molecular methods. Involves examples from literature. Prereq: BIOL 3801 or equiv. or cons. of instr.

BIOL 8803. Microbial Diversity and Ecology. 2-3 cr. hrs.
Study of microbial phylogenetic and physiological diversity underlying the ecological interactions in natural communities. Emphasizes quantitative molecular techniques and sequencing used in studying microbial communities in the environment. Develops critical thinking and writing skills in determining research objectives and testing hypotheses. Prereq: none.

BIOL 8931. Topics in Biology. 1-3 cr. hrs.
Subject matter variable as determined by needs of biological sciences graduate students. Students may enroll more than once as subject matter changes. Prereq: Cons. of dept. ch.

BIOL 8953. Seminar in Biochemistry and Genetics. 1-3 cr. hrs.
Topics of current interest in biochemistry and genetics. Prereq: Cons. of instr.

BIOL 8954. Seminar in Plant Molecular Biology. 1-3 cr. hrs.
Topics of current interest in plant molecular biology. Prereq: Cons. of instr.

BIOL 8955. Seminar in Neuroscience. 1-3 cr. hrs.
Topics of current interest in neuroscience. Prereq: Cons. of instr.

BIOL 8956. Seminar in Cell and Developmental Biology. 1-3 cr. hrs.
Topics of current interest in cell and developmental biology. Prereq: BIOL 2301 or equiv.; or cons. of instr.

BIOL 8957. Seminar in Physiology. 1-3 cr. hrs.
Topics of current interest in physiology. Prereq: Cons. of instr.

BIOL 8958. Seminar in Biological Sciences. 1-3 cr. hrs.
Investigations in selected areas of biology. Prereq: Cons. of instr. and cons. of dept. ch.

BIOL 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

BIOL 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9989. Doctoral Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIOL 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
Chemistry (CHEM)

Chairperson: Scott A. Reid, Ph.D.
Department of Chemistry website (http://www.marquette.edu/chem/index.shtml)

Degrees Offered
Master of Science, Doctor of Philosophy

Program Description
The Department of Chemistry offers outstanding research and educational opportunities in its graduate programs, leading to the master of science or doctoral degrees. The heart of the graduate degree is research, conducted in concert with a faculty mentor. The program requires 24 hours of course work, and students are advanced to Ph.D. candidacy after successfully completing a literature seminar (4th semester) and research meeting (5th semester). The program emphasizes development of the whole scientist.

Subspecialty areas of research within the Department of Chemistry include: photochemistry; molecular spectroscopy; medicinal chemistry and drug discovery; materials chemistry and nanotechnology; organometallic, physical organic, bioorganic, polymer, and theoretical chemistry; and chemical dynamics.

Prerequisites for Admission
Applicants should have graduated with, or be about to graduate with, a bachelor's degree from an accredited institution. The minimum prerequisite for any graduate course is one year of undergraduate physical chemistry. In addition, an undergraduate course in an area of study (e.g., analytical, inorganic, organic) appropriate to the graduate course involved is required. A student's undergraduate grade point should normally be equivalent to a B (3.000) or above.

Application Requirements
Applicants must submit a paper application (applicants may not apply online), directly to the Department of Chemistry (http://www.marquette.edu/chem/index.shtml).

1. A completed application form.
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation from individuals familiar with the applicant's academic work.
4. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.
5. GRE scores are optional, but it is to the applicant's advantage to have taken the Subject Test for chemistry.

General Information
For more detailed and comprehensive information about the master of science and doctoral programs in chemistry, students should consult the most recent edition of the Chemistry Department’s Graduate Student Handbook. This publication defines the current rules and guidelines that govern department and program requirements.

Foreign Language Requirements
Normally, no reading knowledge of a foreign language is required in either the master's or doctoral programs. However, at the discretion of the student's thesis or dissertation committee, proficiency in a foreign language may be required if it is necessary in the student's research.

Proficiency Examinations
Incoming chemistry students must pass three proficiency examinations, which may be selected from among the four traditional areas of chemistry (analytical, inorganic, organic, and physical chemistry). Incoming chemical physics students must pass proficiency examinations in physics, physical chemistry, and one other area of chemistry. These examinations can be repeated up to two times each, and the student must pass three by the end of his/her second term of full-time study or the equivalent.

Chemistry Master's Requirements

A program for the master's degree is determined by the student's research adviser in consultation with the student's thesis committee.

All students are admitted to the program under Plan A but may transfer to Plan B if a Change of Plan form is submitted and approved. In Plan A (research option), the student must complete 24 credit hours of course work and six credit hours of CHEM 6999 Master's Thesis for a total of 30 credit hours. Six credit hours of course work may be CHEM 6995 Independent Study in Chemistry. In addition, seminar course work (CHEM 6960
Departmental Seminar) is required for the program but earns no credit. The student must submit a thesis describing a substantial research project completed by the student in a mentor-professor’s laboratory. Public defense of the thesis constitutes a comprehensive examination.

In Plan B (essay option), the student must complete 24 credit hours of course work and six credit hours of CHEM 6999 Master’s Thesis for a total of 30 credit hours. An essay must also be submitted. Up to six credits of course work may be CHEM 6995 Independent Study in Chemistry. In addition, seminar course work (CHEM 6960 Departmental Seminar) is required for the program but earns no credit. The essay will include a review of the literature of some area of chemistry and a proposal of how knowledge in that area might be extended by research. Public defense of the essay constitutes a comprehensive examination.

**Accelerated Bachelor's-Master's Degree Program**

The department offers a five-year combined bachelor’s-master’s program which enables students to earn both their bachelor of science and master of science degrees in chemistry in just five years. After completing the program, it is anticipated that students would have the potential for:

- Obtaining an industrial position in the chemical profession and related industries featuring greater responsibility and leadership than possible with a bachelor of science degree alone.
- Developing their academic skills and portfolio further, with the possibility to improve their chances of acceptance into doctoral, medical or other advanced degree programs.
- Immersion into an intensive research experience to provide guidance on their ability and aptitude for pursuing a doctor of philosophy degree in chemistry.

Students are admitted following their junior year but are encouraged to begin undergraduate research (CHEM 4956 Undergraduate Research in Chemistry) during their junior year. Normally, a GPA of 2.75 in their Marquette University undergraduate science and math course work is required for admission. During the spring term of their fourth year, students are eligible to apply for a graduate assistantship for the fifth year, which would be awarded, if available, on the basis of merit as determined by the Graduate Committee (GC). Note that priority for academic year graduate assistantships is given to doctoral candidates.

**Chemistry Doctoral Requirements**

**Specializations:** Analytical Chemistry, Bioanalytical Chemistry, Biophysical Chemistry, Chemical Physics, Inorganic Chemistry, Organic Chemistry, Physical Chemistry

A program for the doctoral degree is determined by the student’s research adviser in consultation with the student’s dissertation committee.

A doctoral student must complete a program of study defined on an approved Doctoral Program Planning Form. Normally, the student will be required to complete 24 credit hours of course work and 12 credit hours of CHEM 8999 Doctoral Dissertation for a total of 36 post-bachelor’s degree credit hours. An intense program of laboratory instruction and research to begin no later than the second term of study is also required. Six credit hours of course work may be CHEM 6995 Independent Study in Chemistry. In addition, seminar course work (CHEM 6960 Departmental Seminar) is required for the program but earns no credit. A third year research meeting consisting of a written report and oral presentation constitutes a qualifying examination; in addition, advancement to doctoral candidacy is contingent upon maintaining a 3.000 grade point average at the end of the fourth term of study in at least 15 credit hours of formal (non-CHEM 6995) course work. The student must submit a dissertation describing a significant body of independent research carried out in concert with a faculty mentor. The dissertation must be of a caliber that would be publishable in the leading scientific journals. A public defense of the dissertation is required.

**Courses**

Fundamental theory of spectral methods used to identify organic compounds. Structure elucidation through application of nuclear magnetic resonance, ultraviolet, infrared, and mass spectroscopy. 3 hr. lecture.

**CHEM 5330. Inorganic Chemistry.** 3 cr. hrs.
Structure and bonding as related to physical and chemical properties; concepts relating to mechanisms; metal complexes; organometallic chemistry; molecular symmetry; catalysis; and descriptive chemistry to demonstrate applications of principles. Offered annually.

**CHEM 5430. Introduction to Quantum Chemistry.** 3 cr. hrs.
Elementary quantum theory and applications to atoms, molecules, and chemical bonding.

**CHEM 5431. Physical Chemistry: Fundamentals with Applications in Biological Sciences.** 3 cr. hrs.
Focuses on basic principles, using examples drawn from applications to biological systems. Covers macroscopic, statistical, and microscopic descriptions of matter. Emphasis on thermodynamics, chemical and physical equilibria, transport properties, and kinetics.

**CHEM 5433. Physical Chemistry 1.** 3 cr. hrs.
Atomic and molecular structure, states of matter, spectroscopy, laws of thermodynamics, phase and chemical equilibrium, electrochemistry, transport properties, kinetics and macromolecules. Three hrs. lec.

**CHEM 5434. Physical Chemistry 2.** 3 cr. hrs.
Continuation of CHEM 5433. Three hrs. lec.
CHEM 5530. Introduction to Biochemistry. 3 cr. hrs.
Bioenergetics, glycolysis, oxidative degradation, enzymes, metabolic controls, metabolism of carbohydrates, lipids and amino acids.

CHEM 5630. Introduction to Polymer Science. 3 cr. hrs.

CHEM 5932. Advanced Topics in Chemistry. 1-3 cr. hrs.
Advanced topics of current interest in inorganic, organic, analytical, physical or biochemistry.

CHEM 6101. Modern Concepts of Organic Chemistry. 3 cr. hrs.
Stereochimistry, structure-reactivity, and linear free energy relationships. Chemistry of reaction intermediates and mechanistic approaches to problems. Offered fall term.

CHEM 6102. Organic Reactions. 3 cr. hrs.
Scope and limitations of modern techniques of synthesis utilizing addition, elimination, oxidation, reduction, substitution, rearrangement, and concerted reactions. Attention to mechanisms and stereochemistry. Prereq: CHEM 6101.

Fundamental principles of physical organic chemistry. Mechanisms of common organic reactions with emphasis on polar mechanisms. Introduction to Hückel and extended Hückel molecular orbital calculations. Prereq: CHEM 6101.

CHEM 6201. Physical Methods of Analysis. 3 cr. hrs.
Review of equilibria, principles and practice of spectrophotometry, electroanalysis and separation methods.

CHEM 6202. Spectrochemical Methods of Analysis. 3 cr. hrs.
Discussion of modern instrumentation for spectrochemical analysis including conventional sources, lasers, monochromators and detection systems. Review and comparison of methods and applications of various spectrochemical techniques for the analysis of atomic and molecular species.

CHEM 6203. Electroanalytical Methods. 3 cr. hrs.
Electroanalytical methods for analysis and as a probe of homogeneous and heterogeneous redox processes with major emphasis on voltammetric, coulometric, potentiostatic and potentiometric methods. Also the redox chemistry of important organic, inorganic and organometallic compounds.

CHEM 6204. Analytical Separations. 3 cr. hrs.
Emphasis on gas chromatography and high performance liquid chromatography. Also included: other forms of chromatography, electrophoresis and related techniques, distillation, extraction, dialysis.

CHEM 6301. Advanced Inorganic Chemistry 1. 3 cr. hrs.
Atomic and molecular structure, chemistry of the compounds of metals, transition metals and nonmetals, introduction to symmetry, ligand field theory, mechanisms, acids and bases, non-aqueous solvents, organometallic compounds, and applications of spectroscopy.

CHEM 6302. Advanced Inorganic Chemistry 2. 3 cr. hrs.
Special emphasis on such topics as non-aqueous solvents, mechanisms of inorganic reactions, inorganic polymers, descriptive chemistry, coordination chemistry, organometallic chemistry, point group classification, spectroscopy as applied to inorganic compounds, inorganic biochemistry, and current inorganic literature.

CHEM 6401. Computational Chemistry. 3 cr. hrs.
Survey of the theories, models, and methods of modern computational chemistry. Topics include: molecular mechanics, semiempirical and ab initio molecular orbital theory, and Density Functional theory. Emphasizes applications in vibrational and electronic spectroscopy, thermodynamics, reaction dynamics, and condensed phase phenomena. Prereq: CHEM 5434.

CHEM 6402. Introduction to Spectroscopy. 3 cr. hrs.

CHEM 6403. Statistical Thermodynamics. 3 cr. hrs.
Applications of statistical methods to chemical systems at equilibrium, including the calculations of thermodynamic functions, the properties of gases, and the theories of the liquid state. Introduction to non-equilibrium statistics and quantum statistics.

CHEM 6404. Chemical Kinetics. 3 cr. hrs.
Mathematical and phenomenological description of chemical rate processes and application to the solution of chemical problems.

CHEM 6405. Advanced Physical Chemistry. 3 cr. hrs.
Atomic and molecular structure and chemical bonding from the point of view of quantum mechanics; illustrations from spectroscopy.

CHEM 6406. Infrared and Raman Spectroscopy. 3 cr. hrs.
General theories of molecular vibrations and applications of infrared and Raman spectroscopy to chemical problems.

CHEM 6407. Advanced Quantum Chemistry. 3 cr. hrs.
The application of advanced topics and methods of quantum mechanics to chemistry. Prereq: CHEM 6405.
CHEM 6931. Topics in Chemistry. 1-3 cr. hrs.
Topics of current interest in biochemistry.

CHEM 6960. Departmental Seminar. 0 cr. hrs.
Papers and discussions as a means of interpreting present trends in chemical research. Required of all full-time graduate students in chemistry. SNC/UNC grade assessment.

CHEM 6995. Independent Study in Chemistry. 1-4 cr. hrs.
Prereq: Cons. of dept. ch.

CHEM 6999. Master’s Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

S/U grade assessment. Prereq: Cons. of dept. ch.

CHEM 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

CHEM 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

CHEM 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

CHEM 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

CHEM 9994. Master’s Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

CHEM 9995. Master’s Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

CHEM 9996. Master’s Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

CHEM 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

CHEM 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

CHEM 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
Clinical Psychology (CLPS)

Chairperson: John H. Grych, Ph.D.
Department of Psychology website (http://www.marquette.edu/psych)

Degree Offered
Doctor of Philosophy

Program Description
The clinical psychology program offers courses and training leading to the degree of doctor of philosophy (Ph.D.) in clinical psychology. Students in the doctoral program acquire a master of science degree as they progress toward their doctoral degree. The doctoral program is accredited by the American Psychological Association (APA). Courses cover scientific areas of psychology, the historical foundations of psychology, research methods and professional practice skills. Supervised clinical experiences are planned throughout the curriculum. Practica are available at the Department of Psychology’s Center for Psychological Services and with collaborating agencies in the Milwaukee urban area.

Multicultural Awareness and Professional Integration Program (MAPIP)
The goal of this program is to assist doctoral psychology graduate students in gaining additional knowledge of multicultural issues. This includes increased awareness of the multicultural psychology research, increased understanding of diverse groups and cultures, and self-reflection of how diversity awareness can be integrated into their professional careers. For more information about this program please visit the Department of Psychology website (http://www.marquette.edu/psych/about_diversity_mapip.shtml).

Prerequisites for Admission
The clinical psychology program regards training in the breadth of psychology and its research foundations as the best preparation for graduate study in psychology. An undergraduate major in psychology is desirable but not required. Research experience is strongly recommended.

Application Deadline
To be considered for admission, all application requirements must be completed and received in the Graduate School by December 1.

Application Requirements
Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. A personal statement of 1,000 words or fewer that includes discussion of academic and professional experiences and goals. The statement should comment on how the applicant’s experiences and/or interests would contribute to fostering diversity in the clinical psychology program. An individual’s ability to enrich diversity to the program, in addition to his/her very presence, can involve, but is not limited to, personal identity (e.g., ethnic identity, religious identity, national origin), intellectual contributions (typically in the form of research interests), and/or personal history or experiences that allow the applicant to bring a unique perspective/worldview (e.g., history of overcoming significant disadvantage, first in family to go to college). The program invites applicants that are particularly interested in diversity-related issues, in either research and/or clinical practice, to request consideration for the Department of Psychology Diversity Graduate Assistantship. All applicants that believe they would contribute positively to the diversity of the program are invited to state in their application that they would like to be considered for the Diversity Graduate Assistantship.
4. Three letters of reference from individuals familiar with the applicant’s academic work and/or research experience.
5. Graduate Record Examination (GRE) test scores (General Test).
6. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

The highest ranking applicants will be invited to an interview.

Clinical Psychology Doctoral Requirements
A doctoral student must complete a program of study defined, in conjunction with the director of clinical training, on an approved Doctoral Program Planning Form. Students obtain a master’s degree while in the doctoral program. The program requires a total of 84 credit hours of course work beyond the baccalaureate degree including: semestery/semester enrollment in and attendance at a non-credit colloquium (PSYC 8952 Colloquium in Psychology), 6 credit hours of master’s thesis work, completion of an approved master’s thesis, successful completion of a doctoral qualifying examination (DQE), 12 credit hours of dissertation work, submission of an approved dissertation and an approved internship.

Required courses are:
The student is required to complete a satisfactory master’s thesis and pass an oral defense. The defense is overseen by a committee of three department faculty and the defense constitutes the master’s comprehensive exam. Students who successfully defend their master’s thesis and who have completed at least 36 credit hours of study are awarded the master’s degree. Students must successfully complete the DQE to be advanced to doctoral candidacy.

Requirements to earn the master of science degree on the way to earning the doctoral degree total 42 credit hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYC 8101</td>
<td>Advanced Statistics and Design 1</td>
</tr>
<tr>
<td>PSYC 8102</td>
<td>Advanced Statistics and Design 2</td>
</tr>
<tr>
<td>PSYC 8201</td>
<td>Ethics and Professional Issues in Clinical Psychology</td>
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<tr>
<td>PSYC 8202</td>
<td>Multicultural Issues in Clinical Psychology</td>
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<tr>
<td>PSYC 8301</td>
<td>Psychological Assessment 1</td>
</tr>
<tr>
<td>PSYC 8302</td>
<td>Psychological Assessment 2</td>
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<tr>
<td>PSYC 8321</td>
<td>Clinical Interviewing</td>
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<tr>
<td>PSYC 8322</td>
<td>Theories of Psychotherapy 1</td>
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<tr>
<td>PSYC 8332</td>
<td>Theories of Psychotherapy 2</td>
</tr>
<tr>
<td>PSYC 8401</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSYC 8511</td>
<td>History and Theoretical Foundations of Psychology</td>
</tr>
</tbody>
</table>

6 credit hours of electives

PSYC 8511 History and Theoretical Foundations of Psychology
PSYC 8525  Advanced Personality Psychology
PSYC 8630  Advanced Developmental Psychology
PSYC 8660  Advanced Social Psychology
PSYC 8740  Foundations and Processes of Human Cognition
PSYC 8780  Biological Bases of Behavior

6 credit hours of master's thesis work  6
PSYC 6999  Master's Thesis

a completed master's thesis
public defense of the thesis

Total Credit Hours  42

The doctoral student must complete an internship approved by the Psychology Department. Before the student is permitted to apply for internship, personal and professional readiness must be verified. Readiness is evaluated by both a review of the student’s graduate study portfolio and a “clinical exam,” which entails an oral examination of necessary clinical skills. Permission will be granted only to students whose proposal has been approved.

A public defense of the dissertation will be conducted only after the student has completed all other formal requirements for the doctoral degree, with the possible exception of the internship. To conduct research projects, permission from the university Institutional Review Board must be obtained.

Courses

PSYC 5330. Human Factors Engineering. 3 cr. hrs.
Person-machine interactions, including sensory and motor phenomena and human limitations, controls and displays for computer-based and conventional machines, human information processing and artificial intelligence, workspace and environmental factors that influence optimal performance, relevant legal issues and human functioning in outer space. PSYC 1001 or equiv.; or engineering major.

PSYC 5350. The Psychology of Death and Dying. 3 cr. hrs.

PSYC 6956. Acceptance and Commitment Therapy Seminar. 0 cr. hrs.
Introduces the basic principles of Acceptance and Commitment Therapy (ACT). Includes lectures on the therapy modality, case discussions, and experiential learning. Prereq: Admitted to CLPS program.

PSYC 6998. Professional Project in Psychology. 0 cr. hrs.
SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PSYC 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 8101. Advanced Statistics and Design 1. 3 cr. hrs.
Covers inferential statistics commonly used in psychological research. Topics include: probability and hypothesis testing; t-tests; one-way, two-way, and repeated measures analysis of variance; post-hoc and planned comparisons; correlation; bivariate regression; nonparametric statistics; power and effect size. Emphasizes identifying the appropriate statistical model for a research question, understanding the assumptions underlying the tests, and being able to compute and interpret the test statistics accurately. Use of statistical packages. Prereq: Admission to clinical program or cons. of dept. ch.

PSYC 8102. Advanced Statistics and Design 2. 3 cr. hrs.
Statistics covered include: multiple regression, logistic regression, multivariate analysis of variance and covariance, principal components analysis, and exploratory factor analysis. Covers psychometric concepts and procedures related to item selection, scale construction, reliability and validity. Emphasizes identifying the appropriate statistical model for a research question, understanding the assumptions underlying the tests, and being able to compute and interpret the test statistics accurately. Continued use of statistical packages. Prereq: PSYC 8101 and admission to clinical program or cons. of dept. ch.

PSYC 8125. Advanced Research Methods. 3 cr. hrs.
Focuses on research design principles relevant to psychology and related disciplines. Emphasizes the development of skills in logic, critical analysis, and scientific writing. Covers basic principles of experimental and non-experimental design; principles of reliability and validity; strategies of data analysis and data collection methods. Students evaluate existing research and generate an original research proposal. Prereq: PSYC 8101 or equiv. and cons. of instr. or admission to clinical program.

PSYC 8201. Ethics and Professional Issues in Clinical Psychology. 3 cr. hrs.
A study of professional ethics drawing on APA guidelines, state statutes, research and case studies. Consideration of practice issues relevant to clinical psychology. Active participation in seminar presentations and formulation and resolution of ethical dilemmas. Prereq: Cons. of instr. or admission to clinical program.
PSYC 8202. Multicultural Issues in Clinical Psychology. 3 cr. hrs.
Designed to provide training in the culturally informed practice of clinical psychology. Students learn to recognize and understand dimensions of cultural diversity in our communities, including, but not limited to: race, ethnic background and identity, sexual orientation, and religion. Trains students in developing culturally competent psychological interventions with individuals from diverse groups. Prereq: Cons. of instr. or admission to clinical program.

PSYC 8301. Psychological Assessment 1. 3 cr. hrs.
Development of skills in the administration, scoring, interpretation, and integration of individual intelligence and achievement tests. Development of basic clinical assessment skills and understanding of the nature, development, etiology, and implications of individual differences in intelligence. Prereq: Admission to clinical program.

PSYC 8302. Psychological Assessment 2. 3 cr. hrs.
Extension of the assessment skills developed in PSYC 8301; the administration and interpretation of projective technique with emphasis on the Rorschach and TAT; special emphasis on the MMPI and report writing. Prereq: PSYC 8301 and admission to clinical program.

PSYC 8321. Clinical Interviewing. 3 cr. hrs.
Basic listening skills, interviewing to establish diagnoses and treatment goals and plans, and the development of the therapist-client relationship. Prereq: Admission to graduate program or cons. of instr.

PSYC 8322. Theories of Psychotherapy 1. 3 cr. hrs.
Focuses on interpersonal, client-centered, and psychodynamic models of psychotherapy. Covers conceptual foundations, intervention strategies, and empirical research on effectiveness. Prereq: PSYC 8321; admission to graduate program or cons. of instr.

PSYC 8332. Theories of Psychotherapy 2. 3 cr. hrs.
Focuses on interpersonal, client-centered, and psychodynamic models of psychotherapy. Covers conceptual foundations, intervention strategies, and empirical research on effectiveness. Prereq: PSYC 8321; admission to graduate program or cons. of instr.

PSYC 8340. Theories of Psychotherapy 3. 3 cr. hrs.
Elective course covering complementary, alternative and cross-cultural approaches to psychotherapy. Prereq: PSYC 8321; admission to graduate program or cons. of instr.

PSYC 8341. Family Therapy. 3 cr. hrs.
Focuses on the evaluation and treatment of problems in couple and family functioning. Introduces family systems theory and evaluates different models for assessing and intervening with couples and families. Prereq: Cons. of dept.

PSYC 8352. Psychological Evaluation and Treatment of Trauma. 3 cr. hrs.
Trauma-induced mental illnesses are extremely common among both the general population and especially particular populations, such as members of the military. Mental health professionals, including clinical psychologists, must be prepared to conduct competent evaluations of trauma-based problems and to provide competent treatment. Provides reviews of the theory behind trauma-related problems and of research into the development and treatment of trauma. Primarily, seeks to enhance students' skills in the practical application of evaluation and intervention techniques. Prepares students for future work at hospitals, VA systems and general mental health practice. Prereq: Previous graduate level coursework in assessment and psychotherapy interventions and admission to clinical program or cons. of instr.

PSYC 8360. Consultation and Supervision Strategies. 0-3 cr. hrs.
Students attend weekly seminar on supervision and consultation strategies and models. Students conduct supervision of other clinical students under supervision of instructor or other clinical faculty. Students attend both terms. Prereq: Cons. of dir. of clinical training.

PSYC 8401. Abnormal Psychology. 3 cr. hrs.
Scientific overview of psychopathology. Diagnostic criteria, etiology, and current treatments of important psychological disorders, including anxiety disorders, mood disorders, personality disorders, schizophrenia. Prereq: Cons. of instr. or admission to clinical program.

PSYC 8420. Principles of Child Psychopathology and Intervention. 3 cr. hrs.
Introduces research on the development of psychopathology in childhood, including attention to biological, family, and sociocultural influences on maladjustment. Describes approaches for intervening clinically with childhood problems such as Attention Deficit Hyperactivity Disorder, conduct disorder, depression, and anxiety. Prereq: Cons. of dept.

PSYC 8511. History and Theoretical Foundations of Psychology. 3 cr. hrs.
The history of psychology as a scientific discipline and of clinical psychology as a profession. Current relevant issues in the philosophy of science. Relationship between different basic theoretical assumptions, personality theories, and perspectives on treatment. Theoretical issues in the study of individual differences and clinical interventions. Prereq: Cons. of instr. or admission to clinical program.

PSYC 8525. Advanced Personality Psychology. 3 cr. hrs.
Covers major theoretical models and empirical approaches to the study of the person. Emphasis is placed on the current science of personology, the study of the whole person in context and over time. Prereq: Cons. of instr. or admission to clinical program.

PSYC 8630. Advanced Developmental Psychology. 3 cr. hrs.
Presents a wide variety of theoretical and empirical approaches to understanding the development of the human being over the entire life course. Class readings and discussions provide the debates, concepts, methods, and findings present in the current scholarly dialogue concerning life-span developmental psychology. Prereq: Cons. of instr. or admission to clinical program.
PSYC 8660. Advanced Social Psychology. 3 cr. hrs.
Analysis of social psychological theory and research, including self processes, attitudes, persuasion, social influence, prejudice, group behavior, interpersonal relationships, aggression, and helping behavior. Prereq: Cons. of instr. or admission to clinical program.

PSYC 8665. Industrial Psychology and Organizational Development. 3 cr. hrs.
An experimental seminar for in-depth study of organizational diagnosis, change and development processes, motivation dynamics, creativity and innovation, leadership and group processes, negotiation, organizational culture and structure. Workshop format features interactive learning. Includes new trends from organizational research. Prereq: Cons. of instr.

PSYC 8668. Personnel Selection. 3 cr. hrs.
Theory and contemporary applications concerning job analysis; ability, aptitude, and personality, and other forms of pre-employment testing; racial fairness and bias in testing; performance appraisal; utility analysis for selection techniques; special selection requirements for management, sales, creative people, and other professionals; career choice and planning composition of work groups. Prereq: Cons. of instr.; completion of B.A. or B.S. in management, social sciences, or engineering.

PSYC 8740. Foundations and Processes of Human Cognition. 3 cr. hrs.
Examines the history, current theories and methods of cognitive psychology and cognitive neuroscience with emphasis on perception, attention, memory, language, and executive functions. Discusses the relevance of gender, age, and culture to cognitive process, as well as clinical applications. Prereq: Cons. of instr. or admission to clinical program.

PSYC 8745. Introduction to Neuropsychological Assessment. 3 cr. hrs.
Prereq: PSYC 8740, PSYC 8780 or equiv., PSYC 8301 and PSYC 8302 or equiv., and cons. of instr. or admission to clinical program.

PSYC 8780. Biological Bases of Behavior. 3 cr. hrs.
The nervous system as the mediator of behavior. Physiological and neural factors in sensation, motor response, instinct, emotion, learning, and thinking. Prereq: Cons. of instr. or admission to clinical program.

PSYC 8787. Psychopharmacology. 3 cr. hrs.
Study of the major classes of drugs, their physiological mechanisms of action, and their efficacy in the treatment of mental disorders. Prereq: PSYC 8780 or equiv., PSYC 8401, and cons. of instr. or admission to clinical program.

PSYC 8931. Topics in General Psychology. 3 cr. hrs.
Contemporary theoretical and research trends, particularly in areas of experimental, social, developmental, abnormal, quantitative or physiological psychology. Prereq: Cons. of dir. of clinical training.

PSYC 8932. Advanced Topics in Clinical Psychology. 3 cr. hrs.
Seminar format that examines special topics related to the assessment, etiology, or treatment of psychological problems. A maximum of 3 credit hours can be applied to the degree. Prereq: Cons. of dir. of clinical training.

PSYC 8952. Colloquium in Psychology. 0 cr. hrs.
Research and scholarly reports on selected topics in scientific and professional psychology by visiting investigators, departmental faculty and graduate students. SNC/UNC grade assessment. Attendance required of all full-time regular students.

PSYC 8953. Introduction to Professional Practice. 0 cr. hrs.
Seminar for first-year graduate students. Introduces the clinical program expectations and requirements, including participation in group supervision, assistantship duties, and adjusting to graduate school. Prereq: First year student in CLPS or cons. of dept. ch.

PSYC 8954. Advanced Professional Practice Seminar. 0 cr. hrs.
Seminar for second-year graduate students. Reviews clinical program expectations and requirements, including material related to clinical evaluations and interventions, externships, master's theses, and assistantship duties. Focuses on professional identity development. Prereq: Second year student in CLPS or cons. of dept. ch.

PSYC 8955. Seminar in Teaching of Psychology. 0 cr. hrs.
Covers some of the theories and strategies of effective teaching, including creating syllabi, course management, lecture styles, student management issues, creating tests, and grading and assessment strategies. Available to third and fourth year students. Meets all year, once or twice per month. Incorporates practice lectures with feedback. For students who plan to teach for the department or who plan on teaching as part of their careers. Students must attend both terms. SNC/UNC grade assessment. Prereq: Cons. of instr. and admission to clinical program.

PSYC 8965. Advanced Practicum in Clinical Psychology. 0-6 cr. hrs.
Supervised experience in psychological assessment, interventions, and consultation. Students enroll in 6 credit hours over the course of study. A maximum of 6 credit hours can be applied to the degree. 0 credit will be SNC/UNC grade assessment; 1-6 credits will be graded. Prereq: Admission to clinical program.

PSYC 8966. Internship in Clinical Psychology. 0 cr. hrs.
All students in the doctoral program in clinical psychology are required to complete a full-year (2000 hours) internship program that meets the requirements for internship training as stipulated by the American Psychological Association. Registration for this full-time non-credit course in each of three terms during the internship year is obligatory. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 8995. Independent Study in Psychology. 1-3 cr. hrs.
Prereq: Cons. of dir. of clinical training.
PSYC 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PSYC 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9989. Doctoral Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.

PSYC 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dir. of clinical training.
Clinical and Translational Rehabilitation Health Science (CTRH)

Program Director: Paula E. Papanek, Ph.D.
Clinical and Translational Rehabilitation Science Master's website (http://www.marquette.edu/physical-therapy/rehabsciencems.php) or Clinical and Translational Rehabilitation Science Doctorate website (http://www.marquette.edu/physical-therapy/inprptexcsc.php)

Degrees Offered
Master of Science; Doctor of Philosophy

Learning Outcomes
The clinical and translational rehabilitation health science master's and doctoral programs build on the knowledge and skills of a licensed post-baccalaureate trained clinician, and demands a progressive demonstration of advanced knowledge and skills related to research, teaching and professional development. The program develops research skills that will translate to clinically relevant questions.

Graduates of the master's degree in clinical and translational rehabilitation health science will:
1. Communicate clinical and translational research knowledge via strong oral skills.
2. Contribute to an original research project in an area of emphasis.

Graduates of the doctoral degree in clinical and translational rehabilitation health science will:
1. Communicate clinical and translational research knowledge via strong oral skills.
2. Design and execute an original research project.
3. Communicate clinical and translational research findings via strong written skills.

Program Descriptions
Master of Science
The master of science degree in clinical and translational rehabilitation health science is open to those with a related science major interested in strengthening their core undergraduate major with advanced course work in research and rehabilitation science.

A master’s degree may strengthen a pre-professional student’s application for entry into physical therapy, physician assistant studies, occupational therapy or medical school. A student may choose from a variety of areas of emphasis for their degree including: community wellness, exercise physiology, neuro control of movement, movement disorders, sports medicine including biomechanics or performance enhancement. Both thesis and non-thesis options are available.

Doctor of Philosophy
The doctor of philosophy in clinical and translational rehabilitation health science builds upon the core competencies of clinical degrees (anatomy, physiology, pharmacology, medical ethics and patient care) with course work in rehabilitation systems physiology, applied neurophysiology, statistics, molecular genetics and research methodology. Students gain extensive research experience in the exercise, rehabilitation and movement disorders research cores housed within the exercise science program and the Department of Physical Therapy. Research includes the use of EMG, motion analysis, biomechanics, isokinetic dynamometry, fMRI, body composition, bone mineral density, diagnostic ultrasound and acute and chronic exercise training to explore mechanisms of dysfunction and develop theories for restoring function in people with movement disorders. Movement disorders cross age, gender and all ethnic boundaries and include populations with multiple sclerosis, post-traumatic stress disorder, traumatic brain injury, stroke, cancer survivors, pediatric obesity, cardiovascular diseases and chronic pain syndromes.

The Clinical and Translational Science Institute of Southeastern Wisconsin is a major partner with Marquette’s clinical and translational rehabilitation health science program. Marquette’s participation in this consortium expands opportunities for academic, medical and clinical research within Milwaukee. CTSI partner institutions include the Medical College of Wisconsin, University of Wisconsin-Milwaukee, the Milwaukee School of Engineering, the Zablocki V.A. Medical Center, Children’s Hospital of Wisconsin and Blood Center of Wisconsin.

Prerequisites for Admission
Master of Science Students
All master’s applicants will need greater than a 3.000 GPA in their undergraduate work. Current Marquette exercise physiology and athletic training degree students with a 3.000 GPA or better may apply for the accelerated degree program during their junior year for admission into the master’s program for their senior year.
Doctoral Students

Students must have successfully completed either a master's degree in a related discipline or a post-baccalaureate degree in a clinical profession (physician assistant studies, physical therapy, doctor of medicine, nursing, speech-language pathology, etc.) with a minimum cumulative GPA of 3.000 (based on a 4.000 scale) and meet all application requirements to the Graduate School as outlined below.

Application Deadline

Applications are reviewed 3 times/year (October, January and March). October applicants would typically begin their studies in the fall of the following academic year. January and March applicants would begin the same year in the fall. To maximize potential for acceptance, admissions is done on a rolling basis until positions are filled.

Application Requirements

Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. A curriculum vitae including work history, formal education, continuing education, licensing and certification, professional organizations, honors and awards, publications, presentations and grants.
4. A personal statement of no more than 500 words addressing your purpose for applying to the program, your ability to successfully complete the program and your goals (short and long term).
5. Three letters of recommendation addressing the applicant's academic, professional, clinical, personal attributes and potential for meaningful graduate study. At least one academic reference must be included.
6. GRE scores are required for any non-Marquette University graduate applying to the MS degree program. GRE is required for doctoral applicants if their graduate/post-baccalaureate clinical degree was completed at a non-U.S. institution or if their graduate/post-baccalaureate clinical degree GPA is less than 3.000. GRE scores are not required for Marquette University students or graduates unless their degree GPA is below 3.000.
7. (For international applicants only) a minimum acceptable score on the iBT TOEFL exam of 90 overall, with minimum section scores of 25 for listening and speaking, and minimum scores of 20 for reading and writing, or other acceptable proof of English proficiency.

Applicants may wish to submit one example of written work, such as a class project, course assignment, first author publication, grant application, etc. (optional).

An interview with the admission committee is mandatory.

General Information

Students applying to the doctoral program must have successfully completed either a master's degree in a related discipline or a post-baccalaureate clinical degree (D.P.T., M.P.T., M.P.A., M.S.N., M.D., etc.) with a minimum cumulative GPA of 3.000 (based on a 4.000 scale). Applicants to the master's program will likely need a significantly higher undergraduate GPA than 3.000 in order to be competitive.

The GRE (if applicable) must have been completed within the previous six years, and official scores must be sent to Marquette University directly from Educational Testing Service.

Academic Standards

A cumulative GPA of 3.000 will be required in the clinical and translational rehabilitation health science program. The Academic Regulations section of this bulletin describes the criteria and procedures for academic warnings, probation, removal of probation, and dismissal. The clinical and translational rehabilitation health science program will strictly follow these policies and procedures.

Clinical and Translational Rehabilitation Health Science Master's Requirements

The master of science in clinical and translational rehabilitation health science requires a minimum of 36 credit hours. The program of course work and research is determined in consultation with the student's advisory committee. Each student is advised to take courses that are properly related to academic background and research interests.

Students may choose a thesis or non-thesis option. Thesis students must take 30 credit hours of course work plus 6 thesis credit hours. Non-thesis students must take 36 credit hours of course work. If some prerequisites need to be satisfied, students must complete additional credits for this degree.

Accelerated Degree Program

The accelerated degree program (ADP) is designed for bachelor of science students in exercise physiology or athletic training at Marquette University who wish to complete both their undergraduate degree as well as the master of science degree in clinical and translational health science in just five years.
Students with a GPA of 3.000 or above may apply for admission to the five-year program during their junior year. Students must submit an application to the Graduate School, indicate their interest in the five-year program, and meet all other admission criteria as stated in the Application Requirements section.

ADP students complete graduate course work during their undergraduate senior year, which may be applied toward completion of the master of science degree with appropriate approvals. A maximum of 17 credit hours will count toward the master of science degree in clinical and translational rehabilitation health science. Note, however, that only 12 of the 17 will also count toward the student’s undergraduate degree. The extra 5 credit hours completed while earning the bachelor of science will count only toward the graduate degree upon transitioning to the master’s program.

Clinical and Translational Rehabilitation Health Science Doctoral Requirements

The program of course work and research for the doctoral degree is determined in consultation with the student’s advisory committee. Each student is advised to take such courses as are properly related to academic background and research interests. A doctoral student must complete a program of study defined, in conjunction with an adviser, on an approved Doctoral Program Planning Form.

A maximum of 24 credit hours from a previously earned master’s degree may be counted toward the required post-baccalaureate total of 70 credit hours required for the doctoral degree, resulting in 46 post-master's credit hours. The credit hours required at the post-master's level could be higher, depending on the specific course work taken at the master's level.

Graduate course work will be selected from basic science foundation topics such as advanced anatomy, physiology, microbiology, genetics, and pharmacology. Selected courses will be documented on the Doctoral Program Planning Form which must be submitted by the end of the first semester.

In addition to the course work completed prior to enrollment in the doctoral program, students may choose to complete graduate course work at partnering CTSI institutions. Once the mentor has been selected, advanced graduate electives may be chosen from any of the CTSI partner institutions (MSOE, MCW, UWM). See the Departmental Graduate Handbook for specific requirements.

Advancement to candidacy for the doctoral degree is considered following successful completion of all requirements specified on the Doctoral Program Planning Form and after passing a doctoral qualifying examination. A typical doctoral student must complete 23 credit hours of core course work, 11 credit hours in advanced electives (minimum of 3 courses), plus six courses (0 credits) of departmental seminar which would expand the student’s knowledge in research theory, statistical analysis, basic biomechanics, kinesiology principles and ethical decision making as well as exposure to research opportunities within the program. In addition, doctoral candidates will complete 12 credit hours of dissertation work. The student must submit and defend a dissertation after completing all other formal requirements for the doctoral degree.

Courses

CTRH 6001. Applied and Rehabilitative Systems Physiology. 3 cr. hrs.
An advanced and in-depth presentation of the impact of disease and rehabilitation on the major and physiologic systems. Systems may include: skeletal muscle, cardiovascular, pulmonary, endocrine, immune, and intermediary metabolism. Addresses clinical and translational models from a systems and disease perspective. Examples may include: aging, fatigue, immobilization, cancer, multiple sclerosis, mitochondrial and metabolic disorders, chronic stress and pain. Prereq: BISC 5135 and BISC 5145.

CTRH 6020. Measurements, Tests, and Techniques in Rehabilitation Science. 3 cr. hrs.
An overview of the tests, measurements and evaluation used in clinical translational rehabilitation research. Advanced discussion of validity and reliability of measurements tools and devices. Topics include physiological and psychosocial testing. Prereq: Graduate standing in CTRH or Nursing. Graduate course in statistics.

CTRH 6030. Advanced Principles and Instrumentation in Biomechanics. 3 cr. hrs.
Presents biomechanical concepts important to the study of human movement and activity and explores the instrumentation used in this study. Discusses and applies biomechanical principles including Newton's laws, anthropometrics, statistics, dynamics, material properties, kinetics and kinematics. Instrumentation such as electromyography, accelerometers, force transducers, optical sensor and force plates are discussed and utilized in the study of human movement. Discusses the design, implementation and calibration of these instruments. Prereq: CTRH 6001, which may be taken concurrently.

CTRH 6130. Neuromechanical Control and Regulation of Coordinated Movement. 2 cr. hrs.
In-depth study of the neural, mechanical, and muscular determinants that affect the control and regulation of coordinated movement in healthy and pathological populations. Prereq: CTRH 6030.

CTRH 6201. Neurophysiological Principles in Disease and Rehabilitation. 3 cr. hrs.
Examines system level neurophysiological principles in disease and rehabilitation. Prereq: CTRH 6001 and BISC 5135.

CTRH 6250. Neural Control of Locomotion. 3 cr. hrs.
In-depth study of the neural mechanisms underlying locomotor movements, with emphasis on human locomotion. Prereq: CTRH 6201.

CTRH 6290. Brain Dissection. 1 cr. hr.
An in-depth approach to the anatomy of the human brain. Emphasizes correlations between structure and function. Prereq: Graduate standing in CTRH program.
CTRH 6320. Molecular and Biochemical Techniques in Rehabilitation Health Sciences. 1 cr. hr.
Covers medical and forensic molecular biology, including a review of DNA/RNA structure and function, and biochemical analysis. Relevant laboratory techniques include: isolation of genomic DNA from various tissue samples, PCR, RFLP, molecular diagnosis of cancer, detection of infectious agents and identification of inherited diseases. Discusses proper sample processing, handling and storage. Special topics related to specific clinical populations based upon student interests discussed and techniques reviewed. Prereq: CTRH 6001.

CTRH 6380. Contemporary Rehabilitation in Pain. 2 cr. hrs.
Concepts relating to understanding the basic mechanisms of pain transmission, modulation, including how these influence clinical decision making. Prereq: CTRH 6201.

CTRH 6505. Aging and Physical Activity. 2 cr. hrs.
Explores the aging process using a multi-focal approach. Examines mental, physical and social facets of aging and develops the skills to program fitness and wellness activities for older adults of variable levels of health. Allows hands-on experience in leading and programming exercise with older adults while offering an opportunity to provide a valuable community service in the Milwaukee area. Prereq: CTRH 6001.

CTRH 6510. Obesity - A Comprehensive Approach. 2 cr. hrs.
Explores obesity as a disease process using a multi-focal approach. Examines mental, physical and social facets of obesity, as well as, approaches to treatment and prevention. For EXPH/ATTR students, application of classroom material occurs via service learning at a variety of sites in MPS and other area facilities. Prereq: CTRH 6001.

CTRH 6515. Neuromuscular Plasticity in Health and Disease. 3 cr. hrs.
Examines system level neurophysiological adaptations to activity, disease and rehabilitation with emphasis on sensory and motor systems. Prereq: CTRH 6001 and CTRH 6201.

CTRH 6520. Physiological Adaptations to Environmental Stress. 2 cr. hrs.
Systems based physiological responses and adaptations to acute and chronic environmental stress. Considerations given to rest and exercise conditions. Topics may include: spaceflight and microgravity, hyperbaric environments, hypoxia, high altitude, heat and cold. Prereq: CTRH 6001; BISC 5135; and EXPH 4192 or EXPH 5192.

CTRH 6530. Spinal Mechanisms of Motor Control and Implications of Rehabilitation. 2 cr. hrs.
Primarily journal-based discussion with exposure to various motor control laboratories in the Midwest. Prereq: CTRH 6001 and CTRH 6201.

CTRH 6540. Fatigue in Health and Disease. 3 cr. hrs.
An advanced and in depth presentation of the neuromuscular fatigue in healthy, diseased and disabled populations. Explores neural and muscular mechanisms of neuromuscular fatigue for different task conditions and populations that may include: aging, gender, cognitive demand, environmental temperature, practice and neural and muscular disorders, such as, multiple sclerosis, cancer, chronic and acute stress conditions, Alzheimer's disease and stroke. Prereq: CTRH 6201.

CTRH 6550. Physiology of Aging. 3 cr. hrs.
Provides an understanding of the physiology of normal aging and how that differs at times to the pathophysiology of human disease. Presents the normal aging process and disease processes to determine between normal and pathologic presentation, in order to design and implement appropriate therapeutics. Describes modifications in practical areas that will enhance care of the geriatric patient. Topics may include: cardiovascular, respiratory, neural systems, cognition, renal, endocrine, immunology, bone and special senses. Each class session ends in a discussion of the clinical implications as they relate to common practice or professions of choice. Prereq: CTRH 6001.

CTRH 6560. Performance and Rehabilitation. 3 cr. hrs.
Focuses on providing an advanced level understanding of the physiology of performance enhancement as it relates to rehabilitation. Topics include: advanced training procedures, assessment techniques and elite training theories. Discusses common surgical procedures and rehabilitation techniques associated with elite athletes with opportunities for observation as permitted. Addresses various subsets of the population, when appropriate, regarding specificity of responses to speed, agility and power training (elite, college, women and sport specific programs). Understanding is demonstrated by incorporation of and application of background knowledge obtained in other courses (exercise physiology, strength and conditioning, biomechanics, kinesiology and orthopedic physical therapy) into the development of exercise programs for specific populations with the purpose of performance enhancement. Includes consideration of the rehabilitation of elite athletic populations experiencing conditions commonly requiring physical therapy intervention (upper or lower extremity or core injuries). Prereq: CTRH 6001.

CTRH 6600. Project Design and Development in Clinical and Translational Rehabilitation Health. 0-3 cr. hrs.
Provides mentorship in the design and development of the non-thesis master's project to include selecting the topic, population, community or site for project, design of methods and developing the agreements or contracts for the project. 0 credit will be SNC/UNC grade assessment; 1-3 credits will be S/U grade assessment. Prereq: Grad. stndg. in CTRH program.

CTRH 6650. Research Methods in Clinical and Translational Rehabilitation Health Science. 1-6 cr. hrs.
Introduction to and mastery of specific research techniques and methods associated with the research expertise of faculty in clinical and translational rehabilitation health. Prereq: Grad. stndg in CTRH.

CTRH 6931. Topics in Clinical and Translational Rehabilitation Health Science. 1-3 cr. hrs.
Topics of current interest to Clinical and Translational Rehabilitation Health Science.
CTRH 6953. Journal Club in Clinical and Translational Rehabilitation Health Science. 0-3 cr. hrs.
Scholarly presentations by visiting faculty and clinicians, resident faculty and graduate and undergraduate students on current topics related to clinical and translational health. 0 credit will be SNC/UNC grade assessment; 1-3 credits will be S/U grade assessment. Prereq: Graduate standing in CTRH program.

CTRH 6958. Readings and Research in Clinical and Translational Rehabilitation Health Science. 0-3 cr. hrs.
Introduces readings and ongoing research in individual laboratories of faculty within the CTSI. The number of hours varies, but the rotation typically consists of two rotations. Involves laboratory work, attending laboratory meetings, individual meetings with laboratory PI and oral presentation of progress made in this rotation. Directs students toward potential laboratories with interest or expertise as identified by the student in areas related to clinical and translational rehabilitation health. Presents various techniques and methods in individual laboratories. Students select their research mentor and collaborators for their project by the end of the course. S/U grade assessment. Prereq: Graduate standing in CTRH program.

CTRH 6960. Seminar in Clinical and Translational Rehabilitation Health Sciences. 0-3 cr. hrs.
Scholarly presentations by visiting faculty and clinicians, resident faculty and graduate students on current topics related to clinical and translational rehabilitation health. 0 credits SNC/UNC grade assessment, 1-3 credits S/U grade assessment. Prereq: Graduate standing in CTRH program.

CTRH 6995. Independent Study in Clinical and Translational Rehabilitation Health Sciences. 1-3 cr. hrs.
Prereq: Cons. of instr. and cons. of prog. dir.

CTRH 6998. Professional Project in Clinical and Translational Rehabilitation Health Sciences. 0-3 cr. hrs.
0 credit will be SNC/UNC grade assessment; 1-3 credits will be S/U grade assessment. Prereq: Cons. of instr.

CTRH 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of instr.

CTRH 8995. Independent Study in Clinical and Translational Rehabilitation Health Science. 1-3 cr. hrs.
In-depth research on a topic or subject matter usually not offered in the established curriculum with faculty and independent of the classroom setting. Prereq: Cons. of Instr. and cons. of prog. dir.

CTRH 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Cons. of instr.

CTRH 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of prog. dir.

CTRH 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of grad. prog. dir.

CTRH 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9989. Doctoral Comprehensive Exam Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.
CTRH 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.

CTRH 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of graduate prog. dir.
Communication (COMM)

Associate Dean for Graduate Studies and Research: Sarah Feldner, Ph.D.
Graduate Communication website (http://diederich.marquette.edu/COC/graduate-program.aspx)

Degrees Offered
Master of Arts; Certificate

Program Description
The J. William and Mary Diederich College of Communication graduate program prepares students for intellectual, artistic, professional and ethical leadership in a complex technological and multicultural world. It uses a core of common knowledge, values, and communication skills to improve understanding of communication as a cultural and social process and to develop the skills necessary for success in constantly changing information environments. Students can specialize in one of two areas: communication professions and society, or digital communication strategies. The master’s program takes an integrative approach that emphasizes how contemporary communication practices, technologies and professions intersect, and encourages students to learn from one another’s specialized interests.

The communication professions and society specialization focuses upon deeper skills of analysis and research in communication and prepares students for advanced roles in their careers or for doctoral studies. The digital communication strategies specialization focuses upon the planning and use of communication technologies and prepares students to work as leaders in their professional fields.

Students are encouraged to tailor the degree to their individual interests by choosing from the varied proseminars or topics courses offered in communication, or from courses offered in other Marquette graduate programs, including business, marketing, English, psychology, and political science.

Both specializations require a problem-based, interdisciplinary, organizationally grounded fieldwork experience. Milwaukee offers a rich urban laboratory for communication study, with a wide array of advertising and public relations agencies, major corporations, consulting firms, broadcast stations, general interest and specialized newspapers and magazines, and online publications. The fieldwork credits allow students to gain experience and develop a professional portfolio, and to work collaboratively and learn from one another’s experiences as writers, designers, multi-media specialists, consultants, trainers and marketers.

Upon the completion of the master of arts degree program in communication, graduates will be able to:

1. Apply research-based, theory-informed knowledge to the identification and solution of real-life issues in the field.
2. Apply ethical decision-making skills in a variety of communication situations.
3. Integrate knowledge from the discipline of communication with the chosen specialization area.

Prerequisites for Admission
For all master of arts and certificate programs in communication, the applicant must have graduated with, or be about to graduate with, a bachelor’s degree from an accredited institution and must have an undergraduate grade point average equivalent to at least a 3.000 on a 4.000 scale. Master of arts applicants without sufficient academic or professional background will be required to take some undergraduate courses with no graduate credit to satisfy deficiencies.

Application Requirements
Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation, specifically in letter format.
4. A brief statement of academic and professional goals.
5. (For M.A. applicants only) GRE scores (General Test only).
6. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency. A minimum score of 600 on the paper-based version, 250 on the computer-based version, or 100 on the Internet-based version is required.
Dual Programs of Study

M.A. in Communication and M.A. in Political Science
M.A. in Communication and M.A. in International Affairs

The J. William and Mary Diederich College of Communication, in conjunction with the Department of Political Science, offers a program of dual study leading to a master of arts degree in communication and a master of arts degree in political science or international affairs. Dual degree students are able to complete both degree programs in less time than if both degrees were pursued separately.

Students seeking admission into the dual degree program must submit to the Graduate School separate applications for admission to both programs, including two sets of required documentation, and must meet the admission requirements of each program. Acceptance into one program does not guarantee acceptance into the other. If a student is accepted into one program and not the other, the student can still choose to accept the admission offer from the first program but would not be considered a dual degree student. Because students are officially admitted into only one Marquette University graduate program at a time, applicants must indicate which program they intend to pursue and complete first, although once accepted for admission to both programs, students may take courses from both departments. Upon completion of the first program, the student will be officially admitted to the second program for completion of the remainder of the dual program.

Dual degree students count 9 credits of course work in each program toward the required course work credits of the other program. Thus, 9 of the 30 credits required for the thesis program, or 9 of the 36 credits required for the non-thesis program for the master of arts degree in communication will come from POSC courses, and 9 of the 30 credits required for the master of arts degree in political science or international affairs will come from COMM courses.

Communication Master's Requirements

Specializations: Communication Professions and Society, Digital Communication Strategies

Students are required to choose a specialization and have the option of completing a thesis program or a non-thesis program. All students are admitted to the thesis program (Plan A), but may transfer to the non-thesis program (Plan B) with the approval of the program director. Students must earn a grade point average of at least 3.000 with no grades below a C.

Thesis Program (Plan A)

Students must complete 24 credit hours of course work plus 6 credit hours of thesis work (a total of 30 credit hours). Students must also submit an approved thesis and are required to give an oral defense of their thesis.

Non-Thesis Program (Plan B)

All students are admitted to the thesis program (Plan A), but may transfer to the non-thesis program (Plan B) with the approval of the program director.

Non-thesis program students must complete 30 credit hours of course work, 3 credit hours of practicum and 3 credit hours of an approved professional project (a total of 36 credit hours).

Program Requirements

Thesis (Plan A) Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6001</td>
<td>Communication Theory in Context</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6002</td>
<td>Communication Research in Action</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6250</td>
<td>Communication as Ethical Practice</td>
<td>3</td>
</tr>
<tr>
<td>Specialization courses (see details below)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>30</strong></td>
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</tbody>
</table>

1. The elective may include any course at the 5000 level or above including communication professions and society prosemias and digital communication strategies courses. Students may also choose courses in other departments selected in consultation with advisers.

2. Students may choose to take COMM 6964 Communication Practicum for elective credit. COMM 6964 Communication Practicum may be repeated for up to 6 credits.

Non-Thesis (Plan B) Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COMM 6001</td>
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</tr>
<tr>
<td>COMM 6250</td>
<td>Communication as Ethical Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
Comm 6964 Communication Practicum 3
Specialization courses (see details below) 12
Electives 1, 2 9
Professional Project 3
Total Credit Hours 36

1 Electives may include any course at the 5000 level or above including communication professions and society proseminars and digital communication strategies courses. Students may also choose courses in other departments selected in consultation with advisers.

2 Students may choose to take COMM 6964 Communication Practicum for elective credit. COMM 6964 Communication Practicum may be repeated for up to 6 credits.

Specialization Details

Communication Professions and Society
This specialization provides students with the theoretical and methodological foundation needed for positions of intellectual leadership in communication professions, or for doctoral studies. The proseminar format encourages students to discover their individual interests within a broad spectrum of communication concepts, theories, and research methods.

The proseminars are organized under six important contemporary topics; their exact content and title will vary depending upon term and instructor. Proseminars may be repeated under different titles.

To complete the communication professions and society specialization, students must choose 4 proseminars from the following list. Each course has variable topics and may be repeated once; however, students must complete courses in at least 3 areas.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6953</td>
<td>Proseminar in Health, Science and Environment</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6954</td>
<td>Proseminar in Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6955</td>
<td>Proseminar in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6956</td>
<td>Proseminar in Public Life</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6957</td>
<td>Proseminar in Relationships</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6958</td>
<td>Proseminar in Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Digital Communication Strategies
This specialization provides students with the conceptual foundation and practical training they need to help organizations plan and execute effective digital communication strategies. Courses help students identify and plan communication strategy, develop digital content, and measure the effectiveness of communication messages within a variety of professional contexts, including advertising, public relations, and journalism. Students may tailor their course selections to meet their professional needs and interests.

The digital communication strategies specialization offers topic-based courses that take an applied approach to the strategic use of digital communication technologies. Specific titles vary, depending upon term and instructor, and topics courses may be repeated under different titles.

To complete the digital communication strategies specialization, students choose 4 courses from the following list. Each course has variable topics and may be repeated once; however, students must complete courses in at least 3 areas.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6810</td>
<td>Digital Communication Strategies for Content</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6815</td>
<td>Digital Communication Strategies in Metrics</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6820</td>
<td>Digital Communication Strategies for Technologies</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6825</td>
<td>Digital Communication Strategies for Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Accelerated Bachelor’s-Master’s Program
The accelerated degree program in the College of Communication allows Marquette University students to earn both a bachelor of arts degree with a major in digital media, advertising, communication studies, corporate communication, journalism, media studies, public relations or performing arts and a master of arts degree in communication in five years. Students will complete 9-12 hours of approved graduate credit in communication during their senior undergraduate year that count as part of the undergraduate credit hour requirement.

Upon completion of the first term as a master’s candidate, the student must petition the Graduate School to transfer the courses taken as an undergraduate to the master’s degree. All remaining master’s degree requirements may be completed during the subsequent summer, fall and spring terms.
Candidates for admission should have undergraduate junior status, have completed at least 3 upper-division communication courses and should have a communication GPA of at least 3.500. Candidates for admission should submit transcripts and three letters of recommendation, but need not submit GRE scores. Candidates for admission to this program should notify the associate dean for graduate programs of their intentions.

### Digital Storytelling Certificate

The J. William and Mary Diederich College of Communication also offers a 15 credit hour graduate certificate in digital storytelling. The certificate is for those who want to understand the theoretical foundation of storytelling, apply it to the various disciplines in communication, and learn the applied skills in multimedia technology that enable them to be competitive in the converged job market. Students who complete the certificate learn different types of storytelling, such as informational, persuasive, and historical, and different forms of storytelling, such as public affairs journalism, fundraising, advertising, public relations, entertainment, as well as family stories. Students also learn different means for doing storytelling through documentaries, blogs, websites, print media, etc. The certificate can stand alone or can be applied toward the master’s degree in communication for students admitted to the degree program.

#### Certificate Requirements

The certificate in digital storytelling requires the completion of four required courses (12 credit hours) and one elective course (3 credit hours) for a total of 15 credit hours. One of the required courses is a capstone. Students should consult their adviser or the associate dean for graduate studies and research when deciding upon electives.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6810 Digital Communication Strategies for Content</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6820 Digital Communication Strategies for Technologies</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6825 Digital Communication Strategies for Leadership</td>
<td>3</td>
</tr>
<tr>
<td>COMM 6997 Capstone in Digital Storytelling</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Course: Students select one additional course (3 credit hours) in consultation with their adviser and/or the associate dean for graduate studies and research.

### Advertising Public Relations Courses

#### ADPR 5200. Business to Business Marketing Communication. 3 cr. hrs.

Study of how businesses promote their goods and services to other businesses. Examines products, markets, objectives, strategies, media techniques and evaluation. Covers advertising, public relations, direct marketing and sales promotion. Includes case studies, outside speakers and field trips.

#### ADPR 5300. Emerging and Social Media in a Dynamic Marketplace. 3 cr. hrs.

Examines the strategic uses, impact and implications of emerging and social media. Addresses the need to adapt to a digital, networked marketplace where change is the rule rather than the exception. Expands student knowledge of emerging and social media and their application to advertising and public relations challenges. Students use this knowledge to find more strategic and effective ways to communicate with clients, publics, target markets and other stakeholders.

#### ADPR 5500. Advertising and Public Relations Account Management. 3 cr. hrs.

The fundamentals of management in both the client and agency environments. Analyzes client and agency structures and functions. Explores project estimating, budgeting and time management. Examines account profitability maintenance and account team productivity. Reviews techniques for agency and supplier selection. Special emphasis on the ethical aspects of account work.

#### ADPR 5600. International Advertising and Public Relations. 3 cr. hrs.

Students develop knowledge and skills related to strategic communications within a global marketplace. A variety of topics are addressed including the role of culture in global communication, differences in styles of communication across international groups and the role brands play in this process. Content explores culture as it applies to advertising and public relations directed at different international audiences and globalization, while keeping in mind the importance of ethics and social responsibility.

#### ADPR 5850. Mobile Communication. 3 cr. hrs.

Examines current usage trends, mobile marketing and the future of digital and mobile communication. Students learn how brands face the challenge of creatively integrating mobile tactics into their digital brand strategies through examination of case studies and contemporary best practices. Students learn how to conduct ethnographic research in an effort to understand how consumers engage with mobile devices. They explore the use of agile, human-centered, EX <user experience> design for prototyping, evaluating mobile websites and testing mobile applications to develop mobile marketing strategies that creatively integrate mobile-based tactics.

#### ADPR 5951. MU Led Travel/Study Abroad. 3 cr. hrs.

Designed to bring advertising and culture to life within the context of the global marketplace. Students spend three weeks in both London and Prague, visit local and multinational advertising agencies and media companies, and experience local culture. Course taught in an international setting by Marquette professors and where students earn Marquette credit. Study Abroad expenses apply. Prereq: Cons. of instr.

#### ADPR 5953. Seminar in Advertising and Public Relations. 1-3 cr. hrs.

Specific subjects of seminars to be announced in the Schedule of Classes. Variable topics.
ADPR 6400. Advertising and Public Relations Management. 3 cr. hrs.
Intensive analysis of advertising and public relations theory and the factors affecting their management. Study of issues and situations in advertising and public relations decision-making, such as defining objectives, planning and strategy, budgeting, media selection, and agency/client relations.

ADPR 6500. Advertising and Public Relations in Society. 3 cr. hrs.
Study of the origin and development of advertising and public relations. Analysis of their social, economic, and political influences. Special attention given to ethical issues.

ADPR 6600. Integrated Marketing Communication Campaigns. 3 cr. hrs.
Clarifies the fundamentals of integrating advertising and public relations into a marketing communications program. Integrates professional skills with theory through readings, professional speakers and the completion of an integrated marketing communications plan for a real client.

ADPR 6931. Topics in Advertising and Public Relations. 3 cr. hrs.
Directed individual/group investigation of a selected topic or problem in advertising and/or public relations. May be taken more than once when topics vary.

ADPR 6995. Independent Study in Advertising and Public Relations. 1-3 cr. hrs.
Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser. Prereq: Cons. of dept. ch.; cons. of the associate dean for graduate studies.

Communication Studies Courses

CMST 5110. Family Communication. 3 cr. hrs.
Introduces communication phenomena in the family setting. Examines how communication affects the development, maintenance, and enhancement of family relations.

CMST 5120. Gender and Communication. 3 cr. hrs.
Examines the relationship between gender and communication. Includes discussion of verbal and nonverbal communication patterns of males and females, various explanations for these patterns, perceptions of gender differences and the implications these perceptions have for people in several contexts (public, interpersonal, and organizational).

CMST 5130. Communication and Urban Families. 3 cr. hrs.
Investigates communication about urban families, the communication links between urban families and institutions, and communication practices within urban families. Emphasizes the diversity among urban families as well as the stressors and strengths found in the urban context. Prereq: CMST 1000.

CMST 5140. Intergenerational Communication. 3 cr. hrs.
Focuses on communication theories and the role of communication in intergenerational interactions within a wide variety of contexts including: interpersonal, workplace, familial, health, and mediated technology.

CMST 5220. Communication Approaches to Training and Development. 3 cr. hrs.
Emphasizes development of training sessions within organizations. Diagnostic methods for assessing needs and determining the utility of specific training are explored. Roles of consultant, in-house human resource trainer, and liaison with subject matter experts are differentiated. Students develop training modules for communication skills training.

CMST 5230. Managerial Communication. 3 cr. hrs.
Looks in-depth at the unique and challenging circumstances which affect communication between managers and their employees as well as at a number of theories and strategies for improving communication in the workplace.

CMST 5250. Leadership and Communication. 3 cr. hrs.
Explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include: power, credibility, motivation, research on leader traits, styles and situations, and current models of leadership such as transactional, transformational, charismatic, and functional approaches. Also explores the different leadership challenges posed by community and institutional settings.

CMST 5260. New Communication Technologies in the Workplace. 3 cr. hrs.
Presents a historical and theoretical review of the impact of new communication technologies on organizations and their membership. Focuses on the organizational, social and communicative implications of new communication technologies across a broad range of contexts in the organizational setting, including interpersonal, groups and teams, management, and technological innovations. Includes some special topics particularly relevant to new communication technologies including anonymity, privacy and surveillance, and technology apprehension.

CMST 5270. Communicating in Multinational Organizations. 3 cr. hrs.
Examines the influence of culture on communication in organizations. Global comparisons in organizational communication including analysis of European, Asian, and Latin American corporate cultures. Explores intercultural communication in U.S. organizations.

CMST 5320. Philosophy of Communication. 3 cr. hrs.
Outlines foundational theories and concepts regarding rhetoric’s contribution to our understanding of reality, knowledge, truth, and certainty. Topics include the role of rhetoric in the construction of our knowledge of science, politics, ethics, religion, law, gender, and culture.

CMST 5330. Freedom of Speech. 3 cr. hrs.
Examines definitions, issues, problems, and requirements for protecting or curbing free expression of speech in areas such as defamation and invasion of privacy; religious-moral heresy; provocation to anger; commercial speech; time, place, manner and institutional constraints; and prior restraint. Analysis of landmark cases and contemporary public arguments.
CMST 5360. Rhetoric of Social Movements. 3 cr. hrs.
Examines the rhetoric of social change and methodologies for analysis and appraisal of social movement discourse. Traces rhetorical strategies through contemporary movements including civil rights, feminism, Native American, anti-nuclear, abortion, gun control, Ku Klux Klan, and others.

CMST 5400. Cross-Cultural Communication in the United States. 3 cr. hrs.
Explores the dynamics of cross-cultural communication in the U.S. and obstacles to effective interaction across American co-cultures. Examines the interpersonal patterns of selected ethnic groups, races, religions, and social classes in the U.S. with the aim of improving cross-cultural understanding and communication.

CMST 5500. Health Communication. 3 cr. hrs.
Provides an introduction to the field of health communication. Examines the role of communication in health care with a focus on provider training and the provider-patient relationship. Discusses and applies theoretical models for developing effective health communication programs within a variety of health care settings.

CMST 5600. Communication Consulting. 3 cr. hrs.
Introduces communication consulting and the design implementation of communication audits for corporate and non-profit settings. Surveys various models of consulting. Teaches how to design and implement a communication audit that includes needs assessment, interpretation, and recommendations. Methods of audits include survey design, interviews and focus groups.

CMST 5810. Directing Speech Activities. 3 cr. hrs.
Theory and practice in the organization and management of co-curricular speech activities in high school and college.

CMST 5953. Seminar in Communication Studies. 1-3 cr. hrs.
Special subjects of seminar to be announced in the Schedule of Classes. Variable topics.

CMST 6100. Interpersonal Communication. 3 cr. hrs.
Examines new directions in research in interpersonal communication. Focuses on communication in the following relationships: friendships, dating, and marriage. Emphasizes the theoretical perspectives and the methodological approaches that enable us to understand how communication processes and relationship development inform each other.

CMST 6200. Organizational Communication. 3 cr. hrs.
Explores historical, contemporary and ideological approaches to the study and practice of organizational communication. Topics include: organizational culture, workplace relationships, participation and decision-making, organizational change, organizational justice, and organizational communication consulting.

CMST 6931. Topics in Communication Studies. 3 cr. hrs.
Directed individual/group investigation of a selected topic or problem in communication and rhetorical studies. May be taken more than once when topics vary. Prereq: COMM 6000 and COMM 6050; approval of the associate dean for graduate studies.

CMST 8995. Independent Study in Communication Studies. 1-3 cr. hrs.
In-depth research on a topic or subject matter usually not offered in the established curriculum with faculty and independent of the classroom setting. Prereq: Cons. of dept. ch.; cons. of the associate dean for graduate studies.

Communication Courses

COMM 5100. Mass Media and the American Family. 3 cr. hrs.
The impact of the mass media on family communication patterns, familial value structures, development of children, and orientation to news media. Examination of news, advertising, and entertainment content from educational, cultural and economic perspectives. Emphasis on empirical social science research which examines relationships between media and families.

COMM 5200. International Communication. 3 cr. hrs.
History of the comparison among present structures of national media systems and the role of journalism within them. Principles of international news flow, gatekeeping, impact of technology, and the relationship between developing countries. Exploration of various models of press-government relationships.

COMM 5300. Introduction to Survey Research in the Communications Media. 3 cr. hrs.
How to conduct and understand the results of political polls and other forms of sample surveys in the communications media. Includes a discussion of ethical considerations in survey research, an introduction to principles and techniques of sampling, questionnaire construction and interviewing, practice in data analysis and related reasoning, and the presentation of results for various audiences.

COMM 5330. Health, Science, and Environmental Communication. 3 cr. hrs.
Study of and practice in communication of health, science, environmental, and risk information with the public and other non-experts, especially through mass, specialized and new media. Includes overview of some current issues.
COMM 5500. Race and Gender Issues in Mass Media. 3 cr. hrs.
Surveys the past and present relationship between women and racial and ethnic minorities in the United States and the mass media. Specifically, the issues of how women and people of color are portrayed in the news and entertainment media, the role of ownership, employment and access to the media institutions will be studied. Women's Studies elective.

COMM 5550. Media and the "Other". 3 cr. hrs.
Analysis of media created for and by a wide array of audiences, especially those outside of what is sometimes called "mainstream" media. The ways in which social and cultural ideas of "us" and "other" are formed, reinforced, and sometimes challenged through the media lens are identified and debated. Students consider and identify the power of media to form and honor (or dishonor) identity and whether it is possible or desirable to produce media that are identity-neutral.

COMM 5600. Media Management. 3 cr. hrs.
Staffing, organization, economics, salaries, law, labor negotiations and community relations as involved in the mass media. Theoretical and practical approaches to the problems of management.

COMM 5650. Cultural Identity, Media and World Religions. 3 cr. hrs.
Framed through a media lens, studies the diversity of ethnic and spiritual beliefs that make America multicultural and religiously pluralistic. Examines manifestations of religion in print and electronic news, advertising and public relations, the uses of media by religious groups, bias and prejudice about religion in the secular media, and bias about secularism in religious media. Deconstructs consumer and material culture, and offers a critique of cultural consumption based on philosophies embedded in world religions. Uses a variety of media in instruction.

COMM 5700. Media and Politics. 3 cr. hrs.
How the news media cover politics and how politicians deal with news coverage. Emphasizes recent presidential campaigns, with special attention to ethical issues, the impact of new media, campaign advertising and strategies used by politicians and journalists.

COMM 5750. Media, Technology and Culture. 3 cr. hrs.
Draws on books, films, television shows and other elements of popular culture to consider the historical and conceptual foundations of new media technologies and their impact on contemporary culture.

COMM 5951. Marquette Led Travel and Study Abroad:. 3 cr. hrs.
Course taught in an international setting by Marquette professors and where students earn Marquette credit. Study Abroad expenses apply.

COMM 5953. Seminar in Communication. 1-3 cr. hrs.
Special topics of seminar to be announced in the Schedule of Classes. Variable topics.

COMM 6001. Communication Theory in Context. 3 cr. hrs.
An introduction to communication theory as both intellectual and professional practice, with special attention to how it applies to the study of organizations; media; health, science, and the environment; public life; technology; and relationships.

COMM 6002. Communication Research in Action. 3 cr. hrs.
Explores professional and scholarly applications of research methodologies related to issues and problems in the study of organizations; media; health, science, and the environment; public life; technology; and relationships.

COMM 6010. Humanistic Theories and Methods in Communication. 3 cr. hrs.
Introduction to common humanistic theories and research methods relevant to media and communication studies. Students learn a variety of approaches, practical methodologies and tools to help prepare them to conduct research in various professional and academic contexts.

COMM 6020. Social Science Theories and Methods in Communication. 3 cr. hrs.
Introduction to the major social scientific theories about the roles and effects of communication among individuals, in groups, organizations and society, and related quantitative research methods.

COMM 6100. Qualitative Research Methods in Communication. 3 cr. hrs.
Study of theory-based qualitative research applied to professional and scholarly problems and the effective communication of research results. Based on the fundamentals of theory and research methods offered in COMM 6010 and COMM 6020. Prereq: COMM 6010 or equiv. and COMM 6020 or equiv.; or cons. of instr.

COMM 6150. Quantitative Research Methods in Communication. 3 cr. hrs.
Study of theory-based quantitative research applied to professional and scholarly problems and the effective communication of research results. Based on the fundamentals of theory and research methods offered in COMM 6010 and COMM 6020. Prereq: COMM 6010 or equiv. and COMM 6020 or equiv.; or cons. of instr.

COMM 6200. Rhetorical Criticism. 3 cr. hrs.
Explores the nature, function, principles, and methods of contemporary rhetorical criticism. Interrogates a variety of critical approaches useful in describing, analyzing, interpreting and evaluating a variety of persuasive messages and contexts.

COMM 6220. Media and Public Policy. 3 cr. hrs.
Analysis of the public policy process and its impact on the development of media systems. Examination of current policy issues relating to the content, structure, economics, and technology of mass communication.
COMM 6250. Communication as Ethical Practice. 3 cr. hrs.
Explores the role of ethics in professional and scholarly life. Students will learn ethical theories, how to analyze a communication related ethics problem, derive and answer a normative-question related to the problem and learn to critically analyze and evaluate texts from a variety of communicative settings. Prereq: Cons. of instr.

COMM 6300. International Communication. 3 cr. hrs.
Development of international communication systems; flow of information, including news, entertainment and advertising. Influence of media systems upon international relations and national development. Comparison of media systems.

COMM 6350. Communication Analysis and Design. 3 cr. hrs.
Advanced study of human and mass communication content, audience analysis, public opinion formation, effects, message design and related topics. Prereq: Cons. of instr.

COMM 6355. Analysis of Public Communication Campaigns. 3 cr. hrs.
Analysis of communication campaigns aimed at informing, changing or reinforcing people's attitudes and/or behaviors concerning commercial, political or social-action issues.

COMM 6400. Intercultural Communication. 3 cr. hrs.
Examines the influence of culture on communication in international transactions and cross-cultural encounters within the United States. Explains the dynamics of intercultural communication between people from different societies as well as the interpersonal patterns of selected ethnic groups and races within the United States. Provides an analytical framework for analyzing intercultural exchanges.

COMM 6450. Theories of Persuasion. 3 cr. hrs.
Identification and examination of the role and influence of communication variables central to the process of persuasion in human and mass communication.

COMM 6500. Media Law. 3 cr. hrs.
Constitutional and administrative law principles affecting freedom of expression and mass communication. Laws and regulations which pertain to media management and business practices explicitly and exclusively applied to mass communication.

COMM 6550. Communication History. 3 cr. hrs.
Analysis of the origins and development of human and mass communication. Social, technological, political and economic influences of the growth and development of communication.

COMM 6600. Media Economics and Management. 3 cr. hrs.
Examines problems and issues in media economics and management. Emphasis on finance, personnel, advertising, audience promotion and research.

COMM 6650. Sociology of Communication. 3 cr. hrs.
The nature and function of human and mass communication as a function of sociological concepts. The role of social institutions and systems in forming the human response to communication.

COMM 6700. Psychology of Communication. 3 cr. hrs.
The nature and function of human and mass communication as a function of psychological concepts. Perception, cognition, comprehension, dynamics, semantics and symbols as related to human response.

COMM 6750. Media and the Information Society. 3 cr. hrs.
Media as cultural forces associated with the diffusion of technological development and their economic, political and social consequences.

COMM 6810. Digital Communication Strategies for Content. 3 cr. hrs.
Discusses strategies for creating and evaluating textual, audio, and video materials for different platforms and audiences. Focus varies; topics may include: digital content management, writing for the web, branding and social journalism. Course topics to be announced in the Schedule of Classes.

COMM 6815. Digital Communication Strategies in Metrics. 3 cr. hrs.
Explores methods used to measure the impacts and effectiveness of digital communication across a variety of audiences and platforms (text, audio, video, and web). Focus varies; topics may include: measurement, analytics, user experience and the integration of return on investment (ROI). Seminar topics to be announced in the Schedule of Classes.

COMM 6820. Digital Communication Strategies for Technologies. 3 cr. hrs.
Analyses organizations and organizational practices from a variety of theoretical and applied perspectives. Focus varies; the topics may include: organizational rhetoric, systems theory, strategic communication, crisis communication and corporate communication. Seminar topics to be announced in the Schedule of Classes.

COMM 6825. Digital Communication Strategies for Leadership. 3 cr. hrs.
Focuses on the use of communication leadership theories to coordinate organizational practices in an era of widespread technology and new media use. Focus varies; topics may include: digital communication management, executive communication via digital communication, project management, legal and ethical issues posed by new technologies and reputation management. Seminar topics to be announced in the Schedule of Classes.

COMM 6850. The Craft of Digital Storytelling. 3 cr. hrs.
Introduces students to the use of technology in storytelling in various forms, including but not limited to persuasion, history, and entertainment. Includes hands-on practice in constructing multimedia messages, and students learn the art of storytelling using print, visual and aural media.
COMM 6900. Storytelling in Public Life. 3 cr. hrs.
Explores the basic narrative structure of storytelling and provides a theoretical basis for ways of gaining effectiveness, given who tells the story, who the intended audience is, the purpose of the story and the means for telling the story.

COMM 6931. Topics in Communication. 3 cr. hrs.
Directed individual/group investigation of a selected topic or problem in communication. May be taken more than once when topics vary. Prereq: COMM 6000 and COMM 6050; cons. of the associate dean for graduate studies.

COMM 6953. Proseminar in Health, Science and Environment. 3 cr. hrs.
Explores media and communication practices that shape public discussions of health, science and environmental issues. Focus varies; topics may include: managing risk and uncertainty, health communication, science and public policy and crisis communication. Seminar topics to be announced in the Schedule of Classes.

COMM 6954. Proseminar in Media. 3 cr. hrs.
Analyzes media as social, cultural, political and economic institutions. Focus varies; topics may include: the political economy of media, sports and media, the sociology of communication and media rituals. Seminar topics to be announced in the Schedule of Classes.

COMM 6955. Proseminar in Organizations. 3 cr. hrs.
Analyzes organizations and organizational practices from a variety of theoretical and applied perspectives. Focus varies; topics may include: organizational rhetoric, systems theory, strategic communication, crisis communication and corporate communication. Seminar topics to be announced in the Schedule of Classes.

COMM 6956. Proseminar in Public Life. 3 cr. hrs.
Analyzes the rhetorical and political practices that help sustain the public life of democratic societies. Focus varies; topics may include: persuasion and propaganda, free expression, rhetoric and civic life, and argument and public discourse. Seminar topics to be announced in the Schedule of Classes.

COMM 6957. Proseminar in Relationships. 3 cr. hrs.
Analyzes personal communication, focusing on the development of relationships and the interpretation of meaning in everyday personal interaction. Focus varies; topics may include: family communication, conflict, interpersonal communication, gender and communication and intercultural communication. Seminar topics to be announced in the Schedule of Classes.

COMM 6958. Proseminar in Technology. 3 cr. hrs.
Examines the role that communication technologies have played in creating new models of social order, reshaping the forms of political and economic power and transforming group identity and personal life. Focus varies; topics may include: the history of the Internet, the use of communication technology in organizations, digital media and the global order and technologies of surveillance. Seminar topics to be announced in the Schedule of Classes.

COMM 6961. Special Institute/Workshop/Project. 1-3 cr. hrs.

COMM 6964. Communication Practicum. 3 cr. hrs.
Course guided practical field experience. Students apply communication theories and perspectives while working within a chosen communication field. Possible sites include public relations firms, corporate communication departments, media organizations, human resources departments, health communication departments and training and development organizations. Requires students to read and respond to texts on program recommended reading list and hands on training in all aspects of media editing and production (e.g. print and Web page construction, audio production, video production).

COMM 6995. Independent Study in Communication. 1-3 cr. hrs.
Prereq: Cons. of dept. ch.; cons. of the associate dean for graduate studies.

COMM 6997. Capstone in Digital Storytelling. 3 cr. hrs.
Students integrate what has been learned across previous courses and create a microsite devoted to a subject that is relevant to personal or career goals.

COMM 6998. Professional Project in Communication. 1-3 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch., approved project proposal and cons. of the associate dean for graduate studies.

COMM 6999. Master’s Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.; approved thesis outline and cons. of the associate dean for graduate studies.

COMM 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of the associate dean for graduate studies.

COMM 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of associate dean for graduate studies.

COMM 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of associate dean for graduate studies.

COMM 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of associate dean for graduate studies.

COMM 9977. Field Placement Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.
COMM 9978. Field Placement Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

COMM 9979. Field Placement Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

COMM 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

COMM 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

COMM 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

COMM 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of associate dean for graduate studies.

COMM 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of associate dean for graduate studies.

COMM 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of associate dean for graduate studies.

COMM 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of associate dean for graduate studies.

COMM 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of associate dean for graduate studies.

COMM 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of associate dean for graduate studies.

Digital Courses

DGMD 5260. Documentary Production. 3 cr. hrs.
Students create documentary digital media projects that employ non-fiction story structure and advanced techniques of shooting and editing, including handheld and stationary camera, audio and microphone techniques and field lighting. Students learn documentary theory and history, and also master project research, development, production and editing techniques. By developing individual voice and storytelling techniques, students create original, meaningful non-fiction works.

DGMD 5275. Advanced Television Production and Direction. 3 cr. hrs.
Development of program-length dramatic and non-dramatic productions for television, cable, educational, and corporate distribution. Particular attention to the integration of the various media used in television production and to legal and financial considerations.

DGMD 5450. News and Information Gathering. 3 cr. hrs.
Analysis of the community with a view to the problems and opportunities for the broadcast media on the political, public, administrative, financial and commercial, labor, social welfare, and educational affairs of the community.

DGMD 5615. Radio Programming. 3 cr. hrs.
Examination and case study analysis of the contemporary radio industry. Emphasis on music formats, news, talk, sports, syndication, and other sources of program material. Audience demographics, profiles, ratings, and promotions. Practical experience in applying for FCC license.

DGMD 5620. Television Programming. 3 cr. hrs.
Analysis of television programming theories. Includes data-based criticisms of different programming strategies. Primary emphasis on prime-time network entertainment programming; includes consideration of effective programming for other "day parts" and news. Students will program their own network on the basis of theories and data provided.

DGMD 5800. Digital Media Law and Policy. 3 cr. hrs.
Focuses on contemporary problems in media law and policy. Emphasis is placed on the Internet, mobile and social media, broadcasting, broadband and emerging technologies and on the most current legal and policy controversies and debates affecting those media. Students debate and seek to resolve law and policy problems while also studying and critiquing policymaking processes.

DGMD 5810. American Television: 1946-Present. 3 cr. hrs.
Historical, cultural and commercial growth of American television, with special emphasis on programming, from pre-commercial beginnings to the present. Key genres, persons, issues and trends in the development of American prime-time television.

DGMD 5830. Early History of Broadcasting. 3 cr. hrs.
History of the American system of broadcasting from its inception to approximately 1950. Examination of the technological, social, cultural, economic and political forces which shaped the industry. Emphasis on the roles of the broadcasters as agencies of information and entertainment by an analysis of trends in radio and early television programming.
DGMD 5931. Topics in Digital Media. 1-3 cr. hrs.
Various topics to be announced in the Schedule of Classes. Includes extensive screening and/or other activities. Lecture/lab format.

Journalism Courses

JOUR 5110. Persuasive Writing. 3 cr. hrs.
An advanced writing course giving directed practice in the work of moving readers to assents and to acts according to the principles of Aristotle’s rhetoric as they apply to the instruments and techniques of journalism.

JOUR 5120. Feature Writing. 3 cr. hrs.
Writing a range of features for newspapers and magazines, from short stories to profiles, using narrative nonfiction and literary journalism techniques.

JOUR 5130. Critical Writing. 3 cr. hrs.
An advanced writing course giving understanding and directed practice in the arts criticism function in the mass media. Reviewing books, plays, films, television, music, restaurants primarily for print media. Development of critical theories for evaluation of the arts.

JOUR 5140. Depth Reporting. 3 cr. hrs.
In-depth research, analysis and reporting on a problem, issue or situation in the political, public, administrative, financial, educational, social or welfare aspects of a community. Use of public records, interviews, and observations. Building a news series, creating a package of news and editorial material.

JOUR 5150. Investigative Reporting. 3 cr. hrs.
Identification and development of a story or series or events exploring a problem in a public institution. Use of computer data bases, printed records and interviews to analyze a current situation. Developing a series which presents the problem and the perspectives of individuals involved and affected.

JOUR 5160. Narrative Nonfiction. 3 cr. hrs.
Emphasizes longform journalism, stresses strong reporting, immersion in a single subject over the entire term, in-depth interviews and detailed observation. Students work individually, turning in portions of their work weekly, and produce a publishable 10,000 to 15,000 word article as the final project. Prereq: Cons. of instr.

JOUR 5200. Publications Editing. 3 cr. hrs.
Editing principles and practices for print and online news publications. Editing copy, photos, charts and graphs; verification of information; writing headlines and captions. News judgment, wire services, backpack journalism, digital newsroom; digital production software.

JOUR 5310. Communication of Urban Issues. 3 cr. hrs.
Study and practice of communicating urban issues with public with an emphasis on reporting in various forms of media. Scope and types of media in the modern metropolis. Media interaction with political and social forces in the urban environment. Audience use of news media and other sources of information about urban issues.

JOUR 5320. Religious Journalism. 3 cr. hrs.
Study of, and practice in, mass media coverage of contemporary religion with an emphasis on the Catholic Church. Purposes and practices of religious publications; religion coverage in the secular media.

JOUR 5340. Business and Economic Journalism. 3 cr. hrs.
Study of, and practice in, mass media coverage of business and economic issues. Survey of business publications and business reporting; economic publications and economic reporting. Corporate reports, forecasting, market information, and other publicized data. Management, labor, and other corporate problem areas.

JOUR 5350. Sports Journalism. 3 cr. hrs.
Study and practice in journalism dedicated to sports and general reporting on sporting events, figures and the industry. Survey of sports publications and online news services; news and feature reporting on sports in general publications. Media interactions with sports owners and figures. Reporting strategies for major sports. Special attention to multimedia formats.

JOUR 5400. Media Entrepreneurship. 3 cr. hrs.
The business side of being a journalist: management, financial, practical and professional issues running an online or print publication, operating as a backpack journalist, working as a freelancer. Management structures, business practices, contracts and marketing.

JOUR 5500. Newspaper Design and Production. 3 cr. hrs.
Fundamentals of design and production for print and online newspapers. Develops skills in working with separate and integrated print and online delivery systems. Introduction to digital forms of news content for online news publications: audio, video, slide shows and podcasts. Digital production software.

JOUR 5510. Magazine Design and Production. 3 cr. hrs.
Fundamentals of magazine design and production. Develops understanding of basic elements of publication design and critical skills through analysis of various design problems. Prereq: Computer workshop or demonstrated proficiency on the Macintosh computer with current design software.

JOUR 5520. Web Design and Production for Journalists. 3 cr. hrs.
Fundamental principles of processing and managing information in verbal and visual forms for Web publication. An emphasis on special editing and design issues created by the online environment and internet technology. Legal and ethical issues on the Internet. Prereq: Computer workshop or demonstrated proficiency on the Macintosh computer with current design software.

The origin and development of journalism in the United States considered in relation to American political, social and economic history. Consideration of newspapers, magazines, the electronic media, and important figures within each field.
JOUR 5800. School Publications. 3 cr. hrs.
The special nature and functions of school publications. Their educational value. Projects in planning publications to fit their nature and functions. The role of the publication adviser. Lecture/lab format.

JOUR 5932. Advanced Topics in Journalism. 3 cr. hrs.
Advanced reporting and producing of news stories on a single topic that varies by semester.

JOUR 5953. Seminar in Journalism. 1-3 cr. hrs.
Specific subjects of seminars to be announced in the Schedule of Classes. Variable topics.

JOUR 6500. Journalism as Literature. 3 cr. hrs.
Study of major British and American literary works which have been produced by journalists. Contribution of journalists to literary developments in U.S. and Britain.

JOUR 6600. Religious Communication. 3 cr. hrs.
Relationship between mass mediated religious content and audience; methods for developing communication within religious institutions and communities and between religious institutions and society; small group, print, electronic, and public information systems; structure of church communication systems at local, regional, and national levels. Communication of religious concepts through media to different audiences and age groups.

JOUR 6700. Political Analysis. 3 cr. hrs.
Principles which enable the observer and commentator to distinguish between public debate and underlying trends and to identify issues moving society as opposed to those that are only being discussed. Analysis of levels of political activity, federal, state, and local; effective patterns of relation between layers of government. Social forces which tend to convert political debate into ritual observances with no apparent connection to the forces moving the electorate.

JOUR 6800. Processes and Strategies in Public Affairs Reporting. 3 cr. hrs.
Processes and strategies for developing public affairs news content for print and multimedia distribution. Students research and produce stories.

JOUR 6850. Specialized Reporting. 3 cr. hrs.
Overview of various reporting areas (health/science/environment, business/economic, religion) with required application in each of the areas. Five weeks are devoted to each area. The end of each section requires a final news project. Students have the ability to work/write across media. Prereq: JOUR 6800.

JOUR 6931. Topics in Journalism. 1-3 cr. hrs.
Directed individual/group investigation of a selected topic or problem in journalism. May be taken more than once when topics vary.

JOUR 6953. Seminar in Media History. 3 cr. hrs.
Historical methods for analyzing the origins and development of the American media. Social, technological, political, and economic influences on the development of the media and the practice of journalism.

JOUR 6959. Seminar on Mass Media in Contemporary Society. 3 cr. hrs.
Advanced study of issues and problems in the major media as social forces. Cultural origins and influence on culture. Responsibility, media organization, influence on social process. Media as a social institution.

JOUR 6995. Independent Study in Journalism. 1-3 cr. hrs.
Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser. Prereq: Cons. of dept. ch.; cons. of the associate dean for graduate studies.

Theatre Arts Courses

THAR 5200. History of Theatre. 3 cr. hrs.
A chronological survey of theatre history from its origins to 1914. Particular emphasis paid to major periods of theatrical achievement, studying conjectural and documented styles in acting, design and production methods.

THAR 5210. Contemporary Theatre. 3 cr. hrs.
A survey of 20th century theatre practice from modern European theories of the late 19th century through Postmodernism. Special attention given to innovative aspects, such as surrealism and expressionism, epic theatre, the absurd movement, multi-media presentations, environmental theatre and multi-media presentations.

THAR 5220. History of Clothing 1. 3 cr. hrs.
The study of clothing from historical perspectives. Clothing examined within sociological, artistic, and economic context. Clothing regarded as essential to Western culture, studied for a better understanding of peoples in different cultures and epochs.

THAR 5230. History of Clothing 2. 3 cr. hrs.
The study of clothing from historical perspectives. Clothing examined within sociological, artistic, and economic context. Clothing regarded as essential to Western culture, studied for a better understanding of peoples in different cultures and epochs.

THAR 5240. Period Styles. 3 cr. hrs.
Period movements as they relate to period clothing, decorative arts, architecture, music, etc., as they relate to different styles of theatrical performance and apply to actors, directors and designers.
THAR 5320. Crafts for the Theatre. 3 cr. hrs.
Studies techniques that encompass traditional and new materials, which may be used in special projects often encountered in the creation of props and costumes. Includes casting and molding, thermoplastics, mask making, foam carving, jewelry, armor, etc.

THAR 5340. Advanced Costume Technique. 3 cr. hrs.
Covers advanced methods of costuming such as beginning pattern drafting, basic tailoring techniques, fabric modification through dyeing and painting, millinery, and costume crafts construction.

THAR 5360. Theatre Management. 3 cr. hrs.
Study and practice of theatre management and publicity. Lab requirement in production and/or stage management.

THAR 5400. Costume Design. 3 cr. hrs.
Study of the aesthetic and practical application of costume design and how it relates to the theatrical production process. Includes research, script analysis and costume renderings for in-class projects.

THAR 5420. Lighting Design. 3 cr. hrs.
The study and practice of theatrical lighting script analysis, research and planning techniques. Culminates in a realized collaboration.

THAR 5440. Scenery Design. 3 cr. hrs.
Study of the principles and practices of designing scenery for the stage.

THAR 5500. Advanced Play Direction. 3 cr. hrs.
Study of interpretative styles of play direction, rehearsal techniques, audience analysis, and contemporary trends. Opportunity to test principles in assigned laboratory productions.

THAR 5600. Playwriting. 3 cr. hrs.
Study of the structure and execution of dramatic scripts for theatre. Assignments to write and analyze scenes and one-act plays.
Counselor Education and Counseling Psychology (CECP)

Chairperson: Alan W. Burkard, Ph.D.
College of Education Graduate Programs website (http://www.marquette.edu/education/grad/index.shtml)

Degrees Offered
Master of Arts; Master of Science; Doctor of Philosophy

Program Overview
The Department of Counselor Education and Counseling Psychology offers master of arts degree program in school counseling and in educational psychology (moratorium on admissions for educational psychology), a master of science degree program in clinical mental health counseling and a doctor of philosophy degree program in counseling psychology.

Prerequisites for Admission
Applicants to all graduate programs in the Department of Counselor Education and Counseling Psychology should have graduated with, or be about to graduate with, a bachelor’s or a master’s degree from an accredited institution appropriate to their chosen field of graduate study. Students applying to a doctoral program without a master’s degree must complete prerequisite master's courses as part of their doctoral program requirements.

The following courses are prerequisite courses for graduate study for all programs in the Department of Counselor Education and Counseling Psychology: introduction to psychology, introduction to statistics, research methods in behavioral sciences, abnormal psychology, human development, and multicultural/diversity. In addition, all programs require experience in human service (field work, service learning, volunteering or employment).

Applicants not meeting all prerequisites may still be considered for admission but should contact the department to discuss alternate plans for meeting the requirements prior to starting the program.

Application Deadlines
Students are admitted to the department in the spring term to begin their programs the following fall. To be considered for admission, all application requirements must be completed and received in the Graduate School by the deadlines listed below:

Dec. 1 - For admission to the doctoral program in counseling psychology.
Feb. 1 - For admission to the master’s programs in clinical mental health counseling and in school counseling.

Application Requirements
Applicants, regardless of program, must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation along with recommendation forms.
4. A statement of purpose. (See department website (http://www.marquette.edu/education/grad/cecp.shtml) for instruction.)
5. A resume/vita.
6. GRE scores (General Test only).
7. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

See department website (http://www.marquette.edu/education/grad/cecp.shtml) for more details.

After all applications are reviewed, the highest ranking applicants will be contacted for an interview with the faculty. This is required for admission. International applicants residing in foreign countries and applicants with extenuating circumstances may conduct their interviews over the phone.
Dentistry (DENT)

Administration
Dean: William K. Lobb, D.D.S., M.S., M.P.H.

Program Directors
Dental Biomaterials: David Berzins, B.S., Ph.D.
Advanced Education in General Dentistry: Joseph M. Vitolo, D.M.D., M.S., Ph.D.
Endodontics: Sheila Stover, D.D.S., M.S., M.P.H.
Prosthodontics: Geoffrey Thompson, B.A., D.D.S., M.S.
School of Dentistry website (http://www.marquette.edu/dentistry)

Degrees Offered
Master of Science, Plan A only, with two options (see the Master’s Requirements section for details); Certificate

Graduate Program Overview
The School of Dentistry offers graduate programs in dental biomaterials, and the ADA-accredited programs in advanced education in general dentistry (AEGD), endodontics, orthodontics, periodontics, and prosthodontics. These programs can be modified to allow conjoint interdisciplinary graduate work to be undertaken in any other unit of the university, and a master of science or doctoral degree can be obtained through an appropriate graduate degree-granting department of the university or through the interdisciplinary Ph.D. program. Faculty for each dental graduate program are drawn both from full-time Dental School faculty and from practicing specialists in the field who serve as adjunct faculty (part-time faculty).

The AEGD program is an ADA-accredited one-year clinical program. Upon successful completion of all clinical and didactic requirements, a certificate is issued. There is no tuition for the 1-year program and residents receive stipends.

The dental biomaterials program is a non-accredited 2-year program leading to a master’s degree.

The master of science programs in endodontics, orthodontics, periodontics, and prosthodontics are clinically and research based, offering specialty certification with the master’s degree. Graduates are prepared to handle complex clinical cases and to work effectively with both general dentists and other dental specialists. The endodontics program is a 24-month program, the orthodontics program is a 26.5-month program, and the periodontics and prosthodontics programs are 36 months each. Tuition for the specialty programs is charged at a flat rate as per the Tuition, Fees and Housing section of this bulletin. Any applicable instrument or service fees are charged during the fall term each year.

Course work requirements for each graduate program are determined by the director of the specific program in accordance with accreditation standards. Courses include study in basic health sciences, dental biomaterials, research methodology, clinical dental specialties and other related science disciplines, as appropriate.

Prerequisites for Admission
Selection for admission is based upon the applicant’s academic standing and clinical abilities. Competitive applicants will rank high in their dental school classes, have strong clinical skills and experiences, and have some experience with research. In general, to be admitted to any of the graduate programs in clinical dentistry, the applicant must have graduated from an accredited dental school.

For the dental biomaterials program, the applicant may be either a dental school graduate or have a baccalaureate degree in science or engineering. In special cases, a student with a baccalaureate degree in another area, but who has an appropriate background, may be admitted to the dental biomaterials program.

Application Deadlines
July 15
For the endodontics program starting in June of the following year.

Aug. 1
For the periodontics program starting in June of the following year.

Sept. 1
For orthodontics and prosthodontics programs starting in June of the following year.

Oct. 1
The Dental Graduate Didactic Core Curriculum (DENT 6001-6003) is designed to cover all didactic content areas applicable to the advanced practice of general dentistry and to each of the specialty areas of dentistry. The content areas are sequenced to present:

1. material of interest for the general dentist seeking additional training beyond predoctoral dental education
2. material of interest for each of the dental specialty areas
3. advanced material of interest for those intending to pursue academic/research careers.

The presentations are organized to emphasize the overlapping nature of scientific foundational material and each of the dental specialties. Additionally, the presentations are designed to accommodate those students entering the program immediately after undergraduate education as well as those students returning from varying years of private dental practice. The course of study is comprised of yearly repeating content cycles (sections) within the summer session and fall/spring terms. The Dental Graduate Didactic Core Curriculum (DENT 6001-6003) is offered from 8-9 a.m. Monday–Friday. Beyond the required classes for their program, students may register for as many DENT 6001-6003 sections as they wish during their graduate education. The presentations are designed to accommodate those students entering the program immediately after undergraduate education as well as those students returning from varying years of private dental practice. The course of study is comprised of yearly repeating content cycles (sections) within the summer session and fall/spring terms. The Dental Graduate Didactic Core Curriculum (DENT 6001-6003) is offered from 8-9 a.m. Monday–Friday. Beyond the required classes for their program, students may register for as many DENT 6001-6003 sections as they wish during their graduate education. The sections covered in DENT 6001-6003 are listed below and a detailed description of section content is maintained in the form of comprehensive section syllabi available in the School of Dentistry office of the associate dean for research and graduate studies. Students may register repeatedly for any grading period containing material of interest and are free to rotate in and out of the courses as desired to obtain sections containing such material. Repeated registration for DENT 6001-6003 is differentiated through the use of section numbers that appear on official transcripts. Examinations and credit hours are variable and are determined by selected course sections. Grades for each course section are submitted directly to the Graduate School by course instructors at the end of each term. Official transcripts will designate the specific sections completed and the credit hours associated with those sections.

The content area sections covered annually by the Graduate Didactic Core Curriculum are as follows:

1. Emergency Medicine – A comprehensive review of the pathophysiology and treatment of the most common medical emergency states. Emphasis is placed on prevention, diagnosis, and patient stabilization.
2. **Dental Biomaterials** – Physical, mechanical, chemical, biologic behavior, properties, characterization, and testing of dental biomaterials. Biocompatibility of dental materials as well as advanced clinical concepts for general dentistry.

3. **Advanced Prosthodontic Biomaterials** – Advanced biomaterials and clinical concepts specific for prosthodontics.

4. **Advanced Endodontic Biomaterials** – Advanced biomaterials and clinical concepts specific for endodontics.

5. **Advanced Orthodontic Biomaterials** – Advanced biomaterials and clinical concepts specific for orthodontics.

6. **Interdisciplinary Periodontics** – Structure/function of the periodontium. Periodontal disease and therapy as it relates to all other aspects of dentistry emphasizing surgical approaches, occlusion, splinting, and periodontic/endodontic pathosis.

7. **Interdisciplinary Prosthodontics** – A comprehensive discussion of prosthodontic procedures as they relate to other areas of dental practice emphasizing removable complete/partial dentures, fixed partial dentures, maxillofacial prosthetics and implants.

8. **Interdisciplinary Endodontics** – Endodontic techniques as they relate to other areas of dental practice.

9. **Interdisciplinary Orthodontics** – A comprehensive discussion of orthodontic techniques as they relate to other areas of dental practice emphasizing cephalometrics, biomechanics of tooth movement, and tissue response to orthodontic procedures.

10. **Technology and Informatics** – A review of the current computer-based technologies available for independent self-directed learning, research, teaching approaches, patient care and professional communication. Emphasis is placed on biomedical applications and laboratory exercises are included to reinforce didactic concepts.

11. **Craniofacial Growth and Development** – Dental and facial growth and development from the embryonic period through adult life.

12. **Advanced Oral Pathology** – Principles and concepts of histopathology presented through review and microscopic study of surgical material and biopsy specimens of craniofacial lesions emphasizing pathogenesis of disease and histologic diagnosis. Laboratory exercises are included to reinforce didactic concepts.

13. **Head/Neck Anatomy and Osteology** – Systemic and regional approaches to the study of head/neck anatomy. Emphasis is placed on vasculature, musculature, innervation, lymphatic drainage, and morphology/anatomical landmarks of the various bones of the head/neck. Laboratory dissection and demonstration reinforce didactic concepts.

14. **Pharmacology and Pain/Anxiety Management** – The pharmacology of drugs commonly used for treatment of non-dental conditions that may affect the delivery of dental care either through direct action or through interaction with drugs commonly used in dental care. Emphasizes the neurophysiology of pain, control of pain by various classes of pharmacologic agents, and the behavioral management of dental fears.

15. **Research Methodology/Design** – An introduction to the research process. The scientific method is discussed. Emphasis is placed on selection of a suitable research topic, research ethics, simple study designs, and thesis preparation.

16. **Biostatistics** – An introduction to the various aspects of biostatistics. Emphasis is placed on data display and summary, summary statistics, populations and samples, probability and confidence intervals, power, type I and II errors, diagnostic tests, correlation and regression, and various test statistics.

17. **Oral Microbiology, Infection, and Immunology** – Inflammation, immunity, and oral microbiology emphasizing the mechanisms of microbial colonization and invasion, host response and pathogenesis of dental diseases.

18. **Biochemistry and Physiology of Mineralized Tissues** – The chemical and cellular constituents of mineralized tissues and modern methods for their study. Emphasis is placed on bone physiology and metabolism.

19. **Radiology and Imaging** – Advanced concepts in radiology and modern imaging techniques applied to all aspects of dentistry.

20. **Craniofacial Function and Disorders** – Neuromuscular and occlusal physiology, diagnosis, and treatment of functional disturbances involving the craniofacial region.

21. **Temporomandibular Disorders in Orthodontics** – Neuromuscular and occlusal physiology, diagnosis, and treatment of functional disturbances involving the temporomandibular articulation specific to orthodontics.

22. **Oral Pathophysiology** – Current topics in salivary function/dysfunction, gingival crevicular fluid, de- and remineralization, and dentin sensitivity, and taste.

23. **Pediatrics** – The special management and treatment concerns of pediatric patients emphasizing prevention and trauma.

24. **Inflammation and Wound Healing** – Current concepts in the cell/molecular biology of inflammation and wound healing emphasizing predictable manipulation of the wound environment.

25. **Cell/Molecular Biology and Molecular Medicine** – Current concepts in cell/molecular biology as they relate to diagnostics and treatment with emphasis on immunologic approaches and gene therapy.

26. **Speech Pathology** – A review of the various speech pathologies emphasizing the interdisciplinary and integrative nature of treatment involving the dental professional.

27. **Public Health/Public Service** – The epidemiology of dental disease and access to care emphasizing the role of the dental professional in community health. A review of current local, state and federal programs for dental services.

28. **Practice Management** – A review of the current business aspects of dental practice for all aspects of dental specialties, with special emphasis on solo practice, group practice, dental clinics, and community health centers/institutionalized care.

29. **Practice Law** – A review of the current legal aspects of dental practice for all areas of dentistry emphasizing patient care, infection control and employee relations.

30. **Practice Ethics** – A review of various ethical dilemmas in practice settings including case studies for group discussion.
31. **Implantology** – Basic concepts for implant placement including review of relevant maxillary/mandibular anatomy, evaluation and screening of patients, augmentation considerations, surgical techniques, surgical complications/management and relevant emergency procedures.

The Graduate School offers the following five master's degrees: Dentistry, Endodontics, Orthodontics, Periodontics and Prosthodontics.

**Dentistry Master's Requirements**

**Specializations:** Dental Biomaterials

Master of science degree applicants may only be admitted to the program under Plan A, which has two options: the traditional thesis option and the publication option. In partial fulfillment of the requirements to obtain the master of science degree, all candidates must conduct a research project on an appropriate clinical or basic science topic, and successfully defend their research project. Format and content of the public defense is determined by the advisory committee.

Candidates are encouraged to pursue research that originates in their chosen dental specialty. Research projects are selected in consultation with the graduate program director. Where possible, graduate students are encouraged to do clinically relevant research. Graduate students in dental biomaterials pursue the application of scientific principles to the study of dental biomaterials including relationships among compositions, physical properties, and clinical properties for dental biomaterial systems.

Graduate students who choose the thesis option will have their research and thesis preparation supervised by a primary adviser and approved by a thesis advisory committee that consists of at least three members. The publication option, in addition, culminates in the acceptance of a first author, original, peer-reviewed publication based on a research project. Selection of the publication option requires completion of a traditional thesis in the event the submitted manuscript is not accepted by the submission deadline listed in this bulletin. All graduate students are required to present their research formally.

**Dental Biomaterials**

A student in the dental biomaterials program must complete a minimum of 30 credit hours of course work, consisting of a curriculum of graduate dental biomaterials courses (23 credits), statistics (3) and thesis work (6). The dental biomaterials graduate program is an interdisciplinary program covering principles of materials science, engineering, chemistry, physics, biology, and dentistry. Satisfactory completion of the didactic and research components of the program results in a master's degree through the Marquette University Graduate School. In addition to the courses offered by the School of Dentistry (described in detail under the Dental Biomaterials course description section of this bulletin), master's candidates may be required by their program adviser to select courses offered through the Department of Mathematics, Statistics and Computer Science or other departments. Elective courses in appropriate areas such as the dental graduate core curriculum (from the School of Dentistry) or materials science (from the College of Engineering) may also be selected according to the backgrounds and interests of the individual students.

**Endodontics Master's Requirements**

A student in the endodontics program must complete a minimum of 30 credit hours of course work, consisting of a curriculum of graduate dental biomaterials courses (23 credits), statistics (3) and thesis work (6). The endodontics program requires two full years of patient care. Satisfactory completion of the didactic and clinical components of the program results in a specialty certification through the Marquette University Graduate School. Satisfactory completion of the research component of the programs results in a master’s degree through the Marquette University Graduate School.

Master of science degree applicants may only be admitted to the program under Plan A, which has two options: the traditional thesis option and the publication option. In partial fulfillment of the requirements to obtain the master of science degree, all candidates must complete the relevant sections of the graduate core curriculum with a grade of BC or above, conduct a research project on an appropriate clinical or basic science topic, and successfully defend their research project. Format and content of the public defense is determined by the advisory committee.

Candidates are encouraged to pursue research that originates in their chosen dental specialty. Research projects are selected in consultation with the graduate program director. Where possible, graduate students are encouraged to do clinically relevant research.

Graduate students who choose the thesis option will have their research and thesis preparation supervised by a primary adviser and approved by a thesis advisory committee that consists of at least three members. The publication option, in addition, culminates in the acceptance of a first author, original, peer-reviewed publication based on a research project. Selection of the publication option requires completion of a traditional thesis in the event the submitted manuscript is not accepted by the submission deadline listed in this bulletin. All graduate students are required to present their research formally.

**Orthodontics Master's Requirements**

The orthodontic program is a 26.5 month program. A student in the orthodontics program must complete a minimum of 30 credit hours of course work, including appropriate credit hours in clinical practice per academic year and six credit hours of thesis work. The remaining credits are divided among courses specific to the specialty discipline and elective courses. Satisfactory completion of the didactic and clinical components of the program results in specialty certification through the Marquette University Graduate School. Satisfactory completion of the research component of the programs results in a master’s degree through the Marquette University Graduate School.

Master of science degree applicants may only be admitted to the program under Plan A, which has two options: the traditional thesis option and the publication option. In partial fulfillment of the requirements to obtain the master of
science degree, all candidates must complete the biostatistics and research design and methodology sections of the graduate core curriculum with a grade of BC or above, conduct a research project on an appropriate clinical or basic science topic, and successfully defend their research project. Format and content of the public defense is determined by the advisory committee.

Candidates are encouraged to pursue research that originates in their chosen dental specialty. Research projects are selected in consultation with the graduate program directors. Where possible, graduate students are encouraged to do clinically relevant research. Graduate students who choose the thesis option will have their research and thesis preparation supervised by a primary adviser and approved by a thesis advisory committee that consists of at least three members. The publication option, in addition, culminates in the acceptance of a first author, original, peer-reviewed publication based on a research project. Selection of the publication option requires completion of a traditional thesis in the event the submitted manuscript is not accepted by the submission deadline listed in this bulletin. All graduate students are required to present their research formally.

**Periodontics Master’s Requirements**

The periodontal program is a three-year program. A student in the periodontics program must complete a minimum of 50 credit hours of course work, including 12 credit hours of clinical practice and six credit hours of thesis work. The remaining credits will be from courses assigned by the course director which are specific to periodontology. The periodontics program requires three full years of direct patient care. Satisfactory completion of the didactic and clinical components of the program results in specialty certification through the Marquette University Graduate School. Satisfactory completion of the research component of the program results in a master’s degree through the Marquette University Graduate School. Master of science degree applicants may only be admitted to the program under Plan A, which has two options: the traditional thesis option and the publication option. In partial fulfillment of the requirements to obtain the master of science degree, all candidates must complete the appropriate sections of the graduate core curriculum with a grade of BC or above, conduct a research project on an appropriate clinical or basic science topic, and successfully defend their research project. Format and content of the public defense is determined by the advisory committee.

Candidates are encouraged to pursue research that originates in their chosen dental specialty. Research projects are selected in consultation with the graduate program director. Where possible, graduate students in advanced dental specialty programs are encouraged to do clinically relevant research.

Graduate students who choose the thesis option will have their research and thesis preparation supervised by a primary adviser and approved by a thesis advisory committee that consists of at least three members. The publication option, in addition, culminates in the acceptance of a first author, original, peer-reviewed publication based on a research project. Selection of the publication option requires completion of a traditional thesis in the event the submitted manuscript is not accepted by the submission deadline listed in this bulletin. All graduate students are required to present their research formally.

**Prosthodontics Master’s Requirements**

The prosthodontic program is a three-year program. A resident in the prosthodontic program must complete a minimum of 42 credit hours of course work, including 12 credit hours of clinical practice, and six credit hours of thesis work. The remaining credits will be from courses assigned by the program director. The prosthodontics program requires satisfactory completion of a research project and results in a master’s degree through the Marquette University Graduate School.

The master of science degree has two options: the traditional thesis option and the publication option. In partial fulfillment of the requirements to obtain the master of science degree, all residents must complete appropriate sections of the graduate core curriculum with a grade of BC or above, conduct a research project on an appropriate clinical or basic science topic, and successfully defend their research project. Format and content of the public defense is determined by the advisory committee.

Research projects are selected in consultation with the resident, and the graduate program director. Residents are encouraged to do clinically relevant research or pursue the application of scientific principles to the study of dental biomaterials including relationships among compositions, physical properties, and clinical properties.

Residents who choose the thesis option will have their research and thesis preparation supervised by a primary adviser and approved by a thesis advisory committee that consists of at least three members. The publication option, in addition, culminates in the acceptance of a first author, original, peer-reviewed publication based on a research project. Selection of the publication option requires completion of a traditional thesis in the event the submitted manuscript is not accepted for publication at least 60 days before the final day to submit your thesis, to the Graduate School with results and signatures. All graduate students are required to present their research formally.

**Advanced Education in General Dentistry**

The School of Dentistry offers an Advanced Education in General Dentistry program that provides clinical experiences in all phases of general dentistry. The clinical training is complemented by a graduate didactic core curriculum that provides interdisciplinary education in the specialties of dentistry, and comprehensive diagnosis and treatment planning. The AEGD program is an intensive 12-month clinical care program. The program requires successful passing of the clinical and didactic course work resulting in a certificate from the Marquette University Graduate School. Completion of 30 credits is required for obtaining the AEGD certificate. No thesis is offered.
To qualify for an AEGD program stipend, applicants must be graduates of U.S. dental schools. Graduates of foreign dental schools must have the appropriate Visa/citizenship status (i.e. F-1, Permanent Resident or U.S. citizen) to qualify for a stipend.

Applicants must take and submit scores from Part I and Part II of the National Board Dental Examinations. Graduates of foreign dental schools must have taken and submitted their passing scores for Part I National Boards. While Part II Board scores are not an absolute requirement for foreign trained candidates, it is strongly advised to have taken the exam and submit scores to make the application more competitive.

### Adv Education in General Dent Courses

**AEGD 6001. Clinical Advanced General Dentistry 1. 4 cr. hrs.**

Residents are assigned clinical cases that require treatment in two or more clinical disciplines. Trainees are responsible for accurate compilation and documentation of clinical findings essential for appropriate treatment planning and case completion. Residents provide comprehensive dental services to patients or make referrals to appropriate specialists. Trainees also engage in assessment, management, and treatment of dental emergencies. S/U grade assessment. Prereq: Admitted to AEGD program.

**AEGD 6002. Clinical Advanced General Dentistry 2. 4 cr. hrs.**

Residents continue cases begun earlier (see AEGD 6001) and begin treatment of additional cases. Increasingly difficult patients, including those with compromised medical histories, are introduced. Residents also respond to dental consults from medical disciplines in a hospital setting and learn hospital protocol. Emphasis on development of critical thinking skills and abilities to conduct individualized risk assessments and to design appropriate prevention measures while treating a diverse array of patients. S/U grade assessment. Prereq: Admitted to AEGD program.

**AEGD 6003. Clinical Advanced General Dentistry 3. 4 cr. hrs.**


**AEGD 6004. Clinical Advanced General Dentistry 4. 4 cr. hrs.**

Residents provide emergency and comprehensive care. The focus is on more complex cases that frequently involve substantial medical challenges. Prereq: Successfully completed AEGD training.

**AEGD 6005. Clinical Advanced General Dentistry 5. 4 cr. hrs.**


**AEGD 6006. Clinical Advanced General Dentistry 6. 4 cr. hrs.**

See AEGD 6004. S/U grade assessment Prereq: Successful completion of AEGD 6001 to 6005.

**AEGD 6101. Discipline Topics/Multi-Disciplinary Treatment Planning in Adv. Gen. Dentistry 1. 3 cr. hrs.**

Residents develop and present cases evaluated on the quality of the documentation and treatment planning demonstrated. Emphasis placed on developing the ability to diagnose, treatment plan, and problem solve. S/U grade assessment. Prereq: Admitted to AEGD program.

**AEGD 6102. Discipline Topics/Multi-Disciplinary Treatment Planning in Adv. Gen. Dentistry 2. 3 cr. hrs.**


**AEGD 6103. Discipline Topics/Multi-Disciplinary Treatment Planning in Adv. Gen. Dentistry 3. 3 cr. hrs.**


**AEGD 6104. Discipline Topics/Multi-Disciplinary Treatment Planning in Adv. Gen. Dentistry 4. 3 cr. hrs.**


### Dental Biomaterials Courses

**BIMA 6101. Mechanical Behavior of Dental Biomaterials. 3 cr. hrs.**

Basic principles of mechanics, elastic deformation, plastic deformation and fracture. Comparison of mechanical behavior of metallic, ceramic and polymer dental biomaterial systems. Discussion of tension, compression, shear, bending, torsion, hardness and impact tests for dental biomaterials. Includes laboratory exercises.

**BIMA 6102. Polymeric Dental Biomaterials. 2 cr. hrs.**

Compositions and properties of polymers utilized in prosthetic, restorative, orthodontic, preventive, and implant dentistry. The materials include poly (methyl methacrylate), BIS-GMA, polyurethane and polyvinyl products in the form of resins, composites and microfills polymerized by heat, chemicals and ultraviolet or visible lights. Includes laboratory exercises.

**BIMA 6151. Dental Cements. 2 cr. hrs.**

Compositions, setting reactions and properties of zinc phosphate, zinc oxide-eugenol, polycarboxylate, glass ionomer and resin dental cements. Effects of clinical variables and the ADA specifications related to these materials will be included. May include laboratory exercises.

**BIMA 6152. Dental Impression Materials. 2 cr. hrs.**

Classification, composition and properties of the various impression materials used in restorative and prosthetic dentistry. The material systems to be discussed include impression compound, hydrocolloids, polysulfides, polyethers and silicones. May include laboratory exercises.

**BIMA 6153. Dental Casting Procedures. 3 cr. hrs.**

BIMA 6201. Dental Metallurgy 1. 3 cr. hrs.
Theory and application of metallurgical principles to the study of dental alloy systems. Dental amalgams, noble and base metal casting alloys, and wrought alloys. Area and extent of study determined by individual needs of student. Includes laboratory exercises.

BIMA 6202. Dental Metallurgy 2. 3 cr. hrs.
See BIMA 6201.

BIMA 6251. Dental Ceramics. 3 cr. hrs.
Basic principles of ceramic structures and properties. History, properties and technology of dental porcelains, gypsum products and dental casting investments. Includes laboratory exercises.

BIMA 6501. Advanced Experimental Techniques for Dental Biomaterials Research 1. 1 cr. hr.
Biomaterials Research 1 laboratory courses. Topics may vary, but will generally include scanning electron microscopy, mechanical testing procedures, and X-ray diffraction. Prereq: Admission to graduate program in dental biomaterials.

BIMA 6502. Advanced Experimental Techniques for Dental Biomaterials Research 2. 1 cr. hr.
Biomaterials Research 2 laboratory courses. Topics may vary, but will generally include scanning electron microscopy, mechanical testing procedures, and X-ray diffraction. Prereq: Admission to graduate program in dental biomaterials.

BIMA 6570. Biomaterials Science and Engineering. 3 cr. hrs.
Basic and advanced principles of dental biomaterials science. Fundamental scientific principles, and physical, mechanical, chemical and biological properties of restorative and preventive dental biomaterials. Relationships between properties and clinical performance of these materials and methods used for testing them.

BIMA 6601. Dental Biomaterials Literature Review 1. 1-3 cr. hrs.
Discussion of current and classic literature in dental biomaterials. Topics and journals discussed are rotated to provide an overview and range of different materials, properties, and applications. Emphasizes class discussion and presentations. Prereq: Grad. stndg. in BIMA graduate program or cons. of dept.

BIMA 6602. Dental Biomaterials Literature Review 2. 1-3 cr. hrs.
See BIMA 6601. Prereq: Grad. stndg. in BIMA graduate program or cons. of dept.

BIMA 6603. Dental Biomaterials Literature Review 3. 1-3 cr. hrs.
See BIMA 6601. Prereq: Grad. stndg. in BIMA graduate program or cons. of dept.

BIMA 6604. Dental Biomaterials Literature Review 4. 1-3 cr. hrs.
See BIMA 6601. Prereq: Grad. stndg. in BIMA graduate program or cons. of dept.

BIMA 6931. Topics in Dental Biomaterials. 1-3 cr. hrs.
Practical laboratory exercises designed to provide the student with specific skill sets and analytic approaches used in modern materials research.

BIMA 6970. Biomaterials Seminar. 1 cr. hr.
Current topics and concepts in materials science.

BIMA 6980. Teaching Experience in Dental Biomaterials. 1-2 cr. hrs.
Teaching and preclinical laboratory assignments in dental biomaterials for undergraduate dental students.

BIMA 6995. Independent Study in Dental Biomaterials. 1-3 cr. hrs.
Course work customized to meet specific student interests/needs. Prereq: Cons. of instr.

BIMA 6999. Master’s Thesis. 1-6 cr. hrs.
Credit hours assigned to thesis preparation and scholarship. S/U grade assessment.

BIMA 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIMA 9994. Master’s Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIMA 9995. Master’s Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

BIMA 9996. Master’s Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

Dentistry Courses

DENT 6000. Clinical Patient Care. 1-7 cr. hrs.
Designed to account for time dental graduate residents spend providing patient care. Ranges from 1-7 credit hours per term. S/U grade assessment.

DENT 6001. Dental Graduate Didactic Core Curriculum 1. 1-3 cr. hrs.
Section credit hours range from 1-3 for sections comprising 12-36 class hours.

DENT 6002. Dental Graduate Didactic Core Curriculum 2. 1-3 cr. hrs.
Section credit hours range from 1-3 for sections comprising 12-36 class hours.
DENT 6003. Dental Graduate Didactic Core Curriculum 3. 1-3 cr. hrs.
Section credit hours range from 1-3 for sections comprising 12-36 class hours.

DENT 6101. Clinical Orthodontics 1. 4 cr. hrs.
Lectures, laboratory and clinical treatment of patients with various types of malocclusion. Prereq: Admitted to Orthodontics program.

DENT 6102. Clinical Orthodontics 2. 4 cr. hrs.
Lectures, laboratory and clinical treatment of patients with various types of malocclusion. Prereq: Admitted to Orthodontics program.

DENT 6103. Clinical Orthodontics 3. 6 cr. hrs.
Lectures, laboratory and clinical treatment of patients with various types of malocclusion. Prereq: Admitted to Orthodontics program.

DENT 6104. Clinical Orthodontics 4. 6 cr. hrs.
Lectures, laboratory and clinical treatment of patients with various types of malocclusion. Prereq: Admitted to Orthodontics program.

DENT 6110. Histopathology of Tooth Movement. 1 cr. hr.
Histological and pathological aspects of tooth movement emphasizing tissue response to orthodontic forces. Prereq: Admitted to Orthodontics program.

DENT 6171. Orthodontics Seminar 1. 1 cr. hr.
Combines basic/applied techniques and maintenance of normal occlusal development. Students learn the fabrication and biomechanics of various appliances used in prevention and interception of malocclusions. Concurrently, students are taught in the theory of normal occlusal development, diagnosis, prevention, and interception of certain malocclusions. Prereq: Admitted to Orthodontics program.

DENT 6172. Orthodontics Seminar 2. 1 cr. hr.
A continuation of a series of courses beginning with DENT 6171. Prereq: Admitted to Orthodontics program.

DENT 6173. Orthodontics Seminar 3. 1 cr. hr.
A continuation of a series of courses beginning with DENT 6171. Prereq: Admitted to Orthodontics program.

DENT 6174. Orthodontics Seminar 4. 1 cr. hr.
A continuation of a series of courses beginning with DENT 6171. Prereq: Admitted to Orthodontics program.

DENT 6201. Clinical Prosthodontics 1. 4 cr. hrs.
Clinical treatment concepts in basic and advanced restorative procedures. Prereq: Admitted to Prosthodontics program.

DENT 6202. Clinical Prosthodontics 2. 4 cr. hrs.
See DENT 6201. Prereq: DENT 6201, and admitted to Prosthodontics program.

DENT 6203. Clinical Prosthodontics 3. 4 cr. hrs.
See DENT 6201. Prereq: DENT 6201, DENT 6202, and admitted to Prosthodontics program.

DENT 6204. Clinical Prosthodontics 4. 4 cr. hrs.
See DENT 6201. Prereq: DENT 6201, DENT 6202, DENT 6203, and admitted to Prosthodontics program.

DENT 6205. Clinical Prosthodontics 5. 6 cr. hrs.
Complete dentures, fixed and removable partial dentures, implant prosthodontics, maxillofacial prosthodontics and associated clinical disciplines of dentistry involved in comprehensive rehabilitation of the oral cavity. Prereq: DENT 6201, DENT 6202, DENT 6203, DENT 6204, and admitted to Prosthodontics program.

DENT 6206. Clinical Prosthodontics 6. 6 cr. hrs.
See DENT 6205. Prereq: DENT 6201, DENT 6202, DENT 6203, DENT 6204, DENT 6205, and admitted to Prosthodontics program.

DENT 6271. Seminar in Complete Denture Prosthodontics. 1 cr. hr.
In-depth review and discussion of complete denture literature and its theoretical, technical, and clinical application. Includes regularly-scheduled diagnosis and treatment planning sessions in all phases of prosthodontics. Prereq: Admitted to Prosthodontics program.

DENT 6272. Seminar in Removable Partial Denture Prosthodontics. 1 cr. hr.
In-depth review and discussion of removable partial dentures literature and its theoretical, technical, and clinical application. Includes regularly-scheduled diagnosis and treatment planning sessions in all phases of prosthodontics. Prereq: Admitted to Prosthodontics program.

DENT 6273. Seminar in Fixed Partial Denture Prosthodontics. 1 cr. hr.
In-depth review and discussion of fixed partial denture and rehabilitation literature, and its theoretical, technical, and clinical application. Includes regularly-scheduled diagnosis and treatment planning sessions in all phases of prosthodontics. Prereq: Admitted to Prosthodontics program.

DENT 6274. Seminar in Maxillofacial Prosthetics and Related Disciplines. 1 cr. hr.
In-depth literature review and discussion of theoretical, technical, and clinical application of maxillofacial prosthetics, surgical and radiation oncology, speech pathology, and other related disciplines. Includes regularly-scheduled diagnosis and treatment planning sessions in all phases of prosthodontics. Prereq: Admitted to Prosthodontics program.

DENT 6275. Seminar in Implant Prosthodontics. 1 cr. hr.
In-depth review and discussion of complete and partial fixed, single tooth and removable implant rehabilitation literature and its theoretical and clinical applications. Includes regularly-scheduled diagnosis and treatment sessions in all phases of prosthodontics. Prereq: Admitted to Prosthodontics program.
DENT 6276. Seminar in Occlusion/TMD. 1 cr. hr.
In-depth review and discussion of concepts of occlusion and articulation, occlusal analysis, diagnosis and treatment of facial pain and tempormandibular disorders. Includes regularly-scheduled diagnosis and treatment planning sessions in all phases of prosthodontics. Prereq: Admitted to Prosthodontics program.

DENT 6301. Endodontics Clinic and Case Review 1. 4 cr. hrs.
Complete diagnosis and treatment of clinic cases using all available diagnostic aids and treatment modalities. Endodontic surgical cases to be performed. Clinical cases to be presented for discussion. Prereq: Admitted to Endodontics program.

DENT 6302. Endodontics Clinic and Case Review 2. 4 cr. hrs.
See DENT 6301. Prereq: Admitted to Endodontics program.

DENT 6303. Endodontics Clinic and Case Review 3. 6 cr. hrs.
See DENT 6301. Prereq: Admitted to Endodontics program.

DENT 6304. Endodontics Clinic and Case Review 4. 6 cr. hrs.
See DENT 6301. Prereq: Admitted to Endodontics program.

DENT 6371. Endodontics Literature and Book Review 1. 1 cr. hr.
Discussion of current and classic literature, library research; review current textbooks, conventions and dental meetings. Some lectures by graduate students relating endodontics to the other disciplines, systemic health, and potential areas of research. Prereq: Admitted to Endodontics program.

DENT 6372. Endodontics Literature and Book Review 2. 1 cr. hr.
See DENT 6371. Prereq: Admitted to Endodontics program.

DENT 6373. Endodontics Literature and Book Review 3. 1 cr. hr.
See DENT 6371. Prereq: Admitted to Endodontics program.

DENT 6374. Endodontics Literature and Book Review 4. 1 cr. hr.
See DENT 6371. Prereq: Admitted to Endodontics program.

DENT 6401. Seminar in Periodontics I. 2 cr. hrs.
In-depth review of current and classical literature, medical emergencies, periodontal lectures, case presentation, mock boards and an oral evaluation exam. Prereq: Admitted to the Periodontics program.

DENT 6402. Seminar in Periodontics II. 2 cr. hrs.
A continuation of a series of courses beginning with DENT 6401. Prereq: Admitted to the Periodontics program.

DENT 6403. Seminar in Periodontics III. 2 cr. hrs.
A continuation of a series of courses beginning with DENT 6401. Prereq: Admitted to the Periodontics program.

DENT 6404. Seminar in Periodontics IV. 2 cr. hrs.
A continuation of a series of courses beginning with DENT 6401. Prereq: Admitted to the Periodontics program.

DENT 6405. Seminar in Periodontics V. 2 cr. hrs.
A continuation of a series of courses beginning with DENT 6401. Prereq: Admitted to the Periodontics program.

DENT 6406. Seminar in Periodontics VI. 2 cr. hrs.
A continuation of a series of courses beginning with DENT 6401. Prereq: Admitted to the Periodontics program.

DENT 6411. Periodontics Clinic I. 1 cr. hr.
The clinical program (first of six) develops competency to collect, organize, analyze, and interpret data to formulate a diagnosis, prognosis, and treatment plan for each patient. The resident discusses the rationale and indication of therapy, then critically evaluates the results of the therapy. The resident develops, implements, and evaluates a periodontal maintenance plan. Prereq: Admitted to the Periodontics program.

DENT 6412. Periodontics Clinic II. 1 cr. hr.
The clinical program (second of six) develops competency to collect, organize, analyze, and interpret data to formulate a diagnosis, prognosis, and treatment plan for each patient. The resident discusses the rationale and indication of therapy, then critically evaluates the results of the therapy. The resident develops, implements, and evaluates a periodontal maintenance plan. Prereq: Admitted to the Periodontics program.

DENT 6413. Periodontics Clinic III. 2 cr. hrs.
The clinical program (third of six) develops competency to collect, organize, analyze, and interpret data to formulate a diagnosis, prognosis, and treatment plan for each patient. The resident discusses the rationale and indication of therapy, then critically evaluates the results of the therapy. The resident develops, implements, and evaluates a periodontal maintenance plan. Prereq: Admitted to the Periodontics program.

DENT 6414. Periodontics Clinic IV. 2 cr. hrs.
The clinical program (fourth of six) develops competency to collect, organize, analyze, and interpret data to formulate a diagnosis, prognosis, and treatment plan for each patient. The resident discusses the rationale and indication of therapy, then critically evaluates the results of the therapy. The resident develops, implements, and evaluates a periodontal maintenance plan. Prereq: Admitted to the Periodontics program.
DENT 6415. Periodontics Clinic V. 2 cr. hrs.
The clinical program (fifth of six) develops competency to collect, organize, analyze, and interpret data to formulate a diagnosis, prognosis, and treatment plan for each patient. The resident discusses the rationale and indication of therapy, then critically evaluates the results of the therapy. The resident develops, implements, and evaluates a periodontal maintenance plan. Prereq: Admitted to the Periodontics program.

DENT 6416. Periodontics Clinic VI. 2 cr. hrs.
The clinical program (last of six) develops competency to collect, organize, analyze, and interpret data to formulate a diagnosis, prognosis, and treatment plan for each patient. The resident discusses the rationale and indication of therapy, then critically evaluates the results of the therapy. The resident develops, implements, and evaluates a periodontal maintenance plan. Prereq: Admitted to the Periodontics program.

DENT 6421. Advanced Moderate Sedation I. 2 cr. hrs.
An in-depth, comprehensive assessment of pain control in dentistry (first of two). Begins with neuroanatomy and pain, then builds a valid foundation in basic science before advancing to a panoramic discussion of techniques in anxiety management and pain control. Emphasizes behavioral management and conscious sedation techniques review. Accompanied by demonstration, patient cases, and certification. Prereq: Admitted to the Periodontics program.

DENT 6422. Advanced Moderate Sedation II. 1 cr. hr.
An in-depth, comprehensive assessment of pain control in dentistry (last of two). Begins with neuroanatomy and pain, then builds a valid foundation in basic science before advancing to a panoramic discussion of techniques in anxiety management and pain control. Emphasizes behavioral management and conscious sedation techniques review. Accompanied by demonstration, patient cases, and certification. Prereq: Admitted to the Periodontics program.

DENT 6431. Endosseous Dental Implants I. 1 cr. hr.
Concepts of dental implants (first of two). Examines the use of osseointegrated, root-form, endosseous implants, which has revolutionized the dental professional's ability to treat Implants and restore the partially or completely edentulous patient. Studies the historic, simple, advanced, and complex use of today's implants as well as site development and treatment of peri-implantitis. Prereq: Admitted to the Periodontics program.

DENT 6432. Endosseous Dental Implants II. 1 cr. hr.
Concepts of dental implants (last of two). Examines the use of osseointegrated, root-form, endosseous implants, which has revolutionized the dental professional's ability to treat Implants and restore the partially or completely edentulous patient. Studies the historic, simple, advanced, and complex use of today's implants as well as site development and treatment of peri-implantitis. Prereq: Admitted to the Periodontics program.

DENT 6441. Supervised Teaching I. 1 cr. hr.
Provides residents teaching experience (first of three). Residents, assigned to various clinics, develop their skills teaching clinical periodontology to predoctoral students. Periodontal faculty provide supervision and evaluation of teaching performance. Prereq: Admitted to the Periodontics program.

DENT 6442. Supervised Teaching II. 1 cr. hr.
Provides residents teaching experience (second of three). Residents, assigned to various clinics, develop their skills teaching clinical periodontology to predoctoral students. Periodontal faculty provide supervision and evaluation of teaching performance. Prereq: Admitted to the Periodontics program.

DENT 6443. Supervised Teaching III. 1 cr. hr.
Provides residents teaching experience (last of three). Residents, assigned to various clinics, develop their skills teaching clinical periodontology to predoctoral students. Periodontal faculty provide supervision and evaluation of teaching performance. Prereq: Admitted to the Periodontics program.

DENT 6501. Seminar in Geriatric Dentistry. 1 cr. hr.
Designed for dental residents. Emphasis is on patient assessment including social/psychological aspects, patient management including advocacy/referral, and the interdisciplinary/multidisciplinary aspects of patient care.

DENT 6980. Teaching Experience in Dentistry. 1 cr. hr.
Assigned teaching duties in the didactic, preclinical, and clinical dental sciences.

DENT 6995. Independent Study in Dentistry. 1-3 cr. hrs.
Customized to meet specific student interests/needs. Prereq: Cons. of instr.

DENT 6999. Master's Thesis. 1-6 cr. hrs.
Credit hours assigned to thesis preparation and scholarship. S/U grade assessment.

DENT 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DENT 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DENT 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DENT 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
Education (EDUC)

Counselor Education and Counseling Psychology Chairperson: Alan W. Burkard, Ph.D.
Educational Policy and Leadership Chairperson: Ellen W. Eckman, Ph.D.

College of Education Graduate Programs website (http://www.marquette.edu/education/grad/index.shtml)

Degrees Offered

Master of Arts; Master of Education; Master of Science; Doctor of Philosophy; Certificate

Certificate programs prepare students to obtain state certification and licensure.

Program Overview

The College of Education prepares graduate students to assume leadership roles in the areas of study provided by its programs and specializations. The College of Education is made up of two departments: Counselor Education and Counseling Psychology (CECP) and Educational Policy and Leadership (EDPL).

While Marquette University is concerned about the professional advancement of its students, facilitates the process of certification and provides excellent educational opportunities, it cautions that professional success in a chosen field requires, above all else, constant development of individual abilities, personal initiative and a professional sense of responsibility for fulfilling all one's appropriate legal, ethical and other professional responsibilities. Hence, the university facilitates the licensure process for students pursuing careers in education and other human service fields, but students must also take responsibility for meeting all the requirements for licensure or certification in their chosen fields.

Counselor Education and Counseling Psychology

The following degrees are offered through Counselor Education and Counseling Psychology: doctoral degree in counseling psychology; master of science degree in clinical mental health counseling; master of arts degree in school counseling (moratorium on admissions to master of arts degree in educational psychology).


School Counseling (SCCN): See Counselor Education and Counseling Psychology (http://bulletin.marquette.edu/grad/programs/counseloreducationandcounselingpsychology/counseling) (CECP)


Educational Policy and Leadership

The following degrees and specializations are offered through Educational Policy and Leadership: doctoral degree; master of arts degree with specializations in curriculum and instruction, educational policy and foundations, and literacy; master of education degree with specializations in educational administration, elementary education, secondary education, and student affairs in higher education.

Educational Policy and Leadership (p. 116) (EDPL)
Educational Policy and Leadership (EDPL)

Chairperson: Ellen W. Eckman, Ph.D.
College of Education Graduate Programs in Educational Policy and Leadership website (http://www.marquette.edu/education/grad/edpl.shtml)

Degrees Offered
Master of Arts (M.A.), Plan B (non-thesis option, default) or Plan A (thesis option, by request), Master of Education (M.Ed.), Plan B (non-thesis option, default) or Plan A (thesis option, by request); Doctor of Philosophy; Certificate

General Program Descriptions
The educational policy and leadership programs prepare graduate students to assume educational leadership roles in the areas of study provided by its programs and specializations. A distinctive characteristic of the programs are their commitment to the development of professionals as agents of critical inquiry and social justice. This is done through a systematic focus on the social, cultural, philosophical and historical contexts of education. The educational policy and leadership programs seek to apply the university goals of Christian commitment and scholarship to settings related to educational practice and policy, especially in public and private schools and institutions of higher education.

Master’s Programs
The goal of the master’s programs is to engage the professional educator in extended critical reflection on the principles, practices, and rationales of human-service leadership in contemporary society. Specifically, the programs seek to develop educational leaders in K-12 schools, colleges, universities and educational organizations with expertise in the historical, philosophical and sociological foundations of educational policy issues. The programs are designed to accommodate the working professional, and program content is composed to reflect student backgrounds, interests and professional objectives.

M.A. – Curriculum and Instruction
The master of arts with a specialization in curriculum and instruction invites students to pursue critical study of curriculum, teaching, and subject area knowledge. This program is designed for practicing teachers in K-12 schools or higher education. The program is grounded in the National Board of Professional Teaching Standards and is designed to help students become master teachers, conduct action research, and act as leaders and change agents in their schools, districts and communities.

M.A. – Educational Policy and Foundations
The master of arts with a specialization in educational policy and foundations is designed for teachers and educational leaders who wish to combine the study of foundations in education with research in an area of interest.

M.A. – Literacy
The master of arts with a specialization in literacy is designed for licensed teachers interested in obtaining reading licensure in the state of Wisconsin (DPI License 316 and 317) acquired in conjunction with a master’s degree. General program goals for the master of arts in curriculum and instruction and the International Reading Association’s current Standards for Reading Professionals form the basis for the required courses in this specialization.

M.Ed. – Educational Administration
The master of education with a specialization in educational administration invites students to pursue the critical study of organizational leadership in K-12 schools and to assume leadership roles in those settings. The program prepares students for either the Wisconsin Director of Instruction license or the Wisconsin Principal license.

M.Ed. – Elementary Education
The master of education with a specialization in elementary education is designed for students with a bachelor’s degree who wish to earn an initial Wisconsin elementary/middle (middle childhood/early adolescence — grades 1-8) teaching license. This licensure to master’s program is aligned with the knowledge, skills and dispositions related to effective teaching and articulated in the Wisconsin State Teaching Standards for Licensure and Professional Development. Like Marquette’s undergraduate teacher preparation program, this program prepares teachers to uphold the Jesuit traditions of care for the person, social justice, academic excellence, ethical behavior and service to the urban community.

M.Ed. – Secondary Education
The master of education with a specialization in secondary education is designed for students with a bachelor’s degree in biology, chemistry, economics, English, a foreign language, history, mathematics, physics, political science, psychology or sociology who wish to earn an initial Wisconsin middle/secondary (early adolescence/adolescence — grades 6-12) teaching license. This licensure to master’s program is aligned with the knowledge, skills and dispositions related to effective teaching and articulated in the Wisconsin State Teaching Standards for Licensure and Professional Development. Like Marquette’s undergraduate teacher preparation program, this program prepares teachers to uphold the Jesuit traditions of care for the person, social justice, academic excellence, ethical behavior and service to the urban community.
M.Ed. – Student Affairs in Higher Education

The master of education with a specialization in student affairs in higher education prepares students for careers in settings such as: academic advising, career development centers, student unions, international student services, multicultural affairs, orientation programs, residential living programs, admissions and student organizations. The program includes course work in leadership, counseling, educational psychology and higher education.

Teach for America

Marquette’s College of Education and Teach for America, an organization that recruits graduates from some of the country’s best colleges and universities to teach for two years in challenging urban or rural schools, partnered in 2009. Teach for America corps members who are assigned to teach in Milwaukee take courses toward elementary and secondary post-baccalaureate Wisconsin teacher licensure. Successful completion of the two-year program may also culminate with a master of education degree. For more information on how to apply to this program, visit the Teach for America website (http://www.teachforamerica.org).

Certificate Programs

The College of Education offers a variety of certificate programs in alignment with requirements for educational licensure through the Wisconsin Department of Public Instruction. Certificates are granted by the Wisconsin Department of Public Instruction. The university’s decisions on recommendations for certification are made by its licensing officer after appropriate consultations and requirement reviews.

Administrative Licensure Certificates

Certification programs are available for the Wisconsin Director of Instruction, Principal, and Superintendent licenses. Licensed teachers who wish to acquire a principal or director of instruction license may also do so in conjunction with the master of education in educational administration.

Literacy Certificates

Certification programs are available for the Wisconsin Reading Teacher (316) and Reading Specialist (317) licenses. Licensed teachers who wish to complete the 316 license may do so separately or in conjunction with the master of arts in literacy. The additional requirements for the 317 license can also be fulfilled separately, or in addition to the 316 license with the master of arts.

Teaching Certificates

Certification programs are available for Wisconsin teaching licensure at the middle childhood/early adolescence level (elementary/middle, grades 1-8) or the early adolescence/adolescence level (middle/secondary, grades 6-12). Students can earn either license alone or in conjunction with a master of education degree.

Doctoral Program

The goal of the doctoral program in educational policy and leadership is to engage the professional educator in extended critical reflection on the principles, practices and rationales of human-service leadership in contemporary society. Specifically, the program seeks to develop educational leaders in K-12 schools, colleges, universities and educational organizations with expertise in the historical, philosophical and sociological foundations of educational policy issues. The program is designed to accommodate the working professional, and program content is composed to reflect student backgrounds, interests and professional objectives.

Master’s Programs

Application Deadlines

Since start terms for College of Education cohorts vary by program, students should seek advice from department personnel regarding specific application deadlines.

Application Requirements for Master’s Programs

Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation addressing the applicant’s ability to do graduate-level work.
4. A personal statement of purpose that includes professional and academic goals.
5. A resume that includes professional and educational experiences.
6. GRE scores (General Test only; scores must be received by application deadline).
7. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

An interview and/or writing test may be required of applicants following the initial screening.
Teacher certification applicants are required to submit CORE Academic Skills and Praxis II scores to the College of Education’s Office of Teacher Education. These applicants must also undergo a criminal background check, conducted by Marquette University. A second criminal background check is conducted at the state level when student teaching is completed, as part of the teacher license application.

Individuals submitting applications for administrative licenses must undergo a criminal background check, conducted by the state, when their administrative program is complete and they submit their administrative license application to the state.

Prerequisites for Admission to Master's Programs

Applicants should have graduated with a minimum of a bachelor’s degree from an accredited institution appropriate to their chosen field of graduate study.

Teacher and Administrative Certification

All applicants seeking teacher certification or administrative certification must have transcripts evaluated by the College of Education BEFORE formally applying to the Graduate School for admission to any certificate program. Only upon approval of the department should students submit application materials to the Graduate School. Students seeking an advanced degree and certification must meet the criteria for both admission to the Office of Teacher Education and the Graduate School.

All inquiries concerning certification should be directed to the College of Education Graduate Office, located at Schroeder Health and Education Complex, 176, P.O. Box 1881, Milwaukee, WI 53201-1881, or via telephone at (414) 288-0659.

Application Requirements for Certification Applicants

After having transcripts evaluated by the College of Education, applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation addressing the applicant’s ability to do graduate-level work.
4. A personal statement of purpose that includes professional and academic goals.
5. A resume that includes professional and educational experiences.
6. (For administrative leadership certificate applicants only) proof of an earned master’s degree and teaching license.
7. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

An interview and/or writing test may be required of applicants following the initial screening.

Teacher certification applicants are required to submit Praxis I and II scores to the College of Education’s Office of Teacher Education. These applicants must also undergo a criminal background check, conducted by Marquette University. A second criminal background check is conducted at the state level when student teaching is completed, as part of the teacher license application.

Individuals submitting applications for administrative licenses must undergo a criminal background check, conducted by the state, when their administrative program is complete and they submit their administrative license application to the state.

Doctoral Program

The doctoral program is designed to foster the development of scholar-practitioners. It asks students not only to inquire deeply into the process of teaching and learning, but also how the organization of schooling shapes this process. In addition, the program asks students to acquire adjacent disciplinary strengths that provide contexts for considering what knowledge is of most worth, how forms of knowledge are socially distributed and what educational measures might help bring about a more just society. Students are expected to gain expertise in research that will enable them to contribute to the ways we think about education, and they are expected to develop technological and other practical skills that will enable them to implement strategies for change.

Prerequisites for Admission

Applicants should have graduated with, or be about to graduate with, a master’s degree or other professional degree such as J.D. or M.D. from an accredited institution appropriate to their chosen field of graduate study. The exceptional student applying to the doctoral program without a master’s degree must complete an appropriate master’s degree as part of his or her doctoral program requirements.

Application Deadline

Jan. 15 applicant files must be completed by this date for admission consideration to the doctoral program. Applicants will be notified by March 15.

Application Requirements for Doctoral Program

Applicants must submit, directly to the Graduate School:
1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation addressing the applicant’s ability to do graduate-level work.
4. GRE scores (scores MUST be received by application deadline – Jan. 15).
5. A sample of scholarly writing, such as a master’s thesis or a published article.
6. A personal statement articulating research interests with professional aspirations.
7. A resume that includes professional and educational experiences.
8. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

An interview and/or writing test may be required of applicants following the initial screening.

Educational Policy and Leadership Master of Arts (M.A.) Requirements

Specializations: Curriculum and Instruction, Educational Policy and Foundations, Literacy

A master’s program is arranged in consultation with the student’s assigned adviser. The program of study should be submitted for approval to the director of graduate studies no later than the end of the first term. Where licensure is involved, the program is designed to meet Wisconsin requirements.

Curriculum and Instruction

The master of arts degree in curriculum and instruction requires students to complete 30 credit hours of course work, complete research and leadership projects and compose a capstone essay.

Required Courses (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6400</td>
<td>Educational Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6410</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6420</td>
<td>Teacher as Leader</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6440</td>
<td>Foundations of Curriculum Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6450</td>
<td>Theories of Learning Applied to Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6953</td>
<td>Seminar in Analysis of Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

Elective Courses (9 credits)

Chosen from content area of specialization.

Educational Policy and Foundations

The master of arts degree in educational policy and foundations requires students to complete 33 credit hours of course work and complete a capstone research project.

Required Courses (18 credits)

Required foundation courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6300</td>
<td>Classics in the Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6730</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional foundation courses selected from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6200</td>
<td>Student Development in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6250</td>
<td>History of Higher Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6310</td>
<td>Contemporary Philosophies of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6330</td>
<td>Sociological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6360</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6440</td>
<td>Foundations of Curriculum Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6450</td>
<td>Theories of Learning Applied to Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6700</td>
<td>Organizational Theory and Administration in K-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6340</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Required research courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>
EDPL 6997 Capstone in Educational Policy and Leadership 3

Total Credit Hours 18

Elective Courses (15 credits)
Chosen from an area of specialization.

Literacy
The master of arts degree in literacy requires students to complete 33-36 credit hours of course work, a research project, at least one practicum, a capstone essay and portfolio.

Required Courses (24-27 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6400</td>
<td>Educational Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6410</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6460</td>
<td>Literacy and Children’s Literature for the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6470</td>
<td>Literacy and Children’s Literature for the Intermediate Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6480</td>
<td>Literature for Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6560</td>
<td>Literacy Assessment and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6970</td>
<td>Practicum: Literacy Assessment and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5037</td>
<td>Literacy in the Content Areas (unless equivalent course was taken previously)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 27

Elective Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6420</td>
<td>Teacher as Leader</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6450</td>
<td>Theories of Learning Applied to Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6490</td>
<td>Writing for Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6570</td>
<td>Literacy Leadership of Reading Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6580</td>
<td>Psychology of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6860</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6931</td>
<td>Topics in Educational Policy and Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>EDPL 6975</td>
<td>Practicum in K-12 Literacy Leadership</td>
<td>1-3</td>
</tr>
<tr>
<td>EDUC 5230</td>
<td>Learning and Linguistic Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

* Required for Reading Specialist License (Wis. DPI 317).

Required for Wisconsin State Licensure:
- Wisconsin Teaching license
- Two years of teaching experience
- 12 hours of post-bachelor’s course work

Educational Policy and Leadership Master of Education (M.Ed.) Requirements

Specializations: Educational Administration, Elementary Education, Secondary Education, Student Affairs in Higher Education

Educational Administration
The master of education degree in educational administration requires students to complete 33-36 credit hours of course work and complete a leadership portfolio.

Required Courses (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6700</td>
<td>Organizational Theory and Administration in K-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6730</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>or EDPL 6707</td>
<td>Leadership Foundations of Private Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
<td>3</td>
</tr>
</tbody>
</table>
EDPL 6997  
Capstone in Educational Policy and Leadership  

Total Credit Hours  

15

Additional Graduate-Level Requirements for Principal License (18 credits)  

EDPL 6440  
Foundations of Curriculum Planning  
3

EDPL 6712  
Politics and Community Relations in Educational Organizations  
3

EDPL 6720  
Business Administration of the Educational Organization  
3

EDPL 6750  
The Principalship  
3

EDPL 6860  
Instructional Leadership  
3

EDPL 6980  
Practicum in the Principalship (consent required)  
3

Total Credit Hours  

18

Additional Graduate-Level Requirements for Director of Instruction License (21 credits)  

EDPL 6440  
Foundations of Curriculum Planning  
3

EDPL 6712  
Politics and Community Relations in Educational Organizations  
3

EDPL 6720  
Business Administration of the Educational Organization  
3

EDPL 6860  
Instructional Leadership  
3

EDPL 6870  
The Theory and Design of Curriculum  
3

Human development course  
3

Practicum course  
3

Total Credit Hours  

21

Elementary Education  
The master of education degree in elementary education requires students to complete 38 credit hours* of course work. This includes one term of full-time student teaching.

Undergraduate Prerequisites  

EDUC 1964  
Teaching Elementary Mathematics  
1

EDUC 2330  
Integrating the Arts Across the Curriculum  
3

EDUC 2964  
Teaching Middle School Mathematics  
1

EDUC 4347  
Teaching Elementary Reading, Language Arts, and Children's Literature  
4

Total Credit Hours  

9

Graduate Courses  

EDUC 5217  
Children and Youth with Exceptional Needs  
3

EDUC 5297  
Teaching in the Middle School  
4

EDUC 5317  
Teaching Elementary-Level Science  
3

EDUC 5337  
Teaching Elementary Social Studies  
3

EDUC 5357  
Teaching Elementary Reading, Language Arts, and Children's Literature  
4

EDUC 6010  
Introduction to Schooling in a Diverse Society  
3

EDPL 6360  
Lifespan Development  
3

or EDUC 6340  
Child and Adolescent Development  
3

EDUC 6040  
Introduction to Learning and Assessment  
3

EDUC 6966  
Elementary/Middle Education Practicum  
3

One of the following:  

EDUC 5540  
Philosophy of Education  
3

EDPL 6730  
History of Education in the United States  
3

EDPL 6330  
Sociological Foundations of Education  
3

Three additional graduate level courses:  

EDPL 6440  
Foundations of Curriculum Planning  
3

EDPL 6450  
Theories of Learning Applied to Instruction  
3
EDPL 6953  Seminar in Analysis of Teaching  

**Total Credit Hours** 38

* A minimum of 33 credits must be completed at the graduate level for the master’s degree. Course work completed at the undergraduate level (either at Marquette or at another institution) may reduce course requirements in this program. If some or all of the undergraduate prerequisites need to be satisfied, students must complete up to 47 credits for this degree.

**Note:** A transcript analysis will determine whether additional math courses are required.

**Secondary Education**

The master of education degree in secondary education requires students to complete 34 credit hours* of course work. This includes one term of full-time student teaching.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6010</td>
<td>Introduction to Schooling in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6360</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 6340</td>
<td>Child and Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>EDUC 6040</td>
<td>Introduction to Learning and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5037</td>
<td>Literacy in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5217</td>
<td>Children and Youth with Exceptional Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5297</td>
<td>Teaching in the Middle School</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 6965</td>
<td>Middle/Secondary Education Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following courses:

- EDUC 5540  Philosophy of Education
- EDPL 6730  History of Education in the United States
- EDPL 6330  Sociological Foundations of Education

One additional Advanced Methods course:

- EDUC 5007  Teaching Middle/Secondary Social Science
- EDUC 5017  Teaching Middle/Secondary Science
- EDUC 5027  Teaching English in the Secondary School
- FOLA 5000  Teaching World Languages and Cultures
- MSCS 6931  Topics in Mathematics, Statistics and Computer Science

or Advanced Methods in Journalism, Communication, or Theatre

Additional graduate course requirements:

- EDPL 6440  Foundations of Curriculum Planning 3
- EDPL 6450  Theories of Learning Applied to Instruction 3
- EDPL 6953  Seminar in Analysis of Teaching 3

**Total Credit Hours** 34

* Course work completed at the undergraduate level (either at Marquette or at another institution) may reduce course requirements in this program. A minimum of 33 credits must be completed at the graduate level for the master’s degree.

**Prerequisite Course Work**

Based on an analysis of the transcript, students may be required to complete additional course work in their content area of certification to meet Wisconsin Department of Public Instruction certification requirements.

**Student Affairs in Higher Education**

The master of education degree in student affairs in higher education requires students to complete 36 credits of course work and complete a professional capstone project.

**Required Courses (33-36 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6100</td>
<td>Introduction to Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6130</td>
<td>Counseling Skills for Student Affairs Professionals</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6140</td>
<td>Diverse Students on the College Campus</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EDPL 6200</td>
<td>Student Development in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6210</td>
<td>Environmental Theory Assessment in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6250</td>
<td>History of Higher Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6260</td>
<td>Organizational Theory and Administration in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6965</td>
<td>Practicum in Student Affairs Leadership 1</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6966</td>
<td>Practicum in Student Affairs Leadership 2 (unless waived)</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6997</td>
<td>Capstone in Educational Policy and Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

**Elective Course (3 credits)**

Students who are waived from the second practicum course can choose one elective in an area of interest.

### Educational Policy and Leadership Doctoral Requirements

A Marquette doctoral student must complete a program of study prepared in consultation with his or her adviser and outlined on an approved Doctoral Program Planning Form. The program must include an earned master's degree of 30 credit hours, minimum, an additional 45 credit hours of course work (typically at least 30 of which must be in the College of Education), and 12 credit hours of dissertation work. A maximum of 15 credit credits (earned in the completion of the master's degree, possibly in combination with doctoral electives transferred in from other units/institutions) potentially may be applied to the doctoral program requirements. Acceptance of these credits, on a case by case basis, is contingent on the approval of the adviser and the director of graduate studies, based on the match with comparable Marquette courses, level of rigor, and benefit to the student's program.

A doctoral program must contain the following elements:

1. **Doctoral Seminars (9 credits)**
   - EDPL 8955 Seminar Social Contexts and Educational Policy 1 3
   - EDPL 8956 Seminar Social Contexts and Educational Policy 2 3
   - EDPL 8960 Dissertation Proposal Seminar 3
   **Total Credit Hours** 9

2. **Foundation Courses (12 credits)**
   - EDPL 8730 History of Education in the United States 3
   One of the following: 3
   - EDPL 8300 Classics in the Philosophy of Education
   - EDPL 8330 Sociological Foundations of Education
   - EDPL 8450 Theories of Learning Applied to Instruction
   Additional 6000/8000-level foundation courses in curriculum, leadership, history, philosophy, sociology or psychology 6
   **Total Credit Hours** 12

3. **Research Courses (12 credits)**
   Three of the following: 9
   - EDPL 8710 Multiple Paradigms in Educational Research
   - EDPL 8715 Interpretive and Critical Research in Education 1
   - COPS 8310 Intermediate Research and Statistics
   - PSYC 8101 Advanced Statistics and Design 1
   - COMM 6150 Quantitative Research Methods in Communication
   One elective course 3
   **Total Credit Hours** 12

4. **A supportive elective sequence of courses, approved by the student’s adviser (at least 12 credits)**

5. **Dissertation Work (12 credits)**

Students interested in obtaining principal or superintendent licensure with the doctoral program will be required to complete additional course work.

Normally, no foreign language is required, unless, at the discretion of the student's adviser, proficiency in a foreign language is necessary in a student's research.
A doctoral student must pass both the written and oral parts of a qualifying examination (DQE) prior to the advancement to candidacy. This is normally taken after the completion of a minimum of 33 credit hours. Program faculty determine the format for the examination. A student’s DQE committee and dissertation committee (although these do not need to have the same membership) should include at least two faculty from the EDPL Department. The remaining members may be from outside the department with no more than one coming from outside the university. Students should select all committee members in consultation with their adviser.

The doctoral dissertation must represent an original research contribution and show high attainment and clear ability to do independent research. Students must successfully defend both their dissertation proposal and the final dissertation.

**Director of Instruction Certificate Requirements**

This certificate program is designed for licensed teachers interested in the Director of Instruction license in the state of Wisconsin and requires students to complete 30 credit hours of course work.

**Prerequisites for Licensure:**
- Wisconsin Teaching license
- Master’s degree
- Licensed teaching experience

**Required Courses (30 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6440</td>
<td>Foundations of Curriculum Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6700</td>
<td>Organizational Theory and Administration in K-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6712</td>
<td>Politics and Community Relations in Educational Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6720</td>
<td>Business Administration of the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6860</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6870</td>
<td>The Theory and Design of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Human development course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Practicum course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 30

**Elementary Education Certificate Requirements**

This certificate program is designed to meet the needs of adults with a certifiable bachelor’s degree who wish to earn an initial Wisconsin middle childhood/early adolescence (grades 1-8) teaching license and requires students to complete a minimum of 20-26 credit hours* of graduate-level course work.

**Undergraduate Prerequisites:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1964</td>
<td>Teaching Elementary Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 2330</td>
<td>Integrating the Arts Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2964</td>
<td>Teaching Middle School Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 4347</td>
<td>Teaching Elementary Reading, Language Arts, and Children's Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 9

**Graduate Courses (20-26):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5217</td>
<td>Children and Youth with Exceptional Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5297</td>
<td>Teaching in the Middle School</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 5357</td>
<td>Teaching Elementary Reading, Language Arts, and Children's Literature</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 6010</td>
<td>Introduction to Schooling in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6040</td>
<td>Introduction to Learning and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6360</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 6340</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6966</td>
<td>Elementary/Middle Education Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5540</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6730</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>
EDPL 6330  Sociological Foundations of Education

Total Credit Hours  26

* Wisconsin middle childhood/early adolescence (grades 1-8) teaching license requires students to complete 20-35 credit hours of course work, depending on background and/or equivalent course work completed (either at Marquette or at another institution).

Note: A transcript analysis will determine whether additional math courses are required.

If a student in the certification program should decide at a later time to pursue the master of education, the College of Education will apply earned credits toward the pursuit of the master of education, as long as it is within 6 years from the start of the initial certification program.

**Principal Certificate Requirements**

This certificate program is designed for licensed teachers interested in the Principal license in the state of Wisconsin and requires students to complete 30 credit hours of course work.

**Prerequisites for Licensure:**

- Wisconsin Teaching license
- Master's degree
- Licensed teaching experience

**Required Courses (30 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6440</td>
<td>Foundations of Curriculum Planning</td>
<td>3</td>
</tr>
<tr>
<td>or EDPL 6870</td>
<td>The Theory and Design of Curriculum</td>
<td></td>
</tr>
<tr>
<td>EDPL 6700</td>
<td>Organizational Theory and Administration in K-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6707</td>
<td>Leadership Foundations of Private Education</td>
<td>3</td>
</tr>
<tr>
<td>or EDPL 6730</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
<tr>
<td>EDPL 6712</td>
<td>Politics and Community Relations in Educational Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6720</td>
<td>Business Administration of the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6750</td>
<td>The Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6860</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6980</td>
<td>Practicum in the Principalship</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  30

**Reading Specialist Certificate Requirements**

This certificate program is designed for licensed teachers interested in the Reading Specialist licenses in the state of Wisconsin (DPI License 317) and requires students to complete 27-30 credit hours* of course work.

**Required Courses for Reading Specialist Certificate only – DPI License 317 (27-30 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6460</td>
<td>Literacy and Children's Literature for the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6470</td>
<td>Literacy and Children's Literature for the Intermediate Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6560</td>
<td>Literacy Assessment and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6570</td>
<td>Literacy Leadership of Reading Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6580</td>
<td>Psychology of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6860</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6970</td>
<td>Practicum: Literacy Assessment and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6975</td>
<td>Practicum in K-12 Literacy Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6020</td>
<td>Literacy in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6480</td>
<td>Literature for Children and Adolescents (only for students with deficient background in children's literature)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours  30

**Required for Licensure:**

- Master's degree or 30 hours of graduate course work equivalent
- Wisconsin Teaching license
• Two years of teaching experience

* Depending on background and/or equivalent course work completed (either at Marquette or at another institution).

**Reading Teacher Certificate Requirements**

This certificate program is designed for licensed teachers interested in the Reading Teacher license in the state of Wisconsin (DPI License 316) and requires students to complete 15-18 credit hours* of course work.

**Required Courses for Reading Teacher Certificate only – DPI License 316 (15-18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 6460</td>
<td>Literacy and Children's Literature for the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6470</td>
<td>Literacy and Children's Literature for the Intermediate Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6560</td>
<td>Literacy Assessment and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6970</td>
<td>Practicum: Literacy Assessment and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6020</td>
<td>Literacy in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6480</td>
<td>Literature for Children and Adolescents (only for students with deficient background in children's literature)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18

**Required for Licensure:**

• Wisconsin Teaching license
• Two years of teaching experience
• 12 hours of post-bachelor's course work

* Depending on background and/or equivalent course work completed (either at Marquette or at another institution).

**Secondary Education Certificate Requirements**

This certificate program is designed to meet the needs of the working professional with a bachelor's degree who wish to earn an initial Wisconsin early adolescence/adolescence (grades 6-12) teaching license and requires students to complete 15-28 credit hours* of course work.

**Required Courses (15-28 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6010</td>
<td>Introduction to Schooling in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 6360</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 6340</td>
<td>Child and Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>EDUC 6040</td>
<td>Introduction to Learning and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5217</td>
<td>Children and Youth with Exceptional Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5037</td>
<td>Literacy in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5297</td>
<td>Teaching in the Middle School</td>
<td>4</td>
</tr>
<tr>
<td>One of the following courses:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5540</td>
<td>Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>EDPL 6730</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
<tr>
<td>EDPL 6330</td>
<td>Sociological Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 6965</td>
<td>Middle/Secondary Education Practicum</td>
<td>3</td>
</tr>
<tr>
<td>One additional course in Advanced Methods:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5007</td>
<td>Teaching Middle/Secondary Social Science</td>
<td></td>
</tr>
<tr>
<td>EDUC 5017</td>
<td>Teaching Middle/Secondary Science</td>
<td></td>
</tr>
<tr>
<td>ENGL 5027</td>
<td>Teaching English in the Secondary School</td>
<td></td>
</tr>
<tr>
<td>FOLA 5000</td>
<td>Teaching World Languages and Cultures</td>
<td></td>
</tr>
<tr>
<td>MSCS 6931</td>
<td>Topics in Mathematics, Statistics and Computer Science</td>
<td></td>
</tr>
<tr>
<td>Advanced Methods in Journalism, Communication, or Theatre</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours** 28

* Depending on background and/or equivalent course work completed (either at Marquette or at another institution).

**Prerequisite Course Work**
Based on an analysis of the transcript, students may be required to complete additional course work in their content area of certification to meet Wisconsin Department of Public Instruction certification requirements.

**Note:** If a student in the certification program should decide at a later time to pursue the master of education, the College of Education will apply earned credits toward the pursuit of the master of education, as long as it is within 6 years from the start of the initial certification program.

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### Superintendent Certificate Requirements

This certificate program is designed for licensed teachers interested in the Superintendent license in the state of Wisconsin and requires students to complete 27 credit hours of course work.

**Prerequisites:**
- Wisconsin Teaching license
- Three years of teaching experience
- Master’s degree
- Principal license
- Human development course

**Required Courses (24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPL 8000</td>
<td>The Superintendent</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8010</td>
<td>Advanced Personnel Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8020</td>
<td>Advanced Politics and Community Relations in Educational Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8030</td>
<td>Advanced Theory and Practice in Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8040</td>
<td>Advanced Program Planning and Evaluation in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8730</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8870</td>
<td>The Theory and Design of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDPL 8965</td>
<td>Advanced Practicum in Educational Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 24**

**Elective Course (3 credits)**

Students choose an elective in an area of interest and in consultation with their adviser.

### Educational Policy and Leadership Courses

- **EDPL 6000. Introduction to Educational Inquiry.** 3 cr. hrs.
  Multiple approaches to educational research with emphasis on reading, critiquing and using research to inform educational practice. Introduction to the development of a research proposal.

- **EDPL 6100. Introduction to Student Affairs.** 3 cr. hrs.
  Historical, philosophical and theoretical foundations of the field of student affairs in higher education in the United States. Roles and functions of various student affairs divisions and how they contribute to purposes of post-secondary education. Current issues in the field.

- **EDPL 6130. Counseling Skills for Student Affairs Professionals.** 3 cr. hrs.
  An introduction to counseling theory and the role of counseling in student affairs emphasizing the development of basic counseling, helping and referral skills through readings, assignments and participation in role-plays. Students gain an appreciation for consultation between counselors and student affairs professionals and an understanding of the ethical and legal standards of the counseling profession.

- **EDPL 6140. Diverse Students on the College Campus.** 3 cr. hrs.
  Research and theoretical perspectives on multiculturalism and diversity issues in higher education. Focuses on how race, ethnicity, gender, age, sexual orientation, disability, religion, socioeconomic status, and national origin impact the college setting. Prereq: EDPL 6200.

- **EDPL 6200. Student Development in Higher Education.** 3 cr. hrs.
  Overview of major theories of college student development with emphasis on cognitive and psychosocial theories. Applications for work in student affairs and leadership in higher education.

- **EDPL 6210. Environmental Theory Assessment in Higher Education.** 3 cr. hrs.

- **EDPL 6250. History of Higher Education in the United States.** 3 cr. hrs.
  Basic history of the American college and university. Colonial foundations, private and state-controlled institutions, professional, technical, and graduate studies. Recent trends and issues in higher education.
EDPL 6260. Organizational Theory and Administration in Higher Education. 3 cr. hrs.
Contemporary theories of organizational behavior and administration and their applications to institutions of higher education. Educational governance and leadership.

EDPL 6300. Classics in the Philosophy of Education. 3 cr. hrs.
Selected texts from a number of ancient and contemporary thinkers significant in the philosophical and educational tradition. Analysis of ramifications for current educational theory and practice.

EDPL 6310. Contemporary Philosophies of Education. 3 cr. hrs.
Contemporary philosophical approaches to educational problems and issues, including: pragmatist, analytic, existentialist, phenomenological, critical, hermeneutic, postmodern, and feminist.

EDPL 6330. Sociological Foundations of Education. 3 cr. hrs.
Examination of theories and research in sociology and social anthropology which focuses on the individual as a member of society and schools and education within broader social structures.

EDPL 6360. Lifespan Development. 3 cr. hrs.
A survey of major theories of human development that describes interaction among biological, psychological, sociocultural, cognitive, and moral factors from birth to death. Implications for educational institutions and teaching across the lifespan.

EDPL 6370. Catholic Theology and Education. 3 cr. hrs.
History of philosophical theology in the Catholic tradition and its bearing upon educational theory and practice. Investigation into theological methods and principles and their implications for education through an examination of the thought of selected individuals representative of the Catholic heritage. Attention to such theologians as St. Augustine, St. Thomas Aquinas, St. Bonaventure, Duns Scotus, Newman, Rahner, and Lonergan. Specific problems confronting Catholic education today.

EDPL 6380. Motivation and Learning. 3 cr. hrs.
Major theories of motivation (socialization of achievement motivation, expectancy-value, attributions, self-efficacy) and their relationship to learning and self-regulation in schools, institutions of higher education, and workplaces. Implications for teaching practice and research.

Designing and conducting research for the purpose of improving educational practice. Emphasis on action research, qualitative and quantitative methods, conducting literature reviews, and proposal writing. Prereq: At least 12 graduate credits including EDPL 6000; cons. of dept.

EDPL 6440. Foundations of Curriculum Planning. 3 cr. hrs.
Historical, philosophical, sociocultural, political, and economic forces which shape curriculum development and change. Theories of curriculum. Skill development in curricular planning and evaluation.

EDPL 6455. Sociocultural Perspectives on Learning. 3 cr. hrs.
Examination of Vygotsky and other sociocultural theorists who have studied learning and development in cultural, historical and institutional contexts. Use of sociocultural theory in research and practice.

EDPL 6460. Literacy Assessment and Instruction. 3 cr. hrs.
Developmental theory of assessment and instruction with experience conducting assessment and planning of instruction and interventions to meet individual literacy needs of children and adolescents. Prereq: EDUC 6020 and EDPL 6470.
EDPL 6570. Literacy Leadership of Reading Programs. 3 cr. hrs.
Analysis and evaluation of instructional programs in reading. Emphasis on aiding teachers and administrators in planning, organizing and implementing effective reading programs. Methods for involving parents and the community in developing and implementing the reading program. Prereq: EDPL 6970.

EDPL 6580. Psychology of Reading. 3 cr. hrs.
Current theory and research on the psychological, neurophysiological, sociocultural, and educational factors that influence reading development and variation in reading development. Prereq: EDPL 6460 and EDPL 6470 or equiv.

EDPL 6670. Faculty Roles in Higher Education. 3 cr. hrs.
Seminar aimed at students planning academic careers in higher education. Focus on changes in traditional dimensions of teaching, research, and service in light of current research on teaching and learning; corporate influences on higher education; and current critiques of higher education.

EDPL 6680. Designing and Teaching Effective Courses in Higher Education. 3 cr. hrs.
Seminar aimed at students planning academic careers in higher education. Focus on planning, delivering, and evaluating courses in higher education that produce significant student learning in light of current advances in cognitive science relevant to teaching and learning.

EDPL 6700. Organizational Theory and Administration in K-12 Schools. 3 cr. hrs.
Contemporary theories of organizational behavior and administration and their applications to schools. Educational governance and leadership. To be taken toward the beginning of program.

EDPL 6707. Leadership Foundations of Private Education. 3 cr. hrs.
Historical, philosophical, sociological, political and theological foundations of education for both sectarian and non-sectarian schools. Implications for a variety of leadership models.

EDPL 6712. Politics and Community Relations in Educational Organizations. 3 cr. hrs.
Theoretical and practical dimensions of the sociocultural, economic and political forces affecting educational organizations and how educational leaders can respond and interact with them.

EDPL 6720. Business Administration of the Educational Organization. 3 cr. hrs.
The various business management support functions and their impact on the delivery of educational services. School finance, theories of taxation, legislative and judicial context for school business management, human resource management and employee contract administration, information management systems and technology, budget planning, facilities management, and related topics.

EDPL 6730. History of Education in the United States. 3 cr. hrs.
Examines the development of public education. Emphasizes contests over the proper role of schools in promoting equity, diversity, and democracy. Pays particular attention to how different groups experienced and shaped schools over time. Considers the relationship between the expansion of schooling and equal educational opportunity.

EDPL 6750. The Principalship. 3 cr. hrs.
Leadership of the individual school. Operational tasks of the principal including policy formation, implementation, coordination, and evaluation of the general and special instructional programs. Leadership roles of the principal in regard to faculty, students, parents, and community.

EDPL 6800. American Law and the Educational Organization. 3 cr. hrs.
The legal basis for American education; constitutional interpretations, court decisions and legislation affecting schools, school systems and institutions of higher education.

EDPL 6860. Instructional Leadership. 3 cr. hrs.
Models of adult development and evaluation. Focuses on evidence-centered classroom observation and supervision, theory and practice of feedback and coaching(supervision) and developing a culture of collaboration and growth for children and adults in the school.

EDPL 6870. The Theory and Design of Curriculum. 3 cr. hrs.
Exploration, applications, and critique of current models of curriculum design. Emphasis on curricular decision making and implementation at the school district level. Prereq: EDPL 6440 or EDPL 8440.

EDPL 6931. Topics in Educational Policy and Leadership. 1-3 cr. hrs.
In-depth study of educational concepts and theories in a broad area which, because of their topicality, are not the subject of a regular course. Specific topics will be designated in the Schedule of Classes.

EDPL 6953. Seminar in Analysis of Teaching. 3 cr. hrs.
Use of current theories and research on teaching to examine and assess teaching practice.

EDPL 6955. Seminar in Educational Policy and Leadership. 1-6 cr. hrs.
Graduate seminars on current topics in leadership and supervision of interest to the professional educator. S/U grade assessment.

EDPL 6965. Practicum in Student Affairs Leadership 1. 3 cr. hrs.
Field application relating to educational leadership theory to applied practice of higher education leadership in a university-approved setting. Requires participation in an on-campus seminar. S/U grade assessment. Prereq: Cons. of dept.

EDPL 6966. Practicum in Student Affairs Leadership 2. 3 cr. hrs.
Field application relating to educational leadership theory to applied practice of higher education leadership in a university-approved setting. Requires participation in an on-campus seminar. S/U grade assessment. Prereq: EDPL 6965 and cons. of dept.
EDPL 6970. Practicum: Literacy Assessment and Instruction. 3 cr. hrs.
A practicum involving assessment and instruction of K-12 students at varying stages of reading development. Prereq: EDPL 6560 and cons. of dept.

EDPL 6975. Practicum in K-12 Literacy Leadership. 1-3 cr. hrs.
A variety of school-based experiences in literacy leadership that can include the coaching of reading teachers, selection of curriculum and assessment materials, and development and delivery of in-service programs. S/U grade assessment. Prereq: EDPL 6570.

EDPL 6980. Practicum in the Principalship. 3 cr. hrs.
Field application relating to educational leadership theory to applied practice of the principalship in a university-approved setting. Requires participation in an on-campus seminar. S/U grade assessment. Prereq: Cons. of dept.; 18 hours of educational leadership courses.

EDPL 6985. Practicum in Curriculum Leadership. 3 cr. hrs.
Field application relating to educational leadership theory to applied practice of curriculum leadership in a university-approved setting. Requires participation in an on-campus seminar. S/U grade assessment. Prereq: Cons. of dept.

EDPL 6995. Independent Study in Education Policy and Leadership. 1-3 cr. hrs.
Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser. Prereq: Cons. of instr. and cons. of dept. ch. Graduate students must complete an approval form signed by the dept. ch. or designated representative.

EDPL 6997. Capstone in Educational Policy and Leadership. 3 cr. hrs.
Critical analysis and discussion of significant issues confronting the contemporary educational leader. Prereq: Cons. of dept.; at least 24 credits in educational leadership.

EDPL 6999. Master’s Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. and cons. of instr.

EDPL 8000. The Superintendency. 3 cr. hrs.
Leadership of the school district system. The roles played by the superintendent: board chief operating officer, visionary, motivator, risk-taker, communicator, lobbyist, etc. Prereq: Master's degree and principal's certification.

EDPL 8010. Advanced Personnel Leadership. 3 cr. hrs.
Comprehensive study of personnel services in the educational setting, including: recruitment, selection, compensation, staff development, collective bargaining, and employee contract administration. Prereq: Cons. of dept.

EDPL 8020. Advanced Politics and Community Relations in Educational Organizations. 3 cr. hrs.
Advanced study of theoretical and practical dimensions of the sociocultural, economic and political forces affecting educational organizations and how educational leaders can respond and interact with them.

EDPL 8030. Advanced Theory and Practice in Educational Finance. 3 cr. hrs.
Advanced study of school and school district finance from theoretical, research, legal, and political perspectives with emphasis on implications for school district leadership.

EDPL 8040. Advanced Program Planning and Evaluation in Educational Settings. 3 cr. hrs.
Exploration of theories, models, and current practices in leadership, planning, and assessment within educational organizations.

EDPL 8250. History of Higher Education in the United States. 3 cr. hrs.
Basic history of the American college and university. Colonial foundations, private and state-controlled institutions, professional, technical, and graduate studies. Recent trends and issues in higher education.

EDPL 8260. Organizational Theory and Administration in Higher Education. 3 cr. hrs.
Contemporary theories of organizational behavior and administration and their applications to institutions of higher education. Educational governance and leadership.

EDPL 8300. Classics in the Philosophy of Education. 3 cr. hrs.
Selected texts from a number of ancient and contemporary thinkers significant in the philosophical and educational tradition. Analysis of ramifications for current educational theory and practice.

EDPL 8310. Contemporary Philosophies of Education. 3 cr. hrs.
Contemporary philosophical approaches to educational problems and issues, including: pragmatist, analytic, existentialist, phenomenological, critical, hermeneutic, postmodern, and feminist.

EDPL 8330. Sociological Foundations of Education. 3 cr. hrs.
Examination of theories and research in sociology and social anthropology which focuses on the individual as a member of society and schools and education within broader social structures.

EDPL 8360. Lifespan Development. 3 cr. hrs.
A survey of major theories of human development that describes interaction among biological, psychological, sociocultural, cognitive, and moral factors from birth to death. Implications for educational institutions and teaching across the lifespan.
EDPL 8370. Catholic Theology and Education. 3 cr. hrs.
History of philosophical theology in the Catholic tradition and its bearing upon educational theory and practice. Investigation into theological methods and principles and their implications for education through an examination of the thought of selected individuals representative of the Catholic heritage. Attention to such theologians as St. Augustine, St. Thomas Aquinas, St. Bonaventure, Duns Scotus, Newman, Rahner, and Lonergan. Specific problems confronting Catholic education today.

EDPL 8440. Foundations of Curriculum Planning. 3 cr. hrs.
Historical, philosophical, sociocultural, political, and economic forces which shape curriculum development and change. Theories of curriculum. Skill development in curricular planning and evaluation.

EDPL 8450. Theories of Learning Applied to Instruction. 3 cr. hrs.
Survey of major theories of learning. Use of learning theory to analyze and critique curriculum and design learner-centered instruction and assessments.

EDPL 8455. Sociocultural Perspectives on Learning. 3 cr. hrs.
Examination of Vygotsky and other sociocultural theorists who have studied learning and development in cultural, historical and institutional contexts. Use of sociocultural theory in research and practice. Prereq: EDPL 8450.

EDPL 8700. Organizational Theory and Administration in K-12 Schools. 3 cr. hrs.
Contemporary theories of organizational behavior and administration and their applications to schools. Educational governance and leadership.

EDPL 8707. Leadership Foundations of Private Education. 3 cr. hrs.
Historical, philosophical, sociological, political and theological foundations of education for both sectarian and non-sectarian schools. Implications for a variety of leadership models.

EDPL 8710. Multiple Paradigms in Educational Research. 3 cr. hrs.
Examination of educational research and knowledge within a philosophy of science framework. Study of competing epistemologies and how they shape and are shaped by the practice of education. Focus on use of empirical-analytic, interpretive and critical paradigms for critiquing, conceptualizing and conducting educational research.

EDPL 8712. Politics and Community Relations in Educational Organizations. 3 cr. hrs.
Theoretical and practical dimensions of the sociocultural, economic and political forces affecting educational organizations and how educational leaders can respond and interact with them.

EDPL 8715. Interpretive and Critical Research in Education 1. 3 cr. hrs.
Theory and rationale of qualitative research methods in the social sciences. Historical research, case studies, field studies, non-invasive approaches. Data gathering and analysis procedures. Prereq: EDPL 8710 or equiv.

EDPL 8720. Interpretive and Critical Research in Education 2. 3 cr. hrs.
Building on the understanding and skills developed in EDPL 8715, students conduct, interpret and present in written and oral form a course-long research project. Addresses a range of research issues and problems as they emerge in students' works-in-progress. Prereq: EDPL 8710 and EDPL 8715 or equiv.

EDPL 8730. History of Education in the United States. 3 cr. hrs.
Examines the development of public education. Emphasizes contests over the proper role of schools in promoting equity, diversity, and democracy. Pays particular attention to how different groups experienced and shaped schools over time. Considers the relationship between the expansion of schooling and equal educational opportunity.

EDPL 8800. American Law and the Educational Organization. 3 cr. hrs.
The legal basis for American education; constitutional interpretations, court decisions and legislation affecting schools, school systems and institutions of higher education.

EDPL 8870. The Theory and Design of Curriculum. 3 cr. hrs.
Exploration, applications and critique of current models of curriculum design. Emphasis on curricular decision-making and implementation at the school district level. Prereq: EDPL 6440 or EDPL 8440.

EDPL 8880. Current Issues in Educational Policy and Leadership for the District Administrator. 3 cr. hrs.
Guided research and discussion of significant issues confronting educational leaders.

EDPL 8953. Seminar in Analysis of Teaching. 3 cr. hrs.
Use of current theories and research on teaching to examine and assess teaching practice.

EDPL 8955. Seminar Social Contexts and Educational Policy 1. 3 cr. hrs.
Examines significant historical and sociological texts pertinent to understanding matters of race and education.

EDPL 8956. Seminar Social Contexts and Educational Policy 2. 3 cr. hrs.
Examines the claims of influential texts that promote various policies meant to expand equality of educational opportunity.

EDPL 8959. Seminar Research on Teacher Education. 3 cr. hrs.
Study and analysis of current research on preparation and professional development of teachers. Prereq: EDPL 6450 or EDPL 8450.

EDPL 8960. Dissertation Proposal Seminar. 3 cr. hrs.
Systematic exploration of the process and production of the dissertation proposal, including refinement of dissertation question(s), a focused literature review, and draft of a proposal text. S/U grade assessment. Prereq: Cons. of dept.; 33 credits in the doctoral program.
EDPL 8965. Advanced Practicum in Educational Leadership. 3 cr. hrs.
Field application relating educational administrative theory to the applied practice of educational administration at the system or college level. Participants must be in a university-approved setting and must participate in an on-campus seminar. S/U grade assessment. Prereq: Cons. of dept.

EDPL 8995. Independent Study in Education Policy and Leadership. 1-3 cr. hrs.
Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser. Offered every term. Prereq: Cons. of instr. and cons. of dept. ch. Graduate students must complete an approval form signed by the dept. ch. or designated representative.

EDPL 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept.; cons. of instr.

EDPL 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9977. Field Placement Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9978. Field Placement Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9979. Field Placement Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9989. Doctoral Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

EDPL 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.
EDPL 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept.

Education Courses

EDUC 5007. Teaching Middle/Secondary Social Science. 3 cr. hrs.
Application of teaching methods to social studies in middle and high schools. Field experience required. Prereq: Admission to post-baccalaureate teaching licensure program.

EDUC 5017. Teaching Middle/Secondary Science. 3 cr. hrs.
Application of methods to teach inquiry-based science in the physical sciences, physics, biology, chemistry and environmental sciences at the middle/secondary level. Includes planning, preparation of materials, assessment, and use of technology aligned with National Science Education Standards and OSHA safety requirements. Field experience required. Prereq: Admission to post-baccalaureate teaching licensure program.

EDUC 5027. Teaching English in the Secondary School. 3 cr. hrs.
An investigation of the role of the teacher, the student, and the curricular methods, procedures, and materials used in the teaching of language, literature, and composition in the secondary school. A 40-hour field experience in selected area schools is required.

EDUC 5037. Literacy in the Content Areas. 3 cr. hrs.
Interrelationships of reading, writing, speaking, and listening as learning skills in the content areas. Included are methods and materials the teacher can use in the classroom setting to improve literacy skills in all content areas and integrate literature across the curriculum.

EDUC 5067. Strategies in Religious Education. 3 cr. hrs.
Application of current catechetical theory and educational strategies to the teaching of religion. Development of curriculum objectives and assessments. Analysis of instructional materials and other resources for teaching religion. Open to all upper division students in the university. Prereq: Admission to post-baccalaureate teaching licensure program.

EDUC 5217. Children and Youth with Exceptional Needs. 3 cr. hrs.
Introduction to children and adolescents with a wide range of exceptional needs. Addresses characteristics, causes, assessment, teaching strategies, and legal issues. Field experience required for certification students, optional for others.

EDUC 5230. Learning and Linguistic Diversity. 3 cr. hrs.
Covers three bodies of knowledge regarding language: basic principles of sociolinguistics, the nature of learning a second language or a second dialect, and theories of effective methods for teaching speakers of languages and dialects other than Standard English (e.g., bilingual education and/or English as a second language instruction). Each of these bodies of knowledge will be contextualized in students’ learning experiences and in teachers’ classroom practices.

EDUC 5277. Theory and Methods of Teaching Bilingual-Bicultural Learners. 3 cr. hrs.
Study, application, and practice of theories and methods of delivering bilingual/bicultural instruction. Focus on first and second language learning strategies and culturally responsive teaching methods that reflect the language and culture of students living in bilingual/bicultural contexts.

EDUC 5297. Teaching in the Middle School. 4 cr. hrs.
Foundations, methods, and strategies for teaching at the middle school level. Lab required. Field experience required.

EDUC 5317. Teaching Elementary-Level Science. 3 cr. hrs.
Curriculum development and instructional methods for teaching inquiry-based science at the primary and upper elementary level. Includes preparation of materials, assessment, use of technology and field experiences. Field experience required. Prereq: Admission to post-baccalaureate teaching licensure program.

EDUC 5337. Teaching Elementary Social Studies. 3 cr. hrs.
Curriculum development, instructional strategies and techniques for teaching elementary social studies with emphasis on primary research skills. Includes preparation of materials, assessment and micro-teaching.

EDUC 5357. Teaching Elementary Reading, Language Arts, and Children's Literature. 4 cr. hrs.
Teaching reading, language arts, and children's literature from a developmental perspective to diverse upper elementary learners. Emphasis on developing the relationship between the three literacy areas and how social factors influence students' literacy learning. Field experience required.

EDUC 5540. Philosophy of Education. 3 cr. hrs.
Principles and methods of various classical and contemporary philosophies and their implications and applications in education. Attention to professional ethics and students' development of their own philosophies of education.

EDUC 5931. Topics in Education. 1-4 cr. hrs.
Various topics in education as identified in the Schedule of Classes.

EDUC 5964. Practicum: Teaching Elementary-Level Reading. 4 cr. hrs.
Supervised experience in the teaching of reading to struggling readers. Emphasis on linking literacy assessment and instruction. Includes seminars and small group tutoring sessions.

EDUC 6000. Urban Teaching Seminar. 3 cr. hrs.
First semester seminar designed to challenge and support new teachers as they select, implement and critically evaluate teaching methods and instructional materials within the context of the teaching assignments. Prereq: Admission to the Teach For America program.
EDUC 6010. Introduction to Schooling in a Diverse Society. 3 cr. hrs.
Critical and reflective examination of assumptions about schooling in the United States including the impacts of race, ethnicity, class, and gender; power and control in school and community contexts; and the concerns, demands, conditions, and rewards of the teaching profession.

EDUC 6030. Methods of Teaching Adolescents. 3 cr. hrs.
General middle school methods in the areas of learner-centered teaching, pedagogical strategies, supportive learning environment, lesson planning and assessment practices. Students investigate and study diverse learners, communication skills, critical reflection and social justice through the perspective of the middle school philosophy. Prereq: Admission to the Teach For America program.

EDUC 6040. Introduction to Learning and Assessment. 3 cr. hrs.
Application of major theories of learning to instructional planning and assessment. Use of technologies to enhance learning and assessment.

EDUC 6060. Design Issues in Technology and Instructional Systems. 3 cr. hrs.
Explores application of concepts, issues, processes, theories, and techniques of instructional design in a variety of electronic learning contexts including instructional modules, Web-based courses, computer graphics, and educational software.

EDUC 6070. Facilitating a Web-Based Course. 3 cr. hrs.
Research-based methods and techniques for building effective online learning communities, including facilitation of structured dialogue and interaction, reflection, critical thinking, collaboration, and active engagement in the learning process.

EDUC 6080. Theories and Research in Instructional Technology. 3 cr. hrs.
Survey of recent research developments and theoretical frameworks in the field. Students design individual research projects in areas of interest.

EDUC 6090. Emerging Instructional Technologies in Education. 3 cr. hrs.
Critical study of research and instructional use of emerging Web technologies in K-12 schools, higher education, and other learning environments.

EDUC 6340. Child and Adolescent Development. 3 cr. hrs.
An examination of the interaction among biological, psychological, social, and cultural factors that influence human development. Educational implications of these issues.

EDUC 6350. Teach for America Reading Methods. 3 cr. hrs.
Teaching reading, language arts, and literature from a developmental perspective for the lower elementary levels. Emphasis on developing the relationship among the three areas as well as developing experience in administering reading tests, diagnosing, and remediating reading problems. Prereq: Only open to Teach for America corps members.

EDUC 6360. Teach for America Math Methods 1. 3 cr. hrs.
Mathematical content and processes for elementary teachers using a problem-solving approach. Integrates mathematics content with teaching methods and learning theory for the lower elementary/middle school levels. Prereq: Only open to Teach for America corps members.

EDUC 6365. Teach for America Math Methods 2. 3 cr. hrs.
Mathematical content and processes for elementary teachers using a problem-solving approach. Integrates mathematics content with teaching methods and learning theory for the upper elementary/middle school levels. Prereq: Only open to Teach for America corps members.

EDUC 6370. Teach for America Integrated Methods: Science, Social Studies, and Fine Arts. 3 cr. hrs.
Curriculum development, instructional strategies and the application of teaching methods in elementary science, social studies and fine arts. Prereq: Only open to Teach for America corps members.

EDUC 6930. Special Topics in Education:. 1-5 cr. hrs.
Offered as an experimental course to evaluate and determine if a course should be incorporated into the regular curriculum of a program, or courses in the approval process pipeline, but not yet officially approved. Once the same course has been offered twice as a Special Topic, it cannot be offered again until it moves through the curriculum approval process and is approved with a regular curriculum course number. Prereq: Admitted to the graduate EDU program; or cons. of dept.

EDUC 6965. Middle/Secondary Education Practicum. 1-3 cr. hrs.
Full day, full term of public or private school teaching, Monday through Friday. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade basis. Prereq: EDUC 5297 and cons. of dept.; admission to the College of Education.

EDUC 6966. Elementary/Middle Education Practicum. 1-3 cr. hrs.
Full day, full term of public or private school teaching, Monday through Friday. Regular on-site visitation by university faculty. Weekly seminar required. S/U grade basis. Prereq: EDUC 5297 and cons. of dept.; admission to the College of Education.
Engineering

**OPUS Dean: Kristina M. Ropella, Ph.D.**

College of Engineering Graduate Programs website (http://www.marquette.edu/engineering/grad.shtml)

**Degrees Offered**

Master of Science, Master of Engineering; Doctor of Philosophy; Certificate

**Programs Overview**

The College of Engineering offers four graduate engineering programs through which to pursue either a master of science or doctor of philosophy degree: biomedical engineering, civil engineering, electrical and computer engineering, and mechanical engineering. Details concerning each of the four programs can be found under the Engineering heading in the Programs section of this bulletin. The Departments of Biomedical and Mechanical Engineering also offer a master of engineering in addition to the master of science and the doctor of philosophy degrees.

An interdisciplinary program is offered, leading to the master of science degree. Healthcare technologies management is jointly offered and administered by the College of Engineering, the Graduate School of Management and the Medical College of Wisconsin. Details on this program can be found in the Healthcare Technologies Management (http://bulletin.marquette.edu/grad/programs/engineering/healthcaretechnologiesmanagement) section.

A final interdisciplinary doctoral program in functional imaging is jointly offered by the Department of Biomedical Engineering in the College of Engineering and the Medical College of Wisconsin. Details on this program can be found in the Biomedical Engineering (http://bulletin.marquette.edu/grad/programs/engineering/biomedical) section.

In addition to its graduate degree programs, the Department of Electrical and Computer Engineering offers graduate certificate programs in a variety of technical areas for qualified individuals with bachelor’s degrees. General information about these certificate programs can be found in the Electrical and Computer Engineering (http://bulletin.marquette.edu/grad/programs/engineering/electricalandcomputer) section. Detailed information is available from the department office.
English (ENGL)

Chairperson: John Su, Ph.D.
Department of English website (http://www.marquette.edu/english/graduate/index.shtml)

Degrees Offered
Master of Arts, Plan B (non-thesis option) only; Doctor of Philosophy

Program Descriptions
The master of arts program in English provides broad coverage in British, American and other Anglophone literatures. Through seminar courses, students develop extensive knowledge of literature, literary critical methods and analytical writing. Students who complete the master’s program at Marquette go on to doctoral studies, pursue careers in education, or enter business, health care, journalism and other professions.

The doctorate in English is directed toward comprehensive and intensive knowledge of British, American and/or other Anglophone literatures and language; the textual, critical and editorial problems and backgrounds of major texts and authors; the principles of literary criticism; and the basic tools, methods and application of literary and linguistic research. The program provides practical experience in teaching and research to prepare students to pursue a variety of careers in higher education.

Teaching and research assistantships are available to candidates for both degrees on a competitive basis. Teaching assistants must successfully complete ENGL 6840 Studies in Rhetoric and Composition Theory, a teaching assistant orientation program and a weekly practicum.

Prerequisites for Admission
Applicants to the master’s program are expected to have adequate preparation in English and related subjects. A well-rounded program of undergraduate English courses (26 to 30 credit hours) is required. Applicants to the doctoral program must have a master of arts in English.

Application Deadline
All application files must be complete by Jan. 15, including all supporting documents, for fall admission and financial aid consideration.

Application Requirements
Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation.
5. One or two writing samples.
6. GRE scores (General Test only).
7. For international applicants only - a TOEFL score or other acceptable proof of English proficiency.

English Master's Requirements

Specialization: British, American and other Anglophone Literatures

A master’s student is admitted to the Plan B (non-thesis) program which requires 30 credit hours of course work beyond the bachelor’s degree. Of these 30 credits, at least 24 must be selected from English department courses at the 6000 level. Up to two courses may be taken at the 5000 level when approved by the director of graduate studies in English.

All master’s students must pass a written comprehensive examination to complete the program.

Master of Arts Curriculum (30 credits):

<table>
<thead>
<tr>
<th>Distribution Requirements: Two courses from each of the following:</th>
<th>18</th>
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<tr>
<td>Literature produced prior to 1700</td>
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<tr>
<td>Literature produced between 1700-1900</td>
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<tr>
<td>Literature produced between 1900 and the present</td>
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<th>Theory and Methods:</th>
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<tr>
<td>ENGL 6820 Studies in Modern Critical Theory and Practice</td>
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<tr>
<td>ENGL 6840 Studies in Rhetoric and Composition Theory</td>
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English Doctoral Requirements

Specializations: American Literature, British Literature

A doctoral student will follow a program of study defined, in conjunction with an adviser, on an approved Doctoral Program Planning Form. A minimum of 36 credit hours of course work is required beyond the master's degree (24 course credit hours) plus 12 hours (ENGL 8999 Doctoral Dissertation) of dissertation credit. A doctoral student must show competence in one foreign language in which there is significant scholarly literature in his or her program field. The choice of language must be approved by the director of graduate studies. The student must complete all requirements listed on the Doctoral Program Planning Form, pass a qualifying examination and successfully defend a dissertation to complete the program.

A doctoral student is expected to complete the requirements defined for the master's program, but must include ENGL 8282 Studies in Modern Critical Theory and Practice and ENGL 8830 Dissertation Tutorial. Additional course work for the doctorate will be recommended or required according to the needs of the student and will be defined on the Doctoral Program Planning Form. Students are individually advised at each registration.

Courses

ENGL 5027. Teaching English in the Secondary School. 3 cr. hrs.
An investigation of the role of the teacher, the student, and the curricular methods, procedures, and materials used in the teaching of language, literature, and composition in the secondary school. A 40-hour field experience in selected area schools is required.

ENGL 5110. Exploring the English Language. 3 cr. hrs.
How do humans use a small set of sounds to express an infinite set of meanings? Do apes and whales and dogs have language? Why do dialects exist? Students explore the physical, cognitive, and social dimensions of human language. Fulfills the language requirement for ENGA and ENGW majors, or an elective requirement for ENGL and ENGW majors.

ENGL 5120. Anatomy of English. 3 cr. hrs.
Students explore the grammar of grammar (the words are related!) as we develop a working model of the structure of sounds, words, and sentences of English and develop a basis for making informed decisions about style, usage, and grammar pedagogy. Fulfills the language requirement for ENGA and ENGW majors, or an elective requirement for ENGL and ENGW majors.

ENGL 5130. History of the English Language. 3 cr. hrs.
Marauding Germanic tribes in a corner of Europe in the 5th century established an island society whose native tongue is now spoken by billions around the world as the language of business, technology, and diplomacy. This is the story of English from before Ælfric to present-day Zimbabwe. Students explore the nature of linguistic change, major developments in the structure and use of the English language, and current variation in English worldwide. Fulfills the language requirement for ENGA and ENGW majors, or an elective requirement for ENGL and ENGW majors.

ENGL 5170. Studies in Language. 3 cr. hrs.
In-depth study on a topic such as Language, Gender, and Power; Language and Social Identity; English as World Language; Languages of Milwaukee, among others. See course listings on English Department website for current course description. Fulfills the language requirement for ENGA and ENGW majors, or an elective requirement for ENGL and ENGW majors.

ENGL 5210. Writing, Literacy, and Rhetoric Studies. 3 cr. hrs.
This theory and writing course invites students to explore current topics within rhetoric and composition, such as community literacy, digital rhetoric, multimodal composing, women's rhetorics, rhetorics of peace, writing and race, and so on. Students engage these (inter)disciplinary conversations by developing scholarly and/or community-based projects that combine critical thinking, research, and reading, writing, speaking, and listening skills.

ENGL 5220. Rhetorical Theories and Practices. 3 cr. hrs.
What is rhetoric, and how does a knowledge of rhetorical theories enhance critical thinking, reading, writing, speaking, and listening? In this theory and writing course, students explore these questions and others by exploring rhetorical theories spanning from Greco-Roman ideas about the logic and ethics of argument to contemporary concepts of identification, performativity, and raced voices and consciousness. Assignments may include opportunities to analyze texts, people, and cultures and to compose and revise texts in different genres, media, contexts, and styles for a variety of audiences.

ENGL 5230. Writing Center Theory, Practice, and Research. 4 cr. hrs.
How can conversations about writing help writers? What are the challenges and rewards of peer tutoring? How can writing centers promote change? Students address these questions and others while studying the theory and practice of peer tutoring. Topics drawn from writing center scholarship include processes of written, oral, and multimodal composition; concepts of genre and situation; and strategies for giving writers effective feedback. This 4-credit course includes a required writing center “internship.” Students who complete 4230 can apply to become Ott Memorial Writing Center tutors.

ENGL 5250. Creative Writing: Fiction. 3 cr. hrs.
“Tragedy is when I cut my finger. Comedy is when you fall into an open sewer and die.” So says that great theorist of narrative craft, the filmmaker Mel Brooks. Of course, most of life (and most of the fiction that tries to reflect the complexity of life) falls along the spectrum between (and including) those two poles. This course gives students an opportunity both to exercise their narrative imagination and to harness it productively to explore that spectrum. Students learn the craft and techniques of writing fiction and develop their understanding of the creative process by analyzing published fiction from the practitioner’s perspective, by writing and revising fiction, and by discussing their work and the work of their peers in workshop.
ENGL 5260. Creative Writing: Poetry. 3 cr. hrs.
Poetry is all about surprise. As Robert Frost put it, “I have never started a poem yet whose end I knew. Writing a poem is discovering.” The practice of poetry will benefit anyone who wants to write—and think—in innovative ways about themselves and their world(s). Students explore the work of living poets while developing a portfolio of their own drafts and revisions. The workshop format is open and accessible to all—from beginners to advanced practitioners—and allows every student to find a voice in the context of a supportive, rigorous, and exploratory atmosphere.

ENGL 5301. Medieval Literature and Chaucer. 3 cr. hrs.
“The Canterbury Tales” sets itself in the late decades of 14th-c. England when political upheavals and revolts against feudal hierarchy were abroad in both country and court: agricultural workers rising up against tax burdens, friars being viewed as figures of excess, women increasing pressure to compete in the marketplace and to travel, prompting thereby hundreds of treatises censuring them as unruly and dangerous to society. Chaucer, however, seems to have thrived on such havoc. His are nervy questions in his “Tales” as he explores corruption within the Church, the dangerous and comical effects of courtly love, women challenging clerical interpretation of Scripture, men who try to hold their wives “narwe in cage,” what constitutes happiness, the impulses behind our choices, and the clergy’s abuse of knowledge. The explorations are both comic and dead-serious. Text include “Troilus and Criseyde,” and “The Canterbury Tales.”

ENGL 5310. Studies in Global Literature. 3 cr. hrs.
An in-depth exploration of selected works in English or in translation from non-Anglo-American cultural traditions. Texts can be drawn from African, Asian, European, Latin American and Middle Eastern literatures with an emphasis on historical, intellectual and/or cultural contexts. Consult the dept. Web site or its course descriptions booklet for specific topic.

ENGL 5311. Themes in Medieval Literature. 3 cr. hrs.
Students explore the poetic techniques of Old English poetry through later Medieval literature. Some of the most fundamental issues faced by the Anglo-Saxon poets include: the hero in a darkening world, the dangers of royal pride, the transitory joys of life, feuds and unavenged losses, the concept of kingship, the exile. The later Medieval literature, in turn, has its own fears, hardships and preoccupations, including the nature of excessive love, courtly love, the narrative of transfer of power, the instability of human nature, the ideal of knighthood, and the status of women, and gender roles themselves. Works included may be “Beowulf,” “The Wife’s Lament,” and “The Wanderer,” “Pearl Anonymous,” “Tristan and Iseult,” “Gawain and the Green Knight,” Malory’s “Morte Darthur.”

ENGL 5321. British Literature of the 16th Century. 3 cr. hrs.
In the decades after the Reformation, Britain was roiled by religious and political debates both intensely local and far transcending the country’s national boundaries, at the same time that its citizens were figuring out for the first time what it meant to be a nation with its own distinct language and culture. Sonnets, epics, political treatises, closet drama and the first plays for the public stage all competed in what became the country’s first public literary marketplace, as economic and political changes helped foster the first English literature and the first conception of the person that we can call truly modern. In this course we make ourselves present at the hotly contested beginnings of genres, categories, and ideas familiar enough to us now that we take them as natural, by reading poems and plays so enduring that 400 years later they are still part of our cultural fabric.

ENGL 5331. Shakespeare. 3 cr. hrs.
“To be or not to be,” “all the world’s a stage” — you’ve heard of some of the big moments, but are you aware of the extraordinary variety and breadth of the subjects that interested Shakespeare? Property law, Roman history, same-sex love, gender-bending, political representation, profound questions of existence and ethics – all these subjects and many more are taken up in Shakespeare’s vast body of work, which has served as a touchstone for literate culture since right after his death. We will read poems and of course plays, some famous and some not as much, that both locate Shakespeare in his own particular context and suggest why his work has been so enduring and useful all over the modern world.

ENGL 5341. British Literature of the 17th Century. 3 cr. hrs.
Colonialism and empire, economic slavery, regicide, revolution, one of the earliest experiments with republicanism in the modern world, the development of scientific empiricism and positivism, the invention of newspapers…all of these and institutions in seventeenth-century Britain, so fundamental to our own culture, not only shaped but were shaped by its literature, which was one of the central public forums in which ideas were ventured and debated. In this course we will read poems, plays, prose and speeches by writers both famous and (now) obscure, from Francis Bacon and Mary Wroth to John Milton and Kenelm Digby, as a window into their thinking about such central problems as love, friendship, community, beauty, profit and self-interest, and political justice.

ENGL 5351. Milton. 3 cr. hrs.
In our world, in which we debate how and if we can protect our freedoms, in which our use of reason has brought us such unprecedented power to communicate but also to destroy, and in which religious discourse figures so prominently, for good and for ill, Milton has particular relevance. His apparent confidence (arrogance?) in advancing his ideas, in many works but in “Paradise Lost” especially, forces each one of us to reevaluate our own. In this course, students will explore Milton’s major poetry and prose in the context of 17th century England.

ENGL 5361. Literatures of Pre-Colonial and Colonial America. 3 cr. hrs.
What constitutes the earliest forms of American literature? How did writing in the Americas prior to the foundation of modern nation-states grow out of and respond to the unique circumstances of contact and collision between the “Old World” of Europe and the “New World” of America? How was colonial American literature situated in the larger geopolitical arenas of the Atlantic World, the “Black Atlantic,” and competing imperialist projects? In this course, students will encounter the diverse genres and multiple literary traditions that converged in North America from the initial arrival of Europeans up to the American Revolution. The course may take a comparative transatlantic, transnational, and/or hemispheric approach, with readings drawn from the literatures of British, French, and Spanish America as well as Native American cultures.
ENGL 5402. The Novel to 1900. 3 cr. hrs.
The modern British novel took shape in England in the late seventeenth century, and by 1900, it had become the most popular genre of its day. Through innovations in point of view, characterization, and narrative form, novelists offer unprecedented techniques for representing human emotion and experience. Traces the development of the novel from its origins to the end of the nineteenth century, considering how writers examine questions such as gender and marriage, race and empire, science and religion, and law and justice. Topics vary each term.

ENGL 5410. British Literature to 1500. 3 cr. hrs.
A reading of medieval works from the Old and Middle English periods, with emphasis on both literary and cultural issues. Typical readings include lyrics, romances, The Pearl, Sir Gawain, and Piers Plowman, and works by Gower, Kempe, and Malory.

ENGL 5412. Transatlantic Literature, 1700-1900. 3 cr. hrs.
Transatlantic studies reframe Anglophone literature (and sometimes literature in translation) to incorporate perspectives beyond the national. The eighteenth and nineteenth centuries were eras of economic and cultural exchange across the Atlantic ocean; this course will track some of these “currents.” Individual instructors may focus on comparative revolutions, on the Black Atlantic, on transnational romanticism, travel and exploration, slavery and abolition, or other topics.

ENGL 5420. Renaissance Literature: The 16th Century. 3 cr. hrs.
A study of Tudor poetry, drama, and prose, with emphasis on literary and cultural issues of the Elizabethan period. Writers considered might include Lodge and More (prose); Shakespeare, Philip and Mary Sidney, Spenser, and Wyatt (lyric and narrative poetry); and Carey, Kyd, and Marlowe (drama).

ENGL 5422. British literature of the Long 18th Century. 3 cr. hrs.
During the “long eighteenth century” (1660-1830), England experienced unprecedented literary and cultural innovation: writers developed new forms of fiction, actresses appeared on stage for the first time, and poets used verse as vehicles for satirical and public expression. Meanwhile, political parties took shape, the government expanded the reach of its empire, the nuclear family assumed its modern form, and burgeoning print media provided a stream of gossip and news. In this course, students will explore the era’s literary developments in the context of such social, cultural, and political changes. Topics vary from semester to semester.

ENGL 5430. Renaissance Literature: The 17th Century. 3 cr. hrs.
A study of English poetry, drama and prose from 1603 to the beginnings of the neoclassical period. Writers considered might include Donne, Herbert, Herrick, Jonson, and Marvell (lyric); Bacon and Wroth (prose); and Jonson, Middleton, and Webster (drama).

ENGL 5432. US Literatures of the Revolution and New Republic. 3 cr. hrs.
The eighteenth century saw profound changes in America; there were revolutions not only in politics but in the ways people lived their everyday lives, in travel, in industry, and in literature. While the American Revolution ended the colonial domination of European settlers and the founding of the United States, those citizens in turn were colonizing Native American lands and African labor. Women clamored to be included in the democratic conversation, and the ideology of “Republican Motherhood” simultaneously stimulated and constrained those desires. In this course, students will look at the ways a diverse group of writers responded to these sea changes by employing a comparative transatlantic or transpacific approach or by focusing more closely on issues specific to the North American continent; issues studied may include the rise of the novel and the changes in print culture surrounding the Revolution, or may focus on the literature of women or narratives of captivity and slavery.

ENGL 5440. The Ages of Dryden and Pope: 1660-1744. 3 cr. hrs.
A study of the prose, poetry, and drama of the Restoration to early 18th century, featuring such writers as Behn, Dryden, Pope, and Swift within the historical, literary, and intellectual contexts of the era.

ENGL 5442. US Literature from the Constitution to the Civil War. 3 cr. hrs.
The first decades of the nineteenth century marked a period of innovation and abundance in the literary history of the United States. Students will explore the landmark developments of the early national and antebellum periods within the broader contexts of American cultural history, paying particular attention to the influence of Romanticism and such North American variants as New England Transcendentalism and the American Gothic. They may also explore the intersections between literature and a variety of social reform movements, such as those involving abolitionism, women’s rights, and Native American rights. Authors assigned may include a selection of the following: Apess (Pequot), Brockden Brown, Cooper, Irving, Poe, Sedgwick, Emerson, Thoreau, Hawthorne, Melville, Douglass, Wells Brown, Whitman, and Stowe.

ENGL 5450. The Age of Johnson: 1744-1790. 3 cr. hrs.
A study of the prose, poetry, and drama of the later 18th century, featuring such writers as Boswell, Burney, Fielding, Johnson, and Sterne within the historical, literary, and intellectual contexts of the era.

ENGL 5452. British Literature of the Romantic Period, 1790-1837. 3 cr. hrs.
From the French Revolution to the Industrial Revolution, 1780-1837. How exactly did civil and human rights evolve in Great Britain? Gender, class, religious turmoil, and race are also central issues in the study of works by romantic-era writers such as Jane Austen, Ann Radcliffe, William Wordsworth, William Blake, John Keats, Percy Shelley, George Gordon Byron, Samuel Taylor Coleridge, and Mary Shelley. Students will study thematic approaches to or surveys of the literature of the period.

ENGL 5460. The Romantic Period: 1790-1837. 3 cr. hrs.
A study of the poetry, drama, and fiction of the period with emphasis on the works of: Austen, Blake, Byron, Coleridge, Keats, the Shelleys, Smith, and Wordsworth.
ENGL 5462. Gothic. 3 cr. hrs.
Vampires, werewolves, mummies, and zombies have been popular representations in a wide variety of literature for more than two centuries, and this course will examine their origins and cultural, religious, and social meanings. From Frankenstein to Dracula, or “Carmilla” to “The Mummy”, the gothic has explored Britain’s fear of immigrants, scientific experimentation, and sexual transgressions. We will read the classic texts as well as their popular manifestations in poetry, drama, and short stories.

ENGL 5470. Victorian Literature. 3 cr. hrs.
A study of the major poets and prose writers between 1837 and 1900, including such authors as: Arnold, the Brontes, the Brownings, Carlyle, Dickens, G. Eliot, Hardy, Newman, Ruskin, and Tennyson.

ENGL 5472. British Literature of the Victorian Period, 1837-1900. 3 cr. hrs.
Dracula, Alice in Wonderland, A Christmas Carol, “How do I love thee? Let me count the ways,” the Sherlock Holmes stories, Jane Eyre—these are all Victorian classics. A course in Victorian literature will introduce you to many more exciting, wise and weird texts written in Britain during the reign of Queen Victoria (1837-1901), dealing with such topics as social justice, gender and sexuality, religious faith, empire, crime, ecology, childhood, and the role of literature in an era of mass literacy. Whether it’s the Arthurian tales of Tennyson, the religious poetry of Christina Rossetti and the Jesuit Gerard Manley Hopkins, the eco-criticism of John Ruskin, Oscar Wilde’s hilarious plays, or the exploration of vocation in Middlemarch by George Eliot (Marian Evans), Victorian literature offers many great reads in addition to those that have become standards of contemporary popular culture.

ENGL 5482. US Literature from the Civil War to the Early 20th Century. 3 cr. hrs.
The period between the end of the Civil War and the beginning of the twentieth century was one of profound social, technological, and political changes in the United States. We look at how writers reflected and responded to the world of the late nineteenth century (sometimes reaching into the early twentieth century) in literature written by American authors and, sometimes, by the European writers that influenced them during this period of intense transnational literary exchange. Courses may address the waxing and waning popularity of sentimental literature, the elite enthusiasm for realistic literature and the related growth of regional literature, the connection between fiction and the muckraking school of journalism, the expansion of publication in magazines and newspapers, the explosion of literatures by and about immigrants, and/or African American literary production in the eras of Reconstruction and Jim Crow. Students may read works by Frederick Douglass, Walt Whitman, Emily Dickinson, Henry James, Mark Twain, William Dean Howells, W. E. B. DuBois, Charles Chesnutt, Theodore Dreiser, Frank Norris, Sarah Orne Jewett, Sarah M. B. Piatt, Zitkala Sa, Charlotte Perkins Gilman, Mary E. Wilkins Freeman, and a multitude of others.

ENGL 5490. The Postmodernist Period in British Literature. 3 cr. hrs.
A study of selected works from authors whose writings exemplify the Postmodernist Movement in British literature such as: Adcock, Auden, Beckett, Desai, Drabble, Gordimer, Heaney, Joyce, Lessing, O’Brien, Pinter, Stoppard, and Woolf.

ENGL 5503. British Literature since 1900. 3 cr. hrs.
Students explore English literature written since 1900, a period when writers have confronted the turbulence of modern history while defending the value of their art. The last century is marked by two world wars, the rise and fall of the British Empire, globalization, accelerating technological development, and changing gender roles and class structures. In this era, some artists have followed the modernist dictum to “make it new,” to overthrow, reimage, and thus revitalize older forms of literary expression no longer attuned to the modern era, while others have sought to refine traditional structures for plays, poems, novels, and short stories. Against an historical backdrop that has witnessed the rise of radio, television, film, the Internet, and the 24-hour news cycle, writers have used their art to assert that (in the words of twentieth-century poet Ezra Pound) “literature is news that stays news.”

ENGL 5510. Colonial and American Literature from the Beginnings to 1798. 3 cr. hrs.
A study of the forms of colonial and indigenous cultural expression, the literature of the Revolutionary War and the early republic, and the emergence of a national literature. Writers studied may include Bradstreet, Edwards, Equiano, Franklin, Irving, Mather, Rowson, Taylor, and Wheatley.

ENGL 5513. Irish literature. 3 cr. hrs.
Even a quick glance at the canon of modern English literature yields a strange insight—many of the most celebrated English writers of the past century years were actually Irish: Yeats, Joyce, Shaw, Synge, Beckett, Heaney, Boland, to name a few. How does reading these writers as either English or Irish shape the way we understand them? To answer this question, students will explore some of the most important literature to emerge in Ireland in the past century or so, an era when Irish writers have grappled with changing questions surrounding what it means to be Irish. In the process of reckoning with what Yeats called the “terrible beauty” of a violent Irish history, Irish writers seized a space on the world stage for their art.

ENGL 5520. American Literature from 1798 to 1865. 3 cr. hrs.
A study of the literature and culture of the early-to-mid 19th century, including the periods of the American Renaissance and the Civil War. Writers studied may include: Alcott, Child, Cooper, Dickinson, Douglass, Emerson, Fuller, Hawthorne, Melville, Poe, Stowe, Thoreau, and Whitman.

ENGL 5523. Modernism. 3 cr. hrs.
What should literature be and do in an era of war, revolution, and cataclysmic cultural change? Modernist literature emerged across Europe and North America in the early twentieth century in response to this question. Old ideas and forms suddenly seemed ill-equipped to respond to the twentieth century, which led modernist artists to rebel against convention. Writers such as Joseph Conrad, Virginia Woolf, James Joyce, Samuel Beckett, Ezra Pound, T.S. Eliot, H.D., W.B. Yeats, and Gertrude Stein worked across languages, national traditions, and genres to reinvent the literary past and change contemporary history. In the process, they created some of the most astonishing, daring, and rewarding poems, novels, and plays of the twentieth century.

ENGL 5530. American Literature from 1865 to 1914. 3 cr. hrs.
A study of late 19th century literature and culture with emphasis on the rise of realism to the beginnings of modernism. Writers studied generally include: Chesnutt, Chopin, Crane, Dickinson, Dreiser, Harper, James, Twain, and Wharton.
ENGL 5533. US Literature: 20th Century Beginnings to World War II. 3 cr. hrs.
Students construct an overview of American literature from the beginning of the 20th century to the end of World War II, focusing on the historical contexts of literary production. The themes and formal and stylistic aspects of the different works under discussion will be situated within the context of the political, social, scientific, technological, and economic transformations in this period of American history. We will examine the interactions between the development of modern American literature and key issues of the period including racial segregation and racial uplift, class inequality, labor and immigration debates, the feminist movement, global war, the invention of the atom bomb, and the rise of mass entertainments and consumerism.

ENGL 5550. Twentieth-Century American Literature: The Modern Period. 3 cr. hrs.
A study of American literature of the early twentieth century with particular attention to the formal experiments of modernism. Writers studied generally include Cather, T.S. Eliot, Faulkner, Fitzgerald, Frost, Hemingway, Hurston, Larsen, Stein, Stevens, Williams, and Wright.

ENGL 5560. The Contemporary Period in American Literature: 1945 to Present. 3 cr. hrs.
A study of fiction, poetry, and/or drama written since WWII, with attention to the shift from modernism to postmodernism. Authors studied are likely to include: Albee, Barth, Bellow, Bishop, Carver, DeLillo, Didion, Erdrich, Graham, Heller, Kingston, Levine, Morrison, O'Connor, Ozick, Pynchon, Roth, Stone, Walker, and White.

ENGL 5563. Literatures of the 21st Century. 3 cr. hrs.
Students study the literature of the twenty-first century from a variety of national and transnational perspectives. How have different authors responded to the rapid social changes and urgent political crises the world has undergone since the year 2000? What role has literature played in registering and shaping our collective response to these events? What is the continued relevance of literature (and literary study) for an era increasingly dominated by nonliterary and non-narrative media forms? Possible authors include Atwood, Diaz, Ishiguro, Lahiri, Mitchell, McCarthy, Morrison, Murakami, Saramago, Sebald, Smith, Rowling, Roy, Winterson, and Wallace.

ENGL 5610. Individual Authors. 3 cr. hrs.
Studies of the works of selected individual authors, usually within biographical, historical, intellectual, and/or cultural contexts. Authors studied have included: Austen, the Brontes, the Brownings, Cheever and Carver, Conrad, Frost, Hardy and Hopkins, Heaney, Melville, Morrison, Wharton and Stein, and Yeats. Consult Schedule of Classes, the dept. Web site or its course descriptions booklet for specific author(s).

ENGL 5615. Text in Context. 3 cr. hrs.
Students engage in an in-depth, semester-long study of a “major” or “monumental” work in its cultural and historical context. Alongside a close and thorough reading of the text, such a study may include analysis of its source texts; its contemporaneous interlocutors; significant critical and theoretical responses; transmedia adaptations; unauthorized rewrites, fan fictions, and sequels; and contemporary remixes. Possible central texts will vary from year to year but could include such works as “Paradise Lost,” “Hamlet,” “Frankenstein,” “Middlemarch,” “Ulysses,” “Invisible Man,” “One Hundred Years of Solitude,” “Beloved,” “Almanac of the Dead,” or “Infinite Jest.”

ENGL 5620. Chaucer. 3 cr. hrs.
A study of Chaucer’s works with emphasis on his techniques, thematic concerns, cultural contexts, and place in literary history.

ENGL 5630. Shakespeare’s Major Plays. 3 cr. hrs.
A detailed analysis of a selection of Shakespearean drama with emphasis given to Shakespeare’s development as a dramatist within his historical and intellectual context.

ENGL 5640. Milton. 3 cr. hrs.
A study of Milton’s major poetry and prose in the context of his place in 17th century England.

ENGL 5710. Studies in Genre. 3 cr. hrs.
Advanced study of a particular genre and its ability to articulate meaning in historical, social, and/or literary contexts. Past offerings have included: romance and epic in early modern England, the family novel, the novella, the Epic, the court romance, and the American western. Consult Schedule of Classes, the dept. Web site or its course descriptions booklet for specific topic.

ENGL 5715. Children’s Literature. 3 cr. hrs.
How does writing for children negotiate the boundaries between instruction and entertainment? How does it engage with controversial social issues? How is it situated in the broader currents of British and American cultural history? How is it gendered and classed? Students will survey an array of texts written for children but compelling for adult readers too. Students will be introduced to a range of critical approaches that reveal complexity, sophistication, and surprises in these seemingly ‘simple’ texts. Readings may include fairy tales, “Alice in Wonderland,” “Little Women,” “The Adventures of Tom Sawyer,” “Treasure Island,” “Peter Pan,” “The Secret Garden,” “The Wind in the Willows,” “Charlotte’s Web,” and “Harry Potter,” along with other “classic” as well as recent contributions.

ENGL 5716. Science Fiction/Fantasy. 3 cr. hrs.
“Everything is becoming science fiction,” wrote J.G. Ballard in 1971. “From the margins of an almost invisible literature has sprung the intact reality of the 20th century.” What has been the role of speculative and fantastic media in anticipating and articulating social change? How have creators in science fiction and fantasy used the relative safety of these genres’ unreal situations to comment on very real crises in politics, identity, economics, ecology, and war? How have science fiction and fantasy provided a space for reflection upon and resistance to dominant ideologies, and where have they served instead to reproduce and augment such powers? What role does the imagination of improbable and impossible worlds play in contemporary life? Courses may range from surveys of different periods in the history of science fiction and fantasy to focused study of particular themes, subgenres, and authors.
ENGL 5717. Comics and Graphic Narrative. 3 cr. hrs.
Students explore the production and reception of comics and graphic narrative as a literary-artistic form, with topics ranging from the early history of the genre to its ongoing fixation on the figure of the superhero to the development of an international art movement crossing gender, class, and ethnic lines. Texts to be discussed could include DC and Marvel superhero comics, manga and anime, "Watchmen," "Maus," "Persepolis," "Fun Home," "Gemma Bovary," "Buddha," "Understanding Comics," underground and alternative comics, and "Jimmy Corrigan: The Smartest Kid on Earth."

ENGL 5718. British Humor. 3 cr. hrs.
At least since Monty Python achieved world-wide popularity, critics and fans have identified a distinctively British form of humor. During this course students explore the characteristics associated with British humor—e.g., nonsense, absurdity, surrealism, parody, verbal play, drag, scatology—through various periods and genres, depending upon instructor. Authors treated may include William Congreve, Jonathan Swift, Oscar Wilde, Gilbert and Sullivan, Lewis Carroll, Ivy Compton Burnett, P. G. Woodhouse, Joe Orton, Alan Bennett, and David Lodge.

ENGL 5736. Fiction. 3 cr. hrs.
"There is no doubt," says Doris Lessing, "that fiction makes a better job of the truth." What is the connection between fiction and truth? And why are stories (narrative fictions) so compelling? Fiction takes a variety of forms, including the novel, the short story, the story cycle, the novella, the graphic novel, etc. New media has added to these in the forms of collaborative tales, fan fiction, and hypertextual works, for examples. Students focus on one specific fictional form (topics vary by semester) and studies it in depth. Upon completing the course, students will have a firm grasp of the form's literary conventions, relation to the cultural/historical contexts of its production and ongoing reception, and relation to other literary genres.

ENGL 5770. Studies in Literature and Culture. 3 cr. hrs.
Where does fact end and fiction begin? Sometimes referred to as the "literature of fact," creative nonfiction blurs the line between literary art (poetry, fiction, and drama) and "objective" writing practices of research and reportage (history and journalism). Works of creative nonfiction have been galvanizing forces in the transformation of public opinion, influencing debates on the abolition of slavery, the environment, pacifism, women's rights, and more. Students explore different types of creative nonfiction including documentary, literary journalism, memoirs and other types of life-writing, and travel-writing. Students engage creative nonfiction to explore ethical issues that might arise from practices of fictionalization including recent high-profile cases and controversies in the journalism and popular media.

ENGL 5775. Literature and Place. 3 cr. hrs.
From Sophocles and Shakespeare to Herbert Melville and Toni Morrison, Western writers have long been fascinated by questions of law and literature. In this course, we consider the ways in which imaginative writers have responded to and shaped legal and ethical concerns that remain of interest to this day. Topics may include the nature of law; the limits of legal authority; the legal construction of gender, race, and class; and the problem of crime and punishment.

ENGL 5776. British Drama. 3 cr. hrs.
A study of British drama with emphasis on form and function of the genre. Course emphasis and authors taught can vary with instructor. Consult Schedule of Classes or the English Department's Web site for specific topic.

ENGL 5777. Studies in Literature and Culture. 3 cr. hrs.
Students investigate the relation between literature and its culture from a variety of perspectives that might include the historical, political, or anthropological. Past offerings have included the English Urban Novel, Catholicism and Literature, and Texts, Audiences, and Social Change. Consult Schedule of Classes or the English Department's Web site for specific topic.

ENGL 5778. Literature and Place. 3 cr. hrs.
Students explore one or more of the many regional traditions of American literature, ranging from New England to the Deep South, and the Midwest to the Pacific Coast, examining the relations between people and place. Specific sections might take up writing about nature and the environment, ecocritical approaches to literature, focus on the literature of a given region through time, or consider the rise of regionalism and "local color" writing in relation to such historical developments as the end of Reconstruction, Westward expansion, immigration, urbanization, and contemporary ecological crisis.

ENGL 5780. Literature in Film. 3 cr. hrs.
Past offerings have included: contemporary Irish literature and film, Shakespeare and film, ethnic literature and the movies, postmodern literature and film, film noir and the detective novel. Consult Schedule of Classes, the dept. Web site or its course descriptions booklet for specific topic.
ENGL 5785. Gender, Sexuality, Literature. 3 cr. hrs.
Gender and sexuality can be identities, performances, prisons, or fields for exploration. They shape public and private experience – politics, economics, education, families, friendships, even one’s most personal relation to oneself. And literature is one of the central forums where writers and readers both make sense of this experience and imagine how it might be different. Students analyze changing literary representations of gender and sexuality and their intersections with other identities and categories of analysis – for instance, race and ethnicity, nationality, historical location – in order to explore the meaning and the function of these most basic building blocks in our culture.

ENGL 5786. Women Writers. 3 cr. hrs.
Students study selected women writers to engage questions, such as: What is the effect of women’s social/cultural positions on their literary aesthetics? and Do women have separate and/or multiple literary traditions? To answer such questions, a range of critical methods will be employed, particularly those instrumental to feminist literary criticism (e.g., historicism, archetypal criticism, psychoanalysis, poststructuralism, formalism, Marxism, and critical race and ethnic criticism). Authors studied vary by instructor.

ENGL 5800. Studies in Literature and Culture. 3 cr. hrs.
An investigation of the relation between literature and its culture from a variety of perspectives that might include the historical, political, or anthropological. Past offerings have included: the English urban novel; Catholicism and literature; and texts, audiences, and social change. Consult Schedule of Classes, the dept. Web site or its course descriptions booklet for specific topic.

ENGL 5810. Comparative Race and Ethnic Studies. 3 cr. hrs.
Students construct a foundation for further study in the literatures of racialized and “ethnic” groups in the United States (e.g. African American, American Indian, Asian American, Chicana/o, Latina/o, Arab American, etc.). As such, students learn key concepts necessary for more advanced work in comparative race and ethnic studies such as racial formation, varieties of privilege, intersectionality (of race, ethnicity, gender, sexual identity, class, etc.), and settler colonialism, as well as literary theoretical concerns about the relationship between aesthetic form and content, the influence of historical and cultural contexts on literary production and reception, and the political role of literature in society.

ENGL 5820. Studies in Critical Race and Ethnic Studies. 3 cr. hrs.
Explores selected topics in critical race and literary studies with the intent of allowing in-depth exploration and analysis. Topics vary by semester but range from women of color feminism to Asian American literatures to literary captivities. Please consult the English department website each semester for specific foci. Though not required, having taken English 4810 will be advantageous.

ENGL 5825. Native American / Indigenous Literatures. 3 cr. hrs.
Once the most invisible members of American society, and statistically the smallest, the contemporary physical and cultural landscape now testifies in bright casino lights to the presence of tribal nations within the United States and Canada. If you’ve ever asked yourself why indigenous peoples are both politically and culturally distinct from other U.S. and Canadian citizens, this course provides you with the legal and historical contexts to understand that status. Primarily through the consideration of such twentieth-century writers as Sherman Alexie, Charles Eastman, and Louise Erdrich, students will consider Native critical terms and concepts elucidated through oral literature, non-fiction, poetry, short stories, film, and novels, primarily drawn from members of tribal nations in the United States and Canada.

ENGL 5830. Africana Literatures. 3 cr. hrs.
Explores literature produced by people of African descent. Topics vary by semester: please consult the English department web site each semester for specific foci. Offerings may include the Harlem Renaissance; the Great Migration; Caribbean literatures; Justice, the State, and Citizenship; and Race/Literature in Milwaukee after WWII. Though not required, having taken English 4810 will be advantageous.

ENGL 5840. Postcolonial Literatures. 3 cr. hrs.
Students explore literatures written in English since the 1960s from Africa, Southeast Asia, the Caribbean, and Great Britain. Students discuss a wide range of issues including decolonization and the emergence of neocolonialism, cultural imperialism and literary responses to it by authors from what is sometimes called the Third World, and the value of art in an age defined by a "War on Terror.".

ENGL 5850. Global Literatures. 3 cr. hrs.
Students explore authors and texts that have become prominent on a global scale. Students read Anglophone texts as well as literary works in translation focusing on global economic, social, and historical issues. Emphasizes and texts vary depending on instructor. Some of the topics that may be covered include notions of universal human rights, migrant labor, issues of censorship, and problems of literary translation.

ENGL 5860. Survey of Women’s Literature. 3 cr. hrs.
Study of selected female authors that addresses their distinctive social and aesthetic concerns, with emphasis on the range of critical methods instrumental to feminist literary criticism (e.g., historicism, archetypal criticism, psychoanalysis). Authors may include: Austen, the Brontes, Burney, G. Eliot, Julien of Norwich, Kempe, Morrison, O’Connor, Shelley, Silko, Woolf, and Wroth.

ENGL 5870. Studies in Women and Literature. 3 cr. hrs.
Past offerings have included: multicultural women's autobiography, the sentimental novel, fictions of domesticity, women's writing in the Renaissance, romanticism and gender, the female gothic, and black women's writing. Consult Schedule of Classes, the dept. Web site or its course descriptions booklet for specific topic.

ENGL 5931. Topics in Literature or Writing. 3 cr. hrs.
Past offerings have included: the Bible as literature, literary responses to the Viet Nam War, literature and the environment, literature of the Holocaust, the Vikings, and meaning and identity. Consult Schedule of Classes, the dept. Web site or its course descriptions booklet for specific topic. If topic is in writing, may not be counted toward the credits required for an M.A. or Ph.D. degree in English.
ENGL 5932. Topics in Writing. 3 cr. hrs.
Students study writing topics that vary according to instructor. Consult Schedule of Classes or the English Department's Web site for specific topic. Prereq: UCCS R and LPA requirements fulfilled. This course may not be counted as Literature requirement in Arts and Sciences College Curriculum.

ENGL 5953. Seminar in Literature. 3 cr. hrs.
Advanced practice in the techniques and discipline of intensive literary study. Consult Schedule of Classes or the English Department's Web site.

ENGL 5954. Seminar in Creative Writing. 3 cr. hrs.
To paraphrase the Czech writer Milan Kundera, most people would rather believe a simple lie than a complex truth. Students learn how to write complex truths, sometimes (often? mostly?) by making stuff up. Through advanced practice in the techniques and discipline of writing, students develop proficiency with those techniques they first encountered in ENGL 4250 and 4260 and will add additional techniques to their repertoire. They examine fiction, poetry, drama, or nonfiction from technical (as well as critical) viewpoints, and will develop fluency in discussing writing from the practitioner's viewpoint. Offered in fiction, in poetry, in drama, and in nonfiction. Consult schedule of classes or the English department's website for specific genre.

ENGL 5997. Capstone. 3 cr. hrs.
Students draw together the knowledge and skills developed in previous coursework in order to integrate knowledge and improve knowledge/skill transfer to post-university life. Students will explore how key questions and concerns can be thought of in different ways by designing and producing projects as well as cultivating self-reflection. The focus of the course content varies by instructor, and students should consult the Department of English website for information on specific sections before enrolling (http://www.marquette.edu/english/).

ENGL 6200. Old English. 3 cr. hrs.
The grammar and syntax of Anglo-Saxon. Selected readings from the prose and poetry in the corpus of Anglo-Saxon literature.

ENGL 6205. Studies in Language and Linguistics. 3 cr. hrs.
Topics will vary.

ENGL 6210. Studies in English Literature, the Beginnings to 1500. 3 cr. hrs.

ENGL 6215. Studies in Renaissance Literature. 3 cr. hrs.

ENGL 6220. Studies in Shakespeare. 3 cr. hrs.
Topics will vary.

ENGL 6300. Studies in Restoration and Eighteenth Century Literature. 3 cr. hrs.
Topics will vary.

ENGL 6400. Studies in Nineteenth-Century British Literature. 3 cr. hrs.

ENGL 6500. Studies in Twentieth-Century British Literature. 3 cr. hrs.

ENGL 6600. Studies in American Literature from the Beginnings to 1900. 3 cr. hrs.

ENGL 6700. Studies in Twentieth-Century American Literature. 3 cr. hrs.

ENGL 6800. Studies in Genre. 3 cr. hrs.

ENGL 6810. Study in History of Literary Criticism. 3 cr. hrs.
Study of the major critics and texts in literary criticism and critical theory from the classical period to 20th century New Criticism.

ENGL 6820. Studies in Modern Critical Theory and Practice. 3 cr. hrs.
Presents a survey of approaches commonly used in a range of modern literary studies. The scope of epistemologies that currently shape interpretations in the discipline. Methods of archival and bibliographic research, and new research technologies.

ENGL 6830. Studies in Literary Criticism. 3 cr. hrs.

ENGL 6840. Studies in Rhetoric and Composition Theory. 3 cr. hrs.
Philosophy and theory of rhetoric, with emphasis on primary classical sources and the relationship of contemporary to classical theory. Provides theoretical background for the teaching of writing at the college level.

ENGL 6850. Studies in the Teaching of Literature. 1 cr. hr.

ENGL 6931. Topics in English. 3 cr. hrs.
Topics vary by section to offer a variety of methodological, thematic, or generic approaches to bodies of literature. See Schedule of Classes or dept. Web site for specific topic.

ENGL 6995. Independent Study in English. 1-3 cr. hrs.
Prereq: Cons. of dept. ch.
ENGL 8282. Studies in Modern Critical Theory and Practice. 3 cr. hrs.
Examines in detail a range of modern literary theories and their textual applications. Consists of writings from a selection of different critical movements, which may include: Formalism, Semiotics, Structuralism, Rhetorical Studies, Narrative Theory, Psychological Criticism, Feminist Inquiry, Deconstruction, Marxism, New Historicism and Cultural Studies, and Postcolonial Discourse. In addition to studying the central tenets of each theory, students also practice its application to a variety of literary texts, preferably ones relevant to their dissertations. Prereq: ENGL 6820 or equiv.

ENGL 8310. Advanced Studies in British Literature. 3 cr. hrs.
Focuses attention on issues that inform readings across the spectrum of British literature. Provides a forum where students can share research on topics of mutual interest. Prereq: Completion of M.A.; enrollment is limited to Ph.D. students.

ENGL 8350. Advanced Studies in American Literature. 3 cr. hrs.
Focuses attention on issues that inform readings across the spectrum of American literature. Provides a forum where students can share research on topics of mutual interest. Prereq: Completion of M.A.; enrollment is limited to Ph.D. students.

ENGL 8370. Advanced Studies in Genre. 3 cr. hrs.
Examines theoretical issues that inform the construction and comprehension of specific literary genres. Takes interest both in traditional conceptions of that genre and in efforts to redefine those traditional conceptions. Prereq: Completion of M.A.; enrollment is limited to Ph.D. students.

ENGL 8830. Dissertation Tutorial. 3 cr. hrs.

ENGL 8932. Advanced Studies in Selected Topics. 3 cr. hrs.
Various issues covering genres, literary periods, criticism, or language will be examined in a fashion that emphasizes reading from particular critical perspectives while recognizing options for interpretation. Prereq: Completion of M.A.; enrollment is limited to Ph.D. students.

ENGL 8995. Independent Study in English. 1-3 cr. hrs.
A course whose mode of instruction offers a student the opportunity to study or do in-depth research on a topic or subject matter not usually offered in the established curriculum, with a current Marquette faculty of his/her choice and independent of the classroom setting. Prereq: Cons. of dept. ch.

ENGL 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

ENGL 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9989. Doctoral Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

ENGL 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
Foreign Languages and Literatures (FOLL)

Chairperson: Anne M. Pasero, Ph.D.
Department of Foreign Languages and Literatures website (http://www.marquette.edu/fola/grad_director_intro.shtml)

Degrees Offered
Master of Arts, Plan B only

Program Description
The Department of Foreign Languages and Literatures’ graduate program in Spanish is designed to provide students with a broad background in Spanish language, literature, culture and language teaching methodology. The majority of the department’s graduates have entered teaching careers, continued on to doctoral studies or secured a position in business or government. Students in the program form a small and relatively intimate group. Graduate seminars are kept small, averaging ten students, and students are given individual guidance throughout their course of study.

Teaching assistantships in Spanish are available to candidates on a competitive basis. Teaching assistants are required to take SPAN 6000, Teaching College Spanish (3 sem. hrs.), their first fall semester in the program.

Prerequisites for Admission
Applicants for the master of arts program must have a bachelor’s degree, or the equivalent foreign degree, from an accredited institution.

Applicants with an undergraduate major in Spanish are expected to have completed 24 credit hours of course work beyond the intermediate level, including work in composition, conversation and advanced work in literature. Applicants with an undergraduate minor in Spanish are expected to have completed 15 credit hours of course work beyond the intermediate level, including a survey course in literature and a course in composition and conversation. Applicants must have an undergraduate grade point average equivalent of B or above (3.000 on a 4.000 scale). Native speakers of the language, who have an undergraduate degree in the humanities, are also eligible.

Application Deadline
To be considered for admission, all application requirements must be completed and received in the Graduate School by Dec. 15.

Application Requirements
Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation.
4. A writing sample in Spanish. This can be a term paper from one of the applicant’s undergraduate Spanish courses.
5. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.
6. (For teaching assistantships in Spanish) a tape recording (no longer than 5 minutes) of their foreign speaking voice. The tape should include a reading from a prose passage and some free conversation. Foreign applicants should make a similar recording in English. The recording should be submitted directly to the director of graduate studies or the chair of the department.

Foreign Languages and Literatures Master’s Requirements

Specialization: Spanish

Students must pursue the Plan B course of study. Plan B students are required to complete 30 credit hours of course work. A thesis is not required.

Course Work
At least half of the student’s work as a graduate student must be in courses numbered 6000 and above. Students are required to complete a total of 30 credit hours with one 5000-level or 6000-level course in each of the five areas listed below. The remaining 15 credits are to be chosen from the courses offered in each area in fulfillment of the requirements for the master of arts degree.

1. Literature and Culture Studies
   A. Early Peninsular
   B. Early Spanish-American
   C. Modern and Contemporary Peninsular Spanish
D. Modern and Contemporary Spanish-American and U.S. Latino/a

2. Linguistics

A. Linguistics

Note: A course may not be used to fulfill more than one area of study. Depending on the topic, SPAN 6931 Topics in Spanish Language, Culture and Literature may be repeated, and can be used to fulfill the appropriate area of study. All 5000-level courses will require additional work at the graduate level, such as readings, writing assignments and oral presentations.

Comprehensive Examinations

Candidates for the master of arts degree must pass written and oral comprehensive examinations based on the master’s reading list to complete the program. Examinations are normally given in November and March. Exceptions must be approved by the director of graduate studies and the department chair.

The exam must be written in Spanish. The oral portion of the comprehensive examination will take place approximately one week following the written exam. The student will be asked to respond to the questions on the written exam. The student’s overall performance will not be evaluated until after this session.

The examining committee will be composed of at least three faculty members chosen by the department chair in consultation with the Spanish faculty. Details on examinations, the master’s reading list, and sample questions are available from the department office.

Reading Knowledge Courses

Reading Knowledge Courses, preparatory to doctoral language examinations, are offered in the following languages:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FREN 6204</td>
<td>French for Reading Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>GRMN 6204</td>
<td>German for Reading Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>GREK 6204</td>
<td>Greek for Reading Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>LATN 6204</td>
<td>Latin for Reading Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6204</td>
<td>Spanish for Reading Knowledge</td>
<td>3</td>
</tr>
</tbody>
</table>

Students registered for 6204 Reading Knowledge Courses and wishing to withdraw must do so formally in the Graduate School office.

Graduate Foreign Language Proficiency Exam

Students taking the Foreign Language Proficiency Exam outside of the 6204 courses offered must register for the Graduate Foreign Language Proficiency Exam for the specific language (FREN 9831, GRMN 9831, etc.) through CheckMarq. Upon prior approval from the Department of Foreign Languages and Literatures, students must register for FOLA 9830 for languages other than Arabic, Chinese, French, German, Greek, Italian, Latin or Spanish. Exams will be offered once per term. A $100 processing fee will be charged per exam.

Foreign Language Courses

FOLA 5000. Teaching World Languages and Cultures. 3 cr. hrs.
Study and application of the fundamental principles of effective second language instruction through the exploration of second language acquisition theory, the development of skills for selecting, organizing, providing, and assessing effective second language learning opportunities; practice of instructional technique within clinical contexts; and reflection on teaching performance. Clinical experience requirement: 3 hours per week for a total of 40 hours. Required of all education majors. Offered fall term. Prereq: SPAN 6000, intermediate high performance on an official Oral Proficiency Interview (OPI), and on an official writing proficiency test (WPT) in Spanish; or cons. of dept. ch.

FOLA 6995. Independent Study in Foreign Language and Literature. 1-3 cr. hrs.
Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser.

French Courses

FREN 5110. Advanced Grammar and Written Expression in French. 3 cr. hrs.
Examines advanced structures, forms and style of the French language through contextual practice.

FREN 5500. The Middle Ages in France: 1050-1450. 3 cr. hrs.
Major aspects of the period through literature, the arts, and film (in modern French). Prereq: FREN 3500 or cons. of dept. ch.

FREN 5510. Sixteenth Century French Literature. 3 cr. hrs.
Major aspects of the Renaissance in France through literature, the arts, and film.

FREN 5520. Seventeenth Century French Literature. 3 cr. hrs.
Major aspects of French Classicism through literature, the arts, and film.
FREN 5530. Eighteenth Century French Literature. 3 cr. hrs.
Major aspects of the Enlightenment through literature, the arts, and film.

FREN 5540. Nineteenth Century French Literature. 3 cr. hrs.
Major aspects of the 19th century in France through literature, the arts, and film.

FREN 5550. Twentieth and Twenty-First Century French Literature. 3 cr. hrs.
Major aspects of the period through literature, the arts, and film.

FREN 6204. French for Reading Knowledge. 3 cr. hrs.
Provides an overview of French grammar, reading comprehension of basic texts and translation practice for graduate students who plan to use French in their field of research. May only be taken for credit and may not be audited. Prereq: Enrolled in the Graduate School.

German Courses

GRMN 5110. Advanced German Grammar. 3 cr. hrs.
Grammatical structure of the German language in context with other linguistic areas.

GRMN 5525. German Literature: Twelfth to the Eighteenth Century. 3 cr. hrs.
Principal works of the Medieval, Renaissance, and Baroque periods in German literature.

GRMN 6204. German for Reading Knowledge. 3 cr. hrs.
Provides an overview of German grammar, reading comprehension of basic texts and translation practice for graduate students who plan to use German in their field of research. May only be taken for credit and may not be audited. Prereq: Enrolled in the Graduate School.

Greek Courses

GREK 5931. Topics in Greek Language, Culture and Literature. 1-3 cr. hrs.
Topics vary. Subject to be announced.

GREK 6204. Greek for Reading Knowledge. 3 cr. hrs.
Provides an overview of Classical and New Testament Greek grammar, reading comprehension of basic texts and translation practice for graduate students who plan to use Greek in their field of research. May only be taken for credit and may not be audited. Prereq: Enrolled in the Graduate School.

Italian Courses

ITAL 5931. Topics in Italian Language, Culture and Literature. 3 cr. hrs.
Topics vary. Subject to be announced. Prereq: Cons. of dept. ch.

Latin Courses

LATN 5100. Latin Prose Composition. 3 cr. hrs.

LATN 5115. Medieval Latin. 3 cr. hrs.
Reading, translation, and analysis of a wide selection of Medieval Latin texts in prose and verse.

LATN 5505. Vergil: Aeneid. 3 cr. hrs.
Translation of selections from Books 1-12 of Vergil's great national epic, the Aeneid, telling of the journey of Aeneas from fallen Troy to the shores of Italy. Background readings and discussions on Vergil's literary debt to Homer, The Aeneid as a national epic, and the Roman view of the Trojan legacy.

LATN 5510. Horace: Odes. 3 cr. hrs.
Reading, translation, and analysis of selected lyric poems of Horace.

LATN 5515. Roman Elegiac Poetry. 3 cr. hrs.
Translations of selections from the love poems of Tibullus, Propertius, and Ovid. Background readings and discussions on the origin and conventions of Roman elegiac poetry. Study of the elegiac couplet.

LATN 5520. Roman Comedy: Plautus and Terence. 3 cr. hrs.
Reading in Latin of several comedies from the works of Plautus and Terence, Rome's surviving comic playwrights. Comedies translated may include Plautus' Miles Gloriosus, Menaechmi, and Mostellaria; and Terence's Adelphi and Woman of Andros. Background readings and discussion on the origin and conventions of Roman comedy and the technicalities of staging a Roman comedy.

LATN 5525. Tacitus: Germany and Agricola. 3 cr. hrs.
Reading, translation, and analysis of selections from the shorter works of Tacitus, with additional selections from the Annales.

LATN 5530. Cicero: Political and Philosophical Writings. 3 cr. hrs.
Reading, translation, and analysis of selections from the speeches and dialogues of Cicero.

LATN 5550. Advanced Studies in Latin Poetry. 3 cr. hrs.
Reading, translation and analysis of a major Latin poet such as Catullus, Ovid or Juvenal.
LATN 5560. Advanced Studies in Latin Prose. 3 cr. hrs.
Readings translation and interpretation of a major Latin prose author such as Sallust, Livy, Seneca, Quintilian or St. Augustine.

LATN 5931. Topics in Latin Language, Culture and Literature. 1-3 cr. hrs.
Topics vary. Subject to be announced. Prereq: Cons. of dept. ch.

LATN 6204. Latin for Reading Knowledge. 3 cr. hrs.
Provides an overview of Latin grammar, reading comprehension of basic texts and translation practice for graduate students who plan to use Latin in their field of research. May only be taken for credit and may not be audited. Prereq: Enrolled in the Graduate School.

Spanish Courses

SPAN 5110. Structure of Spanish from a Linguistic Perspective. 3 cr. hrs.
Study of Spanish grammar from a linguistic framework with emphasis on the reasons why Spanish speakers make the structural choices they make. Focuses on the continued mastery of the most difficult points of Spanish grammar, also addresses grammatical variation. Provides an introduction to morphosyntax of Spanish and background for advanced courses in linguistics.

SPAN 5120. Spanish Phonetics. 3 cr. hrs.
Study of Spanish phonetic and phonological systems. Fundamental principles of phonetic analysis are introduced in a simple and concise manner in order to show how Spanish sounds are produced, how they fall into patterns and how they change in different environments. Emphasis on articulation, conditioned, dialectal variation, introductory training in phonetic transcription and the contrast between Spanish and English sound patterns.

SPAN 5140. Acquisition of Spanish. 3 cr. hrs.
Introduction to the field of second language acquisition. Students participate in a critical examination of second language acquisition theories and research, discussion of the role of individual differences in language learning, consideration of the effect of study abroad on the development of second language acquisition, and discussion of the role of instruction in Spanish second language learning. Prereq: Cons. of dept. ch.

SPAN 5150. Spanish in the United States. 3 cr. hrs.
Descriptive and critical overview of the linguistic practices of different Spanish-speaking communities in the United States. Focus on the characteristics of Spanish in contact with English, as well as the role that social factors like age, education, gender, race, nationality, and socioeconomic status have on the use of the language. Also examines social issues such as language attitudes, bilingualism and the role of education. Prereq: Cons. of dept. ch.

SPAN 5160. Hispanic Film and Society. 3 cr. hrs.
Focuses on Spain and/or Latin America. Introduces the fundamentals of film history, film analysis and cultural analysis. Examines key elements of twentieth- and twenty-first century cultures of the Spanish-speaking world: national and regional identity formation, transnationalism, territory, technology and modernization, gender, class and race.

SPAN 5170. Contemporary Issues in the Hispanic World. 3 cr. hrs.
Focuses on the study and discussion of current topics, preoccupations, trends and issues pertaining to various Hispanic societies of today in areas such as religion, educational reforms, ethnicity, race, identity, social stratification, and economic development.

SPAN 5350. Nobel Prize Winners of the Hispanic World. 3 cr. hrs.
Study of the literary achievements and representative works of such Hispanic Nobel Prize recipients as Aleixandre, Asturias, Benavente, Cela, Echegaray, García Márquez, Jiménez, Mistral, Neruda and Paz.

SPAN 5400. U.S. Latino/a Literature. 3 cr. hrs.
A comprehensive study of U.S. Latinos/as’ struggle for identity based on the ethnic, economic, historical, and cultural position of the Spanish-speaking population in the United States. Readings generally include Anaya, Castillo, Chavez, Cisneros, Diaz, and Rodriguez, among others.

SPAN 5450. Afro-Hispanic Caribbean Literature and Culture. 3 cr. hrs.
Exploration of the relationship between literature and culture in the Afro-Hispanic Caribbean by focusing on themes of slavery, race, class, identity, religion, immigration and politics through the works of such writers as Manzano, Gómez de Avellaneda, Villaverde, Barnet, Rodríguez Juliá, Palés Matos, Guillén and Morejón.

SPAN 5500. Race, Culture and Religion in Early Spanish Literature. 3 cr. hrs.
A study of representative literary texts from the Spanish Middle Ages to the 16th century with emphasis on both literary and cultural issues. Works studied generally include Poema del Mío Cid, Libro de Buen Amor, La Celestina and lyrical poetry.

SPAN 5505. The Spanish Renaissance. 3 cr. hrs.
Readings and analysis in literary historical context of selected, significant works from representative authors such as Lope de Vega, Calderon de la Barca, Tirso de Molina, Fray Luis de Leon, San Juan de la Cruz, Santa Teresa de Jesus, and Gongora.

SPAN 5510. Cervantes’ Don Quijote. 3 cr. hrs.
In-depth study and analysis of Cervantes’ masterpiece Don Quijote within the historical, political, and cultural context of the Spanish Golden Age. Special attention to his life, his novelistic theories, his literary works and importance in the creation of the modern novel.

SPAN 5525. Spanish Literature: Eighteenth and Nineteenth Centuries. 3 cr. hrs.
The major figures of the Enlightenment, Neoclassic, Romantic, Realist and Naturalist movements in Spain. Readings include Cadalso, Larra, Pardo Bazan, Clarin, and Galdos.
SPAN 5550. Spanish Literature: Twentieth and Twenty-First Centuries. 3 cr. hrs.
Non-dramatic literature after 1898 with emphasis on the social significance of literary production in contemporary Spain. Readings include Unamuno, Lafont, Matute, Delibes, Goytisolo, and Vazquez Montalban.

SPAN 5560. Hispanic Theater and Performance. 3 cr. hrs.
Studies the major formal and thematic developments in peninsular Spanish theater and/or Spanish American theater with emphasis on the works of such dramatists as Sor Juana, Marqués, Triana, García Lorca, Valle Inclán, and Sanchis Sinisterra, among others. Texts and authors vary per term.

SPAN 5560. Spanish-American Literature: Pre-Columbian to Baroque. 3 cr. hrs.
Prepares a panoramic overview of the major writers and relevant literary manifestations present in the Hispanic World from the pre-Columbian days (e.g. Aztecs, Mayans and Incas) to the Baroque. Writers studied generally include: Colon, Cortes, Las Casas, Inca Garcilaso de la Vega, Sor Juana, among others.

SPAN 5610. Spanish-American Literature: Eighteenth and Nineteenth Centuries. 3 cr. hrs.
Overview of the development of literature in Spanish-America during the 18th and 19th centuries. Major movements studied include Romanticism, Realism, and Naturalism. Topics of particular interest include the promotion of independence, the search for national identity, and efforts to reform colonial practices such as slavery. Writers studied generally include: Fernandez de Lizardi, Bello, Bolivar, Echeverria, Isaacs, Gomez de Avellaneda, Sarmiento, and Martí, among others.

SPAN 5615. Spanish-American Literature: Modernismo and Vanguardismo. 3 cr. hrs.
Study of Modernismo and the avant-garde movements in Spanish-America. Writers studied include: Darío, Rodó, Huido, Dorni, Vallejo and Borges among others. Prereq: Cons. of dept. ch.

SPAN 5620. Spanish-American Literature: The Boom to the Twenty-First Century. 3 cr. hrs.
Study of various literary modes of thought and tendencies present in Spanish-America throughout the 20th century to the present in areas such as poetry, the short story, the short novel and the essay. Emphasis on the Boom and post-Boom tendencies. Writers studied generally include: Paz, Borges, Fuentes, García Márquez, Allende, Onatowska and Menchú, among others. Prereq: Cons. of dept. ch.

SPAN 5640. Novels and Novelists in Spanish-America. 3 cr. hrs.
Focusses on the different trends, forms, and contents of the Spanish-American novel as a genre, with emphasis on the works of such modern and cosmopolitan writers as Sabato, Fuentes, Carpentier, Ferré, Allende, Esquivel, Vargas Llosa and García Márquez.

SPAN 5660. Spanish-American Theatre. 3 cr. hrs.
Study of Spanish-American theatre from Colonial times to present. Writers studied include Sor Juana, Diaz, Gambaro, Marqués, Sánchez, Usigli and Wolf, among others. Prereq. Cons. of dept. ch.

SPAN 5670. Spanish-American Short Story. 3 cr. hrs.
Study of the evolution of the Spanish-American short story. Writers studied include Borges, Cortázar, Donoso, Ferré, Fuentes, García, Marqués, Quiroga, Rulfo and Valenzuela, among others. Prereq: Cons. of dept. ch.

SPAN 5931. Topics in Spanish Language, Culture and Literature. 1-3 cr. hrs.
Topics vary. Subject to be announced. Prereq: Cons. of dept. ch.

SPAN 5931. MU Led Travel/Study Abroad. 3 cr. hrs.
Course taught in an international setting by Marquette professors and where students earn Marquette credit. Study Abroad expenses apply.

SPAN 5931. Teaching College Spanish. 3 cr. hrs.
Introduction to the principles of effective foreign language teaching. Readings in theories of second language learning and current pedagogical practices. Objectives include designing activities for the communicative classroom, as well as appropriate assessment techniques. Prereq: Required of all Spanish teaching assistants their first fall term.

SPAN 6000. History of the Spanish Language. 3 cr. hrs.
Historical development of the Spanish language from its origins to the present in Spain and Spanish-America.

SPAN 6110. Applied Linguistics. 3 cr. hrs.
Systematic study of language aimed at the application of descriptive, comparative, and historical linguistics to the language teaching situation. Applied linguistics in phonology, morphology, syntax, and contrastive analysis.

SPAN 6150. Strategies and Techniques of Written and Oral Communication. 3 cr. hrs.
Spanish syntactical and stylistic problems, plus advanced oral-aural work based on topical material of a literary, artistic, or cultural nature.

SPAN 6204. Spanish for Reading Knowledge. 3 cr. hrs.
Provides an overview of Spanish grammar, reading comprehension of basic texts and translation practice for graduate students who plan to use Spanish in their field of research. May only be taken for credit and may not be audited. Prereq: Enrolled in the Graduate School.

SPAN 6300. Hispanic Cultural Studies. 3 cr. hrs.
Study of a given topic in Hispanic Cultural Studies, such as film, Spanish culture, Spanish-America culture, or U.S. Latino literature and culture. Topics to be announced.

SPAN 5931. Topics in Spanish Language, Culture and Literature. 3 cr. hrs.
Topics vary.
SPAN 6500. Medieval Spanish Literature. 3 cr. hrs.
Literary texts of Spain prior to the 16th century.

SPAN 6505. Studies in Spanish Renaissance Literature. 3 cr. hrs.
The major trends in Spanish literature during the 15th and 16th centuries.

SPAN 6525. Studies in Spanish Literature: Eighteenth and Nineteenth Centuries. 3 cr. hrs.
Significant trends and authors of the 18th and 19th centuries in Spain.

SPAN 6550. Studies in Spanish Literature: Twentieth and Twenty-First Centuries. 3 cr. hrs.
Contemporary Spanish literature from the Generation of 98 to the present.

SPAN 6575. Studies in Spanish Literature: Genre Study. 3 cr. hrs.
In-depth study of the development of a major genre in Spanish literature, such as theatre, short story, poetry or essay. The particular genre will vary.

SPAN 6600. Studies in Spanish-American Literature: Pre-Columbian to Baroque Period. 3 cr. hrs.
Study of major trends in Spanish-American literature since the Pre-Columbian period, with particular emphasis on the Cronicas and baroque poetry.

Study of major trends and genres in Spanish-America during the 18th and 19th centuries, with particular emphasis on Romanticism, Realism, Naturalism and Modernismo. Writers studied generally include: Fernández de Lizardi, Bello, Bolívar, Echeverría, Isaacs, Gómez de Avellaneda, Sarmiento, Martí and Darío, among others.

SPAN 6650. Studies in Spanish-American Literature: Twentieth and Twenty-First Centuries. 3 cr. hrs.
Study of major trends in Spanish-American literature in the 20th and 21st centuries. Particular emphasis on the representative poets, dramatists and prose writers of the modern period.

SPAN 6675. Studies in Spanish-American Literature: Genre Study. 3 cr. hrs.
Study of the development of a major genre in Spanish-American literature, such as theatre, short study, poetry or essay. The particular genre will vary.

SPAN 6931. Topics in Spanish. 3 cr. hrs.

SPAN 6995. Independent Study in Spanish. 1-3 cr. hrs.
Prereq: Cons. of dept. ch.

SPAN 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

SPAN 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

SPAN 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

SPAN 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

SPAN 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

SPAN 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
Graduate School (Grad)

The courses listed in this section of the bulletin do not constitute a program or degree offering, but are placed under the Graduate School heading for convenience and because they do not belong to any one graduate program.

Students interested in taking any of the GRAD or DIRS courses must contact the the Graduate School in order to register.

Dispute Resolution Courses

DIRS 6600. Mediation. 3 cr. hrs.
Mediation as facilitated negotiation, three-party processes vs. two-party processes, interest-based bargaining vs. positional or adversarial bargaining. Concepts will be explored through the use of class role plays, which are videotaped and critiqued as a part of mediation training.

DIRS 6605. Advanced Mediation. 3 cr. hrs.
An exploration of more advanced issues in the practice of mediation, including brokering, emotions in mediation, agenda, joint session, caucuses, agreements and multi-party/multi issue cases. Prereq: DIRS 6600.

DIRS 6610. Dispute Resolution Theory. 3 cr. hrs.
The development of conflict between and among individuals, organizations, and governmental units; various models for conflict and types of conflict resolution will also be surveyed. Prereq: DIRS 6600.

DIRS 6615. Advanced Issues in Dispute Resolution. 3 cr. hrs.
Explores current theoretical and applied issues in mediation. These issues may include: communication theories and models, legislative enactments, dispute resolution systems design, and court-connected dispute resolution systems. Case studies provide an opportunity to examine the theory through an applied approach. Prereq: DIRS 6600.

DIRS 6705. Dispute Resolution and the Family. 3 cr. hrs.
Explores the many ways that dispute resolution processes are used in the family dynamic, including the division of marital property, the resolution of child custody issues, the resolution of parent-child behavioral issues, the resolution of contested adult guardianships, the resolution of issues involving the termination of parental rights, and the placement of adult family members in institutional settings. Includes an analysis of the roles of unique stakeholders, such as guardian ad litem, medical personnel, and extended family members. Uses a significant number of role plays to allow students to apply and refine their skills. Prereq: DIRS 6600.

DIRS 6710. Dispute Resolution and Education. 3 cr. hrs.
Explores the many ways dispute resolution processes are used in the educational context, including: collective bargaining agreements, student peer mediation programs, student-teacher disputes, ombuds programs in higher education, and the mediation of special education disputes. Addresses problem solving skills helpful to any teacher or school administrator in dealing with parents, students, and colleagues. Uses a significant number of role plays to allow students to apply and refine their skills. Prereq: DIRS 6600.

DIRS 6715. Dispute Resolution and the Workplace. 3 cr. hrs.
Explores the many ways that dispute resolution processes are used in the workplace, including: interest arbitration, grievance arbitration, the negotiation of collective bargaining agreements, ombuds systems, peer review panels, mediation systems in unionized and non-unionized environments, and the use of processes to address issues of sexual discrimination, sexual harassment, and the lack of retention and promotion of minority workers. Uses a significant number of role plays to allow students to apply and refine their skills. Prereq: DIRS 6600.

DIRS 6720. Arbitration. 3 cr. hrs.
Explores the adjudicative process of arbitration or private-judging in commonly used contexts, such as labor, construction, securities, and consumer disputes. Examines the United States Supreme Court’s line of precedent regarding the enforceability of arbitration clauses in contracts. Addresses common techniques used in the arbitration process. Prereq: DIRS 6600.

DIRS 6725. Negotiation. 3 cr. hrs.
Explores a variety of styles of negotiation, focusing primarily on interest-based bargaining. Addresses criticisms of the efficacy of interest-based bargaining in some depth. Uses a significant number of role plays for instructional purposes, utilizing scenarios from two-party single issue negotiations to multi-party multi-issue negotiations. Prereq: DIRS 6600.

DIRS 6730. Dispute Resolution Systems Design. 3 cr. hrs.
Explores the process by which you design, implement, and administer a dispute resolution system. Analyzes methods of stakeholder investment, intake, screening, referral, recordkeeping, data collection and evaluation. Compares methods used in a variety of dispute resolution systems, including internal and external mediation systems, arbitration, and ombuds programs. Emphasizes ethical standards applicable to system administration. Students are required to design and document a system. Prereq: DIRS 6600.

DIRS 6735. Dispute Resolution and Health Care. 3 cr. hrs.
Explores the many ways dispute resolution processes are used in health care, including the resolution of: patient payment disputes with hospitals, health care providers, and health maintenance organizations (HMOs); disputes regarding treatment options; disputes among professionals treating the same patient; lifestyle issues (smoking and alcoholic beverages) in long term care facilities; health care provider malpractice; and end-of-life issues among providers, family members, and hospital ethics committees. Prereq: DIRS 6600.

DIRS 6931. Topics in Dispute Resolution. 1-3 cr. hrs.
Examination of selected issues in dispute resolution that go beyond the scope of regular course offerings.
DIRS 6964. Practicum in Dispute Resolution. 1-3 cr. hrs.
Required of all students; for example, an internship may be established with a community mediation center, a court system, a hospital peer review committee, or a public school teachers' collective bargaining unit. Placements will be arranged on an individual basis. S/U grade assessment. Prereq: DIRS 6600 and DIRS 6605.

DIRS 6995. Independent Study in Dispute Resolution. 1-3 cr. hrs.
Independent research or guided study.

DIRS 6998. Professional Project in Dispute Resolution. 3 cr. hrs.
Required course for the professional project. Students are required to enroll in this course twice, over the course of two terms, for a total of 6 credits. Includes facilitated research meetings to explore research topics and methods, individual research and the completion of the written project. S/U grade assessment.

DIRS 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

DIRS 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DIRS 9984. Master's Comprehensive Exam Preparation Less-than-Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DIRS 9985. Master's Comprehensive Exam Preparation Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DIRS 9986. Master's Comprehensive Exam Preparation Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DIRS 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DIRS 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DIRS 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DIRS 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DIRS 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

DIRS 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

Graduate Courses

GRAD 6933. Exchange/University of Wisconsin-Milwaukee. 1-5 cr. hrs.
In conjunction with the exchange program established between Marquette University and the University of Wisconsin-Milwaukee, students may enroll in a graduate-level course at the University of Wisconsin-Milwaukee while enrolled in the master's or doctoral program at Marquette. The UWM course title and credits are identified by this GRAD exchange course. A maximum of two of these GRAD exchange courses may be included in the required minimum course work for the student's program of study at Marquette. This course extends beyond the Marquette term; students receive an IC grade initially. The IC will be changed to an A-F grade at the end of the course. Prereq: Cons. of dept. ch.; written cons. of the dept. and the Graduate School.

GRAD 6934. Exchange/University of Notre Dame. 1-5 cr. hrs.
As part of the consortium of Midwest Catholic Graduate Schools, students may enroll in a graduate-level course at the University of Notre Dame while enrolled in the master's or doctoral program at Marquette. The Notre Dame course title and credits are identified by this GRAD exchange course. A maximum of two of these GRAD exchange courses may be included in the required minimum course work for the student's program of study at Marquette. This course extends beyond the Marquette term; students receive an IC grade initially. The IC will be changed to an A-F grade at the end of the course. Prereq: Cons. of dept. ch.; written cons. of the dept. and the Graduate School.

GRAD 6935. Exchange/Loyola University Chicago. 1-5 cr. hrs.
As part of the consortium of Midwest Catholic Graduate Schools, students may enroll in a graduate-level course at Loyola University Chicago while enrolled in the master's or doctoral program at Marquette. The Loyola course title and credits are identified by this GRAD exchange course. A maximum of two of these GRAD exchange courses may be included in the required minimum course work for the student's program of study at Marquette. This course extends beyond the Marquette term; students receive an IC grade initially. The IC will be changed to an A-F grade at the end of the course. Prereq: Cons. of dept. ch.; written cons. of the dept. and the Graduate School.
GRAD 6936. Exchange/Saint Louis University. 1-5 cr. hrs.
As part of the consortium of Midwest Catholic Graduate Schools, students may enroll in a graduate-level course at Saint Louis University while enrolled in the master's or doctoral program at Marquette. The Saint Louis course title and credits are identified by this GRAD exchange course. A maximum of two of these GRAD exchange courses may be included in the required minimum course work for the student's program of study at Marquette. This course extends beyond the Marquette term; students receive an IC grade initially. The IC will be changed to an A-F grade at the end of the course. Prereq: Cons. of dept ch.; written cons. of the dept. and the Graduate School.

GRAD 6945. Exchange/Medical College of Wisconsin. 1-5 cr. hrs.
In conjunction with the exchange program established between Marquette University and the Medical College of Wisconsin, students may enroll in a graduate-level course at the Medical College of Wisconsin while enrolled in the master's or doctoral program at Marquette. The Medical College course title and credits are identified by this GRAD exchange course. A maximum of two of these GRAD exchange courses may be included in the required minimum course work for the student's program of study at Marquette. This course extends beyond the Marquette term; students receive an IC grade initially. The IC will be changed to an A-F grade at the end of the course. Prereq: Cons. of dept. ch.; written cons. of the dept. and the Graduate School.
History (HIST)

Chairperson: James A. Marten, Ph.D.

Department of History website (http://www.marquette.edu/history/grad.shtml)

Degrees Offered
Master of Arts, Plan B only; Doctor of Philosophy

Program Description
History includes politics, economics, and aesthetics, as well as social, spiritual and cultural relations—our past, our present and our potential as human beings. The history graduate program, mindful of the discipline’s manifold importance and application, offers master of arts and doctoral degree programs in breadth and depth.

Graduate study in history permits students to increase their knowledge of the past and the processes that have shaped the human experience. Such study may prepare students for careers in scholarship, teaching or certain public service fields.

Prerequisites for Admission
For admission to the master of arts program, an applicant must have an undergraduate major in history or a closely related field. An applicant for the doctoral program must possess a master of arts in history.

Application Deadline
To be considered for admission, all application requirements must be completed and received in the Graduate School by the first Monday of the spring term. For students seeking to matriculate in fall 2016, that date is January 11, 2016.

Application Requirements
Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://www.marquette.edu/history/grad.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. A one-page statement of purpose specifying proposed areas of study and academic interests.
4. Three letters of recommendation from former teachers.
5. GRE scores (General Test only).
6. (For doctoral applicants only) a writing sample. Ideally, the sample should be the master’s thesis, but, for graduates of non-thesis programs, it may consist of a formal seminar paper.
7. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

General Information
Direction and Advising
The director of graduate studies is charged with directing the department’s graduate programs and with the general advising of all graduate students in matters of course selection, financial aid and placement. In addition, each student chooses, in consultation with the director of graduate studies, a field adviser who will direct the student’s field-specific work, including: the master’s essay, the selection of post-master’s course work, completion of the Doctoral Program Planning Form and the doctoral dissertation.

Degrees Overview
Students begin with the course HIST 6100 The Art and Craft of History, which provides not only methodological and epistemological approaches, but also introduces students to professors who discuss their specific interests and fields. Master of arts candidates concentrate major/minor fields in American, European (including medieval), or global histories in their 30 hours of course work. They must also pass comprehensive examinations and submit a master’s essay to fulfill degree requirements. The doctoral program offers degrees with a focus in European or United States histories. Doctoral candidates must have a master’s degree and normally complete 60 hours of course work beyond the bachelor’s. They must also pass a foreign language examination and written and oral doctoral qualifying exams in major and minor fields. Candidates attain the doctorate with the composition and defense of a book-length dissertation.

History Master’s Requirements
Specializations: European History, United States History, Global Studies

The three major areas in the master of arts program with their fields are:
1. European History
   • Medieval
   • Early Modern
   • Modern

2. United States History
   • Early U.S.
   • Modern U.S.

3. Global Studies

A master’s student must complete 30 credit hours of course work, a master’s essay and a comprehensive examination. At least 18 credit hours of course work must be in history courses numbered 6000 or above, and at least six of those credits must be in research seminars. With the consent of the department chairperson, six hours of graduate work outside the department may be included in the master of arts program. Students in Medieval history will be examined only in that field but must take at least six credit hours of graduate work in another field. No foreign language is required for the master’s degree.

**Comprehensive Examination**

The comprehensive written examination lasts nine hours. A committee of two examiners will assess the master of arts candidate’s command of the fields of study and knowledge of historical literature. Students in U.S. and European history will be examined in one major field and one minor field chosen from within the three major areas of study according to their regional and chronological emphases. Students in Medieval history will be examined in the Medieval field alone. Students in Global Studies will be examined in this broadly-focused major field. They must also select a minor field from among four options: Latin America, Asia, Africa or Atlantic World.

**History Doctoral Requirements**

**Specializations:** European History, United States History

The two major areas in the doctoral program and subfields are:

1. European History
   • Early Modern
   • Modern

2. United States History
   • Early U.S.
   • Modern U.S.

Qualifying examinations, both written and oral, will be taken in both fields of the student’s major area. The oral component of the examination may also address the student’s topical research field.

In addition to the exams in the major fields, the doctoral student fulfills requirements for a research and a teaching field as defined in departmental guidelines and subject to the approval of the Graduate Committee.

A doctoral student must complete a program of study defined on an approved Doctoral Program Planning Form. The program includes course work, a reading knowledge of at least one foreign language, the qualifying examination and a dissertation.

**Course Work**

The department’s normal course work requirement for the doctoral program is 60 credit hours beyond the bachelor’s degree, including course work for the master of arts but not including the 12 credit hours required for the doctoral dissertation. In the 60 credits required, a student with a master of arts must include six credit hours of research seminar courses and a three-hour dissertation seminar. The academic progress of all students who hold non-Marquette master’s degrees will be evaluated at the end of the first year of doctoral study. The programs of students making unsatisfactory progress may be terminated at that time.

**Foreign Language Requirement**

The student must have knowledge of at least one foreign language pertinent to their area of research. Reading skills in foreign languages are assessed by the department. Students may also satisfy their foreign language competency requirement by achieving at least a B in a 6204 course offered by the Department of Foreign Languages and Literatures. Satisfactory competence in the foreign language must be demonstrated prior to the qualifying examinations, and students in continental European history must demonstrate command of the language appropriate to their research goals no later than the end of their first term of doctoral study. Failure to do so will preclude further course work until the student demonstrates the appropriate language competency. The dissertation director may require a doctoral student to show competence in a second foreign language or in statistical methods when the dissertation topic requires it.
Qualifying Examination

After completing all formal course work and language study, the doctoral student must take the doctoral qualifying examinations (DQEs), written and oral, in their major fields. Written qualifying examinations are nine hours in duration. Oral qualifying examinations, two hours in duration, are held about ten days after the written examinations.

The qualifying examination will cover either European (early modern and modern) or United States History (from exploration and settlement to the present). A committee of three department members assesses examination performance on the complete exam (written and oral components). A unanimous vote is required to pass the exam.

Courses

HIST 5100. Public History. 3 cr. hrs.
An examination of the means by which the skills and methods of history are applied by professionals outside the classroom. Topics include public history as a sub-discipline of history, historic preservation, and the emergence of history museums and historical societies.

HIST 5101. Applied History. 3 cr. hrs.
An examination of technologies for researching, presenting and preserving of historical materials. How to apply historic methods through digital media technologies. Topics will include systems and tools for: researching and collecting documents and materials; digitizing, editing and manipulating materials; presenting content to local and distant audiences; and preserving materials in appropriate formats. Investigates digital imaging, multimedia and Web page creation, streaming technologies, presentations systems and CD/DVD production. Also explores the unique capabilities of collaboration and distribution over high-speed networks (Internet2). Requirements include a final project on a historical topic that incorporates some or all of the technologies introduced, demonstrating mastery of content as well as technology.

HIST 5113. American Foreign Relations 1. 3 cr. hrs.
American foreign relations from the American Revolution to the emergence of the United States as a world power. Gives equal emphasis to the conduct of American diplomacy by agents of the U.S. government and the social, economic, and cultural forces that shape foreign policies.

HIST 5114. American Foreign Relations 2. 3 cr. hrs.
American foreign relations from the American Revolution to the emergence of the United States as a world power. Gives equal emphasis to the conduct of American diplomacy by agents of the U.S. government and the social, economic, and cultural forces that shape foreign policies. Begins with World War I.

HIST 5115. The American West. 3 cr. hrs.
American westward expansion from colonial days to the 20th century, emphasizing the impact of the frontier on the development of American culture and institutions.

HIST 5120. American Immigration. 3 cr. hrs.
A survey of migration to the United States (and Britain's North American colonies) that explores how immigrants have built communities, sought economic security and experienced cultural change. Addresses anti-immigrant sentiment, race construction and notions of cultural pluralism. Contextualizes immigration--an issue central to American identity--within a transnational framework of global labor markets, American incursions overseas and the worldwide movement of peoples.

HIST 5130. Religion and American Life. 3 cr. hrs.
Survey the historical impact of religious belief and institutions on the intellectual, cultural, and public life of the United States.

HIST 5135. African-American History. 3 cr. hrs.

HIST 5140. American Urban History. 3 cr. hrs.
History of the American city from the colonial era to the present. Topics include the economic, political, and cultural effects of cities on American society, as well as America's philosophical and moral response to urbanization.

HIST 5145. A History of Women in America. 3 cr. hrs.
Survey of the history of women and the variety of women's experiences in America from pre-European contact to the present. The historical construction of gender and the ways that diverse women have shaped and contested their various experiences as mothers, daughters, wives, and partners; as farmers and workers; as slaves and conquered peoples; as reformers and political activists; and as immigrants and citizens are analyzed.

HIST 5150. Childhood in America. 3 cr. hrs.
The history of children and childhood in the United States from colonial times to the present, with an emphasis on child rearing, race, gender, class, and popular culture.

HIST 5160. Cultural and Intellectual History of the United States. 3 cr. hrs.
A survey of American thought and culture from the first contacts between indigenous peoples and Europeans, through the development of the United States to the present. Particular attention paid to those moments of intellectual and cultural conflict that illuminate and define the process by which a variety of Americans have shaped a distinct but malleable American culture.

HIST 5212. The Crusades. 3 cr. hrs.
Western European and Middle Eastern relations from the 11th through the 13th centuries; includes Arabic, Byzantine, Turkish, and Mongol areas.
HIST 5245. Women in Western Civilization. 3 cr. hrs.
Survey of women's experiences in western civilization from prehistory to the present. Focusing primarily on Europe, analyzes the changing roles and responsibilities of women in the family, in the work force, and in the community and highlights the impact of phenomena such as religion, science, technology, and democracy on the shifting perceptions and definitions of gender in western civilization.

HIST 5247. Comparative Home Fronts during the Second World War. 3 cr. hrs.
Explores state policies, gender ideologies, daily realities and the role(s) of civilians, particularly women, on select home fronts of World War II. The conflict was a "watershed" in the use of violence aimed at civilians, who were targeted via air raids, food blockades, deportation, rape and mass murder. Using comparative framework, examines Germany, Italy, France, the concentration camps and the United States.

HIST 5249. Intellectual History of Modern Europe. 3 cr. hrs.
The lives and works of prominent European scientists, philosophers and artists from the Enlightenment to the present.

HIST 5250. Tudor England: 1485 to 1603. 3 cr. hrs.
The political, socio-economic, religious and cultural developments in Renaissance and Reformation England with particular attention to the personalities who dominate the Tudor court; the effects of the establishment of Caesaro-Papism by Henry VIII upon the art, architecture, literature and social life of the country.

HIST 5251. War and Revolution in Britain: 1603-1815. 3 cr. hrs.
Focuses on Britain's development as a constitutional monarchy and a commercial and imperial power. Particular attention is given to the Civil War, Glorious Revolution, American Revolution, and escalating rivalry with France climaxing in the Napoleonic Wars.

HIST 5252. Modern Britain. 3 cr. hrs.
Focuses on the democratization of Britain, the creation of the welfare state, and erosion of Victorian Britain's commercial and political global primacy reflected in the disintegration of the British Empire and fragmentation of the United Kingdom.

HIST 5255. The British Empire. 3 cr. hrs.
Survey of the creation, expansion and dismantling of the world's largest empire from the 16th century to the present. Exploration of political, social, economic and cultural factors. Emphasis on contrasting the views and experiences of Britons and of natives of various colonized areas.

HIST 5260. Modern Ireland. 3 cr. hrs.
A survey of the political and cultural history of Ireland since the Grattan Parliament, focusing upon the dual legacy of constitutional and revolutionary nationalism in Irish life.

HIST 5262. Modern France. 3 cr. hrs.
France from the fall of Napoleon to the present, especially emphasizing the development of French democracy and the nation's enduring impact on world affairs.

HIST 5264. Modern Germany. 3 cr. hrs.
Survey of the major political, cultural, social and intellectual developments in modern Germany history since the Napoleonic period. Topics include: nationalism, unification, the German (Wilhelmine) Empire, the Weimar Republic, the rise of the Nazi Party, the Third Reich, the two World Wars, division, reunification and Germany's post-reunification role in Europe.

HIST 5266. Nazi Germany and the Holocaust. 3 cr. hrs.
Overview of the history of Nazi Germany between 1933 and 1945. Primarily focuses on the origins and development of the Holocaust and the attempted genocide of the Jews of Europe. Concentrates on the conception and implementation of Nazi extermination policies in German-occupied Europe during World War II, paying attention to both ideological and practical aspects of the “Final Solution.”

HIST 5270. Russia to 1861. 3 cr. hrs.
The Slavs, the Kievan Rus Empire, the Mongol invasion, the rise of Muscovy, and the Russian empire of Peter the Great and his successors down to the emancipation of the serfs in 1861.

HIST 5271. The Russian Revolution and the Soviet Union. 3 cr. hrs.
Pre-revolutionary Russia from 1861, the Revolution of 1917, Soviet economic growth and totalitarianism, and the emergence of the USSR as a world power and its subsequent collapse.

HIST 5290. The French Revolution and Napoleon: 1787 to 1815. 3 cr. hrs.
A survey of Revolutionary Europe with emphasis on the causes and consequences of the Revolution, the Reign of Terror, the counter-revolutionary movements, the conquest of Europe, and the relation between revolution and religion.

HIST 5298. The Cold War. 3 cr. hrs.
The origins, nature and consequences of the Cold War, with emphasis on the 1945-1970 period. Topics include the continuing effects of the Cold War, prospects for new international rivalries, and the domestic consequences of the Cold War.

HIST 5310. Colonial Latin America. 3 cr. hrs.
Examines the creation of “Latin America” as a result of Spanish and Portuguese colonialism in the Americas, from the late fifteenth through the eighteenth century. Focuses on the meeting points of distinctly different cultures (primarily Amerindian, European and African); the often violent insertion of the Americas into the early modern global economy; and some of the legacies of Latin America’s colonial experience in the modern world.
HIST 5320. United States-Latin American Relations. 3 cr. hrs.
Analyzes the symbiotic relationship between the United States and Latin America from 1776 to the present, focusing on the key themes of race, colonialism, resistance, transculturation, dependency, revolution, the drug trade and immigration. Examines how the United States' changing global status has affected its political, economic and cultural relationship with other countries in the Americas.

HIST 5350. The Caribbean. 3 cr. hrs.
Focuses on the contours of Caribbean history, 1400 to present. Examines Native American culture, colonialism, slavery, international trade, the politics of independence, economic development, national identity, and ethnicity.

HIST 5355. History of Mexico. 3 cr. hrs.
Mexico from pre-Columbian times to the present, with emphasis on ancient civilizations, the conquest, colonial society, independence, nineteenth-century development, Porfirián dictatorship, the Revolution of 1910, and modern society since 1920.

HIST 5450. North Africa. 3 cr. hrs.
North Africa from the 7th century to the present, emphasizing Islamic and European influences.

HIST 5460. Modern South Africa. 3 cr. hrs.
Survey of the major political, economic and social developments in modern South African history since the Dutch settlement to the present. Topics include: European settlement and colonization, mineral discoveries and their impact, industrialization and social change, the establishment of the apartheid system, African resistance and post-apartheid South African society. Particular attention is given to how the state-dictated system of racial segregation and discrimination affected the lived experience of South Africa’s diverse population.

HIST 5500. Modern Japan. 3 cr. hrs.
Major events, people and debates in Japanese history from 1800 to the present. Includes examinations of the "margins" of Japanese history: the countryside, the common people, ethnic minorities, marginal identities, etc., in order to understand how individuals dealt with changes in Japan from its early modernity to the present day.

HIST 5525. Age of the Samurai. 3 cr. hrs.
Examines the basic themes in pre-1900 Japanese history, in particular, the time when Japan was ruled by samurai. Topics include: the rise of the military government, regional and global interaction, as well as changes in culture, economy and society throughout ancient, medieval and early modern Japan. Also examines modern-day issues.

HIST 5550. Medieval East Asia. 3 cr. hrs.
Examines the tremendous flourishing of Chinese and Japanese cultures between the 7th and 14th centuries and the influence Mongol conquests played on the diffusion of these cultures to the west.

HIST 5555. Modern China. 3 cr. hrs.
The history of China from 1800-1976, emphasizing national responses to imperial decline, western intervention, civil wars, foreign occupation and political turmoil.

HIST 5600. Comparative Twentieth-Century Genocides. 3 cr. hrs.
Examines the emergence, development, underlying causes and uses of genocide, ethnic cleansing and the other crimes against humanity in the twentieth century. Case studies include colonial genocides; the Armenian genocide; the Holocaust; the Cambodian genocide; the Rwandan genocide; and the ethnic cleansings in the former Yugoslavia. Explores responses to these crimes, denial and memory, justice and redress and strategies of prevention and intervention.

HIST 5931. Topics in History. 3 cr. hrs.
Topics vary. Subjects to be announced.

HIST 5953. Readings in History. 3 cr. hrs.
Readings and discussion designed to introduce a small group to topics, problems and methodologies in history which are not taught in the regular lecture courses. Subjects to be announced.

HIST 5986. Internship in Public and Applied History. 3 cr. hrs.
Offers an opportunity to have a work experience outside of the classroom in such venues as archives, art museums, historical societies, and museums. Students must arrange the internship in consultation with the public history adviser and complete an internship agreement. Undergraduate students work 8-10 hours per week and graduate students work 10-12 hours per week during the term. Students complete a written assignment in conjunction with the work experience. Completion or concurrent enrollment in HIST 4100 is strongly recommended. S/U grade assessment.

HIST 6100. The Art and Craft of History. 3 cr. hrs.
The nature and theories of history, principles and methodologies of historical research, specializations within the discipline, and the professional applications of history. Required of all entering M.A. and Ph.D. students.

HIST 6110. The British Atlantic World to the American Revolution. 3 cr. hrs.
An examination of the expansion of the English empire to North America. Topics include: exploration; colony founding; the political, social and economic maturation of the colonies; the imperial system including resistance to Parliamentary laws; relations with native populations; the development of slavery; changing roles for women; and the inter-colonial wars between the English and French Empires.
HIST 6115. The American Revolution and the New Nation. 3 cr. hrs.
An examination of the creation and development of the United States to the beginnings of the sectional conflict. Topics include: the causes of the rebellion; conflicts between Americans; the war for independence; constitution making; foreign relations including the War of 1812; the roles of and the relations between the executive, legislative, and judicial branches under the constitution of 1787; westward expansion and Indian removal; the problem of slavery in national politics; and the political, social, and economic maturation of the new nation.

HIST 6120. The Sectional Conflict, Civil War Era and Gilded Age. 3 cr. hrs.
An examination of the origins and conduct of the Civil War, Reconstruction, and the political, economic, and social transformation of the United States in the late 19th century. Topics include: the political, constitutional, economic, and moral contexts of the institution of slavery; slave life and race relations; territorial expansion, the development of the West, and Native American policy; the political, social, and economic impact of the Civil War and reconstruction; the development of an American foreign policy; the evolution of political parties; industrialization, urbanization, and immigration.

HIST 6125. United States in the Twentieth Century. 3 cr. hrs.
An examination of the political, economic, and social history of the 20th century. Topics include: the United States' rise to global power; the Progressive Era; the Great Depression; the Cold War and its related conflicts; cultural, social, and intellectual currents; the expansion of the federal government; and the evolution of political parties.

HIST 6235. Medieval Europe. 3 cr. hrs.
A guided reading program on the major issues and historiography of Europe between Late Antiquity and the beginnings of Early Modern Europe.

HIST 6240. Early Modern Europe. 3 cr. hrs.
A guided reading program on the major issues and historiography of Europe between the fifteenth and eighteenth centuries.

HIST 6245. Nineteenth-Century Europe. 3 cr. hrs.
A guided reading program on the major issues and historiography of Europe during the "long" nineteenth-century.

HIST 6250. Twentieth-Century Europe. 3 cr. hrs.
A guided reading program on the major issues and historiography of 20th-century Europe.

HIST 6300. Global History. 3 cr. hrs.
A guided reading program on the major issues, methodologies, and historiography in global history.

HIST 6500. Studies in United States History. 3 cr. hrs.
Topics may vary.

HIST 6510. Studies in Medieval History. 3 cr. hrs.

HIST 6520. Studies in Early Modern History. 3 cr. hrs.
Lectures and discussions in an area which, because of its topicality, is not the subject of a regular course.

HIST 6525. Studies in European History. 3 cr. hrs.

HIST 6530. Studies in Latin American History. 3 cr. hrs.

HIST 6535. Studies in African History. 3 cr. hrs.

HIST 6540. Studies in Asian History. 3 cr. hrs.

HIST 6545. Studies in Global History. 3 cr. hrs.

HIST 6954. Seminar in History. 3 cr. hrs.
Research seminar designed to allow graduate students to engage in independent scholarship within a topical field.

HIST 6956. Seminar in Medieval History. 3 cr. hrs.

HIST 6960. Seminar in Global History. 3 cr. hrs.

HIST 6995. Independent Study in History. 1-3 cr. hrs.
Prereq: Cons. of instr. and cons. of graduate prog. dir.

HIST 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

HIST 8960. Dissertation Seminar. 3 cr. hrs.
Prereq: Doctoral stndg.

HIST 8995. Independent Study in History. 1-3 cr. hrs.
A course whose mode of instruction offers a student the opportunity to study or do in-depth research on a topic or subject matter not usually offered in the established curriculum, with a current Marquette faculty of his/her choice and independent of the classroom setting. Prereq: Cons. of dept. ch.

HIST 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment.

HIST 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
HIST 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9989. Doctoral Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

HIST 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
Interdisciplinary Ph.D. (INPR)

Interdisciplinary Ph.D. website (http://www.marquette.edu/grad/programs_interdis.shtml)

Degree Offered
Doctor of Philosophy

Program Description
The interdisciplinary Ph.D. program provides students and faculty with opportunities for creative customized academic programming and research that crosses the boundaries of traditional disciplines.

Each student’s program is reviewed by the Graduate School and is subject to approval by the University Board of Graduate Studies, which acts as the governing department.

Any INPR program must combine course work and expertise from two or more academic departments at Marquette. Faculty may serve on an INPR committee whether or not their departments offer doctoral degrees.

Prerequisites for Admission
Due to the unique nature of the interdisciplinary program, only students who demonstrate a high degree of self-reliance and responsibility will be considered for admission. In addition, applicants must meet the following criteria:

1. The student must have completed a master’s degree or its equivalent.
2. The student normally must have a graduate GPA of 3.500 or above, on a 4.000 scale, in their master’s degree (or equivalent graduate work). If the student has less than a 3.500 cumulative GPA, the results of a current (within five years) standardized examination such as the GRE, GMAT, or LSAT will be required.

Application Process
To gain admission into the interdisciplinary Ph.D. program, the student must satisfy all admission requirements specified by the Interdisciplinary Ph.D. Guidelines, which can be found on the Graduate School website and are available in the Graduate School. To begin, the nomination of a provisional dissertation committee chair must be submitted to the Graduate School’s associate dean. In addition, a one-page concept paper of the INPR project must be submitted to the University Board of Graduate Studies for approval.

Upon approval by the UBGS, the student can be admitted to non-degree status and can begin taking courses. It is expected that up to 12 credit hours taken in a non-degree status will subsequently count toward the degree requirements.

Interdisciplinary Ph.D. Program
INPR program requirements are specified by the Interdisciplinary Ph.D. Guidelines, found on the Graduate School website or in the Graduate School office.

Once admitted, students may take a maximum of 12 credit hours in a non-degree status. During that time, the student will:

1. Build the dissertation committee, which must be approved by the associate dean of the Graduate School and the University Board of Graduate Studies (UBGS).
2. Submit a project outline to the UBGS for approval in the format specified by the program guidelines. The outline will include the dissertation research topic, a brief description of the project, the methodology involved, anticipated course work and a timeline for completion.

Following final approval of both the committee and project by the UBGS, the student will be admitted to degree status in the interdisciplinary Ph.D. program.

An interdisciplinary doctoral student must complete a minimum of 30 credit hours of course work beyond the master’s degree, satisfactorily complete a doctoral qualifying examination, complete 12 dissertation credits and successfully defend a dissertation.

Annual progress reports written by the student and endorsed by the dissertation committee chair must be submitted to the UBGS in April of each year.

Courses
INPR 8995. Independent Study in Interdisciplinary Ph.D. Program. 1-3 cr. hrs.
Prereq: Cons. of dept. ch.; cons. of graduate prog. dir.

INPR 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program; Ph.D. candidates pursuing an approved interdisciplinary Ph.D. program.
INPR 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program.

INPR 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program.

INPR 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program.

INPR 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program.

INPR 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program.

INPR 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program.

INPR 9989. Doctoral Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program.

INPR 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program.

INPR 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program.

INPR 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; cons. of prog. dir. and admitted to INPR program.
Mathematics, Statistics and Computer Science (MSCS)

Chairperson: Rebecca L. Sanders, Ph.D.
Department of Mathematics, Statistics and Computer Science website (http://www.marquette.edu/mscs/grad.shtml)

Program Overview
The Department of Mathematics, Statistics and Computer Science offers a range of master's and doctoral programs in accord with the breadth of the disciplines it encompasses. Bulletin entries for each of the programs described below may be found by exploring the options provided on this page. Further information about the programs can be found on the departmental website (http://www.marquette.edu/mscs/grad.shtml).

Degrees Offered

M.S. in Bioinformatics (http://bulletin.marquette.edu/grad/programs/mathstatsandcomputerscience/bioinformatics)
A joint program between Marquette University and Medical College of Wisconsin, the bioinformatics specialization is geared toward creating computing applications for the biological sciences.

M.S. and Ph.D. in Computational Sciences (http://bulletin.marquette.edu/grad/programs/mathstatsandcomputerscience/computationalsciences)
Our computational sciences program is designed to equip graduates with a distinctive blend of theoretical and computational skills, for employment in industry, research laboratories and institutions of higher education. A distinctive feature of our program is that all core aspects of a student's program of study, constituting in general the first two years of study, are undertaken within our one interdisciplinary department. While the bulk of their course work will be undertaken in this department, their research topics may range across the computational aspects of a broad spectrum of disciplines.

M.S. in Computing (http://bulletin.marquette.edu/grad/programs/mathstatsandcomputerscience/computing)
The computing program is a professional (terminal) master's degree that spans the study of computer science, computer engineering, software engineering, information technology and information systems. It is designed for individuals who wish to enhance their computing skill set whether they are current practitioners or interested in moving into the computing field.

M.S. in Mathematics Education: Mathematics for Secondary School Teachers (MSST) (http://bulletin.marquette.edu/grad/programs/mathstatsandcomputerscience/mscs)
The mathematics for secondary school teachers specialization provides a master of science degree for mathematics teachers who wish to enhance their practice by deepening their understanding of mathematics and mathematics education beyond the bachelor's level.

Courses

MSCS 5020. The Teaching of Mathematics. 3 cr. hrs.
Historical background, problems, curricular materials, and teaching procedures in the various areas of mathematics pertinent to the needs of a secondary school mathematics teacher. In addition, a three-hour time block on one day each week between 8 a.m. and 3 p.m. must be kept free for clinical experience.

MSCS 5030. Concepts in Geometry and Calculus from an Advanced Standpoint. 3 cr. hrs.
Topics chosen primarily from geometry and calculus, taught from an advanced standpoint to enrich and deepen the student's understanding. Emphasis on alternative approaches, generalizations, historical contexts and connections with prior mathematical studies.

MSCS 5040. Concepts in High School Algebra and Number Theory from an Advanced Standpoint. 3 cr. hrs.
Topics closely related to the high school mathematics curriculum, chosen primarily from algebra and number theory, taught from an advanced standpoint to enrich and deepen the student's understanding. Emphasis on alternative approaches, generalizations, historical contexts and connections with prior mathematical studies.

MSCS 5110. Formal Languages and Computability. 3 cr. hrs.
Regular languages, finite state automata, and lexical analysis; context free languages, push-down automata, parsing, and the rudiments of LL and LR parsers; general phrase-structure languages, Turing machines, the Chuch-Turing thesis, the halting problem, universal programming languages.

MSCS 5120. Abstract Algebra 1. 3 cr. hrs.
Sets, mappings, operations on sets, relations and partitions. A postulational approach to algebraic systems including semigroups, groups, rings and fields. Homomorphisms of groups and rings, number systems, polynomial rings.

MSCS 5121. Abstract Algebra 2. 3 cr. hrs.
A continuation of MSCS 5120 with emphasis on groups, rings, fields, and modules.

MSCS 5200. Intermediate Analysis 1. 3 cr. hrs.
Limits and continuity, differentiability, Riemann integration. Topology of N-dimensional spaces.
MSCS 5201. Intermediate Analysis 2. 3 cr. hrs.
Transformations of N-spaces, line and surface integrals, sequences and series, uniform convergence.

MSCS 5210. Complex Variables. 3 cr. hrs.
Complex numbers, analytic functions, differentiation, series expansion, line integrals, singularities, and residues.

MSCS 5290. Real-Time and Embedded Systems. 3 cr. hrs.
Focuses on event-driven programming, real-time scheduling, and synchronization; worst-case execution time analysis and deadline analysis; real-time operating systems and real-time programming languages.

MSCS 5300. Networks and Internets. 3 cr. hrs.
Focuses on data communication and network protocols, including the TCP/IP protocol suite; Internet transport, packet switching and routing; network programming and network applications. May consist of a 3 hr. lec. or a 2 hr. lec. and 2 hr. lab.

MSCS 5310. History of Mathematical Ideas. 3 cr. hrs.
Topics include: development of the number system (need for irrational and complex numbers); development of geometry including the effects of the discovery of non-Euclidean geometry; limit concept; need for axiomatic structures; 20th century problems. Current mathematics research and place of mathematics in today's world.

MSCS 5320. Theory of Numbers. 3 cr. hrs.
Integers, unique factorization theorems, arithmetic functions, theory of congruences, quadratic residues, partition theory.

MSCS 5400. Compiler Construction. 3 cr. hrs.
Lexical analysis, parsing, code generation, and optimization. Includes theoretical foundations and the practical concerns of implementation.

MSCS 5420. Foundations of Geometry. 3 cr. hrs.
Modern postulational development of Euclidean and non-Euclidean geometries.

MSCS 5430. Geometric Transformations. 3 cr. hrs.
Overview of transformation geometry including a study of congruence, similarity, affine, projective and topological transformation groups.

MSCS 5450. Topology. 3 cr. hrs.
Topological spaces, mappings, metric spaces, product and quotient spaces. Separation axioms, compactness, local compactness and connectedness.

MSCS 5500. Theory of Differential Equations. 3 cr. hrs.
Existence and uniqueness theorems, linear and non-linear systems, numerical techniques, stability.

MSCS 5510. Elementary Partial Differential Equations. 3 cr. hrs.
Fourier series, method of separation of variables, eigenfunction expansions, application of eigenfunctions to partial differential equations, Green's functions and transform methods.

MSCS 5540. Numerical Analysis. 3 cr. hrs.
Numerical solution of algebraic and transcendental equations, linear systems and the algebraic eigenvalue problem, interpolation and approximation, numerical integration, difference equations, numerical solution of differential equations, and finite difference methods.

MSCS 5600. Fundamentals of Artificial Intelligence. 3 cr. hrs.
An introduction to the broad field of artificial intelligence. Topics include: problem solving by searching, knowledge representation, reasoning, planning, decision-making, learning, perception, and language processing.

MSCS 5610. Data Mining. 3 cr. hrs.
Techniques for extracting and evaluating patterns from large databases. Introduction to knowledge discovery process. Fundamental tasks including classification, prediction, clustering, association analysis, summarization, and discrimination. Basic techniques including decision trees, neural networks, statistics, partitional clustering, and hierarchical clustering.

MSCS 5630. Mathematical Modeling and Analysis. 3 cr. hrs.
Construction and analysis of mathematical models from biological, behavioral, and physical sciences.

MSCS 5650. Theory of Optimization. 3 cr. hrs.
Fundamental theorems describing the solution of linear programs and matrix games. Minimax, duality, saddle point property, simplex and specialized algorithms. Zero sum games, transportation and assignment problems, applications to economics.

MSCS 5670. Applied Combinatorial Mathematics. 3 cr. hrs.
Permutations and combinations, recurrence relations, inclusions and exclusion, Polya's theory of counting, graph theory, transport networks, matching theory.

MSCS 5700. Theory of Probability. 3 cr. hrs.
Random variables, distributions, moment generating functions of random variables, various derived probabilistic models and applications.

MSCS 5710. Mathematical Statistics. 3 cr. hrs.
Sampling theory and distributions, estimation and hypothesis testing, regression, correlation, analysis of variance, non-parametric methods, Bayesian statistics.
MSCS 5715. Computational Statistics. 3 cr. hrs.
Analysis of raw data and selection of appropriate estimation and hypothesis testing techniques. Emphasis on exploratory analysis, model building, data transformations, multivariate and stepwise techniques, error analysis. Extensive use of statistical computer packages.

MSCS 5720. Statistical Methods. 3 cr. hrs.
Probability, discrete and continuous distributions. Treatment of data, point and interval estimation, hypothesis testing. Large and small sample method, regression, non-parametric methods. An introduction to the basic understanding of statistical methods. Applications-oriented.

MSCS 5740. Biostatistical Methods and Models. 3 cr. hrs.
Introduction to the statistics of life science and the use of mathematical models in biology. Data analysis and presentation, regression, analysis of variance, correlation, parameter estimation and curve fitting. Biological sequence analysis, discrete and continuous mathematical models and simulation.

MSCS 5760. Time Series Analysis. 3 cr. hrs.

MSCS 5780. Regression Analysis. 3 cr. hrs.
Basic concepts of statistical inference, simple linear regression, multiple linear regression, diagnostic analysis, selecting the best equation, stepwise methods, nonlinear regression, use of statistical software.

Topics include: database concepts and architecture, data modeling, formal query languages such as relational algebra, commercial query language SQL, database access from application programs and a brief examination of advanced concepts including transactions, distributed databases, security and XML.

MSCS 5860. Component-Based Software Construction. 3 cr. hrs.
Introduction to software components in the context of the object-oriented paradigm. Component development, component selection and adaptation/customization, component deployment and assembly/integration, and system architecture. Industry standards such as JavaBeans, CORBA Component Model, and Microsoft COM/DOM/COM+.

MSCS 5931. Topics in Mathematics, Statistics and Computer Science. 1-3 cr. hrs.
Topics selected from one of the various branches of mathematics, statistics or computer science. Specific topics to be announced in the Schedule of Classes.

MSCS 6010. Probability. 3 cr. hrs.
Foundations of probability for modeling random processes and Bayesian approaches, including: counting techniques, probability of events, random variables, distribution functions, probability functions, probability density functions, expectation, moments, moment generating functions, special discrete and continuous distributions, sampling distributions, prior and posterior distributions, Law of Large Numbers, Central Limit Theorem, Bayesian paradigm. Prereq: Three semesters of mathematics beyond calculus.

MSCS 6020. Simulation. 3 cr. hrs.

MSCS 6030. Applied Mathematical Analysis. 3 cr. hrs.
Foundational topics in analysis considered from a modeling and numerical viewpoint. Emphasizes techniques of proof and approximation, and their role in the solution of problems arising in applications. Prereq: Multivariable calculus and linear algebra.

MSCS 6040. Applied Linear Algebra. 3 cr. hrs.
Foundational linear algebra considered from a numerical viewpoint. Focus is on solutions of linear systems of equations, eigenvalues and eigenvectors, and transformations. Emphasizes and illustrates proof and numerical implementation using problems arising in applications. Prereq: Multivariable calculus and linear algebra.

MSCS 6050. Elements of Software Development. 3 cr. hrs.
Students explore the software design and development processes through a term project. Concepts covered include: requirements gathering and analysis, mapping requirements to a design, sound coding and documentation practices, configuration management, testing and quality assurance, system deployment and maintenance. Prereq: Programming in a high-level language, knowledge in data structures such as stacks, recursion, queues, trees and graphs.

MSCS 6051. Professional Software Engineering 1. 3 cr. hrs.
Covers Software Engineering topics typically including the Software Development Lifecycle (SDLC), Development Methodologies, Software Quality Overview, Configuration Management, Designing for Risks & Fault Tolerance, Languages & Design, Object-Oriented Programming, Observational Research and Prototyping, Requirements, Software Architectures, Operating Systems Design, and Real Time Systems. Offered at General Electric facilities. This course extends beyond the Marquette term; student receive the grade of IC initially. The IC grade will be converted to an A-F grade at the end of the course. Prereq: Cons. of instr. and GE Employee in the Software Edison program.
MSCS 6052. Professional Software Engineering 2. 3 cr. hrs.
Covers Software Engineering topics typically including Systems and Communication Networks, Security & Distributed Systems, Interoperability and Standards, Design for "ility" (e.g., usability and reliability) & Performance, Design for parallel Processing, Embedded Systems Hardware for Software Developers, Embedded Systems Software, Software Design Patterns and Algorithms. Offered at General Electric facilities. This course extends beyond the Marquette term; students receive the grade of IC initially. The IC will be converted to an A-F grade at the end of the course. Prereq: Cons. of instr. and GE Employee in the Software Edison program.

MSCS 6053. Professional Software Engineering 3. 3 cr. hrs.
Covers Software Engineering topics typically including Database Systems, Decision Science, Data Quality and Analytics, User Interface Design, Design for Globalization, Debugging and Trouble shooting, Approach, Method, Implementation and Emerging Software Technologies. Offered at General Electric facilities. This course extends beyond the Marquette term; students receive the grade of IC initially. The IC will be converted to an A-F grade at the end of the course. Prereq: Cons. of Instr. and GE Employee in the Software Edison program.

MSCS 6054. Professional Software Engineering 4. 3 cr. hrs.
Covers design topics related to system design with embedded computing. Topics typically include design of controls, design for low cost, design for serviceability, design for usability, design for reliability, program management, innovation, requirements management and design thinking. Offered at General Electric facilities. This course extends beyond the Marquette term; students receive the grade of IC initially. The IC will be converted to an A-F at the end of the course.

MSCS 6055. Software Quality Assurance. 3 cr. hrs.
 Provides a perspective on people, organizations, controls, processes, and tools that collectively influence the success of a Software Quality Assurance (SOA) strategy. Discussion topics include quality approaches as they apply to requirements, design, release, configuration management, testing, defect management, operations and support. Topics are discussed in the context of a traditional development approach (waterfall, CMMI) and more contemporary models driven by lean and agile practices. Covers considerations specific to implementing an SOA approach within a regulated setting. The approach emphasizes a hands-on view of SOA, thereby providing realistic takeaways to practice in a professional career.

MSCS 6060. Parallel and Distributed Systems. 3 cr. hrs.
Students use and develop software for parallel and distributed computing systems. Topics include: job submission and management, tools for parallel and distributed software development, approaches for implementing parallel and distributed computation, parallel and distributed system architectures, and essential evaluation techniques. Prereq: Data Structures and Algorithms 2 or equiv.

MSCS 6090. Research Methods/Professional Development. 1 cr. hr.
Designed to introduce the process of research and communication of research in the computational sciences, including presentation and publication of research, preparation of grant proposals, and ethical considerations. May be repeated.

MSCS 6110. Applied Discrete Mathematics. 3 cr. hrs.
Applied discrete mathematics for the mathematics, engineering and computer science graduate student. Emphasis on graph theory and counting problems that serve as a foundation for research areas in the second term. Theory and applications are covered for topics including trees, graph coloring, chromatic polynomials, generating functions, recurrence relations, distinct colorings and Polya's Theorem. Prereq: COSC 1020 and MATH 1450 or equiv.; MATH 1451 and MATH 2100 or equiv.

MSCS 6120. Optimization. 3 cr. hrs.

MSCS 6130. Dynamical Systems. 3 cr. hrs.
Theory of discrete and continuous dynamical systems. Periodic solutions, bifurcations, chaotic systems, attractors, fractal dimension, and simulation of these systems. Prereq: MATH 5200 or equiv.

MSCS 6210. Theory of Statistics. 3 cr. hrs.
Brief review of sampling distributions, Central Limit Theorem and Law of Large Numbers. Estimation, testing hypotheses, regression and correlation analysis, non-parametric methods.

MSCS 6220. Analysis of Variance and Covariance. 3 cr. hrs.

MSCS 6230. Multivariate Statistical Analysis. 3 cr. hrs.
Basic properties of random vectors, multivariate normal distribution, estimations of mean vector and covariance matrix, Wishart distribution, hypothesis testing, Hotelling's T2, multivariate analysis of variance, principal component analysis, factor analysis, canonical correlation analysis, classification and discriminant analysis. Prereq: MATH 3100 and MATH 5710.

MSCS 6310. Computer Networks 1. 3 cr. hrs.
An intensive study of computer networking and networking standards with hands-on experience. Following the ISO-OSI model, the first term concentrates on the lower four layers (physical, datalink, networking, and transport) and the second on the upper four (transport, session, presentation, and application). Offered regularly. Prereq: COSC 3250.

MSCS 6320. Computer Networks 2. 3 cr. hrs.
See MSCS 6310. Prereq: COSC 3250.
MSCS 6330. Data Mining. 3 cr. hrs.
Techniques for extracting "interesting" relationships and knowledge hidden in data, such as decision trees, association rules, clustering, neural networks, Bayesian classifiers, feature selection, pattern assessment, inductive logic programming, outlier analysis, data imputation, and data integration. Prereq: COSC 2100 and COSC 5600; or COSC 2100 and COSC 5800; or COSC 2100 and MATH 5720; or equiv.

MSCS 6340. Component Architecture. 3 cr. hrs.
Focuses on designing and implementing software components, and ways of specifying their interconnection and interaction. The primary technology is Java Beans, although other approaches such as ActiveX are also considered. Examines general notions relating to specifying and identifying components and the general distribution of resources.

MSCS 6350. Distributed Computing. 3 cr. hrs.
Focuses primarily on the interconnection of software components, both in the way they communicate with one another, and in the way they are themselves distributed. The concentration is not as much on the technical detail of standards such as Corba, Java RMI, and Distributed Network Architecture, but on the ways these technologies can be used to construct dynamic infrastructures for welding diverse local environments into one community of cooperating parts. The emphasis is very much upon allowing heterogeneity, and on solving business problems related to distributed concentrations of data.

MSCS 6355. Mobile Computing. 3 cr. hrs.
Focuses on the fundamentals of mobile computing, challenges in mobile computing, mobility management, mobile data management, context awareness and wireless communications, ubiquity of wireless communication technologies and standards, seamless access network services and resources from anywhere, at anytime, middleware for mobile computing, operation systems, programming languages, network protocols and security aspects of mobile computing, concepts in sensor networks, including operating systems, programming languages, network protocols, and programming models. Prereq: COSC 2100 or equiv.

MSCS 6360. Enterprise Architecture. 3 cr. hrs.
Focuses totally on the server side of communications, and on the ways of using software components as wrappers of all kinds of objects, so they can participate in highly distributed environments involving security and transactions. Attention is paid to establishing universal environments for naming resources and finding them, and to ways of managing the life cycle of both data and program components. The main technology considered is Enterprise Java Beans.

MSCS 6370. Information Representation. 3 cr. hrs.
Focuses on using special grammars and their associated language for communicating business information universally amongst very diverse systems. The attention is not on the formalities of the grammars, but on the ways one can take advantage of knowing that documents are valid with respect to those grammars. The particular technology primarily considered is XML, and considers and uses many current standards from the XML community.

MSCS 6380. Advanced Database Systems. 3 cr. hrs.
Accessing databases from Web, JavaScript, JDBC, Java Servlets, database technology to Web related areas such as semi-structured databases and data integration, XML, XQuery, XPath, XML Schemas, distributed database design, distributed database transactions, and distributed query processing. Prereq: Database Systems or equiv.

MSCS 6390. Professional Seminar in Computing. 1 cr. hr.
Topic to be chosen each term from among issues important to all professionals in computing. All students in the computing program are expected to participate for the fall and spring terms, and one of the two summer terms. S/U grade assessment. Prereq: Enrolled in M.S. in computing program.

MSCS 6410. Real Analysis. 3 cr. hrs.
Involves study of algebraic structures of real analysis, function spaces, introduction to linear operators, measure and integration theory, convergence theorems, limits, continuity, derivatives. Prereq: MATH 5200.

MSCS 6420. Algebra. 3 cr. hrs.
Studies groups, rings, fields and vector spaces including Sylow's theorems, field of quotients of an integral domain, structure of finitely generated modules over a principal ideal domain, Galois theory of equations, ordered fields, classical groups. Prereq: MATH 5120 or equiv.

MSCS 6430. Logic and Set Theory. 3 cr. hrs.
Naive set theory, first-order logic, elementary model theory, non-standard analysis, Godel's incompleteness theorems for elementary arithmetic, axioms for set theory, ordinal and cardinal arithmetic, the continuum hypothesis, methods of inner models and forcing for proving consistency and independence results. Prereq: MATH 5120 or equiv.

MSCS 6440. Topology. 3 cr. hrs.
Metric spaces, fundamental topology notions, subspace topology, product spaces, quotient spaces, separation axioms, Tietze's theorem, compactness, metrization, uniform spaces, function spaces, homotopy relation, fundamental group, computing manifold groups. Prereq: MATH 5200 or equiv.

MSCS 6770. Innovations in Secondary Mathematics: Meeting the NCTM Standards. 3 cr. hrs.
Online course designed for teachers of secondary mathematics. Emphasizes relevant NCTM standards through discussion, projects, and implementation in a secondary mathematics classroom. Mathematics content amplifies and extends selected topics of secondary mathematics. Title and content vary. Credit may be earned multiple times-once for each title. Prereq: Cons. of dept. ch.; one term of calculus and access to an algebra or geometry class of secondary students; or cons. of course coordinator. For students in MSST or College of Education.

MSCS 6931. Topics in Mathematics, Statistics and Computer Science. 3 cr. hrs.
MSCS 6953. Seminar in Mathematics Curriculum Development and Material 1. 3 cr. hrs.
The historical evolution of mathematics learning theories and research-generated conceptions of mathematics learning; comparisons of various learning theories and their impact on research in mathematics learning; implications of research and learning theories on curriculum development; implications of mathematics learning research/theories on the teaching and learning of mathematics. Prereq: Teaching experience in secondary mathematics. For students in MSST or College of Education.

MSCS 6954. Seminar in Mathematics Curriculum Development and Material 2. 3 cr. hrs.
Philosophy of education with particular attention to mathematics education; development by students of useful curricula in the form of teaching units, evaluation materials, and student and teacher bibliographies for specific topics, grade levels, and ability groups; aspects of supervision as related to the role of department chairperson. Prereq: MSCS 6953. For students in MSST or College of Education.


MSCS 6964. Practicum for Research and Development in Computing. 3-6 cr. hrs.
S/U grade assessment. Prereq: 3.00 MU GPA; must be enrolled in Plan B option of the M.S. in computing program and have completed at least 15 credit hours earned in graduate (6000-level) courses. Available only to full-time students. Cons. of Director of Graduate Studies for the Computing Program or cons. of dept. ch.

This course for computing professionals involves practical application of the knowledge and skills being studied concurrently, and previously studied, in other course work. Prereq: Admission into the Integrated Practicum Option; Cons. Of Director of Graduate Studies for the Computing Program or cons. of dept. ch.

MSCS 6974. Practicum for Research in Computational Sciences. 1-3 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

MSCS 6995. Independent Study in Mathematics, Statistics and Computer Science. 1-5 cr. hrs.
Prereq: Cons. of dept. ch.

MSCS 6998. Professional Project in Mathematics, Statistics and Computer Science. 0 cr. hrs.
SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

MSCS 8995. Independent Study in Math, Statistics and Computer Science. 1-3 cr. hrs.
In-depth research on a topic or subject matter usually not offered in the established curriculum with faculty and independent of the classroom setting. Prereq: Cons. of dept. ch.

MSCS 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

MSCS 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9989. Doctoral Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
MSCS 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

MSCS 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
Nonprofit Sector Administration (NPSA)

Degree Offered

Certificate

Program Description

Marquette University offers a 15 credit graduate program leading to a certificate in nonprofit sector administration. The certificate is designed for working professionals who want to advance their nonprofit career or prepare for a career in the nonprofit sector. Courses are generally held on weeknights.

Students completing the certificate in nonprofit sector administration will demonstrate:

1. A commitment to act in a manner that enhances the public good.
2. The ability to apply legal and regulatory standards in a nonprofit environment.
3. Competency in financial matters specific to nonprofit environments.

Prerequisites for Admission

Applicants must have a baccalaureate degree from a college or university of recognized standing, and must have a minimum cumulative grade point average of 3.000 (on a scale of 4.000) in their undergraduate course work. International students should have a TOEFL score of 100 or higher.

Application Requirements

Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation.
5. Official test scores from the GRE (preferred), GMAT or LSAT. May be waived if the applicant has completed an advanced degree - M.A., M.S., M.B.A., Ph.D., J.D., or M.D.
6. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

Nonprofit Sector Administration Requirements

Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPSE 6521</td>
<td>Social Entrepreneurship: Leadership and Management Issues for the Third Sector</td>
<td>3</td>
</tr>
<tr>
<td>NPSE 6525</td>
<td>Financial Matters in the Non-Profit Sector</td>
<td>3</td>
</tr>
<tr>
<td>NPSE 6530</td>
<td>Social Justice and Social Activism</td>
<td>3</td>
</tr>
<tr>
<td>NPSE 6535</td>
<td>Legal Aspects of the Non-Profit Sector</td>
<td>3</td>
</tr>
<tr>
<td>NPSE 6931</td>
<td>Topics in Non-Profit Sector</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

Students must complete the certificate program within three years. To demonstrate achievement of the certificate learning outcomes, students are required to write a reflective paper during the final enrollment term for the certificate. Students are expected to earn a grade of B or above in all courses and must maintain a 3.000 cumulative grade point average to earn the certificate in nonprofit sector administration.

Courses

NPSE 6521. Social Entrepreneurship: Leadership and Management Issues for the Third Sector. 3 cr. hrs.
Introduction to critical issues in non-profit organizations and movements, including the dynamics of system changes, business practices, organizational structures and assessment and accountability.

NPSE 6525. Financial Matters in the Non-Profit Sector. 3 cr. hrs.
Examination of various financial issues affecting the non-profit sector including: fund-raising from donors and foundations, grant proposals, budgeting, and personnel/program costs. Prereq: NPSE 6520.

NPSE 6530. Social Justice and Social Activism. 3 cr. hrs.
Examines the meaning and implications of social justice; considers the history of social activism from both religious and non-sectarian traditions. Prereq: NPSE 6520.
NPSE 6535. Legal Aspects of the Non-Profit Sector. 3 cr. hrs.
Examines a range of legal issues that confront non-profits including: articles and by-laws, fiduciary obligations, governance and boards of directors, charitable solicitations, and for-profit ventures. Prereq: NPSE 6520.

NPSE 6540. Restorative Justice. 3 cr. hrs.
Examines the complex, dynamic relationship between traditional justice system approaches and emerging policy, theory and research in restorative and community justice. Emphasis on the challenges of administering transformative justice within a diverse, multicultural population and the roles played by the three key stakeholder groups: victims, offenders, and community. Explores the vision associated with this unconventional paradigm, along with a range of issues related to its operational implementation. Contrasts restorative justice with the dominant retributive/punitiv model of justice and provides an introduction to a variety of both established and emerging applications including victim/offender reconciliation programs and family/group conferencing.

NPSE 6931. Topics in Non-Profit Sector. 1-3 cr. hrs.
Examination of topics related to contemporary issues in the non-profit sector.

NPSE 6995. Independent Study in Non-Profit Sector. 1-3 cr. hrs.
Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser.
Nursing (NURS)

Administration
Dean: Margaret Faut-Callahan, C.R.N.A., Ph.D., F.A.A.N.
Associate Dean for Graduate Programs: Maureen E. O’Brien, Ph.D., R.N., P.C.N.S.-B.C.
Director of the Ph.D. Program: Margaret J. Bull, Ph.D., R.N.
College of Nursing website (http://www.marquette.edu/nursing/academicprograms-graduate.shtml)

Degrees Offered
Master of Science in Nursing, students are admitted under Plan B (non-thesis option) but Plan A (thesis option) is also offered; Post-master’s Certificate; Doctor of Nursing Practice, Doctor of Philosophy

Program Descriptions

Master of Science in Nursing
The master of science in nursing program prepares nurses for roles in advanced nursing practice. Graduates are academically eligible to seek formal professional certification.

The advanced practice nursing: adult-older adult acute care nurse practitioner specialization prepares the student to apply advanced clinical assessment skills to complex health problems commonly encountered by acutely ill adults across the health care continuum. Graduates will be academically eligible to take the national certification examination for the Adult-Gerontology Acute Care Nurse Practitioner.

The advanced practice nursing: adult-older adult primary care nurse practitioner and the advanced practice nursing: adult-older adult primary care clinical nurse specialist specializations prepare the student for the care of adults, including knowledge of human responses, health promotion and disease prevention, advanced physical assessment, diagnosis and management of health problems. Graduates will be academically eligible to take the national certification exam for Adult-Gerontology Primary Care Nurse Practitioner or Adult-Gerontology Clinical Nurse Specialist.

The advanced practice nursing: nurse-midwifery specialization prepares the student for independent management of essentially normal newborns and women during the antepartum, intrapartum and postpartum periods and for gynecologic care throughout the life-span. Graduates will be academically eligible to take the national certification examination of the American Midwifery Certification Board, Inc.

The advanced practice nursing: pediatric acute care nurse practitioner specialization prepares the student for independent management of children and families seeking health care for acute to critically ill problems. Graduates will be academically eligible to take the national certification examination for Pediatric Acute Care Nurse Practitioner.

The advanced practice nursing: pediatric primary care nurse practitioner specialization prepares the student for independent management of children and families seeking health care for simple to complex health problems. Graduates will be academically eligible to take the national certification examination for Pediatric Primary Care Nurse Practitioner.

The clinical nurse leader specialization prepares the student to have competence in clinical outcomes management and health care environment management. Students complete core M.S.N. courses and a combination of illness management and health care systems leadership courses. These graduates remain at the point of care and assure patients receive health care in a safe, cost effective, timely manner by implementing lateral integration of care services. Graduates are academically eligible to take the AACN CNL® Certification Examination.

The systems leadership and healthcare quality specialization prepares the student for the administration of nursing services in a variety of health care organizations. Graduates will be academically eligible to take the national certification examination for Nursing Administration.

Post-Master’s Graduate Certificate
This program prepares the nurse who already has a master of science in nursing to become academically eligible for certification as an advanced practice nurse.

Doctor of Nursing Practice
The doctor of nursing practice will emphasize development of nursing practice expertise at the highest level. The curriculum includes translational research, epidemiology, informatics, statistics, advanced clinical practice, health policy and professional issues. Specializations include: systems leadership and healthcare quality and advanced practice in acute care adult-older adult, primary care adult-older adult, nurse-midwifery or pediatrics (primary care or acute care). B.S.N. to D.N.P. and post-master’s to D.N.P. options are available.

Doctor of Philosophy
The doctor of philosophy program in nursing prepares teacher-scholars. The curriculum focuses on vulnerable populations, which include persons at high risk for adverse health outcomes. Persons who are vulnerable may include such groups as the unborn, chronically ill, frail elders, impoverished
children and the marginalized. The graduate of this doctoral program will have the ability to advance health care through teaching, research and health care leadership.

Doctoral education in nursing is built on the master’s level nursing foundation. It is characterized by the acquisition of research skills necessary for the discovery and use of new nursing knowledge and for preparation for teaching roles.

**Master of Science in Nursing — Second Degree Direct Entry for Non-Nurses**

The master’s program for non-nursing graduates is designed for those individuals who hold baccalaureate degrees in fields other than nursing and who wish to become nurses. The program builds upon the student’s broad educational preparation and provides an intense, accelerated nursing curriculum to meet the student’s career goals.

**Master of Science in Nursing — Second Degree Direct Entry for A.D.N. Nurses**

This program facilitates students who have an associate's degree in nursing and also have a bachelor's degree in a discipline other than nursing to complete a master of science in nursing degree.

**Prerequisites for Admission**

Applicants to the master of science in nursing (M.S.N.) program or the doctor of nursing practice (D.N.P.) program should have graduated with, or be about to graduate with, a bachelor’s degree in nursing from a nationally accredited program with an upper division major in nursing. A cumulative undergraduate GPA of 3.000 on a 4.000 scale is required. For graduates of foreign nursing schools, a formal evaluation of their nursing program of study documenting equivalency to a U.S. bachelor of science in nursing degree must be submitted.

Prior to or during the first term of study, all master of science in nursing and doctor of nursing practice applicants must have taken undergraduate nursing research and a statistics course which included inferential analysis (must be completed within 5 years of program start date). Applicants that select an advanced practice nursing specialization must have taken an undergraduate course in health assessment.

Applicants to the doctor of philosophy (Ph.D.) program in nursing should have graduated with, or be about to graduate with, a bachelor’s degree in nursing from a nationally accredited program or a master’s degree in nursing from a nationally accredited program. For a bachelor’s applicant, the requirements are: RN licensure, a GPA of 3.200 on a 4.000 scale, a statistics course within the last 5 years, acceptable GRE scores, three letters of reference, a goal statement and a personal interview. Generally, for a master’s applicant, a cumulative graduate GPA of 3.200 on a 4.000 scale is recommended. A graduate level research course is a required prerequisite. Graduates of foreign nursing schools must submit a formal evaluation of their nursing program of study which documents equivalency to a U.S. bachelor of science in nursing degree or master of science in nursing degree.

Familiarity with computers and the web (e.g., electronic retrieval of data, word processing) is required for all applicants. Some courses use online, web-enhanced and/or hybrid teaching.

**Application Deadlines and Start Terms**

Nov. 15 For spring admission: M.S.N., post-master’s certificates, and Ph.D. programs

Dec. 15 For summer admission: direct entry program for non-nurses

Feb. 15 For fall admission: M.S.N., post-master’s certificates, Ph.D., and D.N.P. programs

M.S.N., post-master’s certificate, Ph.D. and D.N.P. applicants who apply after the Feb. 15 deadline will be considered on a space-available basis for fall admission, provided their application is complete by June 1.

M.S.N. and post-master’s certificate applicants are not eligible for summer admission, and D.N.P. applicants must begin their program in fall.

**Application Requirements**

Applicants must submit, directly to NursingCAS:

1. A completed application form and fee online (http://www.nursingcas.org).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. (For master’s and D.N.P. applicants only) three completed recommendation forms prepared by previous or present employers and teachers familiar with graduate education in nursing.
4. (For Ph.D. applicants only) three Ph.D. letters of recommendation.
5. (For master’s and D.N.P. applicants only) GRE scores (General Test only). Waived if undergraduate GPA is 3.200 or above. Waived for applicants who have a master’s degree and the master’s GPA is 3.200 or above.
6. (For Ph.D. applicants only) GRE scores (General Test only).
7. (For post-master’s D.N.P. applicants only) evidence of certification in a specialty, if applicable.
8. A resume and written statement of professional goals, including reasons for pursuing graduate study. For Ph.D. applicants, a curriculum vitae and objectives/career intentions, including research interests.
9. (For Ph.D. applicants only) sample of scholarly writing.
10. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

An interview is required for applicants to the advanced practice nursing specializations in adult-older adult acute care nurse practitioner, nurse-midwifery and pediatric acute care nurse practitioner.

With the exception of Second Degree Direct Entry M.S.N. applicants, an applicant must be registered in the United States as a professional nurse. Graduates of nursing schools in foreign countries must successfully complete the certification program administered by the Commission on Graduates of Foreign Nursing Schools and must be licensed in Wisconsin.

Upon acceptance to the graduate program, students must complete and submit the Graduate Student Health Status Report form. Information on CPR requirements, physical examination and immunization status, including results of a T.B. skin test and proof of Wisconsin R.N. licensure and a criminal background check must be submitted to a program on the website Certifiedbackground.com (http://www.certifiedbackground.com). Results of a T.B. skin test must be provided annually, an influenza vaccine is required annually, and a drug screen must be completed three months prior to beginning clinical practicum courses. Students are responsible for the cost of these services. The information is required for progression within the program.

Adult-older adult acute care nurse practitioner students must demonstrate evidence of current Advanced Cardiac Life Support certification and have experience working with acutely ill adults. Pediatric acute care nurse practitioner students need to be PALS certified and have experience working with acutely ill children. One year of practice in an acute care setting is required for acute care and pediatric acute care students prior to beginning clinical practicum course work.

Direct Entry Programs

Admission Requirements for M.S.N. – Second Degree Direct Entry for Non-Nurses
1. Baccalaureate degree in a discipline other than nursing with a GPA of 3.000 or above, using a 4.000 system.
2. GRE scores (General Test only). Waived if applicant already has a master's degree or if undergraduate GPA is 3.200 or above.
3. Completion of three recommendation forms.
4. Completion of the following prerequisite courses with grade of C or above:
   • Human anatomy and physiology: 5-6 credits (preferably within the last 5 years)
   • Chemistry or biochemistry or biology or microbiology: 5-6 credits total (preferably within the last 5 years)
   • Nutrition: 3 credits
   • Behavioral sciences, e.g., psychology, sociology: 3 credits
   • Statistics (including inferential): 3 credits to be completed within the last 5 years of program start date.
5. Maintenance of 3.000 GPA each term and every summer session.
6. Full-time status is required.

Admission Requirements for M.S.N. — Second Degree Direct Entry for A.D.N. Nurses
1. Baccalaureate degree in a discipline other than nursing with a GPA of 3.000 or above, using a 4.000 system.
2. Associate's degree in nursing with a GPA of 3.000 or above, using a 4.000 system.
3. GRE scores (General Test only). Waived if applicant already has a master's degree or if undergraduate GPA is 3.200 or above.
4. Completion of three recommendation forms.
5. Resume and written statement of professional goals.
6. Official transcripts from all current and previous colleges/universities except Marquette.
7. Completion of the following prerequisite courses with grade of C or above:
   • Anatomy and physiology: 5-6 credits
   • Chemistry or biochemistry or biology or microbiology: 5-6 credits total
   • Behavioral sciences (e.g., psychology, sociology): 3 credits
   • Statistics (including inferential): 3 credits to be completed within 5 years of program start date.
8. Wisconsin R.N. Licensure.

Dual Program of Study

M.S.N.-M.B.A. Degree

The College of Nursing, in conjunction with the Graduate School of Management, offers a program of dual study leading to a master of science in nursing (M.S.N.) degree with a specialization in systems leadership and healthcare quality and a master of business administration (M.B.A.). Students seeking admission to the dual program apply to the Graduate School and must meet the admission requirements for both the M.S.N. and M.B.A. programs. However, official test scores from the Graduate Management Admission Test (GMAT) may substitute for the GRE admission requirement in the College of Nursing. Because students are officially admitted into only one Marquette University graduate program at a time, applicants must indicate which program they intend to pursue and complete first, although once accepted for admission to both programs, students may take courses from both
departments. Upon completion of the first program, the student will be officially admitted to the second program for completion of the remainder of the dual program.

Dual program students complete a total of 60 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCO 6000</td>
<td>Accounting Foundations</td>
<td>2</td>
</tr>
<tr>
<td>ECON 6000</td>
<td>Economics Foundations</td>
<td>2</td>
</tr>
<tr>
<td>MANA 6000</td>
<td>Mathematics Foundations</td>
<td>2</td>
</tr>
<tr>
<td>NURS 6000</td>
<td>Theoretical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6007</td>
<td>Ethics, Policy, and Health Care Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6009</td>
<td>Organizational and Systems Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6010</td>
<td>Research &amp; Evidence as a Foundation for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 6100</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 6100</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 6100</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MANA 6100</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MANA 6240</td>
<td>Strategic Management in a Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>MARK 6100</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>OSCM 6100</td>
<td>Operations and Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Quantitative methods course (see M.B.A. elective core options)</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6820</td>
<td>Health Care Program Development</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6841</td>
<td>Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6848</td>
<td>Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6835</td>
<td>Health Care Informatics, Technology and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6852</td>
<td>Health Care Systems Leadership 2</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6853</td>
<td>Health Care Systems Leadership-Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 60

A comprehensive examination in the nursing content area is required. MANA 6240 Strategic Management in a Global Economy serves as the final integrating experience for the business content area. MANA 6240 Strategic Management in a Global Economy may be taken only after completing all other core course requirements.

**General Information**

Clinical courses in the College of Nursing are restricted to students in the degree program. Various clinical facilities in the greater Milwaukee area, throughout Wisconsin and in northern Illinois are utilized for practica.

While Marquette University is concerned about the professional advancement of its students, facilitates the process of certification, and provides excellent educational opportunities, it cautions that professional success in a chosen field requires, above all else, constant development of individual abilities, personal initiative, and a professional sense of commitment to fulfill all appropriate legal and technical responsibilities. Hence, the university assumes no responsibility for the success of the students in obtaining educational certification or other types of professional licensure.

Licensure in Wisconsin is mandatory for employment with compensation.

**Progression Policy**

The College of Nursing Academic Progression Policy for Graduate Students applies to all course work taken during the academic year and summer sessions. The policies of the Graduate School on academic performance, professional integrity, professional performance, academic dishonesty, and student conduct are all followed by the College of Nursing. A variety of responses to problems in any of these areas may be implemented, depending on the nature of the problems encountered. Warnings, remediation plans, probation, immediate withdrawal from clinical or laboratory activities, suspension and dismissal are all possible actions under these policies. The College of Nursing considers any of the following as possible grounds for dismissal:

- Lack of satisfactory academic progress as evidenced by a failure to achieve a minimum cumulative GPA of 3.000 each term.
- Serious or repeated problems with academic, laboratory or clinical performance.
- Serious or repeated problems with professional integrity and professionalism.
- Serious or repeated problems with academic honesty.
- A lack of substantial and visible progress toward completion of program requirements, including failure to complete the comprehensive or qualifying examination, thesis or dissertation or capstone project.
Special Fees
1. $50 – Cardiopulmonary Resuscitation (CPR) Certification (approximate fee). (This certification must be maintained throughout the student’s program through biannual recertification.)
2. $124 – Health requirements and criminal background check initial fee (approximate fee) and drug test. No further charges will be incurred unless additional background checks or drug tests are required. Visit Certifiedbackground.com (http://www.certifiedbackground.com) for more information.
3. $500 – Assessment Tests, predictor examination, and NCLEX review course for the M.S.N. program for Non-Nursing Graduates. (Approximate fee. Exact amount based upon vendor costs in effect at time of registration.)
4. $300 – Uniforms for the M.S.N. program for Non-Nursing Graduates. (Approx. fee. Must be purchased through a private vendor. Vendor list available from the College of Nursing.)
5. $175 – Assessment Equipment for the M.S.N. program for Non-Nursing Graduates. (Stethoscope $70. Sphygmomanometer $60. Approx. fee. Exact amt. based upon vendor costs in effect at time of registration. Must be purchased through a private vendor.)

Accreditation
Marquette University College of Nursing is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120; (202) 877-6791, and the Accreditation Commission for Midwifery Education (ACME) of the American College of Nurse-Midwives (ACNM), 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; (240) 485-1800.

Nursing Master’s Requirements
Specializations:
- Advanced Practice Nursing: Adult-Older Adult Acute Care Nurse Practitioner
- Advanced Practice Nursing: Adult-Older Adult Primary Care Nurse Practitioner
- Advanced Practice Nursing: Adult-Older Adult Primary Care Clinical Nurse Specialist
- Advanced Practice Nursing: Nurse-Midwifery
- Advanced Practice Nursing: Pediatric Primary Care Nurse Practitioner/Clinical Nurse Specialist
- Advanced Practice Nursing: Pediatric Acute Care Nurse Practitioner
- Clinical Nurse Leader
- Systems Leadership and Healthcare Quality

The following requirements are in effect for academic year 2015-2016. Requirements may change due to changes in national standards.

Nursing students are admitted to the Graduate School under Plan B (non-thesis option). Plan B students are not required to write a thesis but must take a comprehensive written or oral examination. Students may change to the Plan A (thesis) option if an official Change of Plan Form is submitted to the Office for Graduate Nursing Programs and is approved by the Graduate School. A comprehensive exam is not required under the Plan A option.

The number of credits required to complete a degree is based on the area of specialization. Students completing a thesis must enroll for six additional thesis credits.

Specializations and Credits Required

<table>
<thead>
<tr>
<th>Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult-Older Adult Acute Care Nurse Practitioner</td>
<td>42</td>
</tr>
<tr>
<td>Adult-Older Adult PCNP or CNS</td>
<td>42</td>
</tr>
<tr>
<td>Nurse-Midwifery</td>
<td>49</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>42</td>
</tr>
<tr>
<td>Clinical Nurse Leader</td>
<td>39</td>
</tr>
<tr>
<td>Systems Leadership and Healthcare Quality</td>
<td>39</td>
</tr>
</tbody>
</table>

All students in the master of science in nursing program will take the four core courses (12 credits) and all courses listed for their specific program option. Clinical practicum experiences include a minimum of five hours per credit.

Core Courses for All Specializations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6000</td>
<td>Theoretical Foundations of Nursing</td>
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<td>NURS 6010</td>
<td>Research &amp; Evidence as a Foundation for Nursing</td>
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</tr>
</tbody>
</table>

Total Credit Hours 12
### Specialization Course Requirements

#### APN: Adult-Older Adult Acute Care Nurse Practitioner

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6030</td>
<td>Pathophysiological Concepts for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6032</td>
<td>Pharmacology for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6035</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6037</td>
<td>Management of Episodic Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6240</td>
<td>Complex Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6335</td>
<td>Differential Diagnosis and Advanced Skills for the Acutely Ill Adult</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6340</td>
<td>Complex Acute Care Problems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6351</td>
<td>Advanced Nursing Care of the Acutely Ill Adult-Older Adult 1-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6352</td>
<td>Advanced Nursing Care of the Acutely Ill Adult-Older Adult 2-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6353</td>
<td>Advanced Nursing Care of the Acutely Ill Adult-Older Adult 3-Practicum</td>
<td>3</td>
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</table>

**Total Credit Hours**: 30

#### APN: Adult-Older Adult Primary Care Nurse Practitioner

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 6030</td>
<td>Pathophysiological Concepts for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6032</td>
<td>Pharmacology for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6035</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6037</td>
<td>Management of Episodic Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6240</td>
<td>Complex Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6257</td>
<td>Advanced Nursing of Adults-Older Adults 3-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6242</td>
<td>Concepts and Interventions for Health Problems Across the Life-Span</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6251</td>
<td>Advanced Nursing of Adults-Older Adults 1-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6252</td>
<td>Advanced Nursing of Adults-Older Adults 2-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6244</td>
<td>Health Promotion Across the Life-Span</td>
<td>3</td>
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</table>

**Total Credit Hours**: 30

#### APN: Adults-Older Adult Primary Care Clinical Nurse Specialist

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NURS 6030</td>
<td>Pathophysiological Concepts for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6032</td>
<td>Pharmacology for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6035</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6242</td>
<td>Concepts and Interventions for Health Problems Across the Life-Span</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6244</td>
<td>Health Promotion Across the Life-Span</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6258</td>
<td>Adult-Older Adult Clinical Nurse Specialist Practicum 1</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6259</td>
<td>Adult-Older Adult Clinical Nurse Specialist Practicum 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6 credits of HEAL or NURS electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
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**Total Credit Hours**: 30

#### APN: Nurse-Midwifery

<table>
<thead>
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<th>Course Title</th>
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<tr>
<td>NURS 6030</td>
<td>Pathophysiological Concepts for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6032</td>
<td>Pharmacology for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6035</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6037</td>
<td>Management of Episodic Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6740</td>
<td>Advanced Concepts in Women's Health Care Management Across the Life-Span</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6742</td>
<td>Advanced Concepts in Antepartum Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6744</td>
<td>Advanced Concepts in Postpartum and Newborn Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6746</td>
<td>Professional Issues in APN/D.N.P. Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6752</td>
<td>Nurse-Midwifery Care During Labor and Birth</td>
<td>5</td>
</tr>
<tr>
<td>NURS 6753</td>
<td>Advanced Practicum in Nurse-Midwifery</td>
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**Total Credit Hours**: 30
### APN: Pediatric Primary Care Nurse Practitioner/Clinical Nurse Specialist

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 6030</td>
<td>Pathophysiological Concepts for Advanced Nursing Practice</td>
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</tr>
<tr>
<td>NURS 6032</td>
<td>Pharmacology for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6244</td>
<td>Health Promotion Across the Life-Span</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6535</td>
<td>Advanced Assessment in Parent/Child Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6536</td>
<td>Complex/Chronic Pediatric Health Conditions</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6540</td>
<td>Seminar in Child and Family Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6542</td>
<td>Nursing Therapeutics for Acute/Episodic Illnesses in Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6551</td>
<td>Advanced Nursing Care of Children and Families 1-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6552</td>
<td>Advanced Nursing Care of Children and Families 2-Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6553</td>
<td>Advanced Nursing Care of Children and Families 3-Practicum</td>
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</table>

**Total Credit Hours**: 30

### APN: Pediatric Acute Care Nurse Practitioner

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>NURS 6030</td>
<td>Pathophysiological Concepts for Advanced Nursing Practice</td>
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<tr>
<td>NURS 6032</td>
<td>Pharmacology for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6242</td>
<td>Concepts and Interventions for Health Problems Across the Life-Span</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6535</td>
<td>Advanced Assessment in Parent/Child Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6536</td>
<td>Complex/Chronic Pediatric Health Conditions</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6540</td>
<td>Seminar in Child and Family Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6640</td>
<td>Nursing Therapeutics for Acute/Critical Illnesses in Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6651</td>
<td>Acutely Ill Children Practicum</td>
<td>3</td>
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<tr>
<td>NURS 6652</td>
<td>Acutely/Chronically Ill Children Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6653</td>
<td>Critically Ill Children Practicum</td>
<td>3</td>
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**Total Credit Hours**: 30

### Clinical Nurse Leader

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HEAL 6049</td>
<td>Outcomes Management</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6825</td>
<td>Quality &amp; Patient Safety in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6835</td>
<td>Health Care Informatics, Technology and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6030</td>
<td>Pathophysiological Concepts for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6032</td>
<td>Pharmacology for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6244</td>
<td>Health Promotion Across the Life-Span</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6664</td>
<td>Clinical Nurse Leader Practicum (variable credits per term)</td>
<td>6</td>
</tr>
<tr>
<td>One of the following:</td>
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</tr>
<tr>
<td>NURS 6035</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6535</td>
<td>Advanced Assessment in Parent/Child Nursing</td>
<td>3</td>
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</table>

**Total Credit Hours**: 27

### Systems Leadership and Healthcare Quality

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HEAL 6820</td>
<td>Health Care Program Development</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6825</td>
<td>Quality &amp; Patient Safety in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6830</td>
<td>Quality Improvement Science in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6835</td>
<td>Health Care Informatics, Technology and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6841</td>
<td>Health Care Finance</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6848</td>
<td>Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6851</td>
<td>Health Care Systems Leadership 1</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6852</td>
<td>Health Care Systems Leadership 2</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6853</td>
<td>Health Care Systems Leadership-Practicum</td>
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</tr>
</tbody>
</table>

**Total Credit Hours**: 27
Direct Entry - Master of Science in Nursing

Master of Science in Nursing — Second Degree Direct Entry for Non-Nurses

The master’s program for non-nursing graduates is designed for those individuals who hold baccalaureate degrees in fields other than nursing and who wish to become nurses. The program builds upon the student’s broad educational preparation and provides an intense, accelerated nursing curriculum to meet the student’s career goals.

The generalist master of science program for non-nursing graduates is designed for individuals who hold baccalaureate degrees in fields other than nursing. The 75-credit program builds upon previous, broad educational preparation and provides an intense, accelerated and specialized nursing curriculum preparing students to become eligible for the NCLEX-R.N. examination upon completion of 63 credits and to earn a generalist master of science degree in nursing upon completion of the total 75 credits.

Nursing students are admitted to the Graduate School under Plan B (non-thesis option). Plan B students in the master's program for non-nursing graduates are not required to write a thesis but must successfully complete a synthesizing project in their capstone clinical course, taken during the final semester of the program.

The leadership competencies achieved during this program positions students to seek employment in many health care settings. Students have the competencies necessary to practice at the microsystem level, providing point-of-care delivery with a focus on safety, quality and improved outcomes.

Graduates are eligible to take the National Certification Examination to be certified as a clinical nurse leader. Graduates are also eligible to apply for a post-master’s certificate in one of the many specialties that Marquette offers, or to the D.N.P. or Ph.D. programs at Marquette.

Students must complete:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAL 6049</td>
<td>Outcomes Management</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6825</td>
<td>Quality &amp; Patient Safety in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 6835</td>
<td>Health Care Informatics, Technology and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5600</td>
<td>Community and Population Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5701</td>
<td>Nursing Concepts and Interventions for the Care of Adults/Older Adults 1 -- Theory</td>
<td>3</td>
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<tr>
<td>NURS 5803</td>
<td>Maternity Nursing and Women’s Health – Theory</td>
<td>3</td>
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<tr>
<td>NURS 5900</td>
<td>Family Centered Nursing of Children – Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 5963</td>
<td>Nursing Care for Patients with Chronic Conditions – Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 6000</td>
<td>Theoretical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6001</td>
<td>Health Assessment and Fundamentals 1</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6002</td>
<td>Health Assessment and Fundamentals 2</td>
<td>4</td>
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<tr>
<td>NURS 6005</td>
<td>Concepts and Interventions for the Promotion of Mental Health -- Theory</td>
<td>3</td>
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<tr>
<td>NURS 6007</td>
<td>Ethics, Policy, and Health Care Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6009</td>
<td>Organizational and Systems Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6010</td>
<td>Research &amp; Evidence as a Foundation for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6015</td>
<td>Pharmacotherapeutics for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6030</td>
<td>Pathophysiological Concepts for Advanced Nursing Practice</td>
<td>3</td>
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<tr>
<td>NURS 6032</td>
<td>Pharmacology for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6035</td>
<td>Advanced Health Assessment</td>
<td>3</td>
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<tr>
<td>or NURS 6535</td>
<td>Advanced Assessment in Parent/Child Nursing</td>
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<td>NURS 6200</td>
<td>Nursing Concepts and Interventions for the Care of Adults/Older Adults II - Theory</td>
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<td>NURS 6244</td>
<td>Health Promotion Across the Life-Span</td>
<td>3</td>
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<tr>
<td>NURS 6246</td>
<td>Nursing Care for Patients with Acute Conditions - Practicum</td>
<td>4</td>
</tr>
<tr>
<td>NURS 6964</td>
<td>Clinical Nurse Leader Practicum</td>
<td>6</td>
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</tbody>
</table>

Total Credit Hours: 75

Master of Science in Nursing — Second Degree Direct Entry for A.D.N. Nurses

This program facilitates students who have an associate’s degree in nursing and also have a bachelor’s degree in a discipline other than nursing to complete a master of science in nursing degree. Prior to completing courses in the option of choice, students must complete:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 4984</td>
<td>Transition into Professional Nursing Practice – Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NURS 5600</td>
<td>Community and Population Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 6010</td>
<td>Research &amp; Evidence as a Foundation for Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>
HEAL 6825  Quality & Patient Safety in Health Care  3

Total Credit Hours  14

Nursing Doctor of Philosophy Requirements

The doctor of philosophy (Ph.D.) program in nursing is designed to prepare teachers of nursing and scholars who will contribute to the body of knowledge related to vulnerable populations. Graduates of the program will be prepared to:

1. Teach students to be nurses and advanced practitioners to be able to improve the health status of vulnerable populations.
2. Design and conduct independent research that will impact the health of vulnerable populations.
3. Develop, test and refine theories as a basis for nursing science.
4. Analyze patterns of health and illness among vulnerable populations.
5. Synthesize research findings to provide leadership in health care.

Curriculum

The doctoral program is a 51 credit post-master of science in nursing program with course work in the following five categories:

Nursing Science (12 credits)

<table>
<thead>
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<tbody>
<tr>
<td>NURS 8000</td>
<td>Nursing Knowledge Development</td>
<td>3</td>
</tr>
<tr>
<td>NURS 8010</td>
<td>Vulnerable Populations</td>
<td>3</td>
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<tr>
<td>PHIL 6430</td>
<td>Philosophy of Knowledge</td>
<td>3</td>
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<tr>
<td>NURS 8980</td>
<td>Nursing Research Seminar and Practicum</td>
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</table>

Total Credit Hours  12

Research and Statistics (15 credits)

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HEAL 8002</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 8003</td>
<td>Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 8015</td>
<td>Applied Statistics for Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 8016</td>
<td>Advanced Applied Statistics</td>
<td>3</td>
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<tr>
<td>HEAL 8018</td>
<td>Advanced Measurement in Health Care</td>
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Total Credit Hours  15

Teaching/Research (6 credits)

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 8020</td>
<td>Nursing Education Research, Policy, and Leadership</td>
<td>3</td>
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<tr>
<td></td>
<td>And Preparing Future Faculty Program Certificate</td>
<td></td>
</tr>
<tr>
<td>NURS 8981</td>
<td>Residency in Nursing Education</td>
<td>3</td>
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<tr>
<td>or NURS 8982</td>
<td>Nursing Research and Practicum II</td>
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</table>

Total Credit Hours  6

Cognates (6 credits)

Six credits supportive of dissertation.

Dissertation (12 credits)

A doctoral student will follow a program of study defined, in conjunction with an adviser, on an approved Doctoral Program Planning Form. The student must complete all requirements listed on the Doctoral Program Planning Form, pass a qualifying examination and successfully defend a dissertation to complete the program. The doctoral dissertation must represent an original research contribution and show high attainment and clear ability to do independent research.

Doctor of Nursing Practice Requirements

Specializations:
Advanced Practice Nursing: Adult-Older Adult Acute Care Nurse Practitioner
Advanced Practice Nursing: Adult-Older Adult Primary Care Nurse Practitioner
Advanced Practice Nursing: Nurse-Midwifery
Advanced Practice Nursing: Pediatric Primary Care Nurse Practitioner/Clinical Nurse Specialist
Advanced Practice Nursing: Pediatric Acute Care Nurse Practitioner
Systems Leadership and Healthcare Quality
The doctor of nursing practice (D.N.P.) program is designed to prepare advanced practice nurses and nurse administrators at the highest level. Graduates of the program will be prepared to:

1. Provide evidence-based advanced nursing care to individuals, families, communities and/or clinical populations.
2. Apply analytical methodologies to evaluate and monitor patient, population and care system outcomes.
3. Analyze and apply models, theories, and scientific evidence to improve health care of diverse populations.
4. Demonstrate advanced levels of scholarship, clinical judgment, systems thinking and accountability in nursing practice.
5. Employ consultative and leadership skills within nursing and interdisciplinary health care teams to transform health care and complex health care delivery systems to improve health.

**Curriculum**

The doctor of nursing practice (D.N.P.) is a post baccalaureate degree requiring 69 credits for the advanced practice options and 63 credits for the Systems Leadership and Health Care Quality option to be completed in three years by full-time students. In addition, a post-MSN/DNP program was created for nurses already holding a master’s degree or equivalent who want to pursue the D.N.P. The 33-credit post-M.S.N./D.N.P. builds on the Marquette’s existing master’s program. Transcripts of students whose master’s degrees are from nursing master’s programs other than Marquette University are evaluated on a case-by-case basis to assure attainment of prerequisite knowledge and clinical experience; additional course work beyond the 33 credit requirement may be necessary to meet all of the Essentials of Doctoral Education for Advanced Nursing Practice.

Courses required in addition to the 12 core credits and 27-30 APN specialty credits required for the master’s program requirements:

### B.S.N./D.N.P.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HEAL 6825</td>
<td>Quality &amp; Patient Safety in Health Care</td>
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<td>HEAL 6835</td>
<td>Health Care Informatics, Technology and Professional Issues</td>
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<td>HEAL 7010</td>
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<td>HEAL 8015</td>
<td>Applied Statistics for Health Sciences</td>
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<td>NURS 6746</td>
<td>Professional Issues in APN/D.N.P. Practice</td>
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<td>Residency Requirement</td>
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<td>NURS 7980</td>
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<td>NURS 7981</td>
<td>Residency for D.N.P. with Acutely Ill Adults</td>
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<td>NURS 7982</td>
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<td>NURS 7983</td>
<td>Residency for D.N.P. with Children and Families</td>
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<td>NURS 7984</td>
<td>Residency for D.N.P. with Ill Children/Adolescents</td>
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<td>NURS 7985</td>
<td>Residency for D.N.P. in Nurse-Midwifery</td>
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<td>NURS 7986</td>
<td>Residency for D.N.P. in Health Care Systems Leadership</td>
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<td>NURS 7996</td>
<td>Doctor of Nursing Practice Capstone 1</td>
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<td>NURS 7997</td>
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**Total Credit Hours** 27

### M.S.N./D.N.P.

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<th>Course</th>
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<td>HEAL 6825</td>
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<td>or HEAL 6830</td>
<td>Quality Improvement Science in Health Care</td>
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<td>Epidemiology</td>
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<td>HEAL 7049</td>
<td>Outcomes Management</td>
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<td>NURS 6009</td>
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<td>NURS 6852</td>
<td>Health Care Systems Leadership 2</td>
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<td>or HEAL 6848</td>
<td>Health Care Policy</td>
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**Total Credit Hours** 33
Post-Master’s Requirements for Certification

This program prepares the nurse who already has a master of science in nursing to become academically eligible for certification as an advanced practice nurse.

A minimum of 12 credit hours are required for each specialty. However, credits required for completion in each specialty could exceed the minimum requirement of 12 credit hours, depending on the student’s previous experience and educational background.

Specific information regarding application and course requirements may be obtained from the College of Nursing, Clark Hall, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-3810.

Programs are offered in the following specialties:

**Adult-Older Adult Acute Care Nurse Practitioner**
Prepares the student to apply advanced clinical assessment and management skills to complex health problems. Graduates will be academically eligible to take the national certification examination for adult gerontology acute care nurse practitioner.

**Adult-Older Adult Clinical Nurse Specialist**
Prepares the student for the care of adults, including knowledge of human responses, health promotion and disease prevention, advanced physical assessment, diagnosis, and management of health problems. Graduates will be academically eligible to take the national certification examination for adult gerontology clinical nurse specialist.

**Adult-Older Adult Primary Care Nurse Practitioner**
Prepares the student for the care of adults, including knowledge of human responses, health promotion and disease prevention, advanced physical assessment, diagnosis, and management of health problems. Graduates will be academically eligible to take the national certification examination for adult gerontology primary care nurse practitioner.

**Family Nurse Practitioner**
Prepares pediatric nurse practitioners or adult-older adult primary care nurse practitioners who have master's degrees to become educated as family nurse practitioners. This requires 13 credits of graduate course work. Graduates will be academically eligible to take the national family nurse practitioner certification examination.

**Nurse-Midwifery**
Prepares the student for independent management of essentially normal newborns and women during the antepartum, intrapartum and postpartum periods and for gynecologic care throughout the life span. Graduates will be academically eligible to take the national certification examination of the American Midwifery Certification Board.

**Pediatric Acute Care Nurse Practitioner**
The post-master’s course of study is designed to provide education to nurses who have already earned a master’s degree in pediatric or parent child nursing and are interested in being academically eligible for certification as an acute care pediatric nurse practitioner. The course of study for nurses with a master’s degree in nursing but not in pediatric or parent/child nursing will be designed individually to meet specific learning needs and may require preparatory or additional course/clinical work beyond the standard requirements.

**Pediatric Primary Care Nurse Practitioner**
The post-master’s course of study is designed to provide education to nurses who have already earned a master's degree in pediatric or parent/child nursing and are interested in being academically eligible for certification as a primary care pediatric nurse practitioner. The course of study for nurses with a master's degree in nursing but not in pediatric or parent/child nursing will be designed individually to meet specific learning needs and may require preparatory or additional course/clinical work beyond the standard requirements.

**Systems Leadership and Healthcare Quality**
Prepares the student for a variety of leadership, administrative and executive roles in health care. Graduates will be academically eligible to take the national certification examination for Nursing Administration.

**Health Courses**
HEAL 5152. Death and Dying, 3 cr. hrs.
Multidisciplinary perspective on death and dying. Includes historical, sociocultural, legal, and ethical dimensions, the dying process, grief and bereavement, and communities of care.
HEAL 5200. Natural Family Planning. 3 cr. hrs.
Physiological, behavioral, and spiritual aspects important to teaching and using natural family planning.

HEAL 5201. Natural Family Planning Practicum. 3 cr. hrs.
Practical application of theory and skills for teaching natural family planning.

HEAL 5901. Interdisciplinary Palliative Care. 3 cr. hrs.
Provides an understanding of the breadth and depth of palliative care practices and services available to caregivers, patients and their families.

HEAL 5931. Topics in Health. 3 cr. hrs.
Selected topics in Health. The topics will be designated in the Schedule of Classes.

HEAL 6010. Translational Research. 3 cr. hrs.
Principles of evidence-based practice and implementation science applied to the translation of evidence to health care practice. Prereq: NURS 6010, HEAL 8015 or equiv.

HEAL 6012. Epidemiology. 3 cr. hrs.
Study of patterns of health/illness in specific populations and analysis of risk. Application of epidemiology methods, including biostatistics.

HEAL 6049. Outcomes Management. 3 cr. hrs.
Evolution of outcomes management. Exploration of methodologies, assessment instruments and issues that guide outcomes research. Prereq: NURS 6010 or cons. of instr.

HEAL 6152. Death and Dying. 3 cr. hrs.
Multidisciplinary perspective on death and dying. Includes historical, sociocultural, legal, and ethical dimensions, the dying process, grief and bereavement, and communities of care.

HEAL 6814. Seminar in Moral and Legal Implications of Health Care. 3 cr. hrs.
The field of moral decision-making in health care and the legal implications. Open to all graduate students.

HEAL 6820. Health Care Program Development. 3 cr. hrs.
Principles of population assessment, critical analysis of data, program development, implementation and evaluation. Includes one credit of practicum. Prereq: NURS 6009; or cons. of instr.

HEAL 6825. Quality & Patient Safety in Health Care. 3 cr. hrs.
Theories and principles of leadership and organizational change applied to quality and patient safety in health care. Strategies for developing the culture and infrastructure needed to support patient safety and quality improvement initiatives.

HEAL 6830. Quality Improvement Science in Health Care. 3 cr. hrs.
Explores improvement science including quality and patient safety theories, models, methods and tools. Application of measurement, data management and analysis to quality improvement and patient safety challenges.

HEAL 6835. Health Care Informatics, Technology and Professional Issues. 3 cr. hrs.
Examines current health care realities, with an emphasis on the use of technology for policy, regulation, collaboration and interdisciplinary practice issues. Includes information technology applications in healthcare administration, clinical practice and education.

HEAL 6840. The Environment of Health Care Delivery. 2-3 cr. hrs.
Overview of U.S. health care system, environmental influences, and current models for health care delivery (e.g., fee for service, modified fee for service, managed care, capitated care, IP0s, HMOs), and the ascendency/descendency of various models in different geographic regions and in response to economic incentives. Prereq: Enrolled in Graduate School.

HEAL 6841. Health Care Finance. 3 cr. hrs.
Examination of financial principles, budgeting and reimbursement issues in health care. Prereq: NURS 6009; or cons. of instr.

HEAL 6845. Case Management. 3 cr. hrs.
Care services coordination of individuals and families to maximize resources for optimal health outcomes. Emphasis on integration of clinical and management processes. Includes one credit of practicum. Prereq: Health profession experience or cons. of instr.

HEAL 6846. Health Care Informatics. 3 cr. hrs.
Study of informatics in health care with emphasis in information systems and use of communication technology. Includes evaluation of actual and potential applications of informatics in health care administration, clinical practice, research and education.

HEAL 6848. Health Care Policy. 3 cr. hrs.
Concepts of public policy including the political process. Analysis of health care issues using a variety of policy models.

HEAL 6931. Topics in Health Care. 1-4 cr. hrs.
In-depth study of current issues in health care. Course content will be announced each term.

HEAL 6963. Individual Study and Practice. 1-3 cr. hrs.
Individual study and development of in-depth knowledge and skill in a selected area of health care. Experience and activities planned in an area for specialization, based on aptitude and interests of the student. May be repeated for credit. Prereq: Cons. of instr.

HEAL 6995. Independent Study in Health Care. 1-3 cr. hrs.
Prereq: Cons. of instr.
HEAL 7010. Translational Research. 3 cr. hrs.
Principles of evidence-based practice and implementation science applied to the translation of evidence to health care practice. Prereq: NURS 6010, HEAL 8015 or equiv.

HEAL 7012. Epidemiology. 3 cr. hrs.
Study of patterns of health/illness in specific populations and analysis of risk. Application of epidemiology methods, including biostatistics.

HEAL 7049. Outcomes Management. 3 cr. hrs.
Evolution of outcomes management. Exploration of methodologies, assessment instruments and issues that guide outcomes research. Prereq: NURS 6010 or cons. of instr.

HEAL 7825. Quality and Patient Safety in Health Care. 3 cr. hrs.
Theories and principles of leadership and organizational change applied to quality and patient safety in health care. Strategies for developing the culture and infrastructure needed to support patient safety and quality improvement initiatives.

HEAL 7830. Quality Improvement Science in Health Care. 3 cr. hrs.
Explores improvement science including quality and patient safety theories, models, methods and tools. Application of measurement, data management and analysis to quality improvement and patient safety challenges.

HEAL 7835. Health Care Informatics, Technology and Professional Issues. 3 cr. hrs.
Examines current health care realities, with an emphasis on the use of technology for policy, regulation, collaboration and interdisciplinary practice issues. Includes information technology applications in health care administration, clinical practice and education.

HEAL 8002. Qualitative Research. 3 cr. hrs.
Analysis of key qualitative research methods, issues related to these approaches, and the nature of knowledge generated.

HEAL 8003. Quantitative Research. 3 cr. hrs.
Explores and analyzes advanced quantitative methodologies and issues related to these approaches. Prereq: HEAL 8015, which may be taken concurrently and HEAL 8016, which may be taken concurrently.

HEAL 8015. Applied Statistics for Health Sciences. 3 cr. hrs.
Overview of applied statistics, including descriptive statistics, probability, sampling, power calculations, bivariate parametric and non-parametric analysis, and introduction to multivariate analysis. Emphasis on appropriate statistics for study design, level of measurement, and interpretation of results.

HEAL 8016. Advanced Applied Statistics. 3 cr. hrs.
An overview of advanced applied statistics focusing on multivariate analysis, including multivariate normal distribution, principle components analysis, factor analysis and cluster analysis. Emphasizes appropriate statistics for study design, level of measurement and interpretation of results. Prereq: HEAL 8015 or equiv., or cons. of instr.

HEAL 8018. Advanced Measurement in Health Care. 3 cr. hrs.
Theory and science of measurement commonly used in health care. Analytic procedures for addressing measurement issues. Prereq: HEAL 8015 or PSYC 8101; HEAL 8016 or PSYC 8102, which may be taken concurrently; or cons. of instr.

Nursing Courses

NURS 5600. Community and Population Health Nursing. 3 cr. hrs.
Integration of community health nursing theory and public health sciences to provide a theoretical basis for aggregate level care in partnership with communities. Prereq: NURS 6001; NURS 6002; NURS 6030.

NURS 5701. Nursing Concepts and Interventions for the Care of Adults/Older Adults 1 -- Theory. 3 cr. hrs.
Focuses on holistic nursing care and clinical reasoning in prevention, assessment and management of select health issues including end-of-life care. Includes concepts and evidence-based practice across the care continuum related to problems with select cardiac, respiratory, digestive and endocrine conditions. Prereq: NURS 6002, NURS 6030, NURS 5110 which may be taken concurrently; NURS 5963 and NURS 5900 must be taken concurrently with NURS 5701.

NURS 5803. Maternity Nursing and Women's Health - Theory. 3 cr. hrs.
Focuses on nursing, health promotion, families in transition and adaptation from preconception through postpartum, perinatal loss, intranatal care, genetics and women's health from a global perspective. Prereq: NURS 6002; NURS 6030.

NURS 5900. Family Centered Nursing of Children -- Theory. 3 cr. hrs.
Family centered nursing of children and adolescents in diverse populations. Focus on health promotion, maintenance, acute, and chronic problems including end-of-life care. Prereq: NURS 6002; NURS 6030.

NURS 5930. Special Topics in Nursing. 1-3 cr. hrs.
In consultation with the Office of the Registrar, may be offered as an experimental course to students, in order to evaluate and determine if a course should be incorporated into the regular curriculum of a program, or can also be used for courses that are in the curriculum approval process pipeline; however, are not yet officially approved; therefore cannot appear in the Bulletin. Once the same course has been offered twice as a Special Topic, it cannot be offered again until it moves through the curriculum approval process and is approved with a regular curriculum course number or one of the standard numbers below. This course number may not be used for a single student studying a particular subject matter.

NURS 5931. Topics in Nursing. 3 cr. hrs.
Selected topics in Nursing. The topics will be designated in the Schedule of Classes.
NURS 5951. Marquette Led Travel and Study Abroad in Nursing. 3 cr. hrs.
Course taught in an international setting by Marquette professors and where students earn Marquette credit. Prereq: Cons. of dept. ch.

NURS 5963. Nursing Care for Patients with Chronic Conditions - Practicum. 4 cr. hrs.
Comprehensive patient centered nursing care of adults or children with chronic conditions across the care continuum. Emphasizes health promotion, health maintenance and palliation. Includes simulations. Prereq: NURS 6002; NURS 5110; NURS 6030; NURS 5502 which may be taken concurrently; NURS 5701 and NURS 5900 must be taken concurrently with NURS 5963.

NURS 6000. Theoretical Foundations of Nursing. 3 cr. hrs.
Exploration of the theoretical basis of nursing practice. Includes nursing, learning, cultural, leadership, developmental and communication theories. Prereq: Admitted to NURS program.

NURS 6001. Health Assessment and Fundamentals 1. 3 cr. hrs.
Development of knowledge and skills needed for comprehensive and focused patient-centered assessments and select nursing interventions. Emphasis on the development of clinical reasoning and communication skills in the provision of culturally appropriate, ethical, and safe evidence-based care. Includes the historical development of nursing and current nursing and healthcare issues. Prereq: Admitted to Direct Entry M.S.N. program.

NURS 6002. Health Assessment and Fundamentals 2. 4 cr. hrs.
Continued development of knowledge and skills in assessment and nursing intervention. Emphasis on ethics, quality and safety in the planning and evaluation of culturally appropriate nursing care. Prereq: NURS 6001; admitted to Direct Entry M.S.N. program.

NURS 6005. Concepts and Interventions for the Promotion of Mental Health -- Theory. 3 cr. hrs.
Focuses on understanding the biological, environmental, cultural, intrapersonal and interpersonal factors influencing mental health; development of skills for assessment of mental status and emotional state and intervention modalities; simulated practice responding to common psychiatric problems and immediate interventions for psychiatric emergencies. Prereq: NURS 6001, NURS 6002.

NURS 6007. Ethics, Policy, and Health Care Advocacy. 3 cr. hrs.
Impact of ethics and policy on nursing practice, advocacy and social justice in healthcare.

NURS 6009. Organizational and Systems Leadership. 3 cr. hrs.
Study of organizations and systems to impact patient outcomes. Concepts of nursing leadership, quality and safety, and health care technology will be examined. Prereq: Admitted to NURS program.

NURS 6010. Research & Evidence as a Foundation for Nursing. 3 cr. hrs.
Develop knowledge of research and evidence-based practice processes. Analyze and translate evidence for practice to improve individual, family, and community health outcomes. Prereq: Statistics.

NURS 6015. Pharmacotherapeutics for Nursing Practice. 3 cr. hrs.
Basic principles of pharmacology and pharmacotherapeutics as applied to patients across the life span. Includes nursing implications for administration, patient teaching, and evaluation of safety and effectiveness. Prereq: Admitted to the Direct Entry program.

NURS 6020. Curriculum and Instructional Strategies for Nursing. 3 cr. hrs.
Provides knowledge base in curriculum development, including philosophical foundations and educational theories. Examines teaching/learning strategies specific to implementation of the instructional process; design and use of evaluation tools for classroom and clinical education. Prereq: Admitted to NURS program.

NURS 6021. Curriculum and Instruction in Associate Degree Nursing. 2 cr. hrs.
Designed for faculty in associate degree nursing program. Exploration of associate degree curriculum development including conceptual framework and competencies; related concepts of instruction including organization of learning opportunities, teaching strategies and performance evaluation. Prereq: Admitted to NURS program.

NURS 6030. Pathophysiological Concepts for Advanced Nursing Practice. 3 cr. hrs.
Investigation of normal physiologic and pathologic mechanisms of disease as a foundation for clinical assessment, decision-making and management. Establishment of knowledge base necessary for the provision of health care in an advanced nursing specialty. Prereq: Admitted to NURS program.

NURS 6032. Pharmacology for Advanced Nursing Practice. 3 cr. hrs.
Preparation of the advanced practice nurse in the area of pharmacology across the lifespan. Topics include pharmacokinetics, pharmacodynamics, major drug categories, and prescribing responsibilities. Prereq: Admitted to NURS program.

NURS 6035. Advanced Health Assessment. 3 cr. hrs.
Develop advanced assessment skills to systematically collect, analyze, and interpret data to make sound clinical judgments related to a client’s health status. Includes appropriate diagnostics and their interpretation. Includes 1 lab credit. Prereq: Admitted to NURS program.

NURS 6037. Management of Episodic Health Problems. 3 cr. hrs.
Assessment, differential diagnoses, interventions and evaluation of adults and older adults with acute, episodic, self-limiting conditions. Prereq: NURS 6032 and 6035 which may be taken concurrently.

NURS 6020. Nursing Concepts and Interventions for the Care of Adults/Older Adults II - Theory. 3 cr. hrs.
Focuses on holistic nursing care and clinical reasoning in prevention, assessment and management of adults and older adults with select health issues including end of life care. Includes concepts and evidence based practice across the care continuum related to problems with select endocrine, fluid and electrolytes, neurological, renal, oncologic, and orthopedic conditions as well as operative and trauma care. Prereq: NURS 5701, NURS 5963.
NURS 6240. Complex Health Problems. 3 cr. hrs.
Analysis of patterns of common health problems and select treatment modalities common to adults and older adults. Prereq: Admitted to NURS program; and NURS 6032.

NURS 6242. Concepts and Interventions for Health Problems Across the Life-Span. 3 cr. hrs.

NURS 6244. Health Promotion Across the Life-Span. 3 cr. hrs.
Theories and models of health promotion, wellness, and risk reduction. Designing therapeutic interventions to promote the health of individuals and aggregates across the life-span.

NURS 6246. Nursing Care for Patients with Acute Conditions - Practicum. 4 cr. hrs.
Comprehensive patient centered nursing care of adults or children with acute conditions. Emphasis is on health promotion, health maintenance, restoration, palliation and end of life. Includes simulation. Prereq: NURS 6200, which may be taken concurrently.

NURS 6251. Advanced Nursing of Adults-Older Adults 1-Practicum. 3 cr. hrs.
Application of the clinical judgment process to advanced nursing of adults-older adults. Focus on the direct care competencies of the role such as advanced assessment of individuals, families and groups and application of evidence based interventions, as well as consultation and education roles. Prereq: NURS 6037; NURS 6240 and NURS 6244 which may be taken concurrently.

NURS 6252. Advanced Nursing of Adults-Older Adults 2-Practicum. 3 cr. hrs.
Illness management in adults-older adults in the context of the family and environment. Emphasis on diagnosis and therapeutic interventions. Prereq: NURS 6251; NURS 6242 which may be taken concurrently.

NURS 6254. Advanced Nursing of Adults-Older Adults 3-Practicum. 3 cr. hrs.
Care of select populations of adults-older adults with emphasis on management of complex illness processes. Focuses on care coordination and aggregate interventions. Prereq: NURS 6252.

NURS 6256. Adult-Older Adult Clinical Nurse Specialist Practicum 1. 3 cr. hrs.
Continues development of direct care competency skills. Prereq: NURS 6251; NURS 6242 which may be taken concurrently.

NURS 6259. Adult-Older Adult Clinical Nurse Specialist Practicum 2. 3 cr. hrs.
Continues development of direct care competency skills. Prereq: NURS 6256 and NURS 6242 which may be taken concurrently.

NURS 6335. Differential Diagnosis and Advanced Skills for the Acutely Ill Adult. 3 cr. hrs.
Advanced nursing knowledge and skills for assessment of acutely ill adults using technology. Differential diagnoses, selection and interpretation of appropriate diagnostic tests. Includes 40 hours of clinical practice. Prereq: NURS 6032 NURS 6035, NURS 6037, all of which may be taken concurrently.

NURS 6340. Complex Acute Care Problems. 3 cr. hrs.
Analysis of complex pathophysiological conditions commonly encountered among acutely ill adults with selection of appropriate treatment modalities. Emphasis on recognizing patterns of acute illness and on developing clinical reasoning. Prereq: NURS 6030, NURS 6032, NURS 6037, NURS 6240 all of which may be taken concurrently.

NURS 6351. Advanced Nursing Care of the Acutely Ill Adult-Older Adult 1-Practicum. 3 cr. hrs.
Application of clinical judgment to advanced nursing care of complex adult-older adults and their families experiencing acute illness in the hospital-based/tertiary care environment. Emphasis on diagnosis and treatment of complex health problems. Prereq: NURS 6351 which may be taken concurrently.

NURS 6352. Advanced Nursing Care of the Acutely Ill Adult-Older Adult 2-Practicum. 3 cr. hrs.
Implementation of the acute care advanced practice role in providing nursing care to complex acutely ill adults-older adults. Emphasis on case management and coordination within and between systems. Prereq: NURS 6352.

NURS 6400. Theoretical Constructs: Dimensions of Aging. 3 cr. hrs.
Theory development in advanced gerontological nursing with emphasis on age-related changes, cultural dimensions, socioeconomic stressors, vulnerability, maturational crises and care at the end of life.

NURS 6535. Advanced Assessment in Parent/Child Nursing. 3 cr. hrs.
Comprehensive health assessment of infants, children, and adolescents. Includes 1 credit practicum. Prereq: Admitted to NURS program.

NURS 6536. Complex/Chronic Pediatric Health Conditions. 3 cr. hrs.
Study of the theoretical and empirical bases for management of children and adolescents with complex and chronic health conditions across the health care continuum. Prereq: Admitted to the NURS program; NURS 6542; NURS 6030, which may be taken concurrently; or cons. of instr.
NURS 640. Seminar in Child and Family Health. 3 cr. hrs.
Exploration of advanced concepts related to the physical, psychosocial and developmental dimensions of child and adolescent health. Analysis of family theories and models relevant to advanced practice nursing of children. Prereq: Admitted to NURS program.

NURS 642. Nursing Therapeutics for Acute/Episodic Illnesses in Children and Adolescents. 3 cr. hrs.
Study of the theoretical basis for the diagnosis and case management of children and adolescents with common age-related acute or episodic illness. Focuses on differential diagnosis and nursing therapeutics. Prereq: Admitted to NURS program.

NURS 651. Advanced Nursing Care of Children and Families 1-Practicum. 3 cr. hrs.
Assessment and intervention for children and families regarding common health concerns, with an emphasis on well child care. Prereq: NURS 6030 which may be taken concurrently and NURS 6032 and NURS 6540 which may be taken concurrently and NURS 6535.

NURS 652. Advanced Nursing Care of Children and Families 2-Practicum. 3 cr. hrs.
Assessment and intervention for children and families with common to complex health concerns. Beginning development of indirect care skills. Prereq: NURS 6551.

NURS 653. Advanced Nursing Care of Children and Families 3-Practicum. 3 cr. hrs.
Assessment and intervention for children and families with common to complex health concerns. Refinement of direct and indirect care skills. Prereq: NURS 6009 and NURS 6552.

NURS 660. Nursing Therapeutics for Acute/Critical Illnesses in Children and Adolescents. 3 cr. hrs.
Focuses on differential diagnosis, clinical management, and nursing therapeutics for hospitalized children and adolescents with acute or critical illness. Prereq: NURS 6032 and NURS 6535 and NURS 6030.

NURS 661. Acutely Ill Children Practicum. 3 cr. hrs.
Assessment and intervention for children and families regarding common acute health concerns. Includes clinical hours that focus on the health care needs of the well child/child with illness not requiring hospitalization, as well as clinical practice with acutely ill hospitalized children. Prereq: NURS 6032, NURS 6535.

NURS 662. Acutely/Chronically Ill Children Practicum. 3 cr. hrs.
Assessment, intervention, and clinical management of acute/chronic illness in children. Collaboration with physicians and other health care providers and agencies to provide and coordinate services. Prereq: NURS 6651; NURS 6030; NURS 6540 which may be taken concurrently.

NURS 663. Critically Ill Children Practicum. 3 cr. hrs.

NURS 670. Advanced Concepts in Women's Health Care Management Across the Life-Span. 2-3 cr. hrs.
Strategies to promote health and wellness across the life-span in the provision of primary care for women, emphasizing nurse-midwifery management. Examines sociocultural implications in the environment impacting upon clients and providers. Prereq: Admitted to NURS program; and NURS 6032 which may be taken concurrently; or cons. of instr. Non-nurse-midwifery students take theory-only portion for 2 credits; student nurse-midwives must enroll for 3 credits, including practicum.

Study and application of nurse-midwifery process strategies to promote biopsychosocial and spiritual health in women and families experiencing pregnancy. Includes families with potential health deviations. Prereq: NURS 6740; or cons. of instr. Non-nurse-midwifery students take theory-only portion for 2 credits; student nurse-midwives must enroll for 3 credits including practicum.

NURS 672. Advanced Concepts in Postpartum and Newborn Management. 2-3 cr. hrs.
Postpartum nurse-midwifery management of mothers, neonates, and families, including those with potential health deviations. Prereq: NURS 6740; or cons. of instr. Non-nurse-midwifery students take theory-only portion for 2 credits; student nurse-midwives must enroll for 3 credits, including practicum.

NURS 674. Professional Issues in APN/D.N.P. Practice. 3 cr. hrs.
Overview of history, trends and dynamic social forces affecting education, regulation, growth and development of APN/D.N.P. professional practice. Examination of legislation, policy, practice issues and leadership in providing quality care for diverse populations. Prereq: NURS 7997 which may be taken concurrently, or admitted to master's nurse-midwifery program.

Study of the science of labor support. Special attention to non-pharmacologic approaches and contemporary childbirth education options. Prereq: Admitted to master's nurse-midwifery program; NURS 6742 or cons. of instr.

NURS 676. Nurse-Midwifery Care During Labor and Birth. 5 cr. hrs.
Nurse-midwifery management of women during the intrapartal period. Assessment of maternal-fetal status, with appropriate interventions and non-technologic approaches, in the context of family-centered care. Includes theory and practicum. Prereq: Admitted to NURS program; and NURS 6037 and NURS 6740 and NURS 6744; or cons. of instr.

NURS 677. Advanced Practicum in Nurse-Midwifery. 7 cr. hrs.
Development of nurse-midwifery practice role through intensive clinical experience. Strengthening clinical practice and leadership for professional challenges in nurse-midwifery. Practicum hours to be determined by individual student's progression through program experience requirements. Prereq: Admitted to NURS program; NURS 6752.
NURS 6851. Health Care Systems Leadership 1. 3 cr. hrs.
Evolution and application of concepts and systems related to organizations, management and nursing. Prereq: Admitted to NURS program; and NURS 6009.

NURS 6852. Health Care Systems Leadership 2. 3 cr. hrs.
Human resource management and development. Focuses on system interactions and interrelationships. Includes legal and ethical dimensions, quality improvement, and risk management. Includes 1 credit theory and 2 credits practicum. Prereq: Admitted to NURS program.

NURS 6853. Health Care Systems Leadership-Practicum. 3 cr. hrs.
Advanced practicum in a selected administrative role and setting. Includes one credit of seminar, two credits practicum. Prereq: Admitted to NURS program; and NURS 6852 which may be taken concurrently.

NURS 6931. Topics in Nursing. 1-4 cr. hrs.
In-depth study of current trends in nursing. Subject to be announced each term. Prereq: Admitted to NURS program.

NURS 6951. Marquette Led Travel and Study Abroad in Nursing. 3 cr. hrs.
Course taught in an international setting by Marquette professors and where students earn Marquette credit. Prereq: Cons. of dept. ch. Prereq: Cons. of the Office of International Education.

NURS 6963. Individual Study and Practice. 1-3 cr. hrs.
Individual study and development of in-depth knowledge and skill in a selected area of nursing. Experience and activities planned in an area for specialization, based on aptitude and interests of the student. May be repeated for credit. Prereq: Admitted to NURS program; and cons. of instr.

NURS 6964. Clinical Nurse Leader Practicum. 3-6 cr. hrs.
Clinical immersion to implement the role components of the clinical nurse leader including clinical outcomes and care environment management. Prereq: NURS 6000, NURS 6007, NURS 6009, NURS 6010, NURS 6030, NURS 6032, NURS 6035 or NURS 6535, HEAL 6825, HEAL 6835, and HEAL 6049, which may be taken concurrently.

NURS 6975. Family Nurse Practitioner Practicum. 3 cr. hrs.
Assessment and intervention in primary care for clients across the lifespan with emphasis on management of common and complex health concerns. Refinement of direct and indirect care skills. Prereq: Admitted to Post-master's FNP program and cons. of dept. ch.

NURS 6995. Independent Study in Nursing. 1-3 cr. hrs.
Prereq: Admitted to NURS program; and cons. of instr.

NURS 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Admitted to NURS program; approved thesis proposal; cons. of associate dean.

NURS 7980. Residency for D.N.P. with Adults. 3 cr. hrs.

NURS 7981. Residency for D.N.P. with Acutely Ill Adults. 3 cr. hrs.

NURS 7983. Residency for D.N.P. with Children and Families. 3 cr. hrs.

NURS 7984. Residency for D.N.P. with Ill Children/Adolescents. 3 cr. hrs.
Clinical immersion in practice with children and/or adolescents with acute/chronic illness. Emphasis on advanced, evidence-based care management in the context of family, community, and culture. Prereq: NURS 6653.

NURS 7985. Residency for D.N.P. in Nurse-Midwifery. 3-8 cr. hrs.

NURS 7986. Residency for D.N.P. in Health Care Systems Leadership. 3 cr. hrs.

NURS 7996. Doctor of Nursing Practice Capstone 1. 3 cr. hrs.
Identification and development of an evidence-based capstone project that focuses on the scholarship of practice. Integration of knowledge obtained in prior D.N.P. course work. Prereq: HEAL 7010 or concurrent; final year of program.

NURS 7997. Doctor of Nursing Practice Capstone 2. 3 cr. hrs.
Implementation, evaluation and dissemination of an evidence-based capstone project that focuses on the scholarship of practice. Prereq: NURS 7996.

NURS 8000. Nursing Knowledge Development. 3 cr. hrs.
Examination of paradigmatic, theoretical, and conceptual dimensions of the nursing discipline with an emphasis on strategies for knowledge generation. Prereq: PHIL 6430 which may be taken concurrently.
NURS 8010. Vulnerable Populations. 3 cr. hrs.
Concepts, theories, and research relevant to vulnerable populations, with emphasis on the multiple contextual influences on health and illness.

NURS 8020. Nursing Education Research, Policy, and Leadership. 3 cr. hrs.
Philosophical foundations, theories, nursing education research and policy. Strategies to improve nursing education for the care of vulnerable populations.

NURS 8980. Nursing Research Seminar and Practicum. 1-3 cr. hrs.
Guided individual research experience. Develops skills related to grant writing, dissertation, and the conduct of research projects. Prereq: HEAL 8002 or HEAL 8003 or concurrent.

NURS 8981. Residency in Nursing Education. 1-3 cr. hrs.
Application of knowledge, theories, and skills to academic teaching in nursing. Prereq: Cons. of associate dean for graduate programs and research.

NURS 8982. Nursing Research and Practicum II. 1-3 cr. hrs.
Advanced work in guided individual research experience. Students develop advanced skills related to grant writing, dissertation and conduct of research projects. Prereq: NURS 8980.

NURS 8995. Independent Study in Nursing. 1-3 cr. hrs.
Investigations in selected areas of Nursing. Prereq: Cons. of instr. and cons. of dept. ch.

NURS 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Admitted to NURS program; and cons. of dept. ch.

NURS 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9977. Field Placement Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9978. Field Placement Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9979. Field Placement Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9989. Doctoral Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.

NURS 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.
NURS 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.; and admitted to NURS program.
Philosophy (PHIL)

Department of Philosophy website (http://www.marquette.edu/phil/grad.shtml)

Degrees Offered

Master of Arts, students are admitted under Plan B (non-thesis option) but Plan A (thesis option) is also offered; Doctor of Philosophy

Note: Students in the social and applied philosophy specialization are admitted under Plan B only.

Program Descriptions

The Philosophy Department's master's program in the history of philosophy and the doctoral program are based on the history of philosophy, ancient through contemporary, as the necessary experience for a mind critically able to face contemporary philosophical issues. The master's program in social and applied philosophy provides rigorous philosophical training for individuals who are interested in working in a variety of non-academic contexts or for pursuing further graduate studies.

Prerequisites for Admission

Applicants are expected to have 18 semester hours of undergraduate philosophy course work, six hours of which should be in survey courses (history of philosophy) for admission to the doctoral program or the master of arts program with a specialization in history of philosophy.

Application Deadline

Application files must be completed by Feb. 15 for admission consideration. Applications for admission received after this date will be considered as space permits.

Application Requirements

Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. A statement of purpose outlining applicant’s achievements and intentions in philosophy.
4. Letters of recommendation from at least three professors or professionals familiar with applicant’s academic work and/or academic background.
5. GRE scores (General Test only).
6. A sample of philosophical writing.
7. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

Dual Program of Study

M.A.-J.D. Degree

The Department of Philosophy, in conjunction with the Law School, offers a program of dual study leading to a master’s degree in philosophy and a juris doctor degree. Students seeking admission to the dual program must apply to both the Graduate School and the Law School and must meet the admission requirements for each. Students start this dual program as a law student. Upon completion of the law program, students will be officially admitted to the philosophy program for completion of the remainder of the dual program.

Dual program students complete 81 credit hours in the Law School, 21 credit hours in philosophy and nine credit hours in dual program courses.

To participate in the M.A.-J.D. program in social and applied philosophy or in history of philosophy, the law student must receive the prior written approval of the associate dean for academic affairs in the Law School and must comply with the regulations of the Graduate School. The student must have completed 27 credit hours at the Law School with a cumulative average of 3.000 before entering either master of arts program in philosophy. Students may seek admission to the dual program at any time, but must complete both programs in four years (six years for part-time students), in accord with Law School academic regulations.

In general, dual program students will pay tuition at the full-time (flat tuition) Law School rate while a full-time law student, regardless of whether or not they are taking additional graduate courses. Upon receiving the juris doctor degree, dual program students will pay Graduate School tuition at the per credit rate for graduate courses. Part-time law students will pay the per credit Law School rate for all courses.

Additional details about the M.A.-J.D. program are available on the Philosophy Department website (http://www.marquette.edu/phil/grad.shtml), at the Philosophy Department office or from the Law School Admissions office.
Philosophy Master’s Requirements

Specializations: History of Philosophy, Social and Applied Philosophy

History of Philosophy
(Plan A or Plan B master’s)

Course work in either Plan A or B must include:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PHIL 6605</td>
<td>Plato</td>
<td>3</td>
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<td>or PHIL 6610</td>
<td>Aristotle</td>
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<tr>
<td>PHIL 6620</td>
<td>Augustine</td>
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<td>or PHIL 6640</td>
<td>St. Thomas Aquinas</td>
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<tr>
<td>PHIL 6650</td>
<td>Descartes</td>
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<td>Hume</td>
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<td>or PHIL 6660</td>
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<td>or PHIL 6662</td>
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One course in the history of philosophy to be approved by the director of graduate studies

A master’s student may choose to be in either Plan A (thesis option) or Plan B (course option). Students are assumed to be in Plan B unless a formal request is made to and approved by the Graduate School.

In Plan A, the student must complete 24 credit hours of graduate-level course work and six credit hours of thesis work, pass a comprehensive examination and submit an approved thesis. Also, the student must have reading knowledge of French or German, or another foreign language approved by the department. At least 18 credits of the course work requirement must be in philosophy and must include the four core courses as outlined above. The comprehensive examination requires a critical knowledge of the philosophical classics and of contemporary philosophical literature.

In Plan B, the student must complete 30 credit hours of graduate-level course work and pass a comprehensive examination. No essay or foreign language is required for the Plan B master’s program. At least 18 credits of the course work requirement must be in graduate-level philosophy courses, including one course in ethics and the four core courses as outlined above. Up to six credit hours of upper division undergraduate courses approved for graduate credit may be counted toward this degree. Courses must be individually approved by the director of the graduate program. Plan B master’s degrees are considered terminal degrees by the Department of Philosophy.

Social and Applied Philosophy
(Plan B master’s only)

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<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<tr>
<td>PHIL 6310</td>
<td>History and Theory of Ethics</td>
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<tr>
<td>PHIL 6960</td>
<td>Seminar in Applied/Professional Philosophy</td>
<td>3</td>
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<td>PHIL 6650</td>
<td>Descartes</td>
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<td>PHIL 6652</td>
<td>Post-Cartesian Rationalism</td>
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<td>PHIL 6662</td>
<td>Hegel</td>
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<tr>
<td>PHIL 6965</td>
<td>Practicum in Philosophy (may be taken for 6 credits OR 3 credits with an additional 3 credit philosophy elective)</td>
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<tr>
<td>Two electives from the graduate philosophy course offerings</td>
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<td>6</td>
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<tr>
<td>Two graduate level cognate courses from an outside philosophy</td>
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Total Credit Hours

30

The cognate courses are to be approved by the student’s adviser and the coordinator of the master of arts social and applied philosophy specialization. No comprehensive exam or foreign language is required for the Plan B master’s program. Plan B master’s degrees are considered terminal degrees by the Philosophy Department.
Philosophy Doctoral Requirements

Specializations: Ancient Philosophy, British Empiricism/Analytical Philosophy, Christian Philosophy, Early Modern European Philosophy, Ethics, German Philosophy, Medieval Philosophy, Phenomenology-Existentialism, Philosophy of Religion

A doctoral student in the philosophy program must complete a program of study defined on an approved Doctoral Program Planning Form. Normally, the student must complete 48 credit hours of graduate-level course work beyond the baccalaureate degree. At least 30 of these must be completed after admission to the doctoral program. In addition, students must complete 12 credit hours of dissertation work. The student also must complete the foreign language requirements, display an understanding of the fundamentals of predicate logic demonstrated either by course work or by a department exam, a qualifying paper with an oral defense, and submit and successfully defend a dissertation.

Course work must include seven courses: Five courses in history of philosophy and two in systematic philosophy as listed below:

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<td>Hegel</td>
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</table>

Two courses in the history of philosophy to be approved by the director of graduate studies.

One course in metaphysics or epistemology, or philosophy of science to be approved by the director of graduate studies.

One course in ethics or social/political philosophy or aesthetics to be approved by the director of graduate studies.

- With written approval from the department chair, up to 12 credit hours of required course work may be taken in other fields.
- Students must demonstrate competence in two foreign languages. This may be completed by passing an appropriate foreign language course, a departmental exam, or within departmental course work.
- Students must demonstrate competence in symbolic logic, either through course work, acceptable undergraduate courses or a departmental exam.
- Students must submit one qualifying paper. This paper will be assessed by a committee of three faculty. Generally, these will be a minimum of 5000 words.

Courses

PHIL 5000. Modern Logic. 3 cr. hrs.
Introduction to modern symbolic logic, with primary emphasis on translation into symbolic form and natural deduction. Propositional logic and predicate logic with identity are covered.

PHIL 5931. Topics in Philosophy. 1-3 cr. hrs.
Concentrated work in a restricted field. Specific subjects to be determined.

PHIL 5953. Undergraduate Seminar. 3 cr. hrs.
Designed to initiate a selected group of qualified undergraduates in the technique and discipline of scholarly research by concentrated work in a restricted field. Critical reading and analysis of sources. Specific subjects of seminars to be announced in the Schedule of Classes.

PHIL 6120. Problems in Logic. 3 cr. hrs.
An investigation into logical and meta-logical problems of perennial and contemporary relevance. Prereq: Cons. of dept. ch.

PHIL 6310. History and Theory of Ethics. 3 cr. hrs.
A theoretical investigation into the moral dimensions of human life. Covers the principal traditions in Western moral philosophy as well as significant work in contemporary moral philosophy. Prereq: Cons. of dept. ch.

PHIL 6320. Natural-Law Ethics. 3 cr. hrs.
Classical and/or contemporary theories of natural law. Prereq: Cons. of dept. ch.

PHIL 6330. Problems in Ethics. 3 cr. hrs.
Considers various metaethical and normative problems, such as: values; the justification and nature of ethical norms; moral responsibility; moral failure; the relation of morality to religion, law, and aesthetics. Prereq: Cons. of dept. ch.

PHIL 6340. Aesthetics. 3 cr. hrs.
Considers one or more of the following problems in aesthetic theory: expression, representation, art and knowledge, aesthetics and society, method. Prereq: Cons. of dept. ch.

PHIL 6410. Philosophy of Process. 3 cr. hrs.
An introduction to the metaphysical thought process of philosophers such as Bergson and Whitehead. Prereq: Cons. of dept. ch.
PHIL 6420. Philosophy of Language. 3 cr. hrs.
Studies topics such as the structure and function of language, philosophy and linguistics, and language and mind. Considers philosophers such as Austin, Morris and Chomsky. Prereq: Cons. of dept. ch.

PHIL 6430. Philosophy of Knowledge. 3 cr. hrs.
A study of major epistemological problems and theories of knowledge. Prereq: Cons. of dept. ch.

PHIL 6440. Philosophy of Science. 3 cr. hrs.
A survey of basic problems and methods in contemporary philosophy of science. Emphasizes problems arising from current space-time theory, quantum mechanics, and the use of variant models and methodologies in the exact sciences. Prereq: Cons. of dept. ch.

PHIL 6450. Philosophy of Mind. 3 cr. hrs.
A study of what mind is and its relation to the body; various concepts related to the mental and to human action. Prereq: Cons. of dept. ch.

PHIL 6460. Philosophy of Freedom. 3 cr. hrs.
A systematic investigation of problems involved in the assertion of human freedom. Prereq: Cons. of dept. ch.

PHIL 6470. Problems in Metaphysics. 3 cr. hrs.
Studies doctrines on the nature of ultimate reality; associated topics such as substance, relation, process or change, causality, universals, particulars, space, time, eternity, freedom, necessity; and the meaning of metaphysics as a philosophical discipline. Prereq: Cons. of dept. ch.

PHIL 6480. Recent Christian Metaphysics. 3 cr. hrs.
A study of recent Christian metaphysical thought through one or more major figures, such as Marechal, Lonergan, Gilson, Tillich, or through thematic problems. Prereq: Cons. of dept. ch.

PHIL 6510. Philosophy of Religion. 3 cr. hrs.
Inquiry into the religious dimensions of human existence and into divine reality. Topics include: religion as a cultural institution, religious experience, the existence and nature of God, the problem of evil, faith and reason, religious language, and the rationality of religious belief. Prereq: Cons. of dept. ch.

PHIL 6530. Philosophy of History. 3 cr. hrs.
Study of both critical and speculative philosophy of history. Problems such as the nature of the historian's inquiry, types of historical understanding, theories of historical explanation, the possibility of pattern and purpose or value in history. Prereq: Cons. of dept. ch.

PHIL 6605. Plato. 3 cr. hrs.
A study of Plato's thought, especially his ethics, epistemology, psychology and metaphysics. Prereq: Cons. of dept. ch.

PHIL 6610. Aristotle. 3 cr. hrs.
A study of Aristotle's thought, especially his metaphysics, epistemology and psychology. Prereq: Cons. of dept. ch.

PHIL 6620. Augustine. 3 cr. hrs.
The early philosophical dialogues and The Confessions, The City of God, and The Trinity, considered in their significance as sources of Christian thought. Prereq: Cons. of dept. ch.

PHIL 6630. Plotinus and Early Christian Neo-Platonists. 3 cr. hrs.
A study of the origin and character of neoplatonic thought, especially its metaphysics, epistemology and psychology, and its appropriation by Christian thinkers. Concentration on writers such as Plotinus, Proclus, Boethius and Pseudo-Dionysius. Prereq: Cons. of dept. ch.

PHIL 6635. Medieval Islamic Thought. 3 cr. hrs.
Islamic philosophical thought of the medieval period. Possible figures covered: al-Kindi, al-Farabi Ibn Sina (Avicenna), al-Ghazali, Ibn Rushd (Averroes) including Greek philosophical and Islamic theological foundations, as well as the influence of Islamic philosophy on Christian and Jewish thought in the Middle Ages. Prereq: Cons. of dept. ch.

PHIL 6640. St. Thomas Aquinas. 3 cr. hrs.
A study of St. Thomas Aquinas' philosophy, especially his metaphysics, epistemology, and psychology. Prereq: Cons. of dept. ch.

PHIL 6650. Descartes. 3 cr. hrs.
A study of some principal works of Descartes. Prereq: Cons. of dept. ch.

PHIL 6652. Post-Cartesian Rationalism. 3 cr. hrs.
A study of major works of the post-Cartesian rationalists: Spinoza and Leibniz. Prereq: Cons. of dept. ch.

PHIL 6654. Locke/Berkeley. 3 cr. hrs.
A study of the major works of Locke and Berkeley, including Locke's An Essay Concerning Human Understanding, and Berkeley's Principles of Human Knowledge and Three Dialogues Between Hylas and Philonous. Prereq: Cons. of dept. ch.

PHIL 6655. Hume. 3 cr. hrs.
A study of some of Hume's major works, including either A Treatise of Human Nature or Enquiry Concerning Human Understanding, Enquiry Concerning the Principles of Morals and/or Dialogues Concerning Natural Religion. Prereq: Cons. of dept. ch.

PHIL 6660. Kant. 3 cr. hrs.
A study of some principal works of Kant including the Critique of Pure Reason. Prereq: Cons. of dept. ch.

PHIL 6662. Hegel. 3 cr. hrs.
Hegel's system as found in the Phenomenology of Spirit or the Logic. Prereq: Cons. of dept. ch.
PHIL 6664. Husserl. 3 cr. hrs.
A textual study of some principal works. Prereq: Cons. of dept. ch.

PHIL 6670. Classical American Philosophy. 3 cr. hrs.
A textual study of the principal works of American philosophers, such as Peirce, James, Dewey. Prereq: Cons. of dept. ch.

PHIL 6680. Early Analytic Philosophy. 3 cr. hrs.
A study of the early development of the Vienna Circle and of the principal works of Moore, Russell and Austin. Prereq: Cons. of dept. ch.

PHIL 6685. Contemporary Analytic Philosophy. 3 cr. hrs.
A study of major post-positivist developments in the analytic tradition including the thought of figures such as Quine and Sellars. Prereq: Cons. of dept. ch.

PHIL 6690. German Phenomenology-Existentialism. 3 cr. hrs.
Reading and discussion of the works of such thinkers as Kierkegaard, Nietzsche, Heidegger, Jaspers and Scheler. Prereq: Cons. of dept. ch.

PHIL 6695. French Phenomenology-Existentialism. 3 cr. hrs.
A study of problems, such as meaning vs. absurdity, theism vs. atheism, and intersubjectivity vs. solipsism, in such thinkers as Sartre, Marcel, Camus and Merleau-Ponty. Prereq: Cons. of dept. ch.

PHIL 6710. Political Philosophy. 3 cr. hrs.
Consideration of the genesis and justification of the state; questions concerning the best form of government; problems especially germane to democracy, such as the nature and justification of equality and liberty, and of the balance of power and the majority rule. Prereq: Cons. of dept. ch.

PHIL 6750. Philosophy of Law. 3 cr. hrs.
A study of the various philosophical approaches to the basic problems and values in law. Prereq: Cons. of dept. ch.

PHIL 6953. Text/Seminar on Ancient Philosophy. 3 cr. hrs.
Either the study of a specific period within Ancient Philosophy, such as Pre-Socratic thought or Roman moral philosophy; or the intensive reading of a major work such as Plato's Sophist or Theaetetus or Aristotle's Metaphysics or Nicomachean Ethics; or the investigation of a theme running through Ancient Philosophy such as problems with the veracity of perception, the ontological status of ideas, or Aristotle and the Peripatetics. Prereq: Cons. of dept. ch.

PHIL 6954. Text/Seminar on Early or High Medieval Philosophy. 3 cr. hrs.
Either the study of individual thinkers, such as St. Anselm, St. Bonaventure, St. Albert the Great; or on specific texts, such as St. Thomas' Treatise On Spiritual Substances; or on problems, such as the nature of man according to St. Bonaventure or doctrines on Divine Illumination in the 13th century. Prereq: Cons. of dept. ch.

PHIL 6955. Text/Seminar on Later Medieval or Renaissance Philosophy. 3 cr. hrs.
Either the study of individual thinkers, such as William of Ockham, Duns Scotus, Nicholas of Cusa, Giordano Bruno, Niccolo Machiavelli; or on themes running through these periods, such as the nature of man, or theories of knowledge, or the Platonism of the 15th and 16th centuries. Prereq: Cons. of dept. ch.

PHIL 6957. Text/Seminar on Nineteenth-Century Philosophy. 3 cr. hrs.
Either the study of major philosophers, such as Marx, Fichte, or Peirce; or on major texts, such as Hegel's Logic, or Kierkegaard's Concluding Unscientific Postscript; or on philosophical problems, such as the individual and the social order, or pragmatic views of knowledge and truth. Prereq: Cons. of dept. ch.

PHIL 6958. Text/Seminar on Twentieth-Century Philosophy. 3 cr. hrs.
Either the study of philosophical movements, such as existentialism, phenomenology, analysis, or pragmatism; or of specific philosophers, such as Sartre or Russell; or of major philosophical works, such as Philosophical Investigations, or Being and Time. Prereq: Cons. of dept. ch.

PHIL 6959. Seminar in Philosophy. 1-3 cr. hrs.
Subjects and credits according to arrangement. Prereq: Cons. of dept. ch.

PHIL 6960. Seminar in Applied/Professional Philosophy. 3 cr. hrs.
Study of ethical issues which cut across professions and disciplines. Consideration given to issues such as human rights, allocation of social resources, confidentiality, informed ethics, truth telling, etc. Prereq: PHIL 6310 and cons. of dept. ch.

PHIL 6965. Practicum in Philosophy. 3-6 cr. hrs.
Internship designed to develop a student's ability to use philosophical thinking and concepts in dealing with problems which arise in the context of a specific job, vocation, or institutional setting. Students arrange placement on an individual basis. S/U grade assessment. Prereq: Cons. of dept. ch.

PHIL 6970. Seminar on Teaching Philosophy. 1 cr. hr.
An introduction to the theory and practice of teaching philosophy. Prereq: Graduate stndg.

PHIL 6995. Independent Study in Philosophy. 1-3 cr. hrs.
Prereq: Cons. of dept. ch.

PHIL 6998. Professional Project in Philosophy. 1-12 cr. hrs.

PHIL 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.
PHIL 8995. Independent Study in Philosophy. 1-3 cr. hrs.
A course whose mode of instruction offers a student the opportunity to study or do in-depth research on a topic or subject matter not usually offered in
the established curriculum, with a current Marquette faculty of his/her choice and independent of the classroom setting. Prereq: Cons. of dept. ch.; cons.
of graduate prog. dir.

PHIL 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

PHIL 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9979. Field Placement Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9989. Doctoral Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PHIL 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
Physical Therapy

The College of Health Sciences offers a three-year professional program that leads to a doctor of physical therapy degree. Both current Marquette undergraduate students and transfer students with undergraduate degrees from other institutions are encouraged to apply for 10 to 20 spaces in the program.

Current Marquette students should contact the Department of Physical Therapy and complete an application by the deadline of Feb. 1.

The Department of Physical Therapy will also admit a number of new-to-Marquette individuals to the fourth year (external transfers to the first professional year) of the program. The minimal requirements are as follows:

1. Candidates must possess a bachelor’s degree.
2. Candidates must have completed the 22 credits of prerequisite course work. No applicant will be accepted with a GPA below 2.400 and depending on the applicant pool, a higher GPA may be required to successfully gain entry into the program. All prerequisite course work must have been taken at an accredited four-year institution.
3. Twelve credits of social sciences and/or humanities must have been completed as a liberal arts core.
4. Candidates must have completed a minimum of 80 hours of validated experience in a physical therapy clinic as a volunteer or as an employee under the supervision of a physical therapist.
5. Official transcripts.
6. Official Graduate Record Examination (GRE) scores.

An application may be obtained from the Department of Physical Therapy or the physical therapy program’s website (http://www.marquette.edu/physical-therapy/apply.shtml). The deadline for submitting a complete application is Feb. 1. The best candidates will be selected from the pool of applicants.

For more information about the doctor of physical therapy, contact the Department of Physical Therapy by phone at (414) 288-7161 or by mail at Marquette University, Department of Physical Therapy, P.O. Box 1881, Milwaukee, WI 53201-1881.
Physician Assistant Studies

The College of Health Sciences offers a professional curriculum that leads to a master of physician assistant studies.

Entrance into the program is highly competitive. Applicants complete a series of prerequisites and are required to have completed either the GRE or ACT/SAT examinations. Prior health care experience is not required; however, applicants must have a minimum of 200 hours of direct patient contact experience to apply. The curriculum consists of 21 consecutive months of didactic medical course work followed by a consecutive 12-month period of clinical clerkships. Successful completion of the curriculum qualifies graduates to sit for the National Certifying exam. All components of the master’s program including application materials and curriculum requirements are administered by the Department of Physician Assistant Studies. Additional information is available in Marquette University’s Undergraduate Bulletin and at the physician assistant program’s website (http://www.marquette.edu/physician-assistant/index.shtml).
Marquette University currently does not offer a graduate degree program in physics. However, certain upper division undergraduate courses in the Department of Physics have been approved for graduate credit and may be taken, as appropriate, by graduate students in other graduate programs.

**Courses**

**PHYS 5012. Quantum Mechanics. 3 cr. hrs.**

**PHYS 5024. Modern Optics. 3 cr. hrs.**
Geometric optics, classical wave theory of optics, interference, diffraction, polarization, electromagnetic theory of light, interaction of light and matter, lasers and coherence.

**PHYS 5031. Electricity and Magnetism 1. 3 cr. hrs.**

**PHYS 5032. Electricity and Magnetism 2. 3 cr. hrs.**

**PHYS 5046. The Physical Basis of the Biological Environment. 3 cr. hrs.**
The molecular processes of life occur in a complex aqueous molecular environment. Biological molecules and their environments are governed by the principles of physics. Presents and explains physical techniques and models based on mechanics, thermodynamics, and electricity and magnetism. Shows how these apply to help characterize and understand the environments in which cells and biological molecules operate, while also helping to explain cellular and physiological processes.

**PHYS 5048. Mathematical Methods for Physicists. 3 cr. hrs.**

Presents mathematical methods applied to physical problems including Fourier Analysis, special functions, eigenvalue problems, the calculus of variations, probability and statistics.

**PHYS 5049. Computational Physics. 3 cr. hrs.**

Computational techniques applied to problems in the physical sciences. Construction of models of physical systems. Generation and analysis of data. The role of models in developing physical theories. Assignments will use a variety of programming environments and commercial software.

**PHYS 5062. Introduction to Thermodynamics. 3 cr. hrs.**

Fundamental concepts of thermodynamics: temperature, internal energy, entropy and thermodynamic potentials. Laws of thermodynamics, their consequences and applications. Introduction to statistical thermodynamics.

**PHYS 5065. Experimental Methods in Molecular Biophysics. 3 cr. hrs.**

An introduction to the field of biological physics which develops the science and illustrates the applications of the techniques of X-ray diffraction and spin resonance to problems of biological interest: protein structural dynamics, ion channels and transport through cell membranes.

**PHYS 5071. Atomic Physics. 3 cr. hrs.**


**PHYS 5072. Introduction to Nuclear and Elementary Particle Physics. 3 cr. hrs.**

Experimental methods in nuclear and particle physics. Theories of nuclear structure, radioactivity, decay schemes, fission and fusion models, conservation laws. Elementary particle classifications and the Standard Model.

**PHYS 5075. Introduction to Solid-State Physics. 3 cr. hrs.**

Crystal structure of solids, the reciprocal lattice and diffraction. Lattice vibrations and thermal properties. Electrons in metals, band structure and semiconductors. The Fermi surface. Dielectric and magnetic properties of solids. Superconductivity.

**PHYS 5931. Topics in Contemporary Physics. 3 cr. hrs.**

Topics drawn from areas of current interest, such as: astrophysics, atmospheric physics, condensed matter physics or particle physics.
Political Science (POSC) / International Affairs (INAF)

Chairperson: Lowell W. Barrington, Ph.D.
Department of Political Science website (http://www.marquette.edu/polisci/grad.shtml)

Degrees Offered

Political Science
Master of Arts, students are admitted under Plan B (non-thesis option) but may request Plan A (thesis option)

International Affairs
Master of Arts, students are admitted under Plan B (non-thesis option) but may request Plan A (thesis option)

Program Description

The Department of Political Science at Marquette University offers master's programs aimed at preparing students for doctoral study in political science and international affairs and for careers in related fields. Programs are offered in the following two specialties: political science and international affairs. The department offers a dual bachelor's and master's degree program that enables Marquette University students to earn a bachelor's and a master's degree in five years. In conjunction with the Law School, students also can pursue a dual master of arts-juris doctor (M.A.-J.D.) program in political science or international affairs. Through the combined program, full-time students can complete the juris doctor and master of arts degrees in only four years. Furthermore, law school graduates can pursue an accelerated master of arts degree through awards of transfer credit for work completed as part of the juris doctor degree. Dual degree programs are also available in conjunction with the communication and the business administration graduate programs.

Prerequisites for Admission

An applicant to the Department of Political Science should have graduated with, or be about to graduate with, a bachelor's degree from an accredited institution in an undergraduate program sufficient in quality and scope to prepare the individual for specialized work in his or her chosen field.

Application Deadline

No official deadline exists for the political science or international affairs master's programs. However, applications submitted after the Graduate School's official financial aid deadlines will be considered only as space permits, even if the applicant is not requesting financial aid. The deadlines for financial aid consideration are Feb. 15 for the following fall term and Nov. 15 for the following spring term.

Application Requirements

Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation.
4. GRE scores (General Test only). Not required for accelerated B.A.-M.A. degree program applicants; M.A.-J.D. applicants may substitute LSAT scores for GRE scores; M.A.-M.B.A. applicants may substitute GMAT scores for GRE scores.
5. A statement of purpose.
6. (For international applicants only) an overall minimum TOEFL score of 100 or other acceptable proof of English proficiency.

Dual Programs of Study

M.A.-J.D. Degree

The Department of Political Science, in conjunction with the Law School, offers a program of dual study leading to a master of arts degree in political science or international affairs and a juris doctor degree.

Students seeking admission to the dual program must apply to both the Graduate School and the Law School and must meet the admission requirements for each, but their application to the Graduate School may include LSAT scores in lieu of GRE scores. Students start this dual program as a law student. Upon completion of the law program, students will be officially admitted to the political science or the international affairs program for completion of the remainder of the dual program.

Dual program students complete 81 credit hours in the Law School, 21 credit hours in political science, and 9 credit hours in dual program courses. In addition, applicants for the political science or international affairs master of arts program who already hold a J.D. degree may request that a maximum of 9 credits from their previous law studies be counted toward the fulfillment of their master of arts degree requirements.
In general, dual program students will pay tuition at the full-time (flat tuition) Law School rate while a full-time law student, regardless of whether or not they are taking additional graduate courses. Upon receiving the juris doctor degree, dual program students will pay Graduate School tuition at the per credit rate for graduate courses. Part-time law students will pay the per credit Law School rate for all courses.

Additional details about the M.A.-J.D. program are available from the Political Science Department office or from the Law School Admissions office.

M.A.-M.B.A. Degree

The Department of Political Science, in conjunction with the Graduate School of Management, offers a program of dual study leading to a master of arts degree in political science or international affairs and a master of business administration degree. The program is designed for students whose interests overlap business and politics or business and international affairs. Dual degree students are able to complete both degree programs in less time than if both degrees were pursued separately.

Students seeking admission into the dual degree program must submit to the graduate school separate applications for admission to both programs, including two sets of required documentation and must meet the admission requirements of each program. However, applicants may submit GMAT scores in lieu of GRE scores. Acceptance into one program does not guarantee acceptance into the other. If a student is accepted into one program and not the other, the student can still choose to accept the admission offer from the first program but would not be considered a dual degree student. Because students are officially admitted into only one Marquette University graduate program at a time, applicants must indicate which program they intend to pursue and complete first, although once accepted for admission to both programs, students may take courses from both departments. Upon completion of the first program, the student will be officially admitted to the second program for completion of the remainder of the dual program.

Dual degree students count 9 credits of course work in each program toward the required course work credits of the other program. Thus, 9 of the 40 credits required for the master of business administration degree beyond foundations, if required, will come from POSC courses, and 9 of the 30 credits required for the master of arts degree in political science or international affairs will come from GSM courses.

M.A.-M.A. Degree

The Department of Political Science, in conjunction with the J. William and Mary Diederich College of Communication, offers a program of dual study leading to a master of arts degree in political science or international affairs and a master of arts degree in communication. Dual degree students are able to complete both degree programs in less time than if both degrees were pursued separately.

Students seeking admission into the dual degree program must submit to the graduate school separate applications for admission to both programs, including two sets of required documentation and must meet the admission requirements of each program. Acceptance into one program does not guarantee acceptance into the other. If a student is accepted into one program and not the other, the student can still choose to accept the admission offer from the first program but would not be considered a dual degree student. Because students are officially admitted into only one Marquette University graduate program at a time, applicants must indicate which program they intend to pursue and complete first, although once accepted for admission to both programs, students may take courses from both departments. Upon completion of the first program, the student will be officially admitted to the second program for completion of the remainder of the dual program.

Dual degree students count 9 credits of course work in each program toward the required course work credits of the other program. Thus, 9 of the 36 credits required for the master of arts degree in communication will come from POSC courses, and 9 of the 30 credits required for the master of arts degree in political science or international affairs will come from COMM courses.

Political Science Master’s Requirements

A student in either political science or international affairs is admitted to a non-thesis program (Plan B) which requires 30 credit hours of course and seminar work. The Plan B student must pass written and oral comprehensive examinations to complete the program.

Students are presumed to be in Plan B unless a formal request to transfer to a thesis program (Plan A) is approved by the department chairperson and the Graduate School. Plan A requires 24 credit hours of course and seminar work and six credit hours of thesis work. The Plan A student must pass written and oral comprehensive examinations and submit an approved thesis to complete the program.

At least 18 credits of the 30 credit hour requirement for Plan B students (15 credits of the 24 credit hour requirement for Plan A students) must be fulfilled in strictly graduate level course work (courses numbered 6000 or above). Up to 12 credit hours of 5000-level courses may be approved for graduate credit for Plan B students (9 credit hours for Plan A students). With the approval of the department chairperson, a student may receive up to 9 credit hours toward the master of arts degree in cognate courses taken outside the department. Cognate fields for the international affairs program include other areas of political science.

Core Seminars

Students in the political science program must complete:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POSC 6101</td>
<td>Contemporary Political Research</td>
<td>3</td>
</tr>
<tr>
<td>3 of the following:</td>
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<td>9</td>
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<tr>
<td>POSC 6201</td>
<td>American Politics</td>
<td></td>
</tr>
<tr>
<td>POSC 6401</td>
<td>Comparative Politics</td>
<td></td>
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</tbody>
</table>
POSC 6601  International Politics
POSC 6801  Political Philosophy

Total Credit Hours 12

Research Papers
Students must complete at least two conference-quality research papers. These papers must deal with significant questions and demonstrate rigorous analytical and, as appropriate, methodological skills. The instructors in whose courses the papers are written must certify that the student has fulfilled this requirement. Specific details and certification forms are available from the department office.

Comprehensive Examinations
A candidate for the master of arts degree in political science must pass written and oral comprehensive examinations covering two of the following fields: political philosophy, American politics, comparative politics, international politics.

The written examination is based on comprehensive reading lists for each subfield, the student's course work, and sample questions provided in advance. The oral examination supplements the written examination and is based on the comprehensive reading lists and the student's course work. The examining committee is normally composed of three faculty members chosen by the department assistant chairperson in consultation with the student and his or her adviser. Details on the examinations, the reading lists and the sample questions are available from the department office.

Accelerated Bachelor's-Master's Degree Programs
The bachelor's-master's program allows Marquette University students to earn both a bachelor of arts degree with a major in political science or international affairs and a master of arts degree in political science or international affairs in five years.

Students will complete 9-12 hours of graduate credit in political science or international affairs during their senior undergraduate year. These graduate courses double-count toward the undergraduate and graduate degrees. Should a student be denied admission to the master's program of choice (political science or international affairs), the courses will be counted toward the undergraduate degree. Upon completion of the first term as a master's candidate, the student must petition the Graduate School to transfer the courses taken as an undergraduate to the master's degree. All remaining master's degree requirements may be completed during the subsequent summer, fall and spring terms.

Candidates for admission should have undergraduate junior status, have completed at least 3 upper division political science courses and should have a political science GPA of at least 3.500. Candidates for admission should submit transcripts and three letters of recommendation, but need not submit GRE scores. Candidates for admission to this program should notify the assistant chair of their intentions.

International Affairs Master's Requirements
A student in either political science or international affairs is admitted to a non-thesis program (Plan B) which requires 30 credit hours of course and seminar work. The Plan B student must pass written and oral comprehensive examinations to complete the program.

Students are presumed to be in Plan B unless a formal request to transfer to a thesis program (Plan A) is approved by the department chairperson and the Graduate School. Plan A requires 24 credit hours of course and seminar work and six credit hours of thesis work. The Plan A student must pass written and oral comprehensive examinations and submit an approved thesis to complete the program.

At least 18 credits of the 30 credit hour requirement for Plan B students (15 credits of the 24 credit hour requirement for Plan A students) must be fulfilled in strictly graduate level course work (courses numbered 6000 or above). Up to 12 credit hours of 5000-level courses may be approved for graduate credit for Plan B students (9 credit hours for Plan A students). With the approval of the department chairperson, a student may receive up to 9 credit hours toward the master of arts degree in cognate courses taken outside the department. Cognate fields for the international affairs program include other areas of political science.

Core Seminars
Students in the international affairs program must complete:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 6101</td>
<td>Contemporary Political Research</td>
<td>3</td>
</tr>
<tr>
<td>POSC 6401</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POSC 6601</td>
<td>International Politics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One course in comparative and international politics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Research Papers
Students must complete at least two conference-quality research papers. These papers must deal with significant questions and demonstrate rigorous analytical and, as appropriate, methodological skills. The instructors in whose courses the papers are written must certify that the student has fulfilled this requirement. Specific details and certification forms are available from the department office.
Comprehensive Examinations
A candidate for the master of arts degree in international affairs must pass written and oral comprehensive examinations in the fields of comparative politics and international politics. The examinations normally are taken after the student has completed 24 credit hours of course work.

The written examination is based on comprehensive reading lists for each subfield, the student's course work, and sample questions provided in advance. The oral examination supplements the written examination and is based on the comprehensive reading lists and the student's course work. The examining committee is normally composed of three faculty members chosen by the department assistant chairperson in consultation with the student and his or her adviser. Details on the examinations, the reading lists and the sample questions are available from the department office.

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Candidates for admission should have undergraduate junior status, have completed at least 3 upper division political science courses and should have a political science GPA of at least 3.500. Candidates for admission should submit transcripts and three letters of recommendation, but need not submit GRE scores. Candidates for admission to this program should notify the assistant chair of their intentions.

Courses

POSC 5191. The Logic of Social Inquiry: The Kennedy Assassination. 3 cr. hrs.
The question of who killed President John F. Kennedy, and whether there was a conspiracy. The physical evidence; eyewitness testimony; Lee Harvey Oswald, Jack Ruby, and suspected conspirators. The logic of social inquiry, and how we can approach “conspiracy” as a hypothesis to be tested.

POSC 5193. Environmental Politics and Policy. 3 cr. hrs.
Tackles the key political and policy debates surrounding the many dimensions of environmental issues, to include global human security to local pollution controls. Focuses on a core set of debates that frame intellectual and practical approaches to solving environmental challenges.

POSC 5195. Politics of the Internet. 3 cr. hrs.
The origins and growth of the Internet. Legal and regulatory dilemmas posed by the Internet. The impact of the Internet on politics, society and economics.

POSC 5201. The United States Congress. 3 cr. hrs.
Membership, legislative process, and internal distribution of power in the U.S. Congress. Congressional relationships with the presidency, executive bureaucracy, interest groups, and public.

POSC 5211. The American Presidency. 3 cr. hrs.
The evolution and contemporary status of the American presidency. Presidential elections, policy-making, advisory systems, and relationships with Congress, the bureaucracy, and the courts. Problems and techniques of decision-making.

POSC 5212. American Political Parties. 3 cr. hrs.
Examines the nature and development of American political parties. Traces continuity and change in the American party system beginning in the early Republic, assessing the rise and fall of the Whigs, the dynamic between machine politics and progressive reform, and the shifts in party ideas and policy stances that inform contemporary political debates. The question of ideological change in American political parties is further explored by contemporary work on factions, polarization, and culture war. Assesses changes to the parties as organizations in the wake of reforms to the candidate selection process from an institutional perspective. Explores the question of how American political parties compare to their counterparts in other advanced industrial democracies.

POSC 5213. Elections, Parties, and Political Opinion. 3 cr. hrs.
The development, functions, and membership of political parties in the United States. The opinions Americans hold on various issues, and how these opinions are influenced by institutions, including the family, schools, and the media. Why Americans vote as they do, including the effect of political parties and issues. Voter apathy and alienation and their sources.

POSC 5214. American Public Policy. 3 cr. hrs.
U.S. domestic policy with special attention to the politics of national policy in the areas of the economy, social welfare, and the environment. The stages of the policy process: agenda-building, formation, budgeting, implementation, and evaluation.

POSC 5221. Interest Group Politics. 3 cr. hrs.
How groups are organized around particular economic interests and political preferences in order to influence policy-making institutions. The internal incentive structure of political organizations, including business, professional, trade union, and "public interest" groups. Functions of, and biases inherent in, the group process.
POSC 5231. Political Organizations. 3 cr. hrs.
Political parties, social movements, interest groups, and civic associations. How citizens organize themselves to participate in the political process. How democratic institutions resolve the tension between individual citizenship and collective action. Explores theories of mobilization, questions of influence, and explanations of success.

POSC 5241. American Constitutional Law and Development. 3 cr. hrs.
An examination of the historical development of American constitutional law and politics, including the areas of judicial review, separation of powers, federalism, the powers of Congress and the presidency, and the rise and decline of due process property rights. Explores the judiciary’s role in constructing constitutional law and how this role has been contested over time. Considers how political institutions and forces, in addition to the judiciary, have shaped American constitutionalism.

POSC 5251. The Politics of Civil Rights and Liberties. 3 cr. hrs.
An examination of civil rights and liberties policies in the United States, with an emphasis on the development of these policies over the course of American political history. Explores how the Supreme Court’s contribution to this development is connected with the broader historical and political context in which it sits. The Court does not play an exclusive role in this process. Expanding, contracting, or otherwise altering the meaning of a right or a liberty involves a range of political actors in a variety of venues. Coverage includes free speech, religious freedom, political participation, privacy, criminal procedures and the rights of minority groups and women.

POSC 5261. Problems in Civil Liberties: Free Speech. 3 cr. hrs.
Examines the constitutional principle of free speech through a close study of the major Supreme Court precedents and traces the foundations of competing legal positions to their roots in varying works of political philosophy.

POSC 5271. Problems in Civil Liberties: Privacy. 3 cr. hrs.
Examines the constitutional principle of privacy through a close study of the major Supreme Court precedents and traces the foundations of competing legal positions to their roots in varying works of political philosophy.

POSC 5276. Courts and Public Policy. 3 cr. hrs.
An examination of the role and influence of courts in shaping American public policy, particularly from the 1950s to the present. Includes consideration of key institutional characteristics of the judiciary, the influence of law and politics on judicial decisionmaking, the interaction between the courts and other political branches, the reasons for the courts’ emergence as battlegrounds in public policy problems.

POSC 5281. Urban Public Policy. 3 cr. hrs.
Conditions in American cities and the extent to which they can be improved by political activity. Race relations, ethnicity and class and their effects on housing, education and income.

POSC 5291. Urban Politics. 3 cr. hrs.
Urban governmental structures and techniques of gaining power in urban areas. The role of elected and appointed officials, political parties, economic elites, neighborhood organizations, and ethnic groups in urban politics.

POSC 5321. Business and Politics. 3 cr. hrs.

POSC 5331. Politics and Regulation. 3 cr. hrs.
Economic and social regulation in America. Why we have regulations. Who is regulated. Who does the regulating. What the consequences of regulation are. Primary focus on business regulation and related topics.

POSC 5341. Politics of American Capitalism. 3 cr. hrs.
Political economy of U.S. history. Individuals, firms, and business associations and their role in politics. Economic development and conflict as sources of political change.

POSC 5346. Politics of the American Civil War. 3 cr. hrs.
Examines the American Civil War (1861-1865) as a crisis provoked by unresolved constitutional issues concerning nullification and secession, tariffs and the status of slavery. Readings include primary source material, select documents and speeches composed by leading statesmen from the time of the founding until 1866.

POSC 5361. Politics of Race, Ethnicity, and Gender. 3 cr. hrs.
The role of African-Americans, Asian-Americans, Hispanics, white ethnics, American Indians, and women in shaping American politics through elections, political parties, and public office. The nature and impact of political organizations representing these groups.

POSC 5366. Religion and Politics. 3 cr. hrs.
Religion and politics in contemporary America. The historic patterns and current interactions of religious movements, denominations, and individuals involved in American politics. Specific attention given to the rationales used for religious involvement in politics, the types of political behavior employed, and the consequences of that behavior.

POSC 5371. Media and Politics in the United States. 3 cr. hrs.
Explores role and power of media in American political systems; history and development of national press, including court interpretations of freedom of the press; quality and impact of political reporting, with emphasis on election coverage; and media’s relationships with other political actors.
POSC 5376. American National Security Policy. 3 cr. hrs.
Defense policy processes in the United States; issues in defense decision-making, including the roles of the public, interest groups, Congress, the President, and executive agencies, with emphasis on the defense establishment; U.S. strategic doctrines since World War II; budgeting; civil-military relations.

Examines the American health care system policies, and underlying politics. Provides an overview of the organization and financing of health care in the United States. Examines an overview of the political system, political parties and interest groups, and values on the health care system and health policies at national and state levels. Pays particular attention to the enactment and implementation of the 2010 health care reform law, but also covers the social determinants of health and policies for vulnerable populations.

POSC 5406. Public Policy in Industrial Democracies. 3 cr. hrs.
Politics of public policies in democratic political systems, with special attention to North America, Western Europe, and Japan. Alternative theoretical perspectives on the problem of social choice in democracies. Problems and policies in the areas of the economy, education, health, welfare, and the environment.

POSC 5411. Politics, Economics, and Democracy. 3 cr. hrs.
The relationship between capitalism and democracy. The impact of economic factors on politics. The political consequences of the organization and power of private business. The impact of democratic politics and political institutions on economic actors and performance in capitalist democracies.

POSC 5421. Democracy, Authoritarianism, and Totalitarianism. 3 cr. hrs.
Three "ideal types" of political systems, and their manifestations in countries at different points in time. Topics include: power, legitimacy, ruling elites, institution, and economics. Examination of political system change through coup, revolution, and peaceful transition.

POSC 5431. Modern Revolutions. 3 cr. hrs.
Types and causes of revolutions. Modern case studies. The American, French, Russian, German and selected "Third World" revolutions, with attention to ideas, institutions, socio-economic conditions, and the nature of actual changes.

POSC 5441. Designing Liberal Democracy. 3 cr. hrs.
Exploring liberal democracy in theory practice, especially as concerns emerging democracies in the developing world. Includes consideration of the impact of economic development, ethnicity, language, legacies of colonialism and/or indigenous political organization, internal democracy, corruption, strategic location and institutional design.

POSC 5451. Comparative Judicial Politics. 3 cr. hrs.
Provides a detailed introduction to the empirical and normative debates surrounding judicial power including origins of judicial review, courts as strategic actors and the development of stronger courts over time in American and comparative context. Focuses on the development of rule of law, and in particular, how the court as a governing institution interacts with legislative and executive powers. POSC 4241 or equiv. recommended.

POSC 5501. European Politics. 3 cr. hrs.
Nationalism and European identity; evolution of executive and legislative institutions; political parties; ongoing changes in the welfare state and state socialism; transformation of class structure; the challenge of post-industrial society. Includes both Eastern and Western Europe.

POSC 5511. Russian and Post-Soviet Politics. 3 cr. hrs.
Developments in Russia and the other countries which emerge from the collapse of the Soviet Union. Brief coverage of tsarist and Soviet politics, with a particular emphasis on reasons for the USSR's collapse and Soviet legacies, followed by an overview of domestic and international politics in the region.

POSC 5521. Chinese Politics. 3 cr. hrs.
Origins of the Chinese Revolution, political change and conflict in post-1949 China, and the contemporary political system and political developments.

POSC 5531. Japanese and Korean Politics. 3 cr. hrs.
Political culture, unique patterns of modernization, and the contemporary political system in Japan and the two Koreas.

POSC 5541. Latin American Politics. 3 cr. hrs.
Government and politics in major Latin American countries. The politics of social change and development, seizures of power and rule by the military, and the role of external factors.

POSC 5551. Politics of the Indian Subcontinent. 3 cr. hrs.
The British in India; the Indian nationalist movement and the Hindu-Muslim struggle; political systems in India and Pakistan; the creation of Bangladesh; linguistic, economic, and social issues in South Asia.

POSC 5561. Politics of the Developing World. 3 cr. hrs.
Politics of agricultural development, industrialization, military intervention, and social and cultural conflict in Third World countries.

POSC 5601. International Law. 3 cr. hrs.
Introduces students to the theoretical frameworks, empirical cases, and cutting-edge debates in the field of international law. Focuses on different theoretical perspectives for understanding international law. Examines the general principles of international law, including actors of international law, the creation and interpretation of international law, and the relationship between international law and domestic law. Explores several specialized areas of international law, such as human rights, environment, international criminal justice, trade, and the use of force.
POSC 5611. International Organizations. 3 cr. hrs.
Introduces students to the theoretical frameworks, empirical cases, and cutting-edge debates in the field of international organizations. Focuses on different theoretical perspectives for understanding international organizations. Examines the effects of international organizations in world politics, such as the role of international organizations in fostering interstate cooperation, the power of international organizations in shaping state interests and identities, the pathologies of international organizations as global bureaucracies, and the interactions between international organizations and other non-state actors like nongovernmental organizations.

POSC 5621. Politics of the World Economy. 3 cr. hrs.
Political and economic dynamics of the world economy; historical and theoretical roots; international trade and monetary relations and the impact of hegemony, interdependence, regimes, and domestic politics; trade, debt, multinational corporations, and the dynamics of dependency and development; communism, capitalism, and change.

POSC 5631. World Conflict and Security. 3 cr. hrs.
Classical and contemporary theories of war and peace; just and unjust wars; principles of strategic analysis, arms control, and security policy-making; the proliferation of nuclear, chemical, and biological weapons. The international trade in arms; nationalism, ethnic conflict, and wars of secession.

POSC 5641. Politics of the Illicit Global Economy. 3 cr. hrs.
Political and economic dynamics of the illicit dimension of the global economy; historical and theoretical roots; state efforts to control illicit flows of goods and services including drug trafficking, arms smuggling, illegal migration, traffic in women and children, money laundering; exploration of transnational organized crime as a challenge to state power.

POSC 5651. The Politics of Human Rights. 3 cr. hrs.
Introduces students to the theoretical frameworks, empirical cases, policy instruments and cutting-edge debates in the field of human rights. Examines different theoretical perspectives for understanding human rights, the philosophical foundations and historical origins of human rights, various mechanisms and actors for promoting and protecting human rights, the trajectory and effectiveness of humanitarian intervention and various forms of transitional justice.

POSC 5661. The Political Economy of Development. 3 cr. hrs.
Introduces interaction between politics and economics in developing countries by examining political and economic development (and underdevelopment) through the lenses of the principal theoretical debates and substantive issues. Areas of inquiry include the general theories that underpin the study of the processes of economic and political reform, the roles of international and domestic institutions, and the influence of private interests including business, labor and civil society organizations. Substantive issues include poverty, conflict, human rights, foreign aid, investment and the environment.

POSC 5701. United States Foreign Policy. 3 cr. hrs.
Objectives of American foreign policy. Problems facing the United States in its relations with other countries. Trade, aid, propaganda and alliances as instruments of foreign policy.

POSC 5711. International Politics of Europe. 3 cr. hrs.
Evolution of the post-war settlement in Europe. Western European and Eastern European integration, relations between Western and Eastern Europe, Europe and the superpowers, French-German and intra-German relations, Europe and the Third World, European security issues.

POSC 5721. International Politics of the Middle East. 3 cr. hrs.
Historical and religious background of Middle East politics; comparative ideologies and political systems in the Middle East; Arab-Israeli relations; Persian Gulf politics; politics in the Maghreb; great power interests in the region.

POSC 5731. International Politics of Asia. 3 cr. hrs.
Principal patterns and problems of international politics in Asia, including international political economy, development and security issues, and the impact of global trends. Regional focus varies.

POSC 5741. United States-Latin American Relations. 3 cr. hrs.
United States response to reform and revolutionary movements and governments in Latin America. The politics of trade, foreign investment, foreign assistance, and human rights.

POSC 5801. Citizens, Beasts, or Gods?. 3 cr. hrs.
Evaluates the comparative congeniality to mankind of pre-political 'states of nature,' political citizenship, and the life of philosophy; selections from the works of Rousseau, Nietzsche, Chesterton and Aristotle are read.

POSC 5811. The Best Constitution. 3 cr. hrs.
Examines the relationship between constitutional design and human flourishing; selections from the works of Plato and others are read.

POSC 5812. Ethics and Politics. 3 cr. hrs.
Examines whether the good life we seek by forming and abiding in political communities is to be found chiefly in enjoying pleasure, in winning honor, or in contemplating truth. Is moral virtue a necessary condition of living well, or can standards of justice sometimes be compromised for citizens to partake more fully in the good life? Just what is virtue and how might it be fostered? Readings include Aristotle's Nicomachean Ethics, as well as Machiavelli's Prince and Plato's Meno.
POSC 5813. Nietzsche and Christianity. 3 cr. hrs.
Examines Friedrich Nietzsche's penetrating analysis of the contemporary crisis of Western Civilization, as well as his more dubious first principles of the "will to Power" and the "eternal return," in juxtaposition with G.K. Chesterton's and Josef Pieper's celebration of Christian orthodoxy. Readings include Nietzsche's Beyond Good and Evil, Chesterton's Orthodoxy and Pieper's In Tune with the World.

POSC 5821. Democracy and Its Problems. 3 cr. hrs.
Diagnoses the instability of popular governments in antiquity and considers the remedy provided by the American constitutional republic; selections from the works of Thucydides, Publius, Tocqueville and others.

POSC 5841. Enlightenment Political Thought. 3 cr. hrs.
The Enlightenment's contribution to modern doctrines of individual rights, representative government, popular sovereignty, free enterprise, religious toleration, and freedom of speech. Authors such as Locke, Voltaire, Hume, Publius, Rousseau and Burke.

POSC 5851. Karl Marx. 3 cr. hrs.
Primary works on freedom and alienation, history, capitalism, revolution, and socialism that have inspired Marxist movements.

POSC 5861. The Political Philosophy of Capitalism. 3 cr. hrs.
Is capitalist society just or unjust? Does capitalism promote or inhibit the realization of freedom? Does capitalism promote or inhibit the pursuit of human excellence? Authors such as Rousseau, Adam Smith, Marx, Weber.

POSC 5871. Politics and Literature. 3 cr. hrs.
Study of the central questions of political philosophy through the lens of literature, with special focus on how literature approaches the questions of the best regime and the best type of human life.

POSC 5881. Postmodern Politics. 3 cr. hrs.
Nietzsche and his successors on the insufficiency of modern ethics and modern politics since the Enlightenment. Focuses on the postmodern critique of modernity's contributions to consumerism, globalization and technology.

POSC 5931. Topics in Political Science. 2-3 cr. hrs.
Lectures and discussion in a broad area which, because of its topicality, is not the subject of a regular course. May be taken a maximum of three times.

POSC 6101. Contemporary Political Research. 3 cr. hrs.
Approaches to the scientific study of politics: data-collection techniques; case studies, the comparative method, statistical analysis. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6201. American Politics. 3 cr. hrs.
The development of the field of American politics. Currently used concepts and approaches. Extensive reading, short papers, and discussion. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6211. Congress and the Presidency. 3 cr. hrs.
Examination of major literature, theories and concepts used to understand the relationship between the Congress and the presidency. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6221. Interest Groups. 3 cr. hrs.
How various kinds of organizations attempt to exercise political influence, including the use of incentives to attract members, lobbying, attempts to influence public opinion, involvement in electoral politics, and litigation. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6231. Elections and Voters. 3 cr. hrs.
Why voters vote the way they do, including policy preferences, partisanship, and retrospective assessments. The dynamics of elections including the role of media, other elites, money, and interest groups. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6361. Women and Public Policy. 3 cr. hrs.
The development of public policies to advance the status of women throughout U.S. history, with an emphasis on 1961-date. The role of women's groups and social movements. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6401. Comparative Politics. 3 cr. hrs.
The development of the field of comparative politics. Currently used concepts and approaches. Extensive reading, short papers, and discussion. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6411. Comparative Political Economy of Advanced Industrial Societies. 3 cr. hrs.
The relationships between capitalism and democracy. The impact of economics on the development and operation of democratic institutions, political behavior, and public policy. The impact of politics on economic development, performance and policy. The political economy of the welfare state. The transition to post-industrial society. Globalization and the democratic nation state. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6421. Political Economy of East Asia. 3 cr. hrs.
Considers topics in the Political Economy of East Asia such as the rise of Japan and the Four Tigers, the Japanese economy in the 1990s, the East Asian Financial Crisis, the reform of the Chinese economy, economic relations among the East Asian Countries, and the relationship between East Asian economies and the world economy. These topics are considered in light of various theories of political economy, and theories of political economy are evaluated in light of developments in East Asia. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.
POSC 6441. Comparative Nationalism. 3 cr. hrs.
Definitions of nation and nationalism; causes of nationalism; nationalism and democracy; modern nationalism in Europe, Asia and Africa. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6446. Comparative Democratization. 3 cr. hrs.
Definitions of democracy and democratization; causes of regime transition and consolidation; market economics and democracy. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6461. Politics of Development. 3 cr. hrs.
The interplay between economic growth and the development of political institutions and practices, looking at both the historical experiences of advanced industrial societies and those of developing countries currently attempting to expand the capabilities of both their economies and their political institutions. Emphasis on the political factors and conditions on which economic development depends, and on how such growth and expansion in turn affect the political order. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6501. European Politics. 3 cr. hrs.
The evolution of the European nation-state system. The origins, evolution, and transformation of electoral and party systems, modes of interest representation, and national political institutions. The ascent and crisis of the Keynesian welfare state. Variations in national models of capitalism and their impacts on politics. The evolution and contemporary politics of European integration. Globalization and European political economies. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6521. Chinese Politics. 3 cr. hrs.
China’s problems and prospects. Economic and political reforms. International relations. An overview and history of relevant literature. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6601. International Politics. 3 cr. hrs.
The development of the field of international politics. Currently used concepts and approaches. Extensive reading, short papers, and discussion. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6621. International Political Economy. 3 cr. hrs.
The development of the study of international political economy. Currently used concepts and approaches. Extensive reading, short papers, discussion, and a final research paper.

POSC 6631. International Security. 3 cr. hrs.
Covers the theories, concepts, and issues underlying conflict and security in the contemporary world. Includes classical and modern perspectives on war and peace, the sources and causes of civil wars and regional conflict, and the prospects for arms control and world peace-keeping operations. Students will be expected to write a research paper on a selected topic concerning contemporary international security. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6641. Globalism and Crime. 3 cr. hrs.
Theories of globalization, state sovereignty, and transnational organized crime; politics of gray and black markets; spatial dimensions of transshipment, global cities; organized crime and state power; intersection of public and private authority in managing transborder flows; drug trafficking, money laundering, and migrant smuggling and trafficking are among the subjects explored. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6642. Nations, States and Nationalism. 3 cr. hrs.
Explores the origins and nature of nations, states, nationalism and violent secessionist movements. Addresses differing concepts of the ethnic and civic nations, the rationale for nation-states as against multiethnic states, and the sources of violent nationalism. The core of this research seminar addresses the conflicting principles of the right of national self-determination as demanded by various ethnic groups, as against the territorial integrity and sovereignty of states as invoked by national governments. Requires a research paper on a selected topic that relates to the above issues. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6651. International Human Rights. 3 cr. hrs.
The development of international human rights; measures to promote and protect human rights at the global and regional levels. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6701. United States Foreign Policy. 3 cr. hrs.
Policies of the United States toward other nations; policy formation. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6731. International Politics of Asia. 3 cr. hrs.
Security issues among Asian states. The political economy of Asia. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6801. Political Philosophy. 3 cr. hrs.
Explores the differentiation of justice and power with special reference to the authority of a higher law or principle of right; selections from the works of Thucydides, Plato, Aristotle, Machiavelli, and others. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6931. Topics in Political Science. 1-3 cr. hrs.
Lectures and discussion in a broad area which, because of its topicality, is not the subject of a regular course.
POSC 6954. Research Seminar in American Politics. 3 cr. hrs.
Research in a broad area of American politics. Potential topics include, but are not limited to: Metropolitan Politics, The American Political Economy in Comparative Perspective, Problems in Civil Liberties. May be taken more than once. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6956. Research Seminar in Comparative Politics. 3 cr. hrs.
Research in comparative politics. Focuses on traditional comparative politics or contemporary problems. May be taken more than once. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6958. Research Seminar in International Politics. 3 cr. hrs.
Research in international politics. Focuses on traditional international topics of international politics or contemporary problems. Topics may include Japanese and German foreign policy. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6960. Research Seminar in Political Philosophy. 3 cr. hrs.
Research in a broad area of political philosophy. Focuses on individual thinkers (e.g., Plato, Aristotle, Machiavelli, Rousseau) or on contemporary problems. May be taken more than once. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6986. Internship in Political Science. 1-3 cr. hrs.
Practical learning experience in politics. Requires appropriate written work relating the experience to appropriately broad academic literature on the subject. Arrangements to be worked out by student, faculty member and agency concerned. Normally may be taken only once. S/U grade assessment. Prereq: Cons. of dir. of graduate studies; degree status in the POSC or INAF program; and at least one related course.

POSC 6995. Independent Study in Political Science. 1-4 cr. hrs.
Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 6998. Professional Project in Political Science. 1-12 cr. hrs.

POSC 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9977. Field Placement Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9978. Field Placement Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9979. Field Placement Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.

POSC 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.
POSC 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch., cons. of graduate prog. dir., or cons. of adviser.
Public Service

Degree Offered

Master of Arts in Public Service, Plan B only

Program Description

Public Service is an interdisciplinary program. Within the program, students may pursue focused study in one of the three specializations described below.

Health Care Administration

The health care administration specialization seeks to prepare working professionals to meet the leadership challenges of today’s health care system. As managed care and the integration of health care delivery continue to evolve, new skills and knowledge are needed to keep pace with current health care demands. The program provides a foundation in finance, economics, policy, leadership, systems and outcome planning and evaluation, specifically related to the changing health care system. Through the many elective offerings (informatics, case management, marketing, program development, administrative practicum, long-term care and more), students may explore a wide range of special interests.

Leadership Studies

Note: Moratorium on new admissions. The leadership studies specialization prepares students to meet the challenges of leadership on multiple levels, including self-leadership, leadership in the context of interpersonal relationships, leadership where diversity is the norm and leadership in organizations. This specialization prepares students to be ethical leaders who are skilled at: leading themselves, leading and managing relationships, leading in organizations, leading and managing change and leading within a variety of contexts.

Nonprofit Sector

The nonprofit sector specialization seeks to provide training for individuals who plan a career in the third sector. Students learn about budgets, board memberships, personnel oversight, corporate statutes, program development, and relations between government and the nonprofit sector. This specialization also focuses on the study of topics crucial to urban and international nonprofits, including: inequality; race, ethnicity, and language; social movements; and political participation.

Prerequisites for Admission

Applicants to the public service specializations must hold a baccalaureate degree, or its academic equivalent, from a college or university of recognized standing. The undergraduate background must be appropriate to the chosen course of study. Generally, applicants should have a minimum cumulative grade point average of 3.000 (on a scale of 4.000) in their undergraduate course work. Previous professional experience will be a serious consideration in the admission decision. International students should have a TOEFL score of 100 or higher.

Application Requirements

Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation from academic or professional sources.
5. Official test scores from the GRE (preferred), GMAT, or LSAT. May be waived if the applicant has completed an advanced degree – M.A., M.S., M.B.A., Ph.D., J.D., or M.D.
6. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

Master of Arts in Public Service

Specializations: Health Care Administration, Leadership Studies (moratorium on admissions), Nonprofit Sector

Students must complete a total of thirty-six (36) credit hours of course work for the master of arts in public service. A specialization must be chosen.

Students must complete 12 credits of required core course work, 3 credits of constrained elective core course work, plus 15 specialization credits of course work. Students must also choose one of three integrative learning options:

1. 6 credits of a professional project (PUBS 6998 Professional Project in Public Service),
2. 6 credits of a research article of publishable quality (PUBS 6998 Professional Project in Public Service), or
3. 6 credits of additional course work followed by a comprehensive examination.
For options 1 and 2 above, students must submit the project outline to be approved by their program adviser and by the Graduate School.

Students must complete the program within six years. Students are expected to earn a B or above in all courses and must maintain a 3.000 cumulative grade point average to earn the degree of master of arts in public service.

### Health Care Administration

Students must complete a total of 36 credit hours of course work:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PUBS 6000</td>
<td>History and Theory of Leadership and Ethics</td>
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<tr>
<td>PUBS 6025</td>
<td>Research Methods in Social Sciences</td>
<td>3</td>
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<tr>
<td>PUBS 6205</td>
<td>Urban Policy and Public Service Administration</td>
<td>3</td>
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<td>PUBS 6210</td>
<td>Ethics in Public Service</td>
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<td>or NURS 6007</td>
<td>Ethics, Policy, and Health Care Advocacy</td>
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<td>HEAL 6820</td>
<td>Health Care Program Development</td>
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<td>HEAL 6841</td>
<td>Health Care Finance</td>
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<td>Health Care Policy</td>
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<td>HURE 6170 Ethical Issues, Regulatory Environment and Human Resource Management</td>
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<td>HURE 6535 Diversity in Organizations</td>
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<td>HURE 6580 Training and Development</td>
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<td>NURS 6440 Theoretical Constructs: Dimensions of Aging</td>
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<td>PUBS 6964 Practicum in Public Service</td>
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### Leadership Studies (Not available for newly admitted students.)

Students must complete a total of 36 credit hours of course work:

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PUBS 6000</td>
<td>History and Theory of Leadership and Ethics</td>
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<tr>
<td>PUBS 6025</td>
<td>Research Methods in Social Sciences</td>
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<td>PUBS 6205</td>
<td>Urban Policy and Public Service Administration</td>
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<td>PUBS 6210</td>
<td>Ethics in Public Service</td>
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<td>LEDR 6000</td>
<td>History and Theory of Leadership and Ethics</td>
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<td>LEDR 6005</td>
<td>Self-Leadership</td>
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<td>LEDR 6010</td>
<td>Conflict Resolution, Negotiation and Team Leadership</td>
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<td>LEDR 6030</td>
<td>Qualitative Research in Leadership Studies</td>
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<td>or LEDR 6035</td>
<td>Applied Quantitative Methods in Leadership Studies</td>
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### Nonprofit Sector

Students must complete a total of 36 credit hours of course work:

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<td>PUBS 6000</td>
<td>History and Theory of Leadership and Ethics</td>
<td>3</td>
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<tr>
<td>PUBS 6025</td>
<td>Research Methods in Social Sciences</td>
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Courses

PUBS 6000. History and Theory of Leadership and Ethics. 3 cr. hrs.
Provides an analysis of historical concepts regarding leadership with a special focus on leadership ethics.

PUBS 6025. Research Methods in Social Sciences. 3 cr. hrs.
Students read empirical research studies for purposes of interpretation and evaluation. Students learn how to write research questions and hypotheses. Methods of estimating and interpreting validity and reliability are studied as well as common research methods and designs for quantitative and qualitative social science studies. The culminating assignment includes constructing a research proposal ready to submit to the Office of Research Compliance (ORC). Prereq: LEDR 6000.

PUBS 6051. Contemporary Leadership: Theory, Research and Application. 3 cr. hrs.
In-depth study of the transformational and transactional leadership model of Bass and Riggio and a review of emerging thought on authentic leadership. Learning activities include an in-depth review of the literature on transformational and transactional leadership theory; in-class and online discussion and design and presentation of either a qualitative or quantitative study in contemporary leadership, inclusive of drafting an actual research proposal. Prereq: LEDR 6000.

PUBS 6205. Urban Policy and Public Service Administration. 3 cr. hrs.
Examination of the role of governmental and nongovernmental agencies in the development and application of public policy. Special attention devoted to the interplay between the government and everyday society.

PUBS 6210. Ethics in Public Service. 3 cr. hrs.
Examines ethical dilemmas and the implications of behaviors, decisions and policies made by those whose actions affect the public good. Examines public, non-profit and private sector ethics in relation to contemporary literature and classical theory. Studies the unique ethical dilemmas that face those employed in the public sector. Assesses how administrative work is influenced by culture, religion, agency dynamics, formal rules, professional standards, bureaucratic restraints and democratic norms. Examines the role of legislation in its attempt to limit unethical behavior. Emphasizes the ethical consequences of policy making decisions and the ethical responsibility that those in public service must recognize while serving as stewards of the public trust.

PUBS 6215. Nature of Cities. 3 cr. hrs.
An interdisciplinary examination of the individual, group, and institutional aspects of everyday life in urban America. Addresses both historical and contemporary contexts.

PUBS 6220. Organizational Behavior in Public Service. 3 cr. hrs.
Application of organizational behavior theory, concepts and models in public service and non-profit environments. Studies socially responsible behavior as related to global issues.

PUBS 6230. Legal Issues in Public Service. 3 cr. hrs.
Reviews and assesses the legal framework which forms the foundation for public service administration in the United States today. Examines how the American legal system represents one of the issues which public administrators must deal with daily in their efforts to develop and carry out public policy and manage programs. Enables students to analyze significant issues in public service as they deal with the impact the legal process has on their administrative decisions.
Communication challenges in the public service sector whether in institutional or community settings. Explores the communication process, including perception, attribution, and verbal and nonverbal communication. Additional considerations will be given to cross-cultural decision-making, and conflict resolution in both interpersonal and group settings.

PUBS 6240. Urban Public Sector Economics. 3 cr. hrs.
Examination of municipal finance and budgetary concerns, economics of land development, and fiscal oversight in the public sector.

PUBS 6571. Economics and Budgeting of Policing. 3 cr. hrs.
Examination of finance and budgeting concerns, economics and fiscal oversight in a law enforcement agency. Great emphasis on the role of a chief executive of a law enforcement agency as related to budget preparation, submission, operation and tracking.

PUBS 6581. Police Leadership and Ethics. 3 cr. hrs.
Analyzes contemporary theories of law enforcement leadership with an emphasis on the application of those leadership concepts through the use of case studies and by the analysis of current leadership situations in a law enforcement agency. Strongly focuses on ethics, as the ethical conduct of police leaders greatly determines the ethical conduct of the agency as a whole.

PUBS 6931. Topics in Public Service. 1-3 cr. hrs.
Examination of selected urban issues that go beyond the scope of regular course offerings.

PUBS 6964. Practicum in Public Service. 3 cr. hrs.
Offers the opportunity to gain experience in community organizations. Must be directed by a faculty member.

PUBS 6995. Independent Study in Public Service. 1-3 cr. hrs.
Provides opportunities to investigate and study areas of interest through readings, research, field experience, projects, and/or other educational activities under the direction of a faculty adviser. Prereq: Cons. of dept. ch. and cons. of prog. dir.

PUBS 6998. Professional Project in Public Service. 3 cr. hrs.
Required for the integrative learning experience. Must be taken twice, over two terms, for a total of 6 credits. Two options: 1) complete a professional project or 2) complete a research article of publishable quality. S/U grade assessment.

PUBS 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PUBS 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PUBS 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PUBS 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PUBS 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PUBS 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PUBS 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PUBS 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

PUBS 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
Social and Cultural Sciences (SOCS)

Chairperson: Jane D. Peterson, Ph.D.
Department of Social and Cultural Sciences website (http://www.marquette.edu/socs/index.shtml)

The Department of Social and Cultural Sciences does not offer graduate degree programs. Faculty members do participate in some graduate degree programs offered under other administrative auspices. In addition, certain upper division undergraduate courses in the Department of Social and Cultural Sciences have been approved for graduate credit and may be taken, as appropriate, by graduate students in other graduate programs.

Anthropology Courses

ANTH 5144. The Rise of Agriculture. 3 cr. hrs.
Process and variation in the development of farming and herding societies. Archaeological record pertaining to domestication of plants and animals in North and South America, Near East, Africa, and East Asia.

ANTH 5245. Archaeology of Complex Societies. 3 cr. hrs.
Patterns of processes involved in the development of complex social systems. Archaeological records of state formation and urbanization in Egypt, Mesopotamia, and Mesoamerica.

ANTH 5247. Bioarchaeology: Linking Bones and Behavior. 3 cr. hrs.
Reconstructs patterns of human behavior from integrated biological data sets. Archaeological evidence is drawn from human skeletal, plant, and faunal remains. Addresses questions of nutrition, pathology, occupation, and mortuary ritual.

ANTH 5251. Human Osteology and Odontology. 3 cr. hrs.
The anatomy of the skeleton and teeth. Methods of analysis of biological dynamics of past populations including reconstruction of population structure and patterns of disease.

ANTH 5252. Origins of the Human Species. 3 cr. hrs.
The biological past of the species sapiens. The biological legacy of the non-human primate past and the fossils which exemplify the evolutionary trends of our species.

ANTH 5253. Forensic Anthropology. 3 cr. hrs.
Survey of the applications of human biology in criminalistics, including forensic applications of skeletal analysis, dermatoglyphics, DNA and hair. Studies methods of handling and analyzing these evidentiary materials, as well as the probative value each has in the criminal justice system. Special emphasis on the methods of personal identification. Reviews case studies of mass disasters, human rights abuses and homicides to demonstrate the utility of techniques taught in the course.

ANTH 5255. Sex and Evolution. 3 cr. hrs.
The evolutionary significance of sex. Mechanisms of reproduction and sexual reproduction as a source of variation. Reproductive anatomy, sexual strategies and adaptation as well as sexual selection in the order Primates.

ANTH 5316. Culture Change and Development. 3 cr. hrs.
Societal changes analyzed from holistic anthropological perspective. Recognizing factors of long-term cultural change; modernization of the West and Third World countries; ecological and social problems related to development in the contemporary world.

ANTH 5320. Culture, Law and Violence. 3 cr. hrs.
Explores domestic violence, sexual assault and the death penalty in different legal cultures across the globe. Focuses on how different cultures define and respond to violent crime as it relates to family, intimate partner violence and sexual assault. Includes discussion of cultural variations in the death penalty.

ANTH 5931. Topics in Anthropology. 3 cr. hrs.
Various topics are designated in the Schedule of Classes. May be taken a maximum of two times.

ANTH 5964. Archaeological Fieldwork. 3 cr. hrs.
An introduction to methods used in the excavation and analysis of prehistoric sites. Surveying techniques, stratigraphy, analyses of soils and landforms, analytical fundamentals of prehistoric material remains.

Criminology Law Studies Courses

CRLS 5100. Ultimate Penalties in the Criminal Justice System. 3 cr. hrs.
A critical look at the rationales and history of corporal punishment, capital punishment, and life imprisonment without possibility of parole in order to understand the endurance of these types of sanctions in modern society. The focus will be on the philosophical, legal, social, and political aspects of the punishments. Research on ultimate punishments, such as frequency of use, characteristics of offenses and offenders, will also be presented. In addition, the course will examine the experience of sentenced offenders and their families, and correctional staff in implementing the punishments.

CRLS 5110. Media Perspectives on Urban Crime. 3 cr. hrs.
Historical overview of how urban crime has been portrayed in the media. Analysis of contemporary media presentations of urban crime, criminals, and the criminal justice system (including police, courts, and the correctional system). Social scientific theory and analysis regarding media portrayals of crime, criminals, and the criminal justice system.
CRLS 5120. Comparative Justice Systems. 3 cr. hrs.
The nature and character of police, prosecutorial, court, and correctional activity and operations in world legal systems. An examination of common law, civil law, socialist, and Islamic systems of law and social control.

CRLS 5130. Women, Crime, and Criminal Justice. 3 cr. hrs.
Examination of the roles of women in the criminal justice system. Critical analysis of the relationship of women as offenders, as victims, and as agents of social control. Review of relevant theories and practices and both historical and contemporary issues.

CRLS 5150. White Collar Crime. 3 cr. hrs.
Survey of current theoretical, research and public policy issues regarding white-collar crime. Definitions of white-collar crime as well as various typologies of white-collar crime activity. The nature, extent, and consequences of white-collar crime in the U.S. strategies for combatting white-collar crime as well as prospects of alternative systems of control, such as civil litigation, will be assessed.

CRLS 5170. Organized Crime. 3 cr. hrs.
Examination of the political, social, and economic conditions involved in the appearance and expansion of organized crime in the United States. Descriptions of structures as well as internal and external dynamics, including incentives and penalties employed by criminal groups. Explanation of investigative techniques and impact of police, courts, and correctional agencies.

CRLS 5250. Clinical Criminology. 3 cr. hrs.
The theory, research and practice dimensions of clinical criminology, with a focus on sociological, psychiatric, biological, biosocial learning, cognitive, psychoanalytic theory. Examination of deviant and/or criminal interactions and their consequences. Topics for possible inclusion: substance abusers, psychopathic and violent offenders, spouse and child abusers, sex offenders, juvenile offenders, female offenders. Orientation to clinical techniques and therapy as they apply to intervention, decision-making, incarceration and sentencing, and modifications of behavior.

CRLS 5340. Financial Crime Investigation. 3 cr. hrs.
Introduces current perspectives and procedures used by the financial investigator in detecting and resolving financial crimes. Includes specific study of: methods of tracing funds, financial record keeping, accounting, interviewing techniques and law and evidence as they relate to financial investigations.

CRLS 5400. Criminal Law and Procedure. 3 cr. hrs.
Studies criminal substantive law; constitutional limits and principles of criminal law and liability; defenses to criminal liability; definitions and classification; criminal procedure of crimes; constitutional limits and protections of criminal procedure.

CRLS 5500. Criminal Investigation. 3 cr. hrs.

CRLS 5520. Clinical Criminology. 3 cr. hrs.
Contemporary issues in criminal justice and social control. Evaluates the effectiveness of various crime control strategies and explore their social utility and implications for social stratification. Discusses crucial socio-legal questions and philosophical debates concerning crime control policies.

CRLS 5550. Crime Control. 3 cr. hrs.
Basic principles of the law of evidence. Presentation of oral and demonstrative evidence in the trial process. The quantum of proof in criminal proceedings.

CRLS 5620. Victim Services and Policies. 3 cr. hrs.
Explores the history of victim services, the effects of victimization on individuals, families, and communities, and policy development. Also focuses on services available to victims both within the criminal justice system and externally. Specialized topics may include: family violence, workplace violence, public tragedy, violent crime, and white collar crime.

CRLS 5640. Family Violence and Public Intervention. 3 cr. hrs.
Analysis of maltreatment of children, youth, spouses, and seniors within the family. Examination of causes and intervention methods emphasizing the response of actors and government agencies.

CRLS 5660. Criminal Violence in America. 3 cr. hrs.
Analysis of violent crime in American society and ways in which the criminal justice system responds to it. Examination of the causes of violent crime, its prevention, treatment and public policy ramifications. Historical and contemporary understanding of the significance of violence in American culture. Critical evaluation of methods utilized to deal with violent offenders.

CRLS 5931. Topics in Criminology and Law. 3 cr. hrs.
Lectures and discussions in a broad area which, because of its topicality, is not the subject of a regular course. The special topics will be designated in the Schedule of Classes. May be taken a maximum of two times.

CRLS 5951. MU Led Travel/Study Abroad. 3 cr. hrs.
Course taught in an international setting by Marquette professors and where students earn Marquette credit. Study Abroad expenses apply.

Social Welfare and Justice Courses

SOWJ 5300. Advanced Practice in Social Welfare and Justice. 3 cr. hrs.
Students strengthen their skills in interviewing, data collection, problem appraisal, and the development of contracts for planned change. Competence is developed in carrying out contract plans, evaluating results, renegotiating contracts and terminating contracts. Working with families and groups is further examined.
SOWJ 5500. Ethics in Social Welfare and Justice. 3 cr. hrs.  
An in-depth examination of ethical issues and special challenges that characterize the fields of social work, social welfare and social justice. Explores value dilemmas, stresses and frustrations that may confront professionals in these fields.

SOWJ 5600. Faith-based Activism. 3 cr. hrs.  
Analyzes sociologically a range of historic and contemporary faith-based movements through the lens of social movement theory. Examines variations in goals, framing, strategies, mobilization, engagement of symbols and movement cultures as they are recorded in movement literature, oral histories, archives, films and scholarly studies. Prereq: SOWJ 1001 or cons. of instr.

SOWJ 5700. Global Aid and Humanitarianism. 3 cr. hrs.  
Examines debate over what brings success and failure to global aid and humanitarian work. Begins with a focus on global poverty and debate between macro- and micro-economic solutions. Students then examine the development of the aid industry and international frameworks for humanitarian work, followed by exploration of various successful and failed attempts to deal with global issues, such as natural disasters, war, child welfare and human trafficking.

SOWJ 5931. Topics in Social Welfare and Justice. 3 cr. hrs.  
Special areas and themes. Specific topics will be designated in the Schedule of Classes.

SOWJ 5951. MU Led Travel/Study Abroad. 3 cr. hrs.  
Course taught in an international setting by Marquette professors and where students earn Marquette credit. Study Abroad expenses apply. Prereq: Cons. of the Office of International Education.

Sociology Courses

SOCI 5050. Urban Ethnography: The City as Laboratory. 3 cr. hrs.  
Explores urban processes and institutions "from the inside." Initially focuses on the study of various ethnographies. Next, requires "hands-on" research, involving: observing human interaction, preparing field notes, conducting focused interviews, analyzing the collected data, and preparing a data-based research paper.

SOCI 5100. Urban Life. 3 cr. hrs.  
Social psychological aspects of urban life and experience. Implications of urbanization for individuals and groups. Ecological, cultural, and institutional influences. Interpersonal and intergroup relations in urban settings. Topics may include conflict, alienation, diversity.

SOCI 5130. Sociology of Human Values. 3 cr. hrs.  
Definitions of values in economics, linguistics, communication and sociology. The value system of selected sociologists. Values and sociocultural pluralism.

SOCI 5200. Personal Troubles and Public Issues. 3 cr. hrs.  
Deals with the social realities of troubles, which range from circumstances that we treat as irksome to major traumas in our lives that become social problems. Focuses on the commonalities shared by these various social constructions. Draws from a variety of disciplines, notably sociology, social work, anthropology, history, psychology, linguistics and rhetorical studies. SOCI 1001 recommended.

SOCI 5250. African-American Social Thought. 3 cr. hrs.  
Examination of historical and contemporary writings of Black social theorists. The impact of historical, social, economic, and cultural factors on Blacks in the United States and alternative strategies for change.

SOCI 5270. Urban Sociology. 3 cr. hrs.  
Urban society with special consideration of the problems of dealing with the structures, institutions, agencies and decision-making units in a metropolitan area.

SOCI 5300. Sociology of Aging. 3 cr. hrs.  
The place of the aged in contemporary society. Disengagement and the social integration of older persons. Roles linking older persons to society and roles in hospitals, nursing homes and homes for the aged.

SOCI 5400. Social Inequality. 3 cr. hrs.  
Theories and systems of social class in modern society. Societal structures and processes resulting from stratification phenomena.

SOCI 5420. Sociology of Religion. 3 cr. hrs.  
The sociological study of religious groups, institutions and behavior, including relationships between religion and other areas of social life.

SOCI 5440. Sociology of Education. 3 cr. hrs.  
Sociological analysis of educational institutions with primary emphasis on contemporary U.S. urban education, student subcultures, school-community relations and innovations.

SOCI 5450. Sociology of Sex and Gender. 3 cr. hrs.  
Biological and cultural bases of sex and gender patterns. Impact of major social institutions and processes on maintenance of gender patterns, with questions of power and dominance central to discussion. Benefits and costs of stereotypic gender patterns. Mechanisms and alternative directions for change. Includes historical and cross-cultural research.

SOCI 5460. Sociology of Work and Occupations. 3 cr. hrs.  
The diverse ways in which human beings make their livings in both industrialized and nonindustrialized societies. Career patterns and work problems. Theories about work and workers. Proposals for improving the quality of modern work.
SOCI 5480. Complex Organizations. 3 cr. hrs.
Theories and research on the sociology of organization. The social functions, structures and processes of formal and informal organizational systems in modern society and their relationships to social behavior. The nature and place of bureaucracies in complex societies.

SOCI 5600. The Social Reality of Crime and Justice. 3 cr. hrs.
A critical examination of the ways in which crime is defined, how crime control policies are established, and how the criminal justice system responds to the problem of crime. Specific attention given to the social and political context in which crime is talked about and responded to. Examines alternative approaches to crime control, such as peacemaking criminology and restorative justice.

SOCI 5660. Law and Society. 3 cr. hrs.
The social components of legal organizations and procedural systems. The role of law as an instrument of social control and social change.

SOCI 5680. Sociology of Mental Illness. 3 cr. hrs.
Review of major sociological and social psychological models of madness. Analysis of definitions and responses to mental illness. Study of the social processing involved in the production, recognition and treatment of mental illness.

SOCI 5700. Political Sociology. 3 cr. hrs.
The interrelationship of politics and society. Special consideration of leadership analysis, party systems, public opinion, electoral behavior and conflict situations.

SOCI 5720. Sociology of Community. 3 cr. hrs.
Discussion of contemporary problems of rural, urban and suburban communities including ecological and communication patterns, problems of identity, organization and motivation.

SOCI 5740. Social Change. 3 cr. hrs.
Selected topics dealing with models and theories of innovation, diffusion, resistance to change and associated conflict in and between social systems. Contents vary; subtitles indicate precise contents.

SOCI 5931. Topics in Sociology. 3 cr. hrs.
Lectures and discussions in an area which, because of its topicality, is not the subject of a regular course. Specific topics will be designated in the Schedule of Classes.

SOCI 5951. MU Led Travel/Study Abroad. 3 cr. hrs.
Course taught in an international setting by Marquette professors and where students earn Marquette credit. Study Abroad expenses apply.
Speech-Language Pathology (SPLA)

Chairperson: Linda K. Crowe, Ph.D., CCC-SLP

Department of Speech Pathology and Audiology website (http://www.marquette.edu/speech-pathology-audiology/graduate.shtml)

Degrees Offered
Master of Science, students are admitted under Plan B (non-thesis option) but may request Plan A (thesis option)

Program Description
Master's Degree Program
The master's education program in speech-language pathology at Marquette University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, (800) 498-2071 or (301) 296-5700. The program is directed at preparing students for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). For students interested in licensure as a public school speech-language clinician, the program meets the requirements of the Department of Public Instruction of the state of Wisconsin (DPI-Wis.) for licensure as a speech-language pathologist.

The graduate curriculum in speech-language pathology offers advanced course work in the prevention, identification, evaluation and treatment of speech, language and hearing disorders in both children and adults, meeting both the academic and clinical requirements of the American Speech-Language-Hearing Association and the licensure requirements of the state of Wisconsin.

The master of science program in speech-language pathology typically takes two years (four terms and one summer session) to complete; however, the time required to complete degree and certification/licensure requirements may be shorter or longer depending on the student’s academic/clinical background, needs and special interests.

Bilingual English-Spanish (BIES) Specialization
A bilingual English-Spanish specialization (BIES) is offered through the master’s degree program. This program prepares speech-language pathologists who are proficient in Spanish to evaluate and treat communication disorders in individuals who speak Spanish or are bilingual (Spanish-English). Candidates for the BIES must be accepted to the master of science program in speech-language pathology. Candidates also must complete the department application to the BIES specialization and meet language proficiency requirements established by the American Council for the Teaching of Foreign Languages.

Graduate-level academic course work for the BIES may fulfill elective requirements for the master of science degree in speech-language pathology. Clinical practicum hours through the BIES program will apply toward a master of science degree, ASHA certification and DPI licensure requirements. All course work is based on guidelines suggested by the American Speech-Language-Hearing Association for speech-language pathologists providing bilingual assessment and intervention.

Prerequisites for Admission
Applicants should have graduated with, or are about to graduate with, a bachelor’s degree from an accredited institution with a major in communicative disorders, or its equivalent, and an undergraduate grade point average of B or above. Students who do not meet these standard requirements must be prepared to complete undergraduate background courses as advised by the program director.

Application Deadline
To be considered for admission, all application requirements must be completed and received in the Graduate School by Jan. 15. Students admitted to the speech-language pathology program are not permitted to defer their admission.

Application Requirements
Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation from individuals familiar with the applicant’s academic and clinical work.
4. A personal statement of career interests and goals.
5. GRE scores (General Test only). Waived for applicants to the accelerated bachelor's-master's degree program.
6. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.
7. (For BIES applicants only) a departmental application, found online (http://www.marquette.edu/speech-pathology-audiology/bies.shtml), which must include a statement of purpose addressing Spanish proficiency, Spanish course work completed, any study abroad, and reasons for pursuing the BIES, along with how it will influence the applicant’s future.
Students with Communicative Disorders

The Department of Speech Pathology and Audiology at Marquette University is dedicated to graduating students with optimum preparation for successful careers in the profession of communication disorders. Since voice, fluency, articulation, language or hearing impairments may interfere with a clinician’s ability to effectively treat persons with communication impairments, we encourage students in our program with such impairments to seek treatment.

English Proficiency

Our department supports the position of the American Speech-Language-Hearing Association in encouraging persons of diverse backgrounds to enter the field of communication disorders. All students in the Department of Speech Pathology and Audiology must provide evidence of adequate written and verbal communication skills in Standard American English necessary to meet academic and clinical requirements. Non-native speakers of English will work closely with their advisers throughout the course of their study toward establishing this proficiency prior to enrollment in clinical practicums. Students who speak with accents and/or dialects may seek assistance in improving these skills at the recommendation of department instructional staff.

Speech-Language Pathology Master’s Requirements

Students are admitted to the program in Plan B, but may transfer to Plan A with approval from the Graduate School and the SPLA program.

For both Plan A and Plan B, one half of the completed course work must be in 6000-level courses acceptable for graduate credit only.

Thesis Program (Plan A)

A student must complete a minimum of 40 credit hours of course work, plus six credit hours of thesis work, pass a written comprehensive examination and submit an approved thesis.

Non-Thesis Program (Plan B)

A student must complete a minimum of 46 credit hours of course work and pass a written comprehensive examination.

Undergraduate Prerequisites

A student seeking the master of science degree in speech-language pathology must have completed the following courses, or their equivalents per adviser approval, at either the graduate or undergraduate level prior to admission into the graduate program: anatomy and physiology of speech mechanism, phonetics and phonology, child language development, child speech sound disorders, speech science, introduction to audiology, intervention methods in speech-language pathology, stuttering and other fluency disorders, multicultural issues, diagnostic methods, and hearing disorders. Any courses that have not yet been taken will be included in the graduate plan of study.

Required Course Work

A master of science student must complete 46 credit hours at the graduate level. The program of course work is determined in consultation with the student's adviser and is based on the academic background of the student. Course work includes regular courses, clinical practicum, independent studies and thesis work (for students following Plan A) numbered 5000 or above. Up to 12 credits of graduate-level course work completed prior to admission into our graduate program with a grade of B or better can be transferred and applied toward the 46 credit hour requirement.

Comprehensive Examination

The Praxis Series Specialty Area Test in Speech-Language Pathology, administered by the Educational Testing Service (ETS), is the master’s comprehensive examination used for students in the speech-language pathology program. The student must take the Praxis examination no earlier than 6 months prior to graduation and receive a passing score (162 out of 200). Results of the examination must be received in the Department of Speech Pathology and Audiology by the time final grades are due in the student's final semester of study.

Bilingual English-Spanish (BIES) Specialization Requirements

The BIES program requires students to be enrolled in the master of science degree program in speech-language pathology and complete or have completed previously (1) a three-credit course in Spanish phonetics and (2) a three-credit course in multicultural issues relevant to clinical practice. These courses may be taken at either the graduate or undergraduate level; it is the course content, and not the course level, that is significant.

At Marquette, the two courses that satisfy the above requirements are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 4120/5120</td>
<td>Spanish Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>SPPA 4610/5610</td>
<td>Multicultural Issues for Speech-Language Pathologists</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses taken elsewhere must be approved by the program director.

The BIES program also requires the completion of the following two graduate-level courses:
SPPA 6620  Speech and Language Assessment in Bilingual Populations  3
SPPA 6630  Speech and Language Intervention in Bilingual Populations  3

In addition, a minimum of 50 clinical practicum hours with individuals who speak Spanish or are bilingual (Spanish-English) must be obtained under the supervision of a bilingual speech-language pathologist through:

SPPA 6965  Practicum in Speech-Language Pathology: Campus Clinic  1
SPPA 6967  Practicum in Speech-Language Pathology: School Setting  3

Accelerated Bachelor's-Master's Degree Program

The Department of Speech Pathology and Audiology offers early admission into its master of science degree program in speech-language pathology to Marquette University students working toward the undergraduate major in speech pathology and audiology. Students can apply for admission to this program in the second semester of their undergraduate junior year. Students accepted into the accelerated degree program are eligible to enroll in up to 12 credits of speech pathology and audiology (SPPA) course work that carry graduate credit during their senior year. Credits obtained for these courses can be used to fulfill both undergraduate and graduate degree requirements. Once students inform the Graduate School of their completion of their undergraduate degree requirements, their graduate admission as a regular degree status student is activated. Students interested in this program can obtain further information from the Speech Pathology and Audiology department office.

Courses

SPPA 5230. Stuttering and Other Fluency Disorders. 3 cr. hrs.
Introduction to the symptomatology, phenomenology, etiology, assessment and management of stuttering and other fluency disorders in children and adults.

SPPA 5520. Hearing Disorders. 3 cr. hrs.

SPPA 5530. Audiological Rehabilitation. 3 cr. hrs.
An in-depth look at the process of adult aural rehabilitation and how amplification, assistive listening devices, sensory aids, visual communication training, auditory training and counseling contribute to that process.

SPPA 5610. Multicultural Issues for Speech-Language Pathologists. 3 cr. hrs.
Offered for undergraduate or graduate credit. The study of culture and communication in linguistically diverse populations [i.e., Non-Standard American English speakers, Native Americans, (with emphasis on Wisconsin Native tribes) Asians, and Latinos]. The course will include L1 and L2 acquisition profiles and information pertaining to service delivery with non-native English speakers. The U.S. Latino population will be emphasized. Students’ knowledge and understanding of racism will be explored. This course will meet the multicultural requirements for the Wisconsin Department of Public Instruction licensing in speech-language pathology.

SPPA 5720. Diagnostic Methods in Speech-Language Pathology. 3 cr. hrs.
Provides the students with an understanding of the components inherent in the diagnostic process. These include, but are not limited to: a) an overview of diagnostic models, b) sources of delays and disorders, c) purposes of assessment, d) interviewing techniques, e) testing and measurement caveats, f) framework for analysis of the data, g) interpretation of results to families or referral sources, and h) report writing.

SPPA 6160. Neurological Bases of Speech and Language Disorders. 3 cr. hrs.
Focuses on fundamentals of neuroscience as it relates to human behavior. Areas discussed include: clinical neurology, neuroanatomy and physiology, neuroembryology, neuroradiology, neurosurgical principles, sensorimotor systems and their applications in the assessment and management of neurogenic communicative disorders.

SPPA 6210. Child Language Intervention Issues. 3 cr. hrs.
Includes basic information pertaining to current theories of language impairment in children. A detailed examination of the linguistic characteristics typical of children with primary and secondary language impairments is provided along with issues concerning the differential diagnosis of children with language disorders. Provides information pertaining to both theoretical and applied aspects of language intervention from infancy through adolescence. Issues pertinent to assessment and intervention with multicultural populations are embedded in the lecture material throughout the term.

SPPA 6220. Child Speech Sound Intervention. 3 cr. hrs.
Advanced study of issues relevant to the assessment and treatment of children with speech sound disorders. Topics include: phonetic transcription of dialectal speech, measures of phonological development, analysis of speech error patterns, and methods for the remediation of speech delay and residual articulation errors. Prereq: SPPA 2220 or equiv.

SPPA 6320. Adult Language Disorders. 3 cr. hrs.
A comprehensive review of neurogenic disorders of adult language. Topics include: differential diagnosis of aphasia, linguistic analysis of different aphasic syndromes, clinical testing, and rehabilitation. Also discusses differential diagnosis of language disturbances associated with dementia and right/left hemispheric pathologies. Prereq; SPPA 6160, which can be taken concurrently.

SPPA 6330. Neuromuscular Disorders. 3 cr. hrs.
A survey of the etiology, symptomatology and clinical management of major neuromuscular and organic articulation disorders. Topics discussed include dysarthria and apraxia. Prereq; SPPA 6160.
SPPA 6340. Cognitive Disorders. 3 cr. hrs.
Provides a theoretical and clinical framework for understanding the neuropsychological-cognitive-communicative and psychosocial issues associated with neurologic brain injuries and for providing treatment of impaired cognitive-communicative processes. Incorporates knowledge of cortical functions and human cognition for evaluating the communicative-cognitive disorders. Students learn about treatment implementation and communicative counseling by actively solving clinical problems. Prereq: SPPA 6160 and SPPA 6320.

SPPA 6410. Voice Disorders. 3 cr. hrs.
An in-depth examination of normal and pathological voice. Topics include: forces producing phonation, measures of glottal function, and the effect of pitch, intensity and other variables on vocal function. Emphasis on the diagnosis and treatment of voice disorders using clinical instrumentation.

SPPA 6420. Swallowing Disorders. 3 cr. hrs.
Anatomy and physiology of the normal swallow in adults; anatomic and physiologic disorders affecting the process of swallowing (deglutition) with emphasis on radiographic and bedside diagnostic and treatment procedures. Includes a lab experience and analysis of videofluoroscopic studies of the swallowing process.

SPPA 6430. Craniofacial Disorders. 3 cr. hrs.
Intended to provide a background in craniofacial speech disorders. Begins with a review of embryological development of the head/face, craniofacial syndromes and their etiologies, and the anatomy and physiology of the velopharyngeal mechanism. Discusses the importance of "team care" and the role of the various disciplines on the craniofacial team. Presents both instrumental and non-instrumental assessment techniques. Intervention focuses primarily on adapting traditional and phonological approaches to the treatment of craniofacial speech disorders. Prereq: SPPA 2220 or equiv.

SPPA 6540. Child Audiological Habilitation. 3 cr. hrs.
An in-depth study of the assessment, psychosocial problems, and remediation/education of children with prelingual hearing impairments. Prereq: SPPA 5520 or cons. of instr.

SPPA 6620. Speech and Language Assessment in Bilingual Populations. 3 cr. hrs.
Study of the principles and techniques of assessing bilingual populations with an emphasis on the Spanish-English bilingual speaker. Instruction in formal and informal methods and strategies for assessing speech and language skills in children and adults. Prereq: SPPA 5720 or equiv.

SPPA 6630. Speech and Language Intervention in Bilingual Populations. 3 cr. hrs.
Study of intervention approaches and techniques in the remediation of communication disorders in bilingual populations, with an emphasis on the Spanish-English bilingual speaker. Includes speech and language intervention techniques which focus on facilitating language for learning, language for communication, and the remediation of speech and language impairments in adults and children.

SPPA 6640. Augmentative and Alternative Communication (AAC). 3 cr. hrs.
Deals with certain problems met when attempting to habilitate or rehabilitate children and adults who have essentially normal hearing, for whom speech is unlikely to be adequate for at least some communicative purposes (either temporarily or permanently). Gestural and instrumental augmentative communication strategies. Provides necessary information to both select the most advantageous strategy for clients and teach them how to use it.

SPPA 6650. Intervention Issues with the Birth-to-Three Child. 3 cr. hrs.
Learn developmental screening, assessment and family-based intervention specific to communicative speech and feeding aspects of the birth-to-three child. Gain knowledge of prevention, assessment and intervention of swallowing and receptive and expressive language development including prelinguistics. Emphasizes identification and treatment issues specific to multicultural considerations, case management, and interdisciplinary/transdisciplinary assessment and intervention.

SPPA 6700. Issues in Medical Speech-Language Pathology. 3 cr. hrs.
An examination of rehabilitative techniques for laryngectomized individuals including esophageal voice production, artificial laryngeal devices, surgical-prosthetic speech rehabilitation techniques, psychosocial intervention, surgical procedures for subtotal and total laryngectomy, and research in alaryngeal communication. Includes clinical practice experience with laryngectomy clients. In addition, addresses special topics related to laryngeal voice disorders via in-depth discussion of current research.

SPPA 6750. Clinical Research Methodology. 3 cr. hrs.
Overview of research design and its application to the field of speech-language pathology. Factors affecting validity of research. Different types of experimental and quasi-experimental designs. Analysis and presentation of research data. Ethical, financial, and practical factors that affect the conduct of research.

SPPA 6760. Professional Affairs in Speech Pathology. 3 cr. hrs.
Administrative organization, problems and practices in various settings in which speech and hearing clinicians function: school systems, community clinics, hospitals, universities, training centers, and in private practice.

SPPA 6790. Clinical Grand Rounds in Speech-Language Pathology. 1 cr. hr.
Presentation of challenging cases in communication/swallowing disorders. Prereq: Completion of at least 20 graduate credit hours in speech pathology and audiology.
SPPA 6961. Special Institute/Workshop/Project. 3 cr. hrs.

SPPA 6965. Practicum in Speech-Language Pathology: Campus Clinic. 1 cr. hr.

Participation in the campus Diagnostic Clinic in speech and language disorders. Additional credit (1 credit) available for students doing additional diagnostic work off-campus and on campus in the Speech and Hearing Clinic. S/U grade assessment. Prereq: SPPA 5720.

SPPA 6967. Practicum in Speech-Language Pathology: School Setting. 3 cr. hrs.
Fee. Speech pathology practicum in a school setting. S/U grade assessment. Prereq: SPPA 5720 and SPPA 6730. Use of private car possibly required for student teaching affiliations inaccessible to public transportation. Student is responsible for transportation costs.

SPPA 6968. Practicum in Speech-Language Pathology: Medical Setting. 3 cr. hrs.

SPPA 6995. Independent Study. 1-3 cr. hrs.
Prereq: Cons. of dept. ch. and cons. of SPPA M.S. dir.

SPPA 6999. Master's Thesis. 1-6 cr. hrs.

SPPA 9978. Field Placement Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch. and cons. of SPPA M.S. dir.

SPPA 9979. Field Placement Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch. and cons. of SPPA M.S. dir.

SPPA 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch. and cons. of SPPA M.S. dir.

SPPA 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch. and cons. of SPPA M.S. dir.

SPPA 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch. and cons. of SPPA M.S. dir.

SPPA 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch. and cons. of SPPA M.S. dir.

SPPA 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch. and cons. of SPPA M.S. dir.
Theology (THEO) / Religious Studies (REST)

Chairperson: Robert L. Masson, Ph.D.
Department of Theology website (http://www.marquette.edu/theology/graduate.shtml)

Degrees Offered

Theology
Master of Arts in Christian Doctrine (M.A.C.D.)
Master of Arts in Theology (M.A.), students are admitted under Plan B (non-thesis option) but Plan A (thesis option) is also offered

Religious Studies
Doctor of Philosophy

Program Descriptions

The Theology Department offers master's and doctoral programs aimed at giving students an integrated approach to theological studies, emphasizing, within theological specialties, the interaction of Judaism and Christianity in antiquity, historical, systematic and ethical approaches to theology. The programs seek to develop scholars who can make significant contributions to theological research and writing and college and high school teachers who can teach a broad range of courses. This broad theological background has enabled program graduates to enjoy enviable success in securing teaching positions in over 200 colleges and universities, in church work and ministry and in a variety of other educationally related institutions.

The master of arts in Christian doctrine (M.A.C.D.) focuses on an ecumenical appropriation and communication of Christian doctrine for those teaching in Catholic high schools, for those interested in other religious education or formation programs and for persons interested in theological enrichment or in serving various other needs in religious communities.

The master of arts in theology (M.A.) is intended primarily, but not exclusively, for those who intend to pursue a doctoral degree in theology or religious studies. The degree provides professional competence in the field of theological studies.

The doctor of philosophy in religious studies (Ph.D.) is a terminal academic degree producing professional specialists in one of the following areas: Judaism and Christianity in antiquity, historical theology, systematics and theological ethics. The degree provides supporting competence in the other areas as well.

Prerequisites for Admission

Master of arts in Christian doctrine (M.A.C.D.) applicants should have an undergraduate degree with a major in theology (religion, religious studies) or some other appropriate background. Students should have some familiarity with Scripture and basic Christian doctrines. Opportunities to make up undergraduate deficiencies are available.

Master of arts in theology (M.A.) applicants should have an undergraduate major in theology (or religion or religious studies) or other background (e.g., classics, philosophy) appropriate for graduate study in theology. A minor in philosophy is recommended for those planning to study systematic theology. Ideally, all applicants should have some familiarity with Scripture and basic Christian doctrine. The program offers ample opportunities for making up undergraduate deficiencies.

Doctorate in religious studies (Ph.D.) applicants should have a master's degree or its equivalent in theology.

Application Deadlines

No official deadline exists for the master of arts in Christian doctrine (M.A.C.D.). Applications are reviewed on a rolling basis, and admitted students may begin their program in summer, fall or spring.

Master of arts (M.A.) application files must be complete by Dec. 15, including all supporting documents, for fall admission and financial aid consideration. Applicants not competing for financial aid may apply up to May 15. Master of arts students may only begin their program in fall or summer.

Doctoral (Ph.D.) application files must be complete by Dec. 15, including all supporting documents, for fall admission and financial aid consideration. Applicants will be notified of Marquette's admission decision by March 31. Doctoral students may only begin their program in fall.

Application Requirements

Applicants to all graduate programs in the Department of Theology must submit an online application directly to the Graduate School.

Applicants to the M.A. and M.A.C.D. programs must submit the following materials:
1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Complete, official undergraduate and graduate transcripts from all current and previous colleges/universities except Marquette, sent by issuing institutions directly to the Graduate School.
3. Results of the Graduate Record Examination (General Test only).
4. A brief statement of purpose that includes: reasons for wanting to enter the program, vocational objectives, special areas of interest, and reasons for selecting Marquette's program.
5. Three letters of recommendation.
6. (For applicants without an undergraduate degree in theology) a list of all college work in theology - course work, level and instructor, even though some of this also appears on official transcripts submitted.
7. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

Applicants to the Ph.D. program should submit the following materials:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Complete, official undergraduate and graduate transcripts from all current and previous colleges/universities except Marquette, sent by issuing institutions directly to the Marquette Graduate School.
3. Results of the Graduate Record Examination (General Test only).
4. A brief statement of purpose that includes: reasons for wanting to enter the program, vocational objectives, special areas of interest, and reasons for selecting Marquette's program.
5. Three letters of recommendation. (Note: For applicants who are current Marquette students, and who plan to stay at Marquette for the doctorate, three new letters of recommendation are required.)
6. A statement of language proficiency: a list of formal course work, especially graduate reading courses, indicating when and where taken and grade earned; a description of private study, indicating when and where undertaken; and an estimate of present facility in reading, writing and speaking.
7. An academic writing sample of not more than 20 pages.
8. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

**Master of Arts in Theology (M.A.) Requirements**

**Specializations:** Judaism and Christianity in Antiquity, Historical Theology, Systematic Theology/Theological Ethics

A master’s student must complete 30 credit hours of course work, submit an approved research project, fulfill the department’s foreign language requirement and pass a comprehensive examination.

**Core Courses and Electives**

Master’s students may pursue either a Plan A or Plan B course of study. The student is assumed to be in Plan B unless a formal request to transfer to Plan A is approved by the department chairperson and the Graduate School.

The course work requirement for Plan A consists of 18 credit hours of core courses, six credit hours of electives, and six credit hours of work on the research project. Course work for Plan B consists of 18 credit hours of core courses and 12 credit hours of electives, in addition to completing a non-credit research project.

Master’s students in both Plans A and B must take 18 credit hours of required core courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 6110</td>
<td>Old Testament Method</td>
<td>3</td>
</tr>
<tr>
<td>THEO 6120</td>
<td>New Testament Method</td>
<td>3</td>
</tr>
<tr>
<td>THEO 6210</td>
<td>Origen to Late Medieval</td>
<td>3</td>
</tr>
<tr>
<td>THEO 6220</td>
<td>Late Medieval to Early Modern</td>
<td>3</td>
</tr>
<tr>
<td>THEO 6310</td>
<td>Introduction to Systematic Theology</td>
<td>3</td>
</tr>
<tr>
<td>THEO 6410</td>
<td>Introduction to Theological Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 18

In consultation with an adviser, and not later than the end of the first year of study, each student will choose a specialization (Judaism and Christianity in antiquity, historical or systematicethics). A student in Plan A must complete three credit hours of elective course work in each of the areas not chosen for specialization and six credit hours of work on a research project in the area of specialization. A student in Plan B must complete six credit hours of elective course work in the area of specialization and three credit hours in each of the other two areas.

**Foreign Language Requirements**

All students in the master of arts program in theology are required to pass a competency examination in German, French or another modern foreign language recognized as essential to the student’s research.
M.A. Comprehensive Examination

After all other requirements have been met, the comprehensive examination is administered by the Master of Arts Examination Committee. The exam is offered in April, July, and November. The examination is in three parts, each of which has two sections.

2. Historical: Origin to Late Medieval, Late Medieval to Early Modern
3. Systematics and Theological Ethics

The three parts, each two hours in duration, are taken at the same examination session. Each part of the comprehensive examination consists of six questions, from which the student must answer three, including at least one from each section. All questions are based on the current master’s bibliography and questions. The bibliography and questions are available through the departmental website at marquette.edu/theology/theologygraduateformsanddocuments.shtml. Additional information may be found in the department's Procedures and Policies Handbook.

Master of Arts in Christine Doctrine (M.A.C.D.) Requirements

The M.A.C.D. degree requires 30 credit hours of course work. Up to 9 credit hours of 5000-level courses are acceptable for graduate credit if additional readings and writing assignments are arranged with the respective professor and completed satisfactorily. After successfully completing all course work, students will be required to write a comprehensive paper that integrates what they have learned in their courses and applies what they have learned to their career goals. M.A.C.D. candidates have no foreign language requirements. The M.A.C.D. is intended to be a terminal degree.

Core Courses and Electives

Of the 30 total credit hours of course work, 21 credit hours must be taken from the core courses:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 6110</td>
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</tr>
<tr>
<td>THEO 6220</td>
<td>Late Medieval to Early Modern</td>
<td>3</td>
</tr>
<tr>
<td>THEO 6320</td>
<td>Christian Doctrine 1</td>
<td>3</td>
</tr>
<tr>
<td>THEO 6321</td>
<td>Christian Doctrine 2</td>
<td>3</td>
</tr>
<tr>
<td>THEO 6410</td>
<td>Introduction to Theological Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21

In certain circumstances and in consultation with a student's academic adviser, equivalent courses may be taken.

For the 9 credit hours of electives (three courses), the student must choose one course in each of the principal theological disciplines: Judaism and Christianity in antiquity, historical and systematics/ethics. In certain circumstances, and with the permission of the M.A.C.D. program adviser, the elective courses can be chosen from the following course ranges.

One from any of the following Judaism and Christianity in antiquity courses: THEO 5000 Digging the Bible: Archeology and Biblical Studies to THEO 5190 Studies in Biblical Theology;

One from any of the following historical courses: THEO 5200 Theology in the Early Church to THEO 5290 Studies in Historical Theology; and

One from any of the following systematics/ethics courses: THEO 5300 Contemporary Atheism and Theism to THEO 5540 Hinduism, Yoga, and Buddhism.

Doctor of Philosophy in Religious Studies Requirements

Specializations: Judaism and Christianity in Antiquity, Historical Theology, Systematic Theology, Theological Ethics, Theology and Society (includes Healthcare Mission and Ethics)

All students entering the doctoral program are required to take the master's proficiency exam, a minimum of 60 credit hours of graduate theology course work, plus 12 credit hours of dissertation work, fulfill the department's foreign language requirement, pass qualifying examinations, and submit and successfully defend a dissertation.

M.A. Proficiency Examination

All students entering the doctoral program are required to take the master's proficiency examination (equivalent to the master's comprehensive examination described in the M.A. section above) approximately one week before beginning their program. Passing the examination demonstrates a broad, master's level proficiency - the equivalent of material covered in Marquette's core courses - in each of the three major theological disciplines: Judaism and Christianity in antiquity, historical theology and systematics/ethics. The examination helps students and advisers to identify those areas which require additional preparation before beginning doctoral-level course work. This is in keeping with the character of the Marquette doctoral program in which specialization builds upon a sound knowledge of the history of the theological tradition. The bibliography and questions for the exam are
available through the departmental website at marquette.edu/theology/theologygraduateformsanddocuments.shtml. Additional information may be found in the department’s Procedures and Policies Handbook. Any student who does not demonstrate proficiency in one or more of the sections on the examination, or after a second examination during the first term, is required to take the related master's level course. These courses do not count toward the final 60 hours required for doctoral-level course work.

Core Courses and Electives

The doctoral program in religious studies offers six areas of specialization. The doctoral qualifying examination (DQE) will emphasize the student's chosen area of specialization. A student specializing in Judaism and Christianity in antiquity, historical theology, systematic theology or theological ethics must complete 36 credit hours of course work in the area of specialization and approximately 12 credit hours of course work in each of the other two areas.

A student in the theology and society specialization must complete at least 30 credit hours of theology course work (primarily in one area of specialization: Judaism and Christianity in antiquity, historical or systematic/ethics) selected around the theology and society theme, at least 9 credit hours in each of the two other areas of theology (at least 18 total), and 12 credit hours in one or more human sciences (economics, education, English, history, philosophy, political science, psychology) related to the theology and society theme. Students pursuing the healthcare mission and ethics track within the theology and society specialization must complete the 12 credit hours in healthcare related courses (such as: NURS 6007 Ethics, Policy, and Health Care Advocacy, NURS 6009 Organizational and Systems Leadership, HEAL 6841 Health Care Finance, HEAL 6846 Health Care Informatics, HEAL 6848 Health Care Policy, LAW 7156 Current Issues in Health Law, LAW 7181 Elder Law and LAW 7221 Health Law). Students in this track may be required to take additional course work, beyond the 60-credit-hour requirement, to certify their qualifications in both theology and the allied discipline. Qualifying examinations and dissertation topics for doctoral students in the theology and society specialization are expected to reflect the cross-disciplinary nature of the course work.

All doctoral students must complete an approved Doctoral Program Planning Form by the end of their first year of course work.

Doctoral Qualifying Examination (DQE)

This examination may be taken once the the student has fulfilled the language requirement and is in the final semester of course work. The student obtains a copy of the area topics from the Department of Theology website and then, working with his or her adviser, chooses three topics in the major area and one in each of the two minor areas for presentation in the examination. (Responsibility for preparing the lists of topics rests with the faculties of the separate areas of concentration with the approval of the Graduate Committee.) The student submits the application form with tentative examination dates, the list of topics and the names of eight regular faculty members who have agreed to serve on the board (including normally, that of the adviser) to the Graduate Committee. The student also submits a list of all graduate courses in theology, according to areas, whether taken at Marquette University or elsewhere. The Graduate Committee then approves an examination board of five members, three from the student's major area and one from each of the two minor areas and approves a chair for this board. The chair is normally a faculty member in the student's major area; the student's adviser may not serve as chair.

Once the Graduate Committee's approval is obtained, the student registers at least one month before the qualifying examination with the assistant to the chair for the examination. There are no scheduled dates for qualifying examinations in the department. A student is free to register for any date falling on a regular class day between Sept. 1 and May 10. Once a student registers, this date should not be changed except for serious reasons and with the approval of the departmental chair. Soon after the DQE has been registered with the assistant to the chair, the chair of the exam informs members of the board about the day on which the DQE questions are due to the assistant to the chair. The chair of the examination board is responsible, in consultation with the other members of the board, for preparing two questions for each of the four sections of the written examination.

The student has three hours in which to answer each of the questions given. The oral examination lasts approximately ninety minutes, unless the chair of the qualifying board wishes to extend this period. The examiners are free to question the student about the examination responses, the questions given in the written portion of the examination or any other aspects of the topic areas originally chosen by the student. Each examiner, after consultation with the other members of the board if he or she so wishes, provides the chair of the qualifying board with a written evaluation of the student's performance in both the written and oral parts of the examination. The qualifying board chair then submits these reports and his/her own chair's report to the departmental chair for a signature and forwarding to the Graduate School. While the board will normally give unofficial notification of the results of the examination immediately after the oral portion, the Graduate School will officially notify the student of the results after one or two weeks. A student needs four out of five ‘satisfactory’ judgments to pass.

To summarize the process:

The student obtains a copy of the topic areas and the application form.

In consultation with the adviser, the student selects three (3) topics in the major area and one (1) topic in each of the minor areas. The topic areas on the application form must match exactly with those on the topics list.

The student solicits three (3) faculty members in the major topic area and one (1) in each of the minor areas to serve as the examining board. Three (3) alternate faculty names must be provided. Note: The student's adviser may be on the DQE board but may not serve as the chair.
The student prepares the DOE application form and a list of courses that the student has taken both at Marquette and in the previous graduate institution. These are submitted to the Graduate Committee. Student and adviser are notified when the examination topics and board have been approved by the Graduate Committee and an exam registration form is provided.

The faculty member who chairs the DOE board is responsible for 1) contacting the other members of the examination board to solicit the examination questions, 2) arranging with the other members of the board the time of the oral examination, 3) communicating the time and place of the examination to the student and 4) preparing the examination questions. (The assistant to the chair schedules the exam on the departmental calendar.)

Faculty members who participate in DOE boards should clarify their expectations with the student. These include, at least, the list of required materials for preparation and the number of conversations the faculty member expects to have with the student prior to the examination.

Foreign Language Requirements

All doctoral students are required to pass a competency examination in two modern foreign languages (normally German and French; another language essential for the student's research may be substituted for one of these two in consultation with the student's adviser). Students with a master's degree from an institution other than Marquette must pass their first foreign language examination by the end of their first year in the program. Students must pass both German and French or other accepted modern language by the end of their second year in the program. Students must pass all language requirements prior to sitting for their doctoral qualifying examinations.

Language competency examinations are administered, for a fee, by the Department of Foreign Languages and Literatures, which also offers courses in preparation for the examination.

Students who specialize in Old Testament/Hebrew Bible studies must also pass examinations in Hebrew at the advanced level and Greek at the intermediate level of competence. Students who specialize in New Testament studies must also pass examinations in Greek at the advanced level and Hebrew at the intermediate level of competence. Students in historical theology and in systematics/ethics within the Western theological traditions must also pass a competency examination in Latin; those studying within other theological traditions must pass a competency examination in Latin, Greek or another ancient language recognized as essential to the student's research. Students in systematic theology and theological ethics must also pass a competency examination in Latin. Students in the theology and society track have no additional language requirements beyond the two modern foreign languages (normally German and French; another language essential for the student's research may be substituted for one of these two in consultation with the student's adviser). Students in the healthcare mission and ethics track are required to pass competency examinations in Latin and one other modern language (normally German or French; another language essential for the student's research may be substituted for one of these two in consultation with the student's adviser).

Doctoral Dissertation

The student chooses a topic that falls within the scope of the department's understanding of religious studies and for which the student can locate a member of the department faculty with the competence and interest necessary for being the director. The student is encouraged to identify a topic and an available director toward the end of course work or while preparing for the qualifying examination. A dissertation outline may not be submitted to the Graduate School, however, until the qualifying examination has been completed. Once the student and the director are in agreement on the dissertation proposal, the student fills out the Doctoral Dissertation Outline. The student submits this (unsigned) outline to the Graduate Committee, with a cover letter from the director indicating his/her willingness to serve as director, together with the proposal of at least six names, exclusive of the director's, of the full-time faculty of the department (who have also indicated their willingness to serve) for consideration as nominees to the four-person dissertation board. Outside the theology and society program, the members of a doctoral dissertation committee should be full-time members of the Theology Department unless a special request is made and approved. The departmental chair, after consultation with the departmental Graduate Committee, then nominates a board and notifies the director to convene a meeting within six weeks with the proposed board and the student to secure in writing the board's approval of the outline or their suggested revisions. Once the board has approved the outline, it is returned to the departmental chair for a signature. It is then sent to the Graduate School. In consultation with other members of the board, the student then completes the dissertation to the satisfaction of the director.

Dissertation Defense

Once the director judges that the dissertation is ready for a public defense, and at least one month prior to the date of the defense and two months prior to the Graduate School deadline for submitting final copies of the dissertation (this is more time than the Graduate School requires), the assistant to the chair distributes the defense copies of the dissertation to the members of the board. Board members have at least one month in which to read the dissertation by the last day of which they must inform the director whether they agree that the dissertation is ready for defense. If one or more members of the board determine that the dissertation is not ready for defense, the director, after informing the student of the situation, may reschedule it. Board members should feel free to communicate additional criticisms of the dissertation to the director before the defense. After the board members have read the dissertation, the final public defense is held. The date of the defense must be at least one month prior to the Graduate School deadline for submitting final copies of the dissertation (again, more time than the Graduate School requires). Furthermore, at least one month prior to the defense date the student must submit to the assistant to the chair an abstract (no longer than 350 words) and the announcement of public defense form. An electronic copy of the abstract should be emailed to the Graduate School. Additional copies of the program are made available to those attending the public defense. The entire board is present for the defense, with the dissertation director as chair. The candidate presents a brief summary of the work done. All the readers offer comments and question the student. Finally, the director offers comments and questions the student. Comments and questions from the floor may be invited by the director.
After the defense, the student has at least three weeks to correct and revise the dissertation in light of the written and oral criticisms received. The final dissertation is submitted electronically to the Graduate School. Detailed instructions for electronic dissertation submission are available on the Graduate School's website.

The following items are not part of the electronic submission, but they are still due in the Graduate School by the dissertation deadline. They will be provided/collected by the Department of Theology.

1. One paper copy of the signature page.
2. Dissertation Committee Approval form.
3. One hard copy of the dissertation for the Department of Theology library. (The dissertation director may also ask for a copy of the dissertation for his/her personal library.)

Courses

**THEO 5000. Digging the Bible: Archeology and Biblical Studies. 3 cr. hrs.**
An exploration of the uses and abuses of archeology relative to the field of biblical studies. Case studies in a historical approach to the intersection of archeology and biblical theology.

**THEO 5010. The Bible in Its Interpretive Communities. 3 cr. hrs.**
The ways in which the Bible was produced, and the ways in which it has been and is currently being used in various communities.

**THEO 5020. The Bible in the Jewish Community. 3 cr. hrs.**
The uses of the Bible in Jewish life and practice, in synagogue and in private use. Haggadah and Halakah.

**THEO 5030. Women in the Bible. 3 cr. hrs.**
Status and roles of women in selected biblical texts. Social and historical background with emphasis on narrative technique and theological themes.

**THEO 5190. Studies in Biblical Theology. 3 cr. hrs.**

**THEO 5200. Theology in the Early Church. 3 cr. hrs.**
Basic theological questions and developments during the era of the Church Fathers.

**THEO 5210. History and Theology of the Christian East. 3 cr. hrs.**
The Christian East from its origins, through the conversion of Constantine, to the present-day Eastern Orthodox and Oriental Orthodox Churches. Particular attention to the distinctive theological emphases of the East, as well as to the developments leading to the break in communion between Catholic (and Protestant) West and Orthodox East.

**THEO 5220. St. Augustine: The Man and the Theologian. 3 cr. hrs.**
A study of Augustine’s life, writings and thought, with special attention to the Confessions, to his theology of the church and the sacraments, and to his teaching on grace and predestination, against the background of his early philosophical writings.

**THEO 5230. Theology in the Middle Ages. 3 cr. hrs.**
Basic theological questions and developments during the Middle Ages, from the Carolingians to the 14th century.

**THEO 5240. Theology in the Reformation Era. 3 cr. hrs.**
Basic theological questions and developments during the late Middle Ages and early Reformation. Also addresses current ecumenical issues.

**THEO 5250. Martin Luther. 3 cr. hrs.**
The thought and world of Luther, with emphasis on Luther in his Catholic context; Luther and the Bible, Augustine, the Radicals, the Pope; Luther’s theology of faith and freedom; contextual, theological and ethical.

**THEO 5260. Theology in America. 3 cr. hrs.**
Basic theological questions and developments from Puritanism to the present.

**THEO 5270. American Catholic Life and Thought. 3 cr. hrs.**
Analyzes the development of American Catholic life and thought from the colonial establishment to the present. Investigates in particular how clergymen, theologians, and laypersons came to terms with the difficulties and benefits of being Catholic in the United States.

**THEO 5290. Studies in Historical Theology. 3 cr. hrs.**
Significant figures and themes in the history of religious thought, examined in their historical context and contemporary significance. Topics and periods vary.

**THEO 5300. Contemporary Atheism and Theism. 3 cr. hrs.**
Origins and varieties of contemporary atheism. The existence of God and Christian theistic interpretations.

**THEO 5310. Theology of the Holy Spirit. 3 cr. hrs.**
THEO 5320. Jesus the Christ. 3 cr. hrs.

THEO 5330. Theology of the Church. 3 cr. hrs.
The Church in light of the documents, events, and charism of Vatican II. Contemporary understandings of the Church and its mission in the modern world. Special attention to post-conciliar “communion ecclesiology” and the relation of the local to the universal Church.

THEO 5340. Sacraments and Christian Life. 3 cr. hrs.
Theological overview of the major sacramental enactments of the church’s life in Christ. The witness of Scripture and Tradition, including the liturgy itself. Ethical and ecumenical dimensions.

THEO 5350. The Eucharist. 3 cr. hrs.
Biblical origins and historical evolution of the Eucharist in light of contemporary theology and ritual theory, with special focus on the Roman Rite Catholic post-Vatican II celebration.

THEO 5370. Protestant Thought and Practice. 3 cr. hrs.
Major perspectives within the broad spectrum of Protestantism. Examination of the thought of several Protestant theologians. A survey of the unity and diversity of several Protestant denominations and their respective forms of worship.

THEO 5390. Theology of the Church. 3 cr. hrs.
Significant movements and/or major figures in contemporary systematic theology. Their historical antecedents and cultural context. Specific topics to be specified in the Schedule of Classes.

THEO 5400. Christian Faith and Justice. 3 cr. hrs.
Classic and recent Christian understandings of justice as interpersonal and societal right-relations. Justice as constitutive aspect of the Gospel; love and justice; Christian responsibility in the face of injustice. Further issues, e.g. sexual and gender ethics, political and economic issues.

THEO 5405. Christian Theology in Global Contexts. 3 cr. hrs.
The reception of the Christian gospel in diverse cultures throughout the world. The challenge of inculturation and the requirements of the unity of Christian faith. The meaning of mission and evangelization outside the West. The encounter with indigenous religions.

THEO 5410. Family, Church, and Society. 3 cr. hrs.
The interaction of family, church, and society. Contemporary family patterns, their strengths and stresses; the teachings, reflection, and pastoral responses of the Church concerning marriage and family. Ecclesial and societal implications of family as “domestic church.”

THEO 5420. Theology, Violence, and Nonviolence. 3 cr. hrs.
Non-violence as a creative solution to human oppression and violence. The relationship between non-violence and the lifestyle of such figures as Jesus, Gandhi, King. The implications of non-violence for social, political and cultural life.

THEO 5430. Theology and the Natural Sciences. 3 cr. hrs.
Theological analysis of the historical relationship between religion and the natural sciences; exploration of models for relating the two disciplines today; reflection on the theological implications of contemporary scientific discoveries and theories.

THEO 5440. Foundations of Ecological Ethics. 3 cr. hrs.
Exploration of religious foundations for ecological ethics, with a focus on the Catholic tradition and social teachings; application to contemporary ecological problems.

THEO 5450. Medical Ethics. 3 cr. hrs.
Health care practices under moral assessment from within the Christian tradition. Controversial topics facing medicine (issues of the beginning and end of life, assisted reproduction, etc.) as related to Christian moral principles.

THEO 5490. Studies in Moral Theology. 3 cr. hrs.
Selected issues in contemporary moral life; selected themes from classical and contemporary writings in moral theology and Christian ethics. Topics vary, as specified in the Schedule of Classes.

THEO 5500. Christ and World Religions: Theology of Interreligious Dialogue. 3 cr. hrs.
Global pluralism of religions considered from perspectives of Christian faith. Methods and case studies of theological dialogue with particular religious traditions, e.g. Judaism, Islam, Hinduism, Buddhism.

THEO 5510. Survey of World Religions. 3 cr. hrs.
An overview of the major religious traditions of the world: Hinduism, Buddhism, religions of China and Japan, Judaism, Christianity and Islam.

THEO 5520. Jewish Thought and Practice. 3 cr. hrs.
Meaning of Jewish history. Philosophical and social understanding of the Jewish experience. Ruling ideas, myths, symbols, and rites. Partially funded by the Jewish Chautauqua Society.

THEO 5530. Islam: Faith and Practice. 3 cr. hrs.
THEO 5540. Hinduism, Yoga, and Buddhism. 3 cr. hrs.
Religious experience, cultic act, religious organization, theological formulation, as illustrated by two religions of India, Hinduism and Buddhism. Yoga as a spiritual discipline. Historical approach. Readings from sacred writings.

THEO 6110. Old Testament Method. 3 cr. hrs.
Introduction to the history, literature, and religion of ancient Israel. History and methods of interpretation. Prereq: THEO-MA or THEO-MACD student or cons. of dept. ch.

Background, geography, text, language, versions, editions. Principal problems in individual books. Exegetical techniques. Hermeneutical principles. Prereq: THEO-MA or THEO-MACD student or cons. of dept. ch.

THEO 6130. The Gospels. 3 cr. hrs.
Formation, structure, and styles of the four canonical Gospels. Topics to be studied include: their sources, literary relationships, depictions of Jesus, role of the Church, discipleship, and suffering. Each Gospel will be studied in terms of the communities that produced them and their relationship to other texts. Exegesis of selected texts. Prereq: THEO-MA or THEO-MACD student.

THEO 6210. Origen to Late Medieval. 3 cr. hrs.
A brief introduction to historiography and historical method with a more focused introduction to major theological issues and debates (e.g., scripture and tradition; trinity; Christology; grace and sacraments; faith and reason; church and state) and to some of the key contributions of major eastern and western theologians (e.g., Origen, Augustine, Pseudo-Dionysius, John of Damascus, Anselm, Abelard, Gregory Palamas, Aquinas, Bonaventure, Scotus). Prereq: THEO-MA or THEO-MACD student or cons. of dept. ch.; required for all master's candidates.

THEO 6220. Late Medieval to Early Modern. 3 cr. hrs.
A basic introduction to theological developments from 1350 to the end of the Enlightenment (1800). Examines major theological movements and the thought of major thinkers (e.g., Ockham, Biel, Erasmus, Luther, Calvin, Bellarmine, Bossuet, Pascal, Spener, Edwards, Lessing, Kant) within their social, historical, and philosophical contexts. Prereq: THEO-MA or THEO-MACD student or cons. of dept. ch.; required for all master's candidates.

THEO 6310. Introduction to Systematic Theology. 3 cr. hrs.
Relation of systematic theology to faith, revelation (the Bible, Church creeds and doctrines), and the Church. The role of biblical exegesis, historical scholarship, philosophy, natural and human sciences in systematic theology. Derivation of various categories, subdivisions, and methods of systematic theology. The challenges and prospects of interconfessional and interreligious dialogue for systematic theology. Prereq: THEO-MA student or cons. of dept. ch.

THEO 6320. Christian Doctrine 1. 3 cr. hrs.
A historical and theological introduction to the formation and development of the Christian doctrines of the Trinity, Christology, and Pneumatology. Focuses on the interrelationships of these doctrines. Prereq: THEO-MACD student.

THEO 6321. Christian Doctrine 2. 3 cr. hrs.
A historical and theological introduction to the Christian doctrines of Church, sacraments, and eschatology. Focuses on the interrelationships of these doctrines with one another and with those in Christian Doctrine 1. Prereq: THEO-MACD student; THEO 6320 completed at C or better.

THEO 6410. Introduction to Theological Ethics. 3 cr. hrs.
Systematic survey of the fundamental categories, concepts and norms used in moral theology to analyze human moral experience. The role of Scripture and tradition as foundational sources in moral theology. The church as the locus for Christian moral reflection. Pivotal issues in the historical development of moral theology. The relation of moral philosophy to moral theology. Required for master's core curriculum. Prereq: THEO-MA or THEO-MACD student or cons. of dept. ch.

THEO 6415. Catholic Social Encyclical Tradition. 3 cr. hrs.
Explores the following principles of Catholic Social teaching: the dignity of persons in community and the common good; the duties of the state and the principle of subsidiarity; kinds of justice and their application in social, political and economic life; the relationship between labor and capital; Church-state relationships; war and peace; and environmental stewardship. The issues are traced through the documents of Vatican II and selected Apostolic Exhortations. Prereq: THEO-MA or THEO-MACD student or cons. of dept. ch.

THEO 6995. Independent Study in Theology. 1-3 cr. hrs.
Prereq: Cons. of dept. ch.

THEO 6996. Professional Project in Theology. 0 cr. hrs.
SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 6999. Master's Thesis. 1-6 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

THEO 8010. Intensive Hebrew Grammar. 3 cr. hrs.
Introduction to Biblical Hebrew. Emphasis will be placed on grammar, verb syntax, and vocabulary acquisition. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8011. Advanced Hebrew. 3 cr. hrs.
Reading of selected narrative and poetic books. Advanced grammar. Prereq: REST-PhD student or cons. of dept. ch.
THEO 8012. Aramaic Dialects. 3 cr. hrs.
Provides the student who already has a background in Biblical Hebrew with a survey of Aramaic dialects, ranging from Ancient Aramaic to Syriac. Includes biblical Aramaic and Qumran Aramaic. Emphasis on providing the student with the tools to use these dialects in other biblical courses. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8120. Sources of Pentateuchal Thought. 3 cr. hrs.
Detailed study of the first five books of the Old Testament. Exegesis of selected passages. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8121. Prophetic Books of Ancient Israel. 3 cr. hrs.
Key themes in the prophetic movement. Relation of the prophets to the cult, society, and history of ancient Israel. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8122. Psalms and Religion of Ancient Israel. 3 cr. hrs.
A study of the literary, theological, and historical dimensions of the book of Psalms. Relationship between the psalms and cultic life. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8123. Former Prophets: Historical Books. 3 cr. hrs.

THEO 8124. Wisdom Books of Ancient Israel. 3 cr. hrs.
Study of the place of Wisdom Literature in the development of Hebrew thought. Exegesis of selected passages. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8125. Intertestamental Literature. 3 cr. hrs.
Study of the books of the Old Testament Apocrypha and Pseudepigrapha. Other developments of the period. Exegesis of selected passages. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8126. Judaism in the Hellenistic Era. 3 cr. hrs.
Jewish history, institutions, movements, and writings of this period, including Qumran, as they pertain to biblical studies. Jewish interpretation of scripture; midrash; haggadah and halakah; targums; Hellenistic influences on Judaism in Palestine and the diaspora; other related topics. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8127. The Writings. 3 cr. hrs.
An investigation into some of the other books of the Hebrew Bible beyond Torah and Prophets. May include literary, theological, and historical elements of “The Five Scrolls,” Daniel, Ezra-Nehemiah, I and II Chronicles. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8150. Special Questions in Old Testament Studies. 3 cr. hrs.
Specialized research on topics or problems within and/or related to the Old Testament writings. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8210. Intensive Hellenistic Greek Grammar. 3 cr. hrs.
An introduction to the Greek of the Hellenistic era, including the New Testament. Emphasis on grammar, syntax, vocabulary acquisition and historical context and theology. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8211. Advanced Hellenistic Greek. 3 cr. hrs.
Advanced grammar; readings in texts from 300 B.C. to 300 A.D. Emphasis on the language of the New Testament as reflective of continuity and change in Greek vocabulary, morphology, syntax, style, and the historical context and theology of these texts. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8310. Hellenistic Backgrounds to the New Testament. 3 cr. hrs.
Introduction to various Graeco-Roman issues and movements which influenced the development of New Testament writings. Study of traditional religion, mystery cults, philosophical schools, astrology and magic, literary genres and tendencies, and other related topics. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8311. Apocalyptic Literature. 3 cr. hrs.
Origin and development of prophetic and apocalyptic eschatology. The social and religious phenomenon of apocalypticism. The genre “apocalypse” in Jewish and early Christian tradition. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8312. Formation of the Gospel Tradition. 3 cr. hrs.

THEO 8313. Matthew. 3 cr. hrs.
Formation, structure, and style of the Gospel of Matthew. Redactional and literary analysis of the Gospel to reconstruct the theology and the situation which produced it. Exegesis of selected passages. Greek text used. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8314. Mark. 3 cr. hrs.
Formation, structure, and style of the Gospel of Mark. Redactional and literary analysis of the Gospel to reconstruct the theology and the situation which produced it. Exegesis of selected passages. Greek text used. Prereq: REST-PhD student or cons. of dept. ch.

Formation, structure, and style of Luke-Acts. Redactional and literary analysis of these two volumes to reconstruct the theology and the situation which produced them. Questions of Christian origins. Exegesis of selected passages. Greek text used. Prereq: REST-PhD student or cons. of dept. ch.
THEO 8316. The Johannine Tradition. 3 cr. hrs.
Formation, structure, and style of the Gospel of John. Source, redaction, and literary analysis to reconstruct the stages of formation and their corresponding theologies. Relation of the Johannine letters to the Gospel. Exegesis of selected passages. Greek text used. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8317. Letter to the Romans. 3 cr. hrs.
Background and purpose of this letter. Examination of important Pauline themes, issues, and methods of argumentation. Exegesis of selected passages. Greek text used. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8318. The Corinthian Correspondence. 3 cr. hrs.
Study of 1 and/or II Corinthians in the context of Paul's pastoral relationship to Corinth. Integrity, background and purpose of the letters. Examination of important themes, issues, and methods of argumentation. Exegesis of selected passages. Greek text used. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8319. Shorter Pauline Letters. 3 cr. hrs.
Study of one or more of the following letters: Galatians, Philippians, I and II Thessalonians, and Philemon. Background and purpose of these writings. Examination of important Pauline themes, issues, and methods of argumentation. Exegesis of selected passages. Greek text used. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8320. Colossians and Ephesians. 3 cr. hrs.
Authorship, milieu, and purpose of these letters. Their relationship to one another and to other Pauline traditions. Review of critical issues and examination of theological themes and methods of argumentation. Exegesis of selected passages. Greek text used. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8321. Later New Testament Writings. 3 cr. hrs.
Study of one or more of the following New Testament texts: I and II Timothy; Titus; Hebrews; James; I and II Peter; I, II, and III John; Jude; and Revelation 1-3. Background, purpose, and theology of these writings. Exegesis of key passages. Relationship of these works to selected non-canonical writings. Greek text used. Prereq: REST-PhD student or cons. of dept. ch.

Specialized research on topics or problems within and/or related to the New Testament writings. Greek text used. Prereq: REST-PhD student or THEO 6120 and cons. of dept. ch.

THEO 8410. Ecclesiastical Historiography. 3 cr. hrs.
The interpretation of the history of the Church and of doctrine as seen by ecclesiastical historians from Eusebius to Harnack; their characteristic approaches and concerns. Recent trends in historiography and historical theology. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8411. History of Christian Thought 1: The Age of the Fathers. 3 cr. hrs.
A study of the development of Christian beliefs and doctrines in the patristic age. The following themes are treated: the authority of Scripture and tradition; Father, Word, Spirit, and the divine Triad; the person of Jesus the Christ; sin, redemption and grace; the Church and the sacraments. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8412. History of Christian Thought 2: Byzantine Tradition. 3 cr. hrs.
Survey of Greek theology from Nicea (325 A.D.) to the fall of Constantinople (1453). Particular attention to the most important writers following the Council of Chalcedon, beginning with Dionysius Areopagita and concluding with Gregory Palamas and Nicholas Cabasilas. Focus on the abiding Greek preoccupation with salvation as deification and its contribution to the continuity of Eastern Christian thought. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8413. History of Christian Thought 3: The Middle Ages. 3 cr. hrs.
A study of the development of Christian theology from Augustine to Thomas Aquinas. Includes the following themes: the character and method of theology after Augustine; monastic theology; the early Eucharistic controversies; reason, logic, and the origins of Scholasticism; 12th century humanism and theology; Scholasticism; and Thomism. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8414. History of Christian Thought 4: The Later Middle Ages and the Reformation. 3 cr. hrs.

THEO 8415. History of Christian Thought 5: The Modern Era. 3 cr. hrs.

THEO 8416. History of Christian Thought 6: Theology in America. 3 cr. hrs.
An analysis of developments in American theology from Puritanism to the present. Examines representative theologians of Puritanism, revivalism, enlightenment, progressive orthodoxy, social gospel, modernism, Americanism, and neo-orthodoxy within the context of American political and social movements. Themes considered: the church, grace, religious liberty, church and state, voluntarism, person of Jesus, tradition, adaptation. Prereq: REST-PhD student or cons. of dept. ch.
THEO 8417. The Apostolic Fathers and the Apologists. 3 cr. hrs.
A study of the Christian writings of the 2nd century, especially Clement of Rome, Ignatius of Antioch, the Epistle of Barnabas, the Didache, the Greek apologists, and Irenaeus, with particular attention to their relation to the Old and New Testaments, the doctrine of the Logos, Church order, and the emerging understanding of orthodoxy and heresy. Prereq: REST-PhD student or cons. of dept. ch.; may not be taken for credit by students who have taken the same course as THEO 8415.

THEO 8418. Clement, Origen and the Alexandrian Tradition. 3 cr. hrs.
Against the background of Clement's attempt to incorporate Greek modes of thought into Christianity, an extensive study of Origen as a biblical commentator and the first systematic theologian, with some consideration of the neoplatonic tradition in Christianity, Origen's influence on later theology, and the Origenist controversies. Prereq: REST-PhD student or cons. of dept. ch.; may not be taken for credit by students who have taken the same course as THEO 8417.

THEO 8419. The Greek Fathers of the Fourth Century. 3 cr. hrs.
Reading and study of some of the writings of Athanasius, Basil the Great, Gregory of Nazianzus, Gregory of Nyssa and others, with attention given to the Trinitarian controversies of the 4th century, the councils of Nicea and Constantinople, and the rise and fall of Arianism. Prereq: REST-PhD student or cons. of dept. ch.; may not be taken for credit by students who have taken the same course as THEO 8418.

THEO 8420. History and Theology of the New Testament Canon. 3 cr. hrs.
The Septuagint as the first Christian Bible; authority for religious truth in the Apostolic Fathers and the Apologists; evidence for the liturgical use of Christian writings; the apocryphal New Testament; the canon of four gospels; the collection of the Apostles' letters; lists of canonical books; the beginnings of exegesis; modern theological speculation on the canon. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8421. Augustine of Hippo. 3 cr. hrs.
An intensive study of Augustine's life, writings and thought. Topics include: the influence of neoplatonism on Augustine, the stages of his conversion, the implications of the Donatist controversy for his views on the Church and the sacraments, and the controversy with Pelagius on grace and predestination. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8422. Monastic Theology. 3 cr. hrs.
Proposes a reading of the classical "canon" of early monastic literature. Beginning with a few sessions devoted to sources, the course moves to the early Syrians, notably Aphrahat of Persia and Ephrem Syrus, and then to the better-known and enormously influential "Vita Antonii," the several "Vitae" of Pachomius, the "History of the Monks of Egypt," Basil the Great's "Longer and Shorter Rules," Gregory of Nyssa, Evagrius of Pontus, the "Macarian Homilies," such early 5th century works as Palladius of Hieropolis' "Lausiac History," John Cassian's "Institutes" and "Conferences," Theodoret of Cyrhhus' "Historia religiosa," and the "Sayings of the Desert Fathers." Concludes with an examination of Benedict of Nursia's "Life" (by Gregory the Great) and "Rule." Prereq: REST-PhD student or cons. of dept. ch.

THEO 8423. Theology in the Twelfth Century. 3 cr. hrs.
Survey of theology in monasteries and cathedral schools, from the Gregorian Reform to Alan of Lille, including; e.g., Anselm of Canterbury, Peter Abelard, Bernard of Clairvaux, the Victorines, Peter Lombard. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8424. The Theology of Thomas Aquinas. 3 cr. hrs.
The critical reading of the texts of Aquinas in developmental sequence with emphasis on the character of the Summa theologiae. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8425. The Theology of Bonaventure. 3 cr. hrs.
Readings and study of both the academic and the mystical writings of Bonaventure, with special emphasis on the Breviloquium. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8426. The Study of the Bible in the Middle Ages. 3 cr. hrs.
Medieval exegesis from the Carolingian renaissance to the 13th century, with special attention to the relationship between scripture commentaries and systematic theologies; the multiple senses of Scripture in theory and practice; authors include; e.g., Rupert of Deutz, Bernard of Clairvaux, the Victorines, Aquinas and his teachers. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8427. Late Medieval Augustinianism. 3 cr. hrs.

THEO 8428. Interpretation of the Bible in the Renaissance and Reformation. 3 cr. hrs.
Hermeneutical developments from the Victorines. Sources and methods for interpreting historical exegesis. Humanist work on Scripture. The place of the Bible in theology. Luther as doctor of Scripture. Trent and Bible study. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8429. Erasmus. 3 cr. hrs.

THEO 8430. Luther. 3 cr. hrs.
THEO 8431. Calvin. 3 cr. hrs.
Biography and development of his major writings. Systematic construction of the Institutes of the Christian Religion. Calvin on Scripture, sanctification and predestination, and early results in Calvinism. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8432. Council of Trent. 3 cr. hrs.
The positive contribution of Trent to the history of Christian thought. The “medieval” and “modern” character of the council. Trent’s understanding of the reformers, and the question of “Counter-Reformation.” Trent’s position on Scripture and tradition, and its justification. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8433. Theological Thought of the Enlightenment and the Nineteenth Century. 3 cr. hrs.
Important theological developments, including movements and thinkers, in both the Catholic and Protestant traditions, in both Europe and America from the beginning of the Modern Era. Possible movements to be covered in this order: Deism, Rational Supernaturalism, Pietism, Romanticism, Speculative Idealism, French Catholic Thought (Traditionalism, Fideism), Oxford Movement, Tubingen School, Protestant Liberalism, Biblical Criticism and Darwinism, Ultramontanism and Neo-Thomism, Roman Catholic Thought and Modernism, Existentialism, and Atheism. Possible figures covered: Herbert of Cherbury, Tillotson, Locke, Toland, Tindal, Voltaire, Wolff, Semler, Reimarus, Lessing, Rousseau, Butler, Hume, Kant, Jacobi, Hamann, Herder, Coleridge, Schleiermacher, Busnell, Hegel, F. C. Baur, Biedermann, John and Edward Caird, Chateaubriand, Maistre, Lamennais, Bautain, Keble, Newman, Williams, Pusey, Drey, Mohler, Strauss, Feuerbach, Marx, Williams, Goodwin, Jowett, Darwin, Moore, Hodge, Abbott, Ritschl, Herrmann, Harnack, Rauschenbusch, Hodge, Warfield, Leo XIII, Mercier, Garrigou-Lagrange, Olle-Laprune, Blondel, Laberthonniere, Loisy, Le Roy, Tyrrell, Kierkegaard, Nietzsche. Not all significant movements and thinkers are covered in one term. Prereq: THEO 6210, THEO 6220, and THEO 6310, or their equiv.’s (i.e., the master’s-level introductory courses), unless the student has passed out of this material on the M.A. Exam.

THEO 8434. Schleiermacher. 3 cr. hrs.
A close reading of the most important theological works of F.D.E. Schleiermacher (1768-1834), the “father of modern theology,” with a view to understanding the basic concepts and historical development of Schleiermacher’s thought within the context of post-Enlightenment European philosophical-theological ideas and movements. Prereq: THEO 6210 and THEO 6220, or their equiv.’s (i.e., the master’s-level introductory courses on the history of theology), unless the student has passed out of this material on the M.A. Exam.

THEO 8435. Images of the Church through the Ages. 3 cr. hrs.
Covers the historical journey of the Christian church as it began and developed through its leading images/symbols/models. Prereq: THEO 6210, THEO 6220, and THEO 6310, or equiv.’s (i.e., the master’s-level introductory courses), unless the student has passed out of this material on the M.A. Exam.

THEO 8436. The Roman Catholic Modernist Crisis. 3 cr. hrs.
Modernist controversies as the explosion of tensions long building between liberalism and orthodoxy, immanentist and extrinsecist religious thought, and tradition and critical history before and after 1900. An interpretation of the episodes in Roman Catholic theology (concerning Loisy, Blondel, von Hugel, Tyrrell) that formed the backdrop to the generation of Vatican II. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8437. Theology of Jonathan Edwards. 3 cr. hrs.
Examines Edwards’ major theological works and analyzes his chief contributions to American theology. Particular focus on Edwards’ understanding of God, original sin, the atonement, freedom, religious experience, true virtue, providence, and the millennium. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8438. Theology in the American Enlightenment. 3 cr. hrs.
Examines how the Enlightenment influenced Christian thought in the United States between 1700 and 1830, paying special attention to the issues raised by critical reason relative to the understanding of revelation, Christ, the supernatural, church and state, and Christians; e.g., the Unitarian W.E. Channing, the Princetonian Presbyterian C. Hodge, and the Catholic J. England. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8439. Theology and Romanticism in the United States. 3 cr. hrs.
Examines representative American Protestant and Catholic theologies that were most directly influenced by Romanticism; e.g., the Transcendentalism of R. W. Emerson and T. Parker, the Progressive Orthodoxy of H. Bushnell, the Mercersbury Theology of W. Nevin and P. Schaff, the Ontologism and moderate traditionalism of O. Brownson and I. Hecker, the Confessionalism of C. P. Krauth. Concentration upon the roles these theologians assigned to revelation, divine immanence in history, church and society, religious intuition, ecclesiastical and confessional authority. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8440. American Catholic Theology. 3 cr. hrs.
A historical examination of the theologies of American Catholics from John Carroll to John Courtney Murray. Analysis of major pastoral and systematic theologians (e.g., John England, Francis P. Kenrick, Orestes Brownson, Isaac Hecker, John Ireland, John A. Ryan, Gustave Weigel) within the context of American and European theological developments. Examination of American Catholic perceptions of Christology, grace, ecclesiology, church-state relations, social thought, the Bible, and modern sciences with a focus upon the relationship of religion and republicanism. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8441. The Social Gospel in American Theologies. 3 cr. hrs.
Examinations of the social thought of representative American Protestants and Catholics of the late 19th and early 20th centuries, concentrating upon the various perceptions of Christianity’s relationship to the social and economic problems of the day. Analysis of the works of Washington Gladden, Richard Ely, Josiah Strong, Walter Rauschenbusch, Edward McGlynn, John A. Ryan, Paul H. Furfey, Dorothy Day, and Virgil Michel. Prereq: REST-PhD student or cons. of dept. ch.
THEO 8442. Dionysius the Areopagite: Father of Mysticism?. 3 cr. hrs.
Intended to be primarily a close reading of (Pseudo-) Dionysius the Areopagite (ca. 500), whose small corpus of works profoundly influenced subsequent Christian thought. Analyzes his background, his treatises and "epistles," noting his sources and parallels in preceding and contemporary Christian, pagan Neoplatonist, and Jewish mystical literature. Also traces out the Dionysian "trajectory" in selected later Eastern Christian writers. Prereq: THEO 6210 and cons. of dept. ch.

THEO 8443. Symeon the New Theologian-Sources and Heirs. 3 cr. hrs.
Examines Symeon the New Theologian (949-1022), the most striking and attractive of the Byzantine spiritual writers, who too often is treated somewhat in isolation from the sources and currents which feed him. Begins with 5th century writers such as Diadochus of Photiki and Mark the Monk, runs through Dionysius, Maximus, and John of the Ladder in the 6th-7th centuries (possibly including the "Gaza School" and Palestinian monasticism), and continues through Symeon, to the Hesychasts of the 14th and 15th centuries, notably Gregory of Sinai and Gregory Palamas. Prereq: THEO 6210 and cons. of dept. ch.

THEO 8444. PreNicene Ascetical and Mystical Literature. 3 cr. hrs.

THEO 8445. The Development of Roman Catholic Theology from the Enlightenment to the Present. 3 cr. hrs.
Focuses on the historical development of Roman Catholic theology from the Enlightenment to the present. Treats movements such as French Romanticism, Gallicanism, Ultramontanism, Newmanism, Modernism, New Theology and Transcendental Thomism, Vatican II and post-Vatican II developments. Treats the thought of selected Roman Catholic theologians. In the 19th century: French theologians Chateaubriand, De Maistre, Lamennais, Bautain; the Tubingen theologians (e.g., Drey, Mohler); Newman and the Oxford Movement; the New Apologetics (e.g., Blondel, Laberthonniere); the "Modernists" (e.g., Loisy, Tyrrell). In the 20th century: New Theology and Transcendental Thomism (e.g., Rousselot, Marechal, de Lubac, Karl Rahner, Lonergan, Schillebeeckx); Liturgical Movement (e.g., Jungmann, Casel, Dix); Vatican II and Aggiornamento (e.g., Congar, Kung, Courtney Murray, Balthasar, Ratzinger); Political and Liberation Theologies (e.g., Metz, Gutierrez, Segundo, Leonard Boff); Feminist Theology (e.g., Schussler Fiorenza, Radford Ruether, Pilar Aquino). Prereq: THEO 6210, THEO 6220, and THEO 6310, or equiv.'s (i.e., the master's-level introductory courses), unless the student has passed out of this material on the M.A. Exam.

THEO 8446. History of Christian Theology in the Twentieth Century. 3 cr. hrs.
Possible schools/movements and figures to be covered: Eschatological school (J. Weiss, Schweitzer), Religionsgeschichtliche Schule (Troeltsch), American Empiricism and Naturalism (William James, D.C. Macinosh, Dewey, Wieman), Dialectical Theology (Barth, Brunner, Gogarten, Bonhoeffer), Christian Existentialism (Marcel, Tillich, Bultmann), Christian Realism (H.R. Niebuhr, Reinhold Niebuhr), the Nouvelle Theologie and Transcendental Thomism (Rousselot, Marechal, de Lubac, K. Rahner, Lonergan, Schillebeeckx), Vatican II and renewed Roman Catholic Theology (Congar, John XXIII, Kung, John Courtney Murray, Balthasar, Ratzinger), Political/Theology and Liberation Theologies (Metz, Moltmann, Gutierrez, Segundo, L. Boff, Sobrino). Not all of these movements and figures are covered in one term. Prereq: THEO 6210, THEO 6220, and THEO 6310, or equiv.'s (i.e., the master's-level introductory courses), unless the student has passed out of this material on the M.A. Exam.

THEO 8450. Special Questions in the History of Christian Thought:: 3 cr. hrs.
Specialized research in one area or problem in the history of Christian thought. Specific topic(s) announced. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8510. Christian Anthropology. 3 cr. hrs.
Different concepts of anthropology today. The central interest in anthropology in different fields, including philosophy and theology, in the last 50 years. The relationship between anthropology, theology, Christology. Human existence according to the Old and New Testaments. The realities of history, world, and freedom as related to meaning in human existence. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8511. Atheism and Theism. 3 cr. hrs.
Intended to be primarily a close reading of (Pseudo-) Dionysius the Areopagite (ca. 500), whose small corpus of works profoundly influenced subsequent Christian thought. Analyzes his background, his treatises and "epistles," noting his sources and parallels in preceding and contemporary Christian, pagan Neoplatonist, and Jewish mystical literature. Also traces out the Dionysian "trajectory" in selected later Eastern Christian writers. Prereq: THEO 6210 and cons. of dept. ch.

THEO 8512. God in Contemporary Theology. 3 cr. hrs.
Nineteenth and 20th century roots (philosophical, social, and religious) of present understandings of God. Classical and contemporary discussion of the nature and validity of theistic language. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8513. The Structure of Religious Experience. 3 cr. hrs.
Analysis of the structure of religious experience and related phenomena as explored through a variety of perspectives, such as philosophy, sociology, psychology, and theology. The nature and function of religion in human life in relation to the individual and social development of the human person. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8514. Hermeneutic Theory and Theological Method. 3 cr. hrs.
THEO 8515. Philosophy as Source and Resource for Theology. 3 cr. hrs.
Critical examination of philosophical texts which have played an important role in framing theological questions and discussions; of representative theological texts for how philosophical issues and presuppositions bear on their interpretation; of representative accounts (historical and contemporary) of the relationship between theology and philosophy. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8516. The Trinity. 3 cr. hrs.
Historical and systematic presentation of the doctrine of the Trinity. The development of this doctrine in early Christian history. The notions of substance, person, procession, relation, and communion as they occur in patristic tradition and in later Scholastic theology. Other approaches to this doctrine in the light of contemporary philosophy and theology. Role of this doctrine in contemporary Christian experience. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8517. Christology. 3 cr. hrs.
Historical and systematic presentation of the doctrine of the Incarnation. Christ, the Mediator between God and humanity, as the fullness of all revelation. Christology in the New Testament. The development of the doctrine of the Incarnation in the Christian church with special attention given to the councils of Ephesus and Chalcedon, Scholastic theology, and contemporary approaches to the mystery of Jesus. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8518. Soteriology. 3 cr. hrs.
Specific redemptive function of Jesus Christ and then of the Christian community, the sacraments and the world in which one lives. Grace and human development. Salvation as a personal and societal reality; redemption of the social order. Salvation of the nonbeliever, in particular the relationship between salvation and revelation. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8519. Ecclesiology. 3 cr. hrs.

THEO 8520. Theology of Christian Liturgy. 3 cr. hrs.
A systematic study of the Church at prayer in Trinitarian and ecumenical perspectives. The Church's faith in God's saving action through its own ritual self-offering seen in light of human sciences, phenomenology and Christian doctrine. Liturgy examined as symbolic communication, as actualization of Christian community, and in its relationship to the rest of Christian life and theology. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8521. Christian Eschatology. 3 cr. hrs.
Analysis of Biblical and historical forms of Christian eschatology. Comparison of Christian perspectives with cyclic approaches to history and apocalyptic approaches to the end of history. The centrality of eternal life to the Christian message of the Kingdom of God. Resurrection as the principal locus of Christian expectations. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8522. Major Figures in Modern Theology. 3 cr. hrs.
Intensive examination of the writings of a thinker who has had a significant impact on theology within the last hundred years. Focuses on the primary texts of a particular theologian or school of thought. Also assesses their contribution to theology and the life of the Church and examines critical evaluations. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8523. Doctrinal Themes in Contemporary Protestant Systematic Theology. 3 cr. hrs.
Analysis and evaluation of important contemporary Protestant systematic theologians in terms of a single theme or related set of themes to be chosen by the instructor. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8524. Doctrinal Themes in Contemporary Roman Catholic Systematic Theology. 3 cr. hrs.
Analysis and evaluation of important contemporary Roman Catholic systematic theologians in terms of a single theme or related set of themes to be chosen by the instructor. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8525. Theological Method: Interdisciplinary Implications. 3 cr. hrs.
Exploration of methodological interrelations between theology and other academic disciplines in terms of a single theme or related set of themes to be chosen by the instructor. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8526. Fundamental Themes in the Theology of Bernard Lonergan. 3 cr. hrs.
Study of major texts of Bernard Lonergan. Themes vary: grace, Trinity, Christology, method. Also considers developments by other authors. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8527. Fundamental Themes in the Theology of Karl Rahner. 3 cr. hrs.
Intensive examination of major themes and texts in Karl Rahner's writings. Focuses on the primary texts, assesses their contribution to theology and the life of the Church and examines critical evaluations. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8528. Theology of Karl Barth. 3 cr. hrs.
An examination of Karl Barth's major texts, primarily, but not exclusively, his Church Dogmatics. Themes may include his Christology, method, moral theology and/or political theology. An examination of his relation to those who came before him, those against whom he reacted, as well as those who developed his thought in the 20th and 21st century. Prereq: REST-PhD student or cons. of dept. ch.
THEO 8529. Nouvelle Theologie. 3 cr. hrs.
A study of the theological movement of the 20th century known as "la nouvelle théologie" or "ressourcement" that reacted to neo-scholasticism and sought to reunify theology through a reappraisal of the sources - the liturgy, Scriptures, and the Early Church Fathers. Representative figures include Henri de Lubac, Jean Daniélou, Henri Bouillard, Yves Congar, Louis Bouyer, Marie-Dominique Chenu, and Hans Urs von Balthasar. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8530. Theology of the Holy Spirit. 3 cr. hrs.
An examination of the biblical, historical and systematic aspects of pneumatology. Attention given to the Holy Spirit and the doctrine of the Trinity with consideration of the ecumenical implications of the Filioque, the Spirit in creation and redemption, the mission of the Holy Spirit relative to that of the Son, and the importance of pneumatology for the entire spectrum of Christian doctrine. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8531. Theology of Grace. 3 cr. hrs.
An examination of the doctrine of grace in its historical developments and in contemporary systematic theology. Attention given to the following: nature and grace, distinctions in the types and modalities of grace, grace and human freedom/predestination, justification and sanctification, grace in the church and the world. Also includes consideration of ecumenical convergences and/or divergences (Catholic and Protestant, Eastern and Western Churches). Prereq: REST-PhD student or cons. of dept. ch.

THEO 8532. Ecumenism. 3 cr. hrs.
A study of ecumenism, the efforts of the Christian churches to restore unity, ecumenical principles, the nature, goal and reception of dialogues, major Catholic encyclicals and directives on ecumenism, and significant recent ecumenical agreements between churches. An assessment of the points of ecumenical convergence and remaining differences on select doctrinal topics involving the Catholic Church. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8533. Christians and Muslims in Dialogue. 3 cr. hrs.
A survey of the efforts made to advance Muslim-Christian relations. An examination of joint declarations issued by formal dialogues as well as select individual contributions of Muslim and Christian scholars. Primary attention to those dialogues sponsored by the sub-unit on Dialogue with Peoples of Living Faiths of the World Council of Churches, and the Pontifical Council of Interreligious Dialogue. Includes dialogues co-sponsored and/or organized by Muslim organizations. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8534. Fundamental Theology. 3 cr. hrs.
A historical and systematic study of the fundamentals of theology: faith, revelation, tradition, and Church. Attention given to: faith as the response to revelation, the connection between faith and reason, revelation as God's self-communication, the relationship between scripture and tradition, and the role of the magisterium in preserving and interpreting sacred scripture and tradition. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8535. Public Theology in Postmodern Context. 3 cr. hrs.
The interpretation and application of the gospel to a given cultural context in the light of Scripture and Tradition. Not identical with the normative reflections of social ethics nor assuming the narratives of liberation and political theology, public theology focuses on public issues for the sake of the churches and on Christian meanings for the sake of the public square and the common good. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8536. Theology of Hans Urs von Balthasar. 3 cr. hrs.
Study of the major texts of Hans Urs von Balthasar, with special attention given to his trilogy. Possible themes include: Balthasar's elucidation of beauty as essential to theological discourse, Balthasar's efforts to reunite theology and spirituality through the fundamental connection between holiness and the theological enterprise, and Balthasar's Christological and Trinitarian theological method. A consideration of Balthasar's contribution to theology today. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8537. Theology of Jürgen Moltmann. 3 cr. hrs.
An examination of the theology of Jürgen Moltmann, both in its development and in its major themes. An emphasis on the close connection between theology and practice in Moltmann and the way his work represents a specific understanding of the task of theology. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8540. Interfacing Theology and the Natural Sciences. 3 cr. hrs.
Ways in which theology and the natural sciences (e.g., physics, biology, and geology) have been related historically provide the perspective from which to examine current efforts to reflect on God, the world and humanity in a scientific age. Basic scientific facts and established theories inform theological discourse, and scientists are consulted for more in-depth understanding. Methods for teaching constructive relationship of the disciplines are explored and demonstrated by students. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8550. Special Questions in Systematic Theology. 3 cr. hrs.
Specialized research in one area or problem in systematic theology. Specific topic(s) announced. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8610. Moral Theology: The Catholic Tradition. 3 cr. hrs.
General outlines of the development and exposition of Catholic moral theology through an examination of historical studies of Christian Ethics written in the 20th century and of selected original texts. Moral teaching in early Christianity; development of systems of moral teaching; the history of casuistry; moral theology as a separate theological discipline; the understanding of the love commandment as found in different periods. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8611. The Protestant Tradition in Christian Ethics. 3 cr. hrs.
Study of selected writings of the Reformers on ethical subjects and of selected ethical writings from important Protestant schools of theology. Representative sectarian Protestant thought on ethical topics. Contemporary developments in Christian ethics found in the writings of outstanding Protestant thinkers in this century. Prereq: REST-PhD student or cons. of dept. ch.
THEO 8612. Basic Issues in Christian Social Ethics. 3 cr. hrs.
Social teaching of the Christian churches. A systematic treatment of issues such as the relation between love and justice. The teachings of the Christian churches on matters such as war and peace; the rights and duties of states and citizens; the rights, duties, and obligations of members of a family; the rights, duties, and obligations of parents with respect to their children. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8613. Method in Theological Ethics. 3 cr. hrs.
Exploration of contemporary developments in methodological approaches to theological ethics. Particular attention to the theological nature of methodology as well as the interrelationship between other academic disciplines and the formation of method in theological ethics. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8614. Health Care Ethics. 3 cr. hrs.
Exploration of theological perspectives on medicine. Particular attention to thinking on health care within the Catholic tradition, as well as developments across the Christian tradition. Emphasis on theological methodology as well as engagement with select ethical issues in medicine. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8615. Body, Gender and Sexuality. 3 cr. hrs.
Analysis of how the human person's being a body directs our thinking in Christian theology. Human bodies as essential to what humans are, as both a possible limit on humans and an occasion of transcendence. The body as a source of thinking about persons and how they should act. The nature of sexual differentiation and of gender and implications for Christian anthropology and ethics. Human sexuality and its influence on individuals and communities. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8616. Theology and Economics. 3 cr. hrs.
A theological evaluation of economic theories and practices, particularly as they bear on the rise and ascendency of the global market. Includes a history of economic thought with particular attention to moral theory. The tradition of economic thought within Christian theology. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8617. Catholic Social Thought. 3 cr. hrs.
A comprehensive examination of the engagement of Catholic faith with the public square. Detailed analysis of fundamental themes within the Catholic Social Teaching tradition through a study of the documents of the papal encyclical tradition, social thought originating from and upon the U.S. context, and the various interpretations of the Catholic Social Teaching tradition. Consideration of Catholic socio-ethical engagement with emerging concerns in public discourse. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8618. Liberation Ethics and the Option for the Poor. 3 cr. hrs.
An exploration of the ethical dimensions of liberationist theological reflection, addressing the contributions and challenges to Christian moral discourse, analysis, and reflection, which emerge from the theologies of liberation and their stance of solidarity with the victims of injustice. Attention given to both the commonality and diversity present in this theological movement. Consideration of the implications of the option for the poor for ethical reflection and action. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8619. Theology, Technology and Ethics. 3 cr. hrs.
Provides an historical overview of theological discourse on technology, considers effects of current technologies (e.g., biotechnology, social communications, artificial intelligence, energy and transportation), addresses ethical principles pertaining to their research, development, deployment and use from the perspective of Catholic and other Christian traditions, and explores and demonstrates effective methods for teaching this interdisciplinary subject. May include the views of other world religions Prereq: REST-PhD student or cons. of dept. ch.

THEO 8620. Theology of Creation and Ethics. 3 cr. hrs.
Explores how the theological traditions of Christianity, Judaism and Islam recognize as moral problems the loss of biological diversity, degradation of ecological systems and threats to the biosphere caused by human actions. Critically examines contemporary theological efforts (e.g., reconstructionist and eco-feminist) to address these problems. Develops effective approaches to teaching at the undergraduate level. The traditions and perspectives of other world religions (e.g., Hinduism, Jainism and Buddhism) may be included. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8650. Special Questions in Moral Theology. 3 cr. hrs.
Specialized research in one area or problem in moral theology. Specific topic(s)announced. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8710. Special Questions in Interdisciplinary Studies. 3 cr. hrs.
Specialized research in one area or problem in interdisciplinary studies. Specific topic(s) announced. Prereq: REST-PhD student or cons. of dept. ch.

THEO 8711. Teaching Theology at the College Level. 1 cr. hr.
Explores effective means of teaching religious knowledge in the liberal arts setting and addresses teaching models and learning styles, design of lesson plans, syllabi, conducting student discussions, and testing methods. Provides opportunities to practice classroom techniques and receive student evaluation. S/U grade assessment. Prereq: REST-PhD student; or, students with M.A. may enroll after completing one year of graduate course work. Students without M.A. may enroll after two years of graduate course work.

THEO 8995. Independent Study in Theology. 1-3 cr. hrs.
Prereq: Cons. of dept. ch.; cons. of graduate prog. dir.

THEO 8999. Doctoral Dissertation. 1-12 cr. hrs.
S/U grade assessment. Prereq: Cons. of dept. ch.

THEO 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
THEO 9974. Graduate Fellowship: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9975. Graduate Assistant Teaching: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9976. Graduate Assistant Research: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9984. Master's Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9985. Master's Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9986. Master's Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9987. Doctoral Comprehensive Examination Preparation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9988. Doctoral Comprehensive Examination Preparation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9989. Doctoral Comprehensive Examination Preparation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9997. Doctoral Dissertation Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9998. Doctoral Dissertation Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.

THEO 9999. Doctoral Dissertation Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of dept. ch.
Transfusion Medicine (TRME)

Program Director: Susan T. Johnson, M.S.T.M., M.T. (ASCP), S.B.B.
Transfusion Medicine website

Degree Offered

Master of Science in Transfusion Medicine, students are admitted under Plan B (non-thesis option) but Plan A (thesis option) may be requested.

Program Description

The transfusion medicine program is a collaboration between Marquette University and BloodCenter of Wisconsin. The first 18 credits must be completed at BloodCenter within two and a half years of starting the program. Additional credits are completed exclusively at Marquette University. Students have the option to enroll at Marquette if it does not interfere with course work at BloodCenter.

Students must currently be enrolled in the SBB program at BloodCenter of Wisconsin (http://www.bcw.edu/bcw/medical-services-blood-products/education-programs/sbb-program), the BloodCenter’s independent course of study, in order to be eligible to apply for the master of science program in transfusion medicine at Marquette University. No exceptions will be made to this requirement.

Visit the department Web page (https://www.bcw.edu/bcw/medical-services-blood-products/education-programs/sbb-program) for more detailed program information.

Application Deadlines

Applications to the SBB program at BloodCenter of Wisconsin for the fall term are accepted from January 1 to March 31 each year. Applications from students already enrolled in the SBB program to the transfusion medicine program at Marquette University are accepted on a rolling basis, following Graduate School deadlines each term for having completed application files and for financial aid.

Application Requirements

Applicants must submit, directly to the Graduate School:

1. A completed application form and fee online (http://marquette.edu/grad/future_apply.shtml).
2. Official transcripts from all current and previous colleges/universities except Marquette.
3. Three letters of recommendation.
4. A list of continuing education for the last two years.
5. A letter of intent stating reasons for application to this program and how SBB certification will impact their professional life and further their career.
6. (For international applicants only) laboratory training records.
7. (For international applicants only) GRE scores.
8. (For international applicants only) a TOEFL score or other acceptable proof of English proficiency.

Transfusion Medicine Master's Requirements

Specializations: Business Administration, Education, Science

For Plan B (non-thesis option – default), students must complete 39 or 40 total graduate-level credit hours depending on subspecialty. Students must complete 18 credit hours in transfusion medicine (TRME) courses, 18 or 19 credit hours in the subspecialty (19 credit hours in the business administration subspecialty, 18 or 19 credit hours in the science subspecialty, or 18 credit hours in the education subspecialty), plus 3 capstone essay credit hours. When the 18 TRME credits are completed at BloodCenter, the student is required to take a national examination.

Students may request Plan A (thesis option) after admission and, if selected, should secure co-direction on their thesis from a member of their subspecialty faculty.

Core Courses

TRME students are required to take the following courses (18 credits), participate in the department colloquium (no credit), complete a capstone (3 credits), for a total of 21 TRME credits. Students must also fulfill the requirements for one of the three subspecialties of business administration, education or science.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRME 6101</td>
<td>Introduction to Transfusion Medicine</td>
<td>1</td>
</tr>
<tr>
<td>TRME 6201</td>
<td>Immunohematology 1</td>
<td>2</td>
</tr>
<tr>
<td>TRME 6202</td>
<td>Immunohematology 2</td>
<td>2</td>
</tr>
<tr>
<td>TRME 6220</td>
<td>Essentials of Blood Collection and Testing</td>
<td>3</td>
</tr>
<tr>
<td>TRME 6301</td>
<td>Management and Education in Transfusion Medicine</td>
<td>3</td>
</tr>
</tbody>
</table>
TRME 6401  Anemias and Related Topics  2
TRME 6402  Hemostasis and Transplantation  2
TRME 6501  Pathophysiology in Transfusion Medicine  2
TRME 6998  Transfusion Medicine Project  1
TRME 6952  Colloquium in Transfusion Medicine  0
TRME 6997  Transfusion Medicine Capstone  3

Total Credit Hours  21

Subspecialty Requirements

Business Administration

Students are required to take three core courses, four electives, and must meet all prerequisite requirements for the master of business administration classes. Students must also select an area of study from the following: organizational management, operations and supply chain management, accounting and finance, marketing, management information systems, or general business. Those students who have academic backgrounds sufficient to waive any of the required courses will be allowed to complete additional elective course work.

The required courses ensure a fundamental understanding of the basics of accounting, human resources, and organizational issues in the work place. In addition, the environmental influences courses place a strong emphasis on Marquette’s traditional focus on societal concerns and the social responsibilities of today’s working professional.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCO 6000</td>
<td>Accounting Foundations</td>
</tr>
<tr>
<td>ECON 6000</td>
<td>Economics Foundations</td>
</tr>
<tr>
<td>HURE 6170</td>
<td>Ethical Issues, Regulatory Environment and Human Resource Management</td>
</tr>
<tr>
<td>or MANA 6170</td>
<td>Global Environment of Business</td>
</tr>
</tbody>
</table>

Elective Courses

At least four courses must be completed within a student's area of study from the classes listed below. Note required and elective lists within each area.

Total Credit Hours  19

Organizational Management

Required Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HURE 5140</td>
<td>International Human Resources Management</td>
</tr>
<tr>
<td>or MANA 6140</td>
<td>International Management</td>
</tr>
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</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HURE 5003</td>
<td>Employment Law</td>
</tr>
<tr>
<td>HURE 5020</td>
<td>Labor Relations and Collective Bargaining</td>
</tr>
<tr>
<td>HURE 6170</td>
<td>Ethical Issues, Regulatory Environment and Human Resource Management</td>
</tr>
<tr>
<td>HURE 6510</td>
<td>Strategic Compensation</td>
</tr>
<tr>
<td>HURE 6535</td>
<td>Diversity in Organizations</td>
</tr>
<tr>
<td>HURE 6580</td>
<td>Training and Development</td>
</tr>
<tr>
<td>HURE 6931</td>
<td>Topics in Human Resource Management</td>
</tr>
<tr>
<td>MANA 6110</td>
<td>Leadership, Motivation and Organizational Change</td>
</tr>
<tr>
<td>MANA 6125</td>
<td>Negotiations</td>
</tr>
<tr>
<td>MANA 6140</td>
<td>International Management</td>
</tr>
<tr>
<td>MANA 6931</td>
<td>Topics in Management</td>
</tr>
<tr>
<td>MANA 6953</td>
<td>Seminar in Management</td>
</tr>
<tr>
<td>MANA 6995</td>
<td>Independent Study in Management</td>
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</table>

Any LEDR courses numbered 6000-6995

Total Credit Hours  12

Operations and Supply Chain Management

Required Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>OSCM 6100</td>
<td>Operations and Supply Chain Management</td>
</tr>
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</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td></td>
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Total Credit Hours  9
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSCM 6110</td>
<td>Manufacturing Management</td>
</tr>
<tr>
<td>OSCM 6115</td>
<td>Service Operations Management</td>
</tr>
<tr>
<td>OSCM 6120</td>
<td>Quality and Process Management</td>
</tr>
<tr>
<td>OSCM 6125</td>
<td>Purchasing and Supply Management</td>
</tr>
<tr>
<td>OSCM 6140</td>
<td>Globalization and Global Operations</td>
</tr>
<tr>
<td>OSCM 6931</td>
<td>Topics in Operations and Supply Chain Management</td>
</tr>
<tr>
<td>OSCM 6953</td>
<td>Seminar in Operations and Supply Chain Management:</td>
</tr>
<tr>
<td>OSCM 6995</td>
<td>Independent Study in Operations and Supply Chain Management</td>
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</table>

**Total Credit Hours**: 12

### Accounting and Finance

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACCO 6100</td>
<td>Managerial Accounting</td>
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<tr>
<td>FINA 6100</td>
<td>Financial Management</td>
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**Required Courses**: 6

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACCO 6180</td>
<td>Financial Statement Analysis</td>
</tr>
<tr>
<td>ENTP 6180</td>
<td>Entrepreneurial Finance</td>
</tr>
<tr>
<td>FINA 5931</td>
<td>Topics in Finance</td>
</tr>
<tr>
<td>FINA 6081</td>
<td>Investment Banking</td>
</tr>
<tr>
<td>FINA 6111</td>
<td>Investments</td>
</tr>
<tr>
<td>FINA 6130</td>
<td>Bank Management</td>
</tr>
<tr>
<td>FINA 6140</td>
<td>International Financial Management</td>
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<tr>
<td>FINA 6160</td>
<td>Financial Derivatives</td>
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<tr>
<td>FINA 6163</td>
<td>Real Estate Finance and Investments</td>
</tr>
<tr>
<td>FINA 6165</td>
<td>Fixed Income Markets and Securities</td>
</tr>
<tr>
<td>FINA 6170</td>
<td>Investment Management, Ethics and Society</td>
</tr>
<tr>
<td>FINA 6931</td>
<td>Topics in Finance</td>
</tr>
<tr>
<td>FINA 6953</td>
<td>Seminar in Finance</td>
</tr>
<tr>
<td>FINA 6995</td>
<td>Independent Study in Finance</td>
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**Total Credit Hours**: 12

### Marketing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MARK 6100</td>
<td>Marketing Management</td>
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**Required Course**: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MARK 6110</td>
<td>Consumer Behavior</td>
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<tr>
<td>MARK 6120</td>
<td>Integrated Marketing Communications</td>
</tr>
<tr>
<td>MARK 6125</td>
<td>Digital Marketing</td>
</tr>
<tr>
<td>MARK 6130</td>
<td>Customer Relationship Management</td>
</tr>
<tr>
<td>MARK 6140</td>
<td>Global Marketing Strategy</td>
</tr>
<tr>
<td>MARK 6160</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>MARK 6165</td>
<td>Marketing Analytics</td>
</tr>
<tr>
<td>MARK 6170</td>
<td>Marketing Ethics, Markets and Social Responsibility</td>
</tr>
<tr>
<td>MARK 6175</td>
<td>Marketing and Social Entrepreneurship</td>
</tr>
<tr>
<td>MARK 6185</td>
<td>Brand Management</td>
</tr>
<tr>
<td>MARK 6931</td>
<td>Topics in Marketing</td>
</tr>
<tr>
<td>MARK 6953</td>
<td>Seminar in Marketing</td>
</tr>
<tr>
<td>MARK 6995</td>
<td>Independent Study in Marketing</td>
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</table>

**Total Credit Hours**: 12
Management Information Systems

Required Course

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>INTE 6150</td>
<td>Information Technology Strategy</td>
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<tr>
<td>or INTE 5931</td>
<td>Topics in Information Technologies</td>
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</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>INTE 6153</td>
<td>Project Management</td>
</tr>
<tr>
<td>INTE 6156</td>
<td>Privacy and Security</td>
</tr>
<tr>
<td>INTE 6157</td>
<td>Global Information Technology Sourcing</td>
</tr>
<tr>
<td>INTE 6158</td>
<td>Systems Analysis and Design</td>
</tr>
<tr>
<td>INTE 6931</td>
<td>Topics in Information Technologies</td>
</tr>
<tr>
<td>INTE 6953</td>
<td>Seminar in Information Technologies</td>
</tr>
<tr>
<td>INTE 6995</td>
<td>Independent Study in Information Technologies</td>
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</table>

Total Credit Hours | 12

General Business

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACCO 6100</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>MANA 6100</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MARK 6100</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>OSCM 6100</td>
<td>Operations and Supply Chain Management</td>
</tr>
</tbody>
</table>

Total Credit Hours | 12

Education

Students in this subspecialty are required to take three core courses and three electives. Those students who have academic backgrounds sufficient to waive any of the required courses will be allowed to complete additional elective course work.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 6050</td>
<td>Research Methods in Counseling</td>
</tr>
<tr>
<td>or EDPL 6000</td>
<td>Introduction to Educational Inquiry</td>
</tr>
<tr>
<td>EDPL 6440</td>
<td>Foundations of Curriculum Planning</td>
</tr>
<tr>
<td>EDPL 6450</td>
<td>Theories of Learning Applied to Instruction</td>
</tr>
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</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPS 8032</td>
<td>Theories of Motivation</td>
</tr>
<tr>
<td>COPS 8310</td>
<td>Intermediate Research and Statistics</td>
</tr>
<tr>
<td>COPS 8320</td>
<td>Measurement and Evaluation</td>
</tr>
<tr>
<td>EDPL 6140</td>
<td>Diverse Students on the College Campus</td>
</tr>
<tr>
<td>EDPL 6200</td>
<td>Student Development in Higher Education</td>
</tr>
<tr>
<td>EDPL 6210</td>
<td>Environmental Theory Assessment in Higher Education</td>
</tr>
<tr>
<td>EDPL 6260</td>
<td>Organizational Theory and Administration in Higher Education</td>
</tr>
<tr>
<td>EDPL 6800</td>
<td>American Law and the Educational Organization</td>
</tr>
<tr>
<td>EDPL 6860</td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>EDPL 6870</td>
<td>The Theory and Design of Curriculum</td>
</tr>
<tr>
<td>EDUC 6040</td>
<td>Introduction to Learning and Assessment</td>
</tr>
</tbody>
</table>

Total Credit Hours | 18

Science

Students in this subspecialty are required to take four core courses and 9-10 credits of electives. Those students who have academic backgrounds sufficient to waive any of the required courses will be allowed to complete additional elective course work.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 5806</td>
<td>Immunobiology</td>
</tr>
<tr>
<td>BIOL 8101</td>
<td>Protein Structure and Function</td>
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<tr>
<td>BIOL 8102</td>
<td>Biochemistry and Function of Nucleic Acids</td>
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</tbody>
</table>
## Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 6001</td>
<td>Radioisotope Safety</td>
<td>9-10</td>
</tr>
<tr>
<td>BIOL 8201</td>
<td>Epigenetics</td>
<td></td>
</tr>
<tr>
<td>BIOL 8301</td>
<td>Imaging and Cytoskeletons</td>
<td></td>
</tr>
<tr>
<td>BIOL 8302</td>
<td>Protein Trafficking and Organelle Identity in Eukaryotic Cells</td>
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</tr>
<tr>
<td>BIOL 8603</td>
<td>Cell and Molecular Biology of Early Development</td>
<td></td>
</tr>
<tr>
<td>BIOL 8702</td>
<td>Muscle Biology</td>
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</tr>
<tr>
<td>BIOL 8704</td>
<td>Cellular Homeostasis</td>
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<tr>
<td>BIOL 8801</td>
<td>Prokaryotic Molecular Genetics</td>
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<tr>
<td>BIOL 8802</td>
<td>Microbiology in the Environment</td>
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<tr>
<td>BIOL 8953</td>
<td>Seminar in Biochemistry and Genetics</td>
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<tr>
<td>BIOL 8956</td>
<td>Seminar in Cell and Developmental Biology</td>
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<tr>
<td>BIOL 8957</td>
<td>Seminar in Physiology</td>
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</tr>
<tr>
<td>CHEM 6201</td>
<td>Physical Methods of Analysis</td>
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<tr>
<td>CHEM 6202</td>
<td>Spectrochemical Methods of Analysis</td>
<td></td>
</tr>
<tr>
<td>CHEM 6204</td>
<td>Analytical Separations</td>
<td></td>
</tr>
<tr>
<td>COUN 6050</td>
<td>Research Methods in Counseling</td>
<td></td>
</tr>
</tbody>
</table>

### Total Credit Hours

18-19

## Courses

**TRME 6101. Introduction to Transfusion Medicine. 1 cr. hr.**

An overview of transfusion medicine from basic science concepts to the regulations and quality systems required, along with research concepts and presentation skills. Principles of basic genetics, immunology and red blood cell biochemistry are investigated and applied to blood group serology. An in-depth look at the regulations and accreditations governing the field of transfusion medicine including FDA, CLIA and AABB. Includes an introduction to quality management systems and how they apply to blood collection, donor laboratory testing and patient laboratory testing. Provides an overview of principles of research and an introduction to preparing for oral and written presentation. Prereq: Cons. of prog. dir.

**TRME 6201. Immunohematology 1. 2 cr. hrs.**

An in-depth study of the human blood groups whose antigens are carbohydrate-based to include the ABO and P blood group systems and Lewis system. Discusses history, genetics and biochemistry of the carbohydrate-based antigens. Explores their relationship to transfusion therapy and disease epidemiology. Reviews principles of hemagglutination and complement system. Prereq: Cons. of prog. dir.

**TRME 6202. Immunohematology 2. 2 cr. hrs.**

An in-depth study of the human blood groups whose antigens are protein-based to include, but not limited to: Rh, LW, MNSs, Duffy, Kidd, Kell and Lutheran blood group systems. Discusses history, genetics and biochemistry of the protein-based antigens. Explores their relationship to transfusion therapy and disease epidemiology. Includes practical experience in problem solving patient or donor typing problems and identifying antibodies to blood group antigens. Prereq: Cons. of prog. dir.

**TRME 6220. Essentials of Blood Collection and Testing. 3 cr. hrs.**

A comprehensive investigation into the theoretical and practical basis involving the selection and processing of blood donors. Presents a thorough understanding of the physiological aspects of blood storage and transport. Emphasizes infectious disease testing as well as the FDA, AABB and CLIA regulations concerning testing. Prereq: Cons. of prog. dir.

**TRME 6301. Management and Education in Transfusion Medicine. 3 cr. hrs.**

A systematic approach in acquiring the fundamentals and principles of planning and implementing an educational program in the clinical setting. Offers practice of presentation skills in a classroom setting and state meeting. Also prepares the transfusion medicine practitioner to manage operational and fiscal affairs in a donor center or transfusion service. Prereq: Cons. of prog. dir.

**TRME 6401. Anemias and Related Topics. 2 cr. hrs.**

An advanced study in the pathological mechanisms underlying the production of human disease involving anemias and leukemias. Emphasizes autoimmune hemolytic anemias, drug-dependent immune hemolytic anemias and hemolytic disease of the fetus and newborn. Also discusses parentage testing requirements. Prereq: Cons. of prog. dir.

**TRME 6402. Hemostasis and Transplantation. 2 cr. hrs.**

A study of the procedures performed, as well as a complete understanding of disease process as it relates to serological and molecular detection of bleeding and clotting diseases. An in-depth look at the immune system as it relates to transplantation. A formal study of the aspects of histocompatibility, platelet and neutrophil immunology and bleeding and clotting disorders. Also discusses histocompatibility antigens and nomenclature in relation to transfusion and transplantation. Prereq: Cons. of prog. dir.
TRME 6501. Pathophysiology in Transfusion Medicine. 2 cr. hrs.
An advanced study in the pathophysiology of blood transfusion. Reviews indications for blood transfusion including blood component therapy. Also studies adverse events in transfusion medicine. Emphasizes practical aspects of blood management within a transfusion service. Prereq: Cons. of prog. dir.

TRME 6931. Topics in Transfusion Medicine. 1-3 cr. hrs.
In-depth study of concepts, theories, and laboratory techniques in the broad area of transfusion medicine which are not covered in regular courses. Prereq: Cons. of prog. dir.

TRME 6952. Colloquium in Transfusion Medicine. 0 cr. hrs.
Scholarly reports on selected topics in transfusion medicine/immunohematology. Attendance required of all full-time graduate students. SNC/UNC grade assessment. Prereq: Cons. of prog. dir.

TRME 6995. Independent Study in Transfusion Medicine. 1-3 cr. hrs.
Prereq: Cons. of prog. dir.

TRME 6997. Transfusion Medicine Capstone. 3 cr. hrs.
Project and concluding paper that integrates the subspecialty course work with transfusion medicine. Prereq: Cons. of prog. dir.

TRME 6998. Transfusion Medicine Project. 1 cr. hr.
Project and concluding paper on selected subject that integrates Specialist in Blood Banking course work. Prereq: Cons. of prog. dir.

TRME 6999. Master's Thesis. 1-6 cr. hrs.

TRME 9970. Graduate Standing Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of prog. dir.

TRME 9991. Professional Project Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of prog. dir.

TRME 9992. Professional Project Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of prog. dir.

TRME 9993. Professional Project Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of prog. dir.

TRME 9994. Master's Thesis Continuation: Less than Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of prog. dir.

TRME 9995. Master's Thesis Continuation: Half-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of prog. dir.

TRME 9996. Master's Thesis Continuation: Full-Time. 0 cr. hrs.
Fee. SNC/UNC grade assessment. Prereq: Cons. of prog. dir.
University Directory

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Bus Ad '77
Retired Global Chief Operating Officer, Ernst Young

Todd A. Adams
President and Chief Executive Officer, Rexnord Corporation

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President and CEO, Anixter International Inc.

Rev. James G. Gartland, S.J.
Rector, Blessed Peter Faber Jesuit Community, Boston College

Hon. Janine P. Geske
Law ’75
Retired Professor of Law and Retired Justice of the Wisconsin Supreme Court

Jon D. Hammes
Managing Partner, Hammes Company

Nancy Hernandez
Grad ’02
President and Founder, ABRAZO Multicultural Marketing and Communication

Darren R. Jackson
Bus Ad ’86
President and CEO, Advance Auto Parts

Rev. Thomas A. Lawler, S.J.
Provincial Superior, Wisconsin Province of the Society of Jesus

Patrick S. Lawton
Bus Ad ‘78, Grad ’80
Managing Director of Fixed Income Capital Markets, Robert W. Baird Co.

Michael R. Lovell, Ph.D.
President, Marquette University

Rev. Patrick McGrath, S.J.
President, Loyola Academy

Kelly McSchane
Arts ’68
Retired School Psychologist

Arnold L. Mitchem, Ph.D.
Grad ’81
President Emeritus, Council for Opportunity in Education

Rev. Kevin F. O’Brien, S.J.
Vice President for Mission and Ministry, Georgetown University

Rev. Joseph M. O’Keefe, S.J.
Professor of Education, Boston College

James D. O’Rourke
Bus Ad ’87
Retired Chairman, President and Chief Executive Officer, AA Manufacturing Company

Janis M. Orlowski, M.D., M.A.C.P.
Eng. ’78
Chief Health Care Officer, Association of American Medical Colleges

Kristine A. Rappé
Retired - SVP/CAO, Wisconsin Energy Corporation

Glenn A. Rivers
Arts ’85
Head Coach, Los Angeles Clippers

Scott A. Roberts
Bus Ad ’85
President, CEO and Chairman of Ziegler Capital Management, LLC (ZCM)

Hon. W. Greg Ryberg
Arts ’68
Retired Senator, State of South Carolina

Scott H. Schroeder
Bus Ad ’92, Grad ’96, Law ’96
Co-Founding Partner, Balyasny Asset Management

Owen J. Sullivan
Arts ’79
Operating Partner, Baird Capital

Charles M. Swoboda
Eng ’89
Chairman and CEO, Cree, Inc.

Ben Tracy
Comm ’98, Grad ’04
National Correspondent, CBS News

Peggy Troy
Nurs ’74
President and CEO, Children’s Hospital of Wisconsin

James M. Weiss
Arts ’68
Segall Bryant Hamill Investment Counsel

Thomas H. Werner
Eng ’86
President, CEO and Chairman of the Board, SunPower Corporation

Hon. James A. Wynn, Jr.
Law ’79
Federal Appeals Court Judge, US Court of Appeals for the Fourth Circuit

Rev. Michael A. Zampelli, S.J.
Rector, Santa Clara Jesuit Community and Associate Professor of Theatre and Dance, Santa Clara University

Anne A. Zizzo
Jour ’87
CEO, Zizzo Group

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Law '78  
Retired Senior Vice President and Chief Legal Officer, Kohler Co.

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President, All Pro Broadcasting, Inc.

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Principal Member, Olde School Industries LLC

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Minister, St. Claude La Colombiere Jesuit Community

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President, Xavier University

Rev. James E. Grummer, S.J.  
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President, Gordon Henke Family Foundation

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Bus Ad '62, Law '64, Managing Director, Joseph and Vera Zilber Family Foundation

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Bus Ad '83  
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Bus Ad '54  
Retired President, Capital Growth Management

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Retired Chairman and CEO, Johnson Controls, Inc.

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Assistant for Formation, Chicago-Detroit and Wisconsin Provinces of the Society of Jesus

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Retired Senior Partner, Latham Watkins, LLP

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Bus Ad '56  
Retired Chairman, Madden Communications, Inc.

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Chairman, Tamarack Petroleum Company, Inc.

Rev. Ladislas M. Orsy, S.J.  
Professor of Law, Georgetown University

Sandy Zilg Pavlic  
Arts '51

Ulice Payne, Jr.  
Bus Ad '78, Law '82  
President, Addison-Clifton, LLC

Joseph J. Rauenhorst
Arts '78
CEO, Charter School Properties, Inc.

James A. Runde
Eng '69
Special Advisor, Morgan Stanley

Louis J. Rutigliano
Eng '60, Grad '65
Retired Vice Chairman, Ameritech Corp.

Wayne R. Sanders
Grad '72
Retired Chairman and CEO, Kimberly-Clark Corp.

Mary Ladish Selander
Director of Development, Lyric Opera of Chicago

Mary Ellen Stanek
Arts '78
Managing Director and Director of Asset Management, Robert W. Baird Company

John J. Stollenwerk
Sp '62, Grad '66
Hon. David A. Straz, Jr.
Bus Ad '65
Ambassador at Large
Honorary Consul General of the Republic of Liberia
Honorary Consul General of the Republic of Honduras

Cherryl T. Thomas
Arts '68
President and CEO, Ardmore Associates, LLC

Rev. Thomas H. Tobin, S.J.
Professor of Theology, Loyola University Chicago

Rev. L. John Topel, S.J.
Arts '73
Pastor, St. Mary's Star of the Sea Parish

Rhona Vogel
Bus Ad '76
President, Vogel Consulting Group

Rev. Robert A. Wild, S.J.
Retired President, Marquette University

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Vice Chair

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President, Marquette University

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Steven W. Frieder
Corporate Secretary
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Treasurer
Daniel J. Myers, Ph.D.
Corporate Vice President

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President
Daniel J. Myers, Ph.D.
Provost
Gary Meyer, Ph.D.
Senior Vice Provost for Faculty Affairs
Marya Leatherwood, Ph.D.
Vice Provost for Strategic and Academic Planning
Rana H. Altenburg
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Vice President and General Counsel
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Vice President for Finance
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Interim Vice President for Student Affairs
David Murphy
Vice President for Marketing and Communication
Stephanie J. Russell, Ph.D.
Vice President for Mission and Ministry
Bill Scholl
Vice President and Director of Athletics
Michael VanDerhoef
Vice President for University Advancement

Academic Senate 2015-16
Cheryl Maranto, Ph.D. (Chair)
College of Business Administration Annual
Daniel Myers, Ph.D. (Co-Chair)
Provost Ex-Officio
Noreen Lephardt, Ph.D. (Secretary)
College of Business Administration Annual
James Richie, Ph.D. (Vice Chair)
Opus College of Engineering Annual
Richard Holz, Ph.D.
Dean, Klinger College of Arts and Sciences Ex-Officio
Janice Welburn, Ph.D.
Dean, Libraries Dean

Robert J. Deahl, Ph.D.
College of Professional Studies Dean's Representative

Sarah Gendron, Ph.D.
Klinger College of Arts and Sciences elected faculty-2017

Janier Ibanez-Noe, Ph.D.
Klinger College of Arts and Sciences elected faculty-2016

Michael Wert, Ph.D.
Klinger College of Arts and Sciences elected faculty-2016

Michael Dole, Ph.D.
College of Business Administration elected faculty-2016

Cheryl Maranto, Ph.D.
College of Business Administration elected faculty-2017

Kurt Gering
Business Administration Part time faculty elected at large-2017

Noreen Lephardt, Ph.D.
Business Administration Participating faculty elected at large-2018

Stephen Hudson-Mairet
Diederich College of Communication elected faculty-2016

Timothy Melchert, Ph.D.
College of Education elected faculty-2018

James Richie, Ph.D.
Opus College of Engineering elected faculty-2016

Joseph Domblesky, Ph.D.
Opus College of Engineering elected faculty-2017

Pradeep Bhagavatula, Ph.D.
School of Dentistry elected faculty-2017

Allison Hyngstrom, Ph.D.
College of Health Sciences elected faculty-2016

Mary Jo Wiemiller
College of Health Sciences Faculty elected at large-2016

Ronda Hughes, Ph.D.
College of Nursing elected faculty-2017

Rev. Michael Class, S.J.
College of Professional Studies elected faculty-2016

Bruce Boyden, J.D.
Law School elected faculty-2014

David Papke, Ph.D.
Law School elected faculty-2016

William Fliss
Academic Library Assembly elected faculty librarian-2015

Scott Mandernack
Library faculty elected at large-2014

Katherine Reiter
Professional/Graduate School Student 2016

**Academic Deans and Registrar 2015-16**

William E. Cullinan, Ph.D. (Dean)
College of Health Sciences

Robert J. Deahl, Ph.D. (Dean)
College of Professional Studies

Ana Garner, Ph.D. (Dean)
Diederich College of Communication

Kevin Gibson, Ph.D. (Interim Dean)
Graduate School

William A Henk, Ed.D. (Dean)
College of Education

Richard Holz, Ph.D. (Dean)
Klingler College of Arts and Sciences

Joseph D. Kearney (Dean)
Law School

William K. Lobb, D.D.S. (Dean)
School of Dentistry

Donna McCarthy, Ph.D. (Interim Dean)
College of Nursing

Kristina (Kris) Ropella, Ph.D. (Opus Dean)
Opus College of Engineering

Brian Till, Ph.D. (James H. Keyes Dean)
College of Business Administration/Graduate School of Management

Janice Welburn (Dean)
Libraries

Georgia McRae (University Registrar)
Office of the Provost

**University Board of Graduate Studies 2015-16**

Michael T. Johnson, Ph.D. (Chair)
Opus College of Engineering 2018

Sumana Chattopadhyay, Ph.D.
Senate Liaison: Communication Annual

Alison Abbott, Ph.D.
Klinger College of Arts and Sciences/Natural Science (sabbatical fall term 2015) 2017

Amy Blair, Ph.D.
Klinger College of Arts and Sciences/Humanities (sabbatical replacement AY 2015-2016) 2016

Thomas Bradley, Dr.Med.Dent
School of Dentistry 2016

Margaret Bull, Ph.D.
College of Nursing 2018

Sharron Chubbuck, Ph.D.
College of Education 2018

Kevin Gibson, Ph.D.
Interim Dean of the Graduate School Ex-Officio
Robert J. Griffin, Ph.D.
Diederich College of Communication 2016

Kim L. Halula, Ph.D.
College of Health Sciences 2016

Heather Hathaway, Ph.D.
Klingler College of Arts and Sciences/Humanities (sabbatical AY 2015-2016) 2016

Alison Julien, J.D.
Law School 2016

Felissa Lee, Ph.D.
College of Business Administration 2017

Stephen Merrill, Ph.D.
Klinger College of Arts and Sciences/Natural Science (sabbatical replacement fall term 2015)

Stephen Saunders, Ph.D.
Klinger College of Arts and Sciences/Social Sciences 2015

Kathleen McKeown
Graduate Student (GSO) 2016

Graduate School Administration 2015-16

Kevin W. Gibson, Ph.D.
Interim Dean

Rev. Thaddeus J. Burch, S.J., S.T.L., Ph.D.
Director of Special Projects

Faculty and Administration 2015-16

Klingler College of Arts and Science

Administrators

Richard Holz, Ph.D.
Dean, Klingler College of Arts and Sciences
Professor of Chemistry

James B. South, Ph.D.
Associate Dean
Associate Professor of Philosophy

Rosemary Stuart, Ph.D.
Associate Dean
Professor of Biological Sciences

Faculty and Department Administrators

Allison L. Abbott, Ph.D.
Tufts University
Associate Professor of Biological Sciences
Sabbatical: Spring 2016

Noel S. Adams, Ph.D.
University of Wisconsin-Madison
Associate Professor of Philosophy

Eugenia V. Afinoguenova, Ph.D.
Georgetown University
Professor of Spanish

Raquel Aguilu de Murphy, Ph.D.
University of Wisconsin-Madison
Associate Professor Emerita of Spanish
Sheikh Ahamed, Ph.D.
Arizona State University
Professor of Mathematics, Statistics and Computer Science

Karen Andeen, Ph.D.
University of Wisconsin-Madison
Assistant Professor of Physics

James T. Anderson, Ph.D.
University of Florida-Gainesville
Associate Professor of Biological Sciences
Sabbatical: Fall 2015

Thomas C. Anderson, Ph.D.
Marquette University
Professor Emeritus of Philosophy

Rev. Thomas Anderson, S.J., Ph.D.
Marquette University
Lecturer

Edwin Antony, Ph.D.
Wesleyan University
Assistant Professor of Biological Sciences

Richard Arndt, Ph.D.
Marquette University
Adjunct Assistant Professor

Robert B. Ashmore, Ph.D.
University of Notre Dame
Professor Emeritus of Philosophy

Carolyn A. Asp, Ph.D.
University of Chicago
Professor Emerita of English

Rev. Steven M. Avella, Ph.D.
University of Notre Dame
Professor of History

Julia Azari, Ph.D.
Yale University
Associate Professor of Political Science

Maurizio Azzarello, M.S.
Marquette University
Instructor

Dmitri Babikov, Ph.D.
Moscow Institute of Physics and Technology
Professor of Chemistry

Alan M. Ball, Ph.D.
University of North Carolina-Chapel Hill
Professor of History

Paul J. Bankston, Ph.D.
University of Wisconsin-Madison
Professor Emeritus of Mathematics, Statistics and Computer Science

Naveen K. Bansal, Ph.D.
University of Pittsburgh
Professor of Mathematics, Statistics and Computer Science

Michel R. Barnes, Ph.D.
University of St. Michael's College-Toronto
Associate Professor of Theology

Sonia Barnes, Ph.D.
The Ohio State University
Assistant Professor of Spanish

Lowell W. Barrington, Ph.D.
University of Michigan
Associate Professor of Political Science
Chair, Political Science

Milton J. Bates, Ph.D.
University of California-Berkeley
Professor Emeritus of English

Stephen Beall, Ph.D.
University of California-Berkeley
Associate Professor of Classics

Pilar Bellver, Ph.D.
University of Pittsburgh
Associate Professor of Spanish
Sabbatical: Fall 2015

Brian Bennett, D.Phil.
University of Sussex
Professor of Physics
Department Chair, Physics

Mark Berlin, Ph.D.
University of California-Irvine
Assistant Professor of Political Science

Karel D. Bicha, Ph.D.
University of Minnesota-Twin Cities
Professor Emeritus of History

Rev. Ronald Bieganowski, S.J., Ph.D.
Fordham University
Adjunct Associate Professor of English

Amy L. Blair, Ph.D.
Cornell University
Associate Professor of English

Corinne Bloch-Mullins, Ph.D.
Tel Aviv University
Assistant Professor of Philosophy

Edwin Block, Ph.D.
Stanford University
Professor Emeritus of English

Edward Blumenthal, Ph.D.
Yale University
Associate Professor of Biological Sciences
Chair, Biological Sciences

Mary-Catherine (M.C.) Bodden, Ph.D.
University of Toronto
Professor Emerita of English
Janet K. Boles, Ph.D.
University of Texas-Austin
Professor Emerita of Political Science

John R. Boly, Ph.D.
Yale University
Associate Professor of English

Serdar Bozdag, Ph.D.
University of California-Riverside
Assistant Professor of Mathematics, Statistics and Computer Science

Christian C. Braunschweiger, Ph.D.
University of Wisconsin-Madison
Professor Emeritus of Mathematics, Statistics and Computer Science

Charles Breeden, Ph.D.
Virginia Polytechnic Institute and State University
Associate Professor Emeritus of Economics

Noelle Brigden, Ph.D.
Cornell University
Assistant Professor of Political Science

Risa Brooks, Ph.D.
University of California-San Diego
Associate Professor of Political Science

J. Glenn Brookshear, Ph.D.
New Mexico State University
Associate Professor Emeritus of Mathematics, Statistics and Computer Science

Benjamin L. Brown, Ph.D.
Brandeis University
Professor of Physics

Brian C. Brush, Ph.D.
University of North Carolina-Chapel Hill
Professor Emeritus of Economics

Dennis W. Brylow, Ph.D.
Purdue University
Associate Professor of Mathematics, Statistics and Computer Science
Director, Undergraduate Studies

James Buchanan, Ph.D.
Washington University at St. Louis
Professor of Biological Sciences
Chair, Institutional Animal Care and Use Committee

David R. Buckholdt, Ph.D.
Washington University at St. Louis
Professor Emeritus of Sociology

Rev. Thaddeus J. Burch, S.J., S.T.L., Ph.D.
Fordham University
Director, Special Projects in the Graduate School

Joshua Ezra Burns, Ph.D.
Yale University
Assistant Professor of Theology
Director, Assessment and Course Scheduling

Cedric Burrows, Ph.D.
University of Kansas
Assistant Professor of English
Karl E. Byleen, Ph.D.
University of Nebraska-Lincoln
Associate Professor Emeritus of Mathematics, Statistics and Computer Science

Sheng Cai, Ph.D.
University of Arizona
NMR Laboratory Supervisor, Chemistry

Louise A. Cainkar, Ph.D.
Northwestern University
Associate Professor of Social Welfare and Justice

Gerard Canavan, Ph.D.
Duke University
Assistant Professor of English

Patrick W. Carey, Ph.D.
Fordham University
Professor Emeritus of Theology

German D. Carrillo, Ph.D.
University of Illinois at Urbana-Champaign
Professor of Spanish

Curtis L. Carter, Ph.D.
Boston University
Professor of Philosophy
Sabbatical: 2015-2016

Belen S. Castaneda, Ph.D.
University of Wisconsin-Madison
Associate Professor of Spanish

Virginia A. Chappell, Ph.D.
University of Washington
Associate Professor Emerita of English

Jesse Cheng, Ph.D.
University of California-Irvine
Assistant Professor of Criminology and Law Studies

Yoon Choi, Ph.D.
University of Cambridge
Assistant Professor of Philosophy

Abdur R. Chowdhury, Ph.D.
University of Kentucky
Professor of Economics

David E. Clark, Ph.D.
Binghamton University
Professor of Economics
Executive Associate Dean, Business Administration

Anne V. Clough, Ph.D.
University of Arizona
Professor of Mathematics, Statistics and Computer Science
Director, Graduate Studies

Rev. David M. Coffey, S.T.D.
Theological Faculty of Sydney
Professor Emeritus of Theology

Stephen Cole, Ph.D.
University of California-Irvine
Assistant Professor of Economics

**Faculty and Department Administrators**

Jeffrey Coleman, Ph.D.
University of Chicago
Assistant Professor of Spanish

Roberta L. Coles, Ph.D.
University of Wisconsin-Madison
Professor of Sociology

Joseph M. Collins, Ph.D.
Illinois Institute of Technology
Associate Professor of Physics

Dinorah Cortes-Velez, Ph.D.
University of Wisconsin-Madison
Associate Professor of Spanish
Director, Graduate Studies
Sabbatical: Spring 2015

James B. Courtright, Ph.D.
Johns Hopkins University
Professor Emeritus of Biological Sciences
Professor Emeritus of Biological Sciences

Michael Cover, Ph.D.
University of Notre Dame
Assistant Professor of Theology

Alexandra L. Crampton, Ph.D.
University of Michigan-Ann Arbor
Assistant Professor of Social Welfare and Justice

Sheldon E. Cremer, Ph.D.
University of Rochester
Professor Emeritus of Chemistry

John E. Curran, Ph.D.
University of Virginia
Professor of English

Donald A. Czech, Ph.D.
Syracuse University
Associate Professor Emeritus of Psychology

D. Lyle Dabney, Dr. Theol.
Eberhard-Karls Universität-Tübingen
Associate Professor of Theology

Scott Dale, Ph.D.
University of Pennsylvania
Associate Professor of Spanish
Sabbatical: Spring 2016

Tara Daly, Ph.D.
University of California-Berkeley
Assistant Professor of Spanish

Joseph P. Daniels, Ph.D.
Indiana University-Bloomington
Professor of Economics
Chair, Economics

John D. Davis, Ph.D.
Michigan State University
Professor of Economics
Ed de St. Aubin, Ph.D.
Northwestern University
Associate Professor of Psychology
Assistant Chair, Psychology
Robert J. Deahl, Ph.D.
Gregorian University-Rome
Assistant Professor of Theology
Dean, College of Professional Studies
Joseph M. Defalco, Ph.D.
University of Florida
Professor Emeritus of English
Deirdre A. Dempsey, Ph.D.
The Catholic University of America
Associate Professor of Theology
Boubakary Diakite, Ph.D.
Louisiana State University-Baton Rouge
Assistant Professor of French
Darrell D. Dobbs, Ph.D.
University of Rochester
Professor of Political Science
Christopher Dockendorff, Ph.D.
University of Toronto
Assistant Professor of Chemistry
William A. Donaldson, Ph.D.
Dartmouth College
Professor of Chemistry
Rev. John P. Donnelly, S.J., Ph.D.
University of Wisconsin-Madison
Professor Emeritus of History
Michael E. Donoghue, Ph.D.
University of Connecticut
Associate Professor of History
Rev. Robert M. Doran, S.J., Ph.D.
Marquette University
Professor of Theology
Emmett Doerr Chair, Catholic Systematic Theology
Stephen M. Downs, Ph.D.
University of Iowa
Professor of Biological Sciences
Director, Graduate Studies
Michael K. Duffey, Ph.D.
University of Notre Dame
Associate Professor Emeritus of Theology
Edward T. Duffy, Ph.D.
Columbia University
Professor Emeritus of English
Thomas J. Eddinger, Ph.D.
University of Wisconsin-Madison
Professor of Biological Sciences
Director, Undergraduate Studies

Alison Clark Efford, Ph.D.
The Ohio State University
Associate Professor of History
Sabbatical: Spring 2016

John Engbers, Ph.D.
University of Notre Dame
Assistant Professor of Mathematics, Statistics and Computer Science

Maj. Jason Esquell, M.S.
American Military University
Assistant Professor of History

Kim A. S. Factor, Ph.D.
University of Colorado at Denver
Associate Professor of Mathematics, Statistics and Computer Science

Eberhard-Karls Universität-Tübingen
Professor Emeritus of Theology

Mary Ann Farkas, Ph.D.
Michigan State University
Professor of Criminology and Law Studies

Adam T. Fiedler, Ph.D.
University of Wisconsin-Madison
Associate Professor of Chemistry

Jennifer Fishman, Ph.D.
Stanford University
Associate Professor of English
Director, Undergraduate Studies
Sabbatical: Fall 2015

Robert H. Fitts, Ph.D.
University of Wisconsin-Madison
Professor of Biological Sciences

Leah Flack, Ph.D.
Northwestern University
Assistant Professor of English

Michael H. Fleet, Ph.D.
University of California-Los Angeles
Professor Emeritus of Political Science

A. Kristen Foster, Ph.D.
University of Wisconsin-Madison
Associate Professor of History

Susanne E. Foster, Ph.D.
University of Notre Dame
Associate Professor of Philosophy
Associate Dean

Tol Foster, Ph.D.
University of Wisconsin-Madison
Assistant Professor of English

Stephen L. Franzoi, Ph.D.
University of California-Davis
Professor Emeritus of Psychology
H. Richard Friman, Ph.D.
Cornell University
Professor of Political Science
Eliot Fitch Chair, International Studies
Sabbatical: Fall 2015

Anthony Gamble, Ph.D.
University of Minnesota-Twin Cities
Assistant Professor of Biological Sciences

Melissa Ganz, Ph.D.
Yale University
Assistant Professor of English

David E. Gardinier, Ph.D.
Yale University
Professor Emeritus of History

James R. Gardinier, Ph.D.
State University of New York at Buffalo
Associate Professor of Chemistry
Director, Graduate Studies

Sarah E. Gendron, Ph.D.
University of Wisconsin-Madison
Associate Professor of French

Alyson C. Gerdes, Ph.D.
Purdue University
Associate Professor of Psychology

Susan M. Giaimo, Ph.D.
University of Wisconsin-Madison
Visiting Assistant Professor of Political Science

Kevin W. Gibson, Ph.D.
University of Colorado at Boulder
Associate Professor of Philosophy
Interim Dean, Graduate School

Owen M. Goldin, Ph.D.
University of Texas-Austin
Professor of Philosophy

Bishop Alexander Golitzin, D.Phil.
Oxford University
Professor Emeritus of Theology

Armando Gonzalez-Perez, Ph.D.
Michigan State University
Professor of Spanish

Nakia S. Gordon, Ph.D.
Bowling Green State University
Assistant Professor of Psychology

John H. Grych, Ph.D.
University of Illinois at Urbana-Champaign
Professor of Psychology
Chair, Psychology

Stephen J. Guastello, Ph.D.
Illinois Institute of Technology
Professor of Psychology

Gholamhossein G. Hamedani, Ph.D.
Michigan State University
Professor of Mathematics, Statistics and Computer Science
Sabbatical: Spring 2016
Ryan P. Hanley, Ph.D.
University of Chicago
Associate Professor of Political Science
Clemens B. Hanneken, Ph.D.
University of Illinois at Urbana-Champaign
Professor Emeritus of Mathematics, Statistics and Computer Science
Andrew Hanson, Ph.D.
Syracuse University
Associate Professor of Economics
Angelique Harris, Ph.D.
Graduate Center, City University of New York
Associate Professor of Sociology
J. Douglas Harris, Ph.D.
University of Kansas-Lawrence
Professor Emeritus of Mathematics, Statistics and Computer Science
Stanley M. Harrison, Ph.D.
Fordham University
Associate Professor of Philosophy
Steven Hartman-Keiser, Ph.D.
The Ohio State University
Associate Professor of English
Heather A. Hathaway, Ph.D.
Harvard University
Associate Professor of English
Sabbatical: 2015-2016
Carla H. Hay, Ph.D.
University of Kentucky
Associate Professor of History
Sabbatical: Spring 2016
Robert P. Hay, Ph.D.
University of Kentucky
Associate Professor Emeritus of History
Nicholas Heck, Ph.D.
University of Montana
Assistant Professor of Psychology
Todd A. Hernandez, Ph.D.
University of Kansas
Associate Professor of Spanish
Julian V. Hills, Th.D.
Harvard University
Associate Professor of Theology
Heather R. Hlavka, Ph.D.
University of Minnesota-Twin Cities
Assistant Professor of Criminology and Law Studies
James Hoelzle, Ph.D.
University of Toledo
Assistant Professor of Psychology
Diane L. Hoeveler, Ph.D.
University of Illinois at Urbana-Champaign
Professor of English

Norman E. Hoffman, Ph.D.
Northwestern University
Professor Emeritus of Chemistry

James A. Holstein, Ph.D.
University of Michigan
Professor of Sociology
Assistant Chair, Social and Cultural Sciences

Jeanne M. Hossenlopp, Ph.D.
Syracuse University
Professor of Chemistry
Vice President for Research and Innovation

Claude J. (C.J.) Hribal, M.A. in Creative Writing
Syracuse University
Louise Edna Goeden Professor of English

Krassimira Hristova, Ph.D.
Sofia University, Bulgaria
Assistant Professor of Biological Sciences

Jier Huang, Ph.D.
Emory University
Assistant Professor Chemistry

Rev. D. Thomas Hughson, S.J., Ph.D.
University of St. Michael's College-Toronto
Associate Professor Emeritus of Theology

Javier A. Ibanez-Noe, Ph.D.
University of Toronto
Associate Professor of Philosophy

Thomas J. Jablonsky, Ph.D.
University of Southern California
Professor Emeritus of History
Harry G. John Professor of Urban Studies

Robert L. Jamison, Ph.D.
University of Washington
Associate Professor of German

Thomas L. Jeffers, Ph.D.
Yale University
Professor of English

Mark F. Johnson, Ph.D.
University of Toronto
Associate Professor of Theology

Nicholas Jolly, Ph.D.
University of Connecticut
Assistant Professor of Economics

Peter R. Jones, Ph.D.
Monash University-Australia
Professor of Mathematics, Statistics and Computer Science
Sabbatical: Spring 2016

Rev. John D. Jones, Ph.D.
Boston College
Professor of Philosophy
Richard S. Jones, Ph.D.
Iowa State University
Professor of Sociology
Thomas Kaczmarek, Ph.D.
University of Pennsylvania-Philadelphia
Adjunct Assistant Professor of Mathematics, Statistics and Computer Science
Director, MS in Computing
Howard P. Kainz, Ph.D.
Duquesne University
Professor Emeritus of Philosophy
John P. Karkheck, Ph.D.
State University of New York at Stony Brook
Professor Emeritus of Physics
Kathleen M. Karrer, Ph.D.
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Professor Emerita of Biological Sciences
Astrida S. Kaugars, Ph.D.
Case Western Reserve University
Associate Professor of Psychology
Alice B. Kehoe, Ph.D.
Harvard University
Professor Emerita of Anthropology
Conor Kelly, Ph.D.
Boston College
Assistant Professor of Theology
Rev. William J. Kelly, S.J., S.T.D
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Associate Professor Emeritus of Theology
James R. Kincaid, Ph.D.
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Professor of Chemistry
Lezlie S. Knox, Ph.D.
University of Notre Dame
Associate Professor of History
Director, Graduate Studies
Heather H. Kohls, Ph.D.
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Adjunct Associate Professor of Economics
Director, Global Business Learning
Chima Korieh, Ph.D.
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Assistant Professor of Chemistry
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Associate Professor of French
Gary S. Krenz, Ph.D.
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Professor of Mathematics, Statistics and Computer Science
Sabbatical: 2015-2016
Christine L. Krueger, Ph.D.
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Professor of English
Sabbatical: 2015-2016
John D. Krugler, Ph.D.
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Professor Emeritus of History
Andrew B. Kunz, Ph.D.
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Associate Professor of Physics
Rev. William S. Kurz, S.J., Ph.D.
Yale University
Professor Emeritus of Theology
Jean-Pierre Lafouge, Ph.D.
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Rev. John D. Laurance, S.J., Ph.D.
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Associate Professor of Theology
Willard E. Lawrence, Ph.D.
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Professor Emeritus of Mathematics, Statistics and Computer Science
Lawrence J. LeBlanc, Ph.D.
University of Iowa
Professor Emeritus of Political Science
Ulrich L. Lehner, Ph.D.
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Director, Undergraduate Studies
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Praveen Madiraju, Ph.D.
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Associate Professor of Mathematics, Statistics and Computer Science
Marta Magiera, Ph.D.
Illinois Institute of Technology
Associate Professor of Mathematics, Statistics and Computer Science
Sabbatical: Spring 2016
Daniel C. Maguire, S.T.D.  
Gregorian University-Rome  
Professor of Theology

James S. Maki, Ph.D.  
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Professor of Biological Sciences

Anita Manogaran, Ph.D.  
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Patricia A. Marquardt, Ph.D.  
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James A. Marten, Ph.D.  
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John S. Pustejovsky, Ph.D.
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Sabbatical: Spring 2015

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Chair, Mathematics, Statistics and Computer Science

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Director, Graduate Studies

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John J. Schmitt, Ph.D.
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Associate Professor Emeritus of Theology

Stefan Schnitzer, Ph.D.
University of Pittsburgh
Mellon Distinguished Professor of Biological Sciences

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Professor of Theology
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Grant Silva, Ph.D.
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Assistant Professor of Philosophy

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Associate Professor of Mathematics, Statistics and Computer Science

William G. Smiley, Ph.D.
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Zbigniew Sorbjan, Ph.D.
Warsaw Polytechnical University-Poland
Research Associate Professor of Physics

Angela F. Sorby, Ph.D.
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Professor of English
Director, First-Year English Program

James B. South, Ph.D.
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Associate Professor of Philosophy
Associate Dean

Elaine Spiller, Ph.D.
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Associate Professor of Biological Sciences

Peter Staudenmaier, Ph.D.
Cornell University
Assistant Professor of History

Mark G. Steinmetz, Ph.D.
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Professor of Chemistry
Sabbatical: Fall 2015

Christopher J. Stockdale, Ph.D.
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Associate Professor of Physics
Assistant Chair, Physics

Meghan S. Stroshine, Ph.D.
Michigan State University
Associate Professor of Criminology and Law Studies

Rosemary Stuart, Ph.D.
University of Munich-Germany
Professor of Biological Sciences
Associate Dean

John J. Su, Ph.D.
University of Michigan
Professor of English
Interim Chair, English
Director, Core of Common Studies

Norman C. Sullivan, Ph.D.
University of Toronto
Associate Professor of Anthropology

Duane H. Swank, Ph.D.
Northwestern University
Professor of Political Science
Sabbatical: Fall 2015

Andrew F. Tallon, Ph.D.
Universite de Louvain
Professor of Philosophy
Director, Marquette University Press

Richard C. Taylor, Ph.D.
University of Toronto
Professor of Philosophy
Steven M. Taylor, Ph.D.
Wayne State University
Professor Emeritus of French

Athan G. Theoharis, Ph.D.
University of Chicago
Professor Emeritus of History

John Thiede, S.J., Ph.D.
University of Notre Dame
Assistant Professor of Theology

Raju G. C. Thomas, Ph.D.
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Professor Emeritus of Political Science

Robert G. Thomson, Ph.D.
Marquette University
Associate Professor Emeritus of Biological Sciences

Qadir Timerghazin, Ph.D.
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Assistant Professor of Chemistry

Theresa M. Tobin, Ph.D.
University of Colorado at Boulder
Associate Professor of Philosophy
Director, Graduate Studies

Lucas Torres, Ph.D.
Purdue University
Associate Professor of Psychology

Peter G. Toumanoff, Ph.D.
University of Washington
Associate Professor Emeritus of Economics

Chieu Tran, Ph.D.
Texas AM University
Professor of Chemistry

Ericka Tucker, Ph.D.
Emory University
Assistant Professor of Philosophy

David B. Twetten, Ph.D.
University of Toronto
Associate Professor of Philosophy

Brian R. Unsworth, Ph.D.
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Professor Emeritus of Biological Sciences

Amy Vaughn Van Hecke, Ph.D.
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Associate Professor of Psychology

Jennifer Vanderheyden, Ph.D.
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Assistant Professor of French

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Professor of Philosophy
Barry L. Velleman, Ph.D.
University of Wisconsin-Madison
Professor Emeritus of Spanish

Melissa Vigil, M.S.
DePaul University
Laboratory Supervisor, Physics

Sarah Wadsworth, Ph.D.
University of Minnesota-Twin Cities
Associate Professor of English
Director, Undergraduate Studies

Margaret Walker, Ph.D.
Northwestern University
Professor of Philosophy
Donald J. Schukenke Chair
Sabbatical: Fall 2015

Miao Grace Wang, Ph.D.
University of Oregon
Associate Professor of Economics

Gail L. Waring, Ph.D.
University of Oregon
Professor Emerita of Biological Sciences

Lawrence Watson, Ph.D.
University of Utah
Visiting Professor of English

Ralph A. Weber, Ph.D.
University of Notre Dame
Professor Emeritus of History

Michael Wert, Ph.D.
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Associate Professor of History
Director, Undergraduate Studies

Darren L. Wheelock, Ph.D.
University of Minnesota-Twin Cities
Associate Professor of Criminology and Law Studies

Amber Wichowsky, Ph.D.
University of Wisconsin-Madison
Assistant Professor of Political Science

Michael J. Wierzbicki, Ph.D.
Indiana University
Associate Professor of Psychology
Sabbatical: Fall 2015

Charles A. Wilkie, Ph.D.
Wayne State University
Professor Emeritus of Chemistry

Christopher Wolfe, Ph.D.
Boston College
Professor Emeritus of Political Science

Susan K. Wood, SCL, Ph.D.
Marquette University
Professor of Theology

Michael J. Wreen, Ph.D.
Temple University
Professor of Philosophy

Pinfen Yang, Ph.D.
Case Western Reserve University
Professor of Biological Sciences
Sabbatical: Fall 2015

Chae S. Yi, Ph.D.
University of Wisconsin-Madison
Professor of Chemistry
Director, Undergraduate Studies
Sabbatical: Spring 2016

Wanda Zemler-Cizewski, Ph.D.
University of Toronto
Associate Professor of Theology

Rev. Michael J. Zeps, S.J., Ph.D.
Stanford University
Associate Professor of History

Ronald E. Zupko, Ph.D.
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Professor Emeritus of History

Amelia Zurcher, Ph.D.
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Associate Professor of English
Director, Honors Program

Diederich College of Communication

Administrators

Ana C. Garner, Ph.D.
Interim Dean, Diederich College of Communication
William R. Burleigh and E.W. Scripps Professor
Professor of Journalism

Sarah Bonewits Feldner, Ph.D.
Associate Dean for Graduate Studies and Research
Associate Professor of Communication Studies

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Bill L. Baxter, M.A.
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Associate Professor Emeritus of Advertising and Public Relations

Kati Tusinski Berg, Ph.D.
University of Oregon
Associate Professor of Advertising and Public Relations
Sabbatical: Spring 2016
Bonnie S. Brennen, Ph.D.
University of Iowa
Lucius W. Nieman Professor of Journalism
Sabbatical: Fall 2015

Sumana Chattopadhyay, Ph.D.
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Interim Dean

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Sabbatical: Spring 2016

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Lucius W. Nieman Professor of Journalism Emeritus

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Chair, Journalism and Media Studies
Gretchen and Cyril Colnik Chair in Communication

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Sabbatical: Spring 2016

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Albert G. Thompson, Ed.D.

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Rev. Andrew Thon, S.J., Ph.D.

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Leigh van den Kieboom, Ph.D.

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Steven vande Zande, M.S.

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Academic Calendar/Exam Schedules (http://www.marquette.edu/mucentral/registrar/cal_index.shtml)
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