



HEALTH SCIENCES PROFESSIONAL

2017-2018



MARQUETTE
UNIVERSITY

BE THE DIFFERENCE.

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About Marquette

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.

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 began as a dream of the Most Rev. John Martin Henni the first Catholic bishop of Milwaukee, but it took a trip overseas to find an investor to make it a reality. Belgian businessman Guillaume Joseph DeBoey promised \$16,000 for the proposed "academy of learning." It was hardly enough to fund the establishment of a college but just enough to keep Bishop Henni's dream alive for the next eight years until he could purchase a parcel of land on a hill topping today's North 10th and West State streets.

Nearly three decades passed before the doors of Marquette College, a small liberal arts school for men named after Rev. Jacques Marquette, S.J., opened on Aug. 28, 1881. Bishop Henni died just two days later, one might guess satisfied that his work was finished.

Throughout the years, thousands of students have passed through Marquette's halls and classrooms, aspiring to achieve academic success and a spiritual foundation to last a lifetime.

Marquette was founded in the rich tradition of the Society of Jesus, a Catholic religious order established in 1540 by St. Ignatius Loyola. The university is named after Rev. Jacques Marquette, S.J. (1637-75), a French missionary and explorer in North America.

For more information please visit Our History (<http://www.marquette.edu/about/history.php>).

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.

Marquette University Guiding Values

Endorsed Dec. 8, 2014

In accordance with the Catholic, Jesuit mission and vision of Marquette University, we hold that all people and things are created to praise, reverence and serve God in our community and throughout the world, and thus every aspect of the university's lifeblood and work holds this principle and foundation as its beginning and end. Therefore, we will enact the following values and behaviors in our lives and our work to serve the greater glory of God:

- Pledge personal and holistic development of students as our primary institutional vocation
- Pursue academic excellence and educate students who are men and women for and with others throughout the world
- Embody a spirit of interdisciplinary curiosity, research, innovation, entrepreneurship and application to change and improve ourselves, our community and our world
- Nurture an inclusive, diverse community that fosters new opportunities, partnerships, collaboration and vigorous yet respectful debate
- Live as servant leaders with a commitment to the Jesuit tradition and Catholic social teaching for all people, beliefs and faith traditions
- Create bold, ambitious plans enacted with agility, authentic accountability and a commitment to the greater good

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 differences. This call to action is integral to the tradition which we share.

For more information please visit the Office of Diversity and Inclusion. (<http://www.marquette.edu/diversity>)

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

College/School	Name of Agency	Academic Programs	Website
Klingler College of Arts and Sciences	American Psychological Association	Graduate Psychology – PhD in Clinical Psychology	http://www.apa.org/
Klingler College of Arts and Sciences	Computing Accreditation Commission of ABET (tentative)	BS in Computer Science	www.abet.org (http://www.abet.org)
College of Business Administration	AACSB International - The Association to Advance Collegiate Schools of Business	-BS in (Accounting, Business Economics, Entrepreneurship, Finance, Human Resources, Information Technology, International Business, Marketing, Operations and Supply Chain Management, and Real Estate) -BS/J.D. -M.B.A. -Executive M.B.A. -M.B.A./J.D. -M.B.A./M.S. Nursing -M.B.A./M.A. Political Science -M.S. Accounting -M.S. Applied Economics -M.S. Human Resources -M.S. Human Resources/J.D. -M.S. Healthcare Technology Management	http://www.aacsb.edu/
Diederich College of Communication	National Association of Schools of Theatre	BA degree with major in Theatre Arts	http://nast.arts-accredit.org/
School of Dentistry	Commission on Dental Accreditation (CODA) of the American Dental Association	D.D.S., certificate and master's in advanced specialty education programs in endodontics, orthodontics and dentofacial orthopedics, and prosthodontics, certificate in advanced education in general dentistry.	http://www.ada.org/117.aspx
College of Education	American Psychological Association	Graduate Education – Ph.D. in Counseling Psychology	http://www.apa.org/
College of Education	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	M.S.-Clinical Mental Health Counseling M.A.-School Counseling	http://www.cacrep.org/
College of Engineering		The Biomedical Engineering, BSBE program is accredited by the Engineering Accreditation Commission of ABET	http://www.abet.org/
College of Engineering		The Civil Engineering, BSCE program is accredited by the Engineering Accreditation Commission of ABET	http://www.abet.org/

College of Engineering		The Computer Engineering, BSCO program is accredited by the Engineering Accreditation Commission of ABET	http://www.abet.org/
College of Engineering		The Electrical Engineering, BSEE program is accredited by the Engineering Accreditation Commission of ABET	http://www.abet.org/
College of Engineering		The Mechanical Engineering, BSME program is accredited by the Engineering Accreditation Commission of ABET	http://www.abet.org/
College of Engineering		The Construction Engineering and Management, BS CEAM is accredited by the Engineering Accreditation Commission of ABET	http://www.abet.org/
College of Health Sciences	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	Master of Physician Assistant Studies	http://www.arc-pa.org/
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/imis15/caate/
College of Health Sciences	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association	M.S. 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	J.D.	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 -Post-graduate APRN certificate	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

College/School	Name of Agency	Academic Programs	Website
Klingler College of Arts and Sciences	American Chemical Society	BS in Chemistry, Molecular Biology/ biochemistry, Chemistry for the Professions	https://www.acs.org/content/acs/en/about/governance/committees/training/acapproved.html
College of Business Administration	Chartered Financial Analyst (CFA) Institute	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.	http://www.cfainstitute.org/partners/university/Pages/cfa_program_partners_overview.aspx

College of Education	Wisconsin Department of Public Instruction	College of Education: -Licensure programs in administration: superintendent, director of instruction, principal -Licensure programs in teaching: middle childhood-early adolescence; early adolescence-adolescence Graduate Education: -Licensure programs in pupil services: school counselor Graduate Speech-Language Pathology -Licensure programs in teaching: special education - speech and language pathology -Licensure program in bilingual-bicultural (18 credit-hour minor)	https://dpi.wi.gov/tepd/ep/approved-programs
Graduate School	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	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.	http://www.caahep.org/
College of Nursing	Wisconsin Board of Nursing	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.	http://dri.wi.gov/profdetail.asp?pdetailid=2142&profid=46&locid=0
Law School	Association of American Law Schools	JD	http://www.aals.org
College of Health Sciences	American Physical Therapy Association	Marquette & Zablocki VA Medical Center Neurologic Residency Program (Credentialed)	https://www.apta.org/
College of Health Sciences	National Strength and Conditioning Association	Exercise Physiology program; For successfully meeting established criteria, the National Strength and Conditioning Association officially recognizes Marquette University's Program in Strength and Conditioning.	http://www.nasca.com/Home/

Legal Disclosures

Non-Discrimination Statement

Marquette University, in accordance with its Jesuit tradition and Guiding Values, is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, age, disability, sex, gender identity/expression, sexual orientation, marital status, pregnancy, predisposing genetic characteristic, or military status. Employees, students, applicants or other members of the University community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

The University's policy as well as federal and state laws and regulations prohibit unlawful discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil

Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

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 Human Resources; Straz Tower; 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.

If you feel that you have been subjected to sexual harassment, discrimination or sexual misconduct, please contact Christine Harris Taylor, Title IX Coordinator: Alumni Memorial Union, Room 437, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-3151, christine.taylor@marquette.edu, or Office for Civil Rights: 500 W. Madison, Street, 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

Name	Location	Sponsoring Marquette Academic Unit	Portion of the Program that is delivered by the Entity/Institution	Method of Delivery	Costs Students May be Expected to Incur
Milwaukee Institute of Art and Design (MIAD)	Milwaukee, WI	College of Communication	Various; Fine Arts- Graphic Design minor Fine Arts-Studio Art minor	In person	Students pay Marquette tuition for the MIAD courses; No additional tuition is charged; however, MIAD courses may have course-specific fees for supplies.
Medical College of Wisconsin (MCW)	Wauwatosa, WI	Graduate School	-Master's in Bioinformatics-up to 49% -Master's in Healthcare Technologies Manangement-up to 33% -Ph.D. in Biomedical Engineering with Functional Imaging Specialization-up to 40% -all other non-Biomedical Engineering full-time Ph.D. students- up to 6 credits.	In person	Students pay Marquette tuition; there are no additional costs to the students.
University of Wisconsin - Milwaukee	Milwaukee, WI	Graduate School	Up to 6 credits.	In person or on-line classes depending on method of delivery that UWM uses.	Students pay Marquette tuition; there are no additional costs to the students.
The Blood Center of Wisconsin	Milwaukee, WI	Graduate School	MS in Transfusion Medicine 18 out of 38-40 credits are awarded	In person	\$4,915.00 total for the entire 18 credits
General Electric (GE) Edison Systems Engineering Program	Waukesha, WI	Graduate School	Master's in Electrical and Computer Engineering-30% Master's in Biomedical Engineering-18-20% Master's in Mechanical Engineering-18-20%	In person	None; this training is required as part of the students' employment at GE.
General Electric (GE) Edison Healthcare Software Program	Waukesha, WI	Graduate School	Master's in Computing-33-40%	In person	None; this training is required as part of the students' employment at GE.

General Electric (GE) Edison Aviation Engineering Program	Grand Rapids, MI	Graduate School Master's in Computing-33-40%		In person	None; this training is required as part of the students' employment at GE.
Midwest Catholic Consortium, Graduate Schools	which includes various locations *	Graduate School No more than 6 credits.		In person or online, depending on method of delivery that the host institution uses	Tuition is paid at the home institution; there are no additional costs to the students.
Jesuit Multilateral Agreement - Jesuit MBA	Participants are located throughout the United States **	Graduate School of Management Depends on the timing of when a student transfers to the new institution; however, it will be less than 50%.		It varies by school; most programs are in person	Students pay the tuition at the school into which they transferred; there are no additional costs to the students.

* Loyola University Chicago (Chicago, IL); Marquette University (Milwaukee, WI); Notre Dame University (South Bend, IN); Saint Louis University (St. Louis, MI), and any of these institutions international locations.

** Boston College; Canisius College; Creighton University; Fairfield University; Fordham University; Gonzaga University; John Carroll University; Loyola Marymount University; Loyola University Chicago; Loyola University Maryland; Loyola University New Orleans; Rockhurst University; Saint Joseph's University; Saint Louis University; Santa Clara University; Seattle University; University of Detroit Mercy; University of San Francisco; University of Scranton; and Xavier University.

Study Abroad Programs

Name	Location	Sponsoring Marquette Academic Unit	Portion of the Program that is delivered by the Entity/Institution	Method of Delivery	Costs Students May be Expected to Incur
Universidad de Pacifico	Buenos Aires, Argentina	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$29,505.00; Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universidad del Salvador	Buenos Aires, Argentina	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In Person	\$29,075.00 (Fall) \$28,475.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Casa de la Mateada	Cordoba, Argentina	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$29,305.00 (Fall) \$28,965.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Monash University	Melbourne, Australia	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$31,815.00 (Fall) \$32,277.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Australian Catholic University (summer)	Sydney, Australia	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$5,653.00; For additional information, please visit: http://www.marquette.edu/abroad/where.shtml .
University of Innsbruck	Innsbruck, Austria	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,705.00 (Fall) \$32,505.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universiteit Antwerpen	Antwerp, Belgium	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,805.00 (Fall) \$33,945.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Pontificia Universidade Católica do Rio de Janeiro	Rio de Janeiro, Brazil	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,905.00 (Fall) \$27,365.00 (Spring); Varies by session. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Pontificia Universidade Católica do Rio de Janeiro (summer)	Rio de Janeiro, Brazil	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$4,073.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Australian Catholic University	Sydney, Brisbane and Melbourne; Australia	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$32,315.00 (Fall) 32,377.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml

Universite Laval	Quebec, Canada	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,255.00; Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universite Laval (summer)	Quebec, Canada	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	Varies by credit load; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Pontificia Universidad Católica de Chile	Santiago, Chile	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$29,255.00 (Fall) \$29,115.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universidad Diego Portales	Santiago, Chile	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$29,255.00 (Fall) \$19,817.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
BIT (Beijing Institute of Technology)	Beijing, China	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$28,665; Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Peking University (summer)	Beijing, China	College of Business Administration	Students typically earn 3-9 credits in the summer term.	In person	\$6,298.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Peking University, Guanghai School of Management	Beijing, China	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$26,355.00 (fall) \$34,033.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
The Beijing Center for Chinese Studies	Beijing, China	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$26,755.00 (Fall) \$27,295.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
The Beijing Center for Chinese Studies (summer)	Beijing, China	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$6,523.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Southwestern University of Finance and Economics	Chengdu, China	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$26,954 (cost is an estimate); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Lignan University (summer)	Hong Kong, China	Office of International Education	Students typically earn 6 credits in the summer term.	In person	\$4,411.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Lingnan University	Hong Kong, China	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$28,105.00 (Fall) \$29,005.00 (Spring); Varies by session. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Tongji University (summer)	Shanghai, China	College of Business Administration	Students typically earn 5 credits in the summer term.	In person	\$6,156.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Tongji University	Shanghai, China	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$26,455.00 (Fall) \$30,045.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Sun Yat-Sen University	Zhuhai, China	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$26,155.00 (Fall) \$29,945.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Danish Institute for Study Abroad Denmark	Copenhagen, Denmark	Office of International Education	Students earn one semester worth of credit, typically 12-18 credits.	In person	\$31,940.00 (Fall) \$29,940.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Danish Institute for Study Abroad Denmark	Copenhagen, Denmark	College of Business Administration	Students typically earn 3-6 credits in the summer term.	In person	Varies by program. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Danish Institute for Study Abroad Denmark Session	Copenhagen, Denmark	Office of International Education	Students typically earn 3-10 credits in the summer term.	In person	\$5,278.00; students pay the program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
University of Copenhagen	Copenhagen, Denmark	Office of International Education	For graduate students only; Students earn one semester's worth of credit, typically 6-9 credits.	In person	\$33,767.00 (Fall) \$30,905.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
University of Southern Denmark	Sonderborg, Denmark	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,755.00 (Fall) \$32,495.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml

The American University in Cairo	Cairo, Egypt	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,574; Additional information is found here: http://www.marquette.edu/abroad/where.shtml
The American University in Cairo	Cairo, Egypt	Office of International Education	Students typically earn 6 credits in the summer term.	In person	Varies by credit load; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Casa de la Solidaridad	San Salvador, El Salvador	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$26,297.00 (Fall) \$26,287.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Casa de la Solidaridad (summer)	San Salvador, El Salvador	Office of International Education	Students typically earn 6 credits in the summer term.	In person	\$6,511.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
University of Birmingham	Birmingham, England	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$28,005.00 (Fall) \$35,605.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
University of Birmingham (summer)	Birmingham, England	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$6,078.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
University of Kent	Canterbury, England	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$30,367.00 (Fall) \$29,289.00 (Spring); students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
City University	London, England	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$32,717.00 (Fall) \$32,989.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Fordham University-London Centre	London, England	Office of International Education	For undergraduate students only; Students earn one semester's worth of credit, typically 12-18 credits.	In Person	Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Kings College	London, England	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$31,967.00 (Fall) \$32,315.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Kings College Summer Program	London, England	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$4,913.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
St. Mary's-Twickenham	London, England	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$30,467.00 (Fall) \$31,064.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
St. Mary's-Twickenham (summer)	Twickenham, England	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$3,203.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
ESSEC	Cergy, France	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,505.00 (Fall) \$32,595.00 (Spring); Varies by session. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
EDHEC Business School	Lille, France	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$36,295 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
European Summer Program at Lille Catholic University	Lille, France	Office of International Education	Students typically earn 5-9 credits in the summer term.	In person	Varies by credit load/subjects studied; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universite Catholique de Lille	Lille, France	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$28,917.00 (Fall) \$29,145.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universite Catholique de Lille (summer)	Lille, France	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$4,371.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universite Catholique de Lyon (ESDES)	Lyon, France	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,605.00 (Fall) \$38,587.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universite Catholique de Lyon (ESDES)	Lyon, France	College of Business Administration	Students typically earn 6 credits in the summer term.	In person	\$6,216.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Institut Catholique de Paris	Paris, France	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$29,705.00 (Fall) \$30,205.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml

Institut Catholique Paris Summer Program	Paris, France	Office of International Education	Students typically earn 6-9 credits in the summer term.	In person	\$5,073.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Sciences-Po	Paris, France	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$30,317.00 (Fall) \$31,455.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Sciences-Po (summer)	Paris, France	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$4,623.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universite de Poitiers	Poitiers, France	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$34,967.00 (Fall) \$32,181.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
EM Strasbourg	Strasbourg, France	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,505.00 (Fall) \$32,017.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
EM Strasbourg (summer)	Strasbourg, France	College of Business Administration	Students typically earn 7 credits in the summer term.	In person	\$8,143.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Catholic University of Eichstatt/ Ingolstadt	Eichstatt, Germany	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,605.00 (fall) \$32,545.00; Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Catholic University of Eichstatt/ Ingolstadt summer program	Eichstatt, Germany	Office of International Education	Students typically earn 6 credits in the summer term.	In person	\$4,013.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Goethe University	Frankfurt, Germany	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$28,805.00 (Fall) \$28,643.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Phillipps Universitat	Marburg, Germany	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$28,355.00 (Fall) \$28,145.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
The American College of Greece	Athens, Greece	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$30,767.00 (Fall) \$30,729.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
The American College of Greece (summer)	Athens, Greece	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$5,761.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
St. Xavier's College	Gurgaon, India	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	http://www.marquette.edu/abroad/where.shtml
University College Dublin	Dublin, Ireland	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$31,067.00 (Fall) \$31,765.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
University College Dublin Nursing (summer)	Dublin, Ireland	Office of International Education	Students typically earn 6 credits in the summer term.	In person	\$9,216.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
National University of Ireland	Galway, Ireland	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$28,217.00 (Fall) \$28,715.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
National University of Ireland, Galway Summer Program	Galway, Ireland	Office of International Education	Students typically earn 6 credits in the summer term.	In person	\$7,316.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Gonzaga in Florence Summer Program	Florence, Italy	Office of International Education	Students typically earn 6 credits in the summer term.	In person	\$13,032.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml

Gonzaga University	Florence, Italy	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$33,652.00 (Fall) \$33,677.00 (Spring); students pay the program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universita Cattolica del Sacro Cuore	Milan, Italy	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$31,917.00 (Fall) \$32,177.00 (Spring); students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Università Cattolica del Sacro Cuore	Milan, Italy	Office of International Education	Students typically earn 3-9 credits in the summer term.	Various	\$8,931.00; students pay the program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
John Cabot University	Rome, Italy	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$31,017.00 (Fall) \$32,767.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
John Cabot University Summer Program	Rome, Italy	Office of International Education	Students typically earn 3-12 credits in the summer term.	In person	\$6,466.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
John Felice Rome Center	Rome, Italy	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$31,217.00 (Fall) \$31,855.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
LUISS Università Guido Carli	Rome, Italy	College of Business Administration	Students earn on semester's worth of credit, typically 12-18 credits.	In person	\$27,605.00 (Fall) \$33,017.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Nagasaki University	Nagasaki, Japan	Office of International Education	Student's earn on semester's worth of credit, typically 12-18 credits.	In person	Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Sophia University	Tokyo, Japan	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$32,005.00 (Fall) \$31,495.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Sophia University Summer Program	Tokyo, Japan	Office of International Education	Students typically earn 6 credits in the summer term.	In person	\$5,018.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
University of Jordan	Amman, Jordan	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	Additional information is found here: http://www.marquette.edu/abroad/where.shtml
University of Jordan (summer)	Amman, Jordan	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	Varies by credit load; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
University of Luxembourg	Luxembourg City, Luxembourg	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	Varies by session. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universidad Iberoamericana Ciudad de Mexico	Mexico City, Mexico	College of Business Administration	Students typically earn 3-6 credits in the summer term.	In person	\$29,533.00; students pay the program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universidad Iberoamericana Puebla	Puebla, Mexico	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Tecnologico de Monterrey	Various cities, Mexico	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	Varies by location. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
EGE Rabat	Rabat, Morocco	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$28,917.00 (Fall) \$28,959.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Ateneo de Manila University	Manila, Philippines	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$26,967.00; Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Casa Bayanihan	Manila, Philippines	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$26,590 (Fall) \$22,685 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
South Africa Service Learning Program	Bellville, Republic of South Africa	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$31,790; Additional information is found here: http://www.marquette.edu/abroad/where.shtml

University of Western Cape	Capetown, South Africa	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	Varies by session. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Sogang University	Seoul, South Korea	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,617.00 (Fall) \$27,955.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Sogang University Summer Program	Seoul, South Korea	Office of International Education	Students typically earn 6-9 credits in the summer term.	In person	\$7,471.00; Additional information is found here: http://www.marquette.edu/abroad/where.shtml
IQS-Universitat Ramon Llull	Barcelona, Spain	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,705.00 (Fall) \$33,345.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universidad Loyola Andalucia-Cordoba	Cordoba or Seville, Spain	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,755.00 (Fall) \$31,795.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Saint Louis University-Madrid Campus	Madrid, Spain	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In Person	\$28,967.00 (Fall) \$28,875.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Saint Louis University-Madrid Campus (summer)	Madrid, Spain	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$5,971.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universidad Pontifica Comillas	Madrid, Spain	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$28,167.00 (Fall) \$30,825.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universidad Pontifica Comillas Summer Program	Madrid, Spain	Office of International Education	Students typically earn 6 credits in the summer term.	In person	\$7,417; Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Universidad de Duesto	San Sebastian, Spain	College of Business Administration	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$36,750; Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Fu Jen Catholic University	New Taipei City, Taiwan	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$24,350 (Fall) Cost is an estimate. \$25,015.00; Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Mahidol University International College	Bangkok, Thailand	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$27,117.00 (Fall) Varies by session. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Mahidol University International College (summer)	Salaya, Thailand	Office of International Education	Students typically earn 3-6 credits in the summer term.	In person	\$16,107.00; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Vietnam National University	Ho Chi Minh City, Vietnam	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	\$25,967.00 (Fall) \$28,895.00 (Spring); Additional information is found here: http://www.marquette.edu/abroad/where.shtml
AMIDEAST	Various locations	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	Varies by program; students pay the program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
Center for Education Abroad at Arcadia University	Various locations	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	Varied by program; students pay the program directly. Additional information is found here: http://arcadia.edu/abroad/
Center for Education Abroad at Arcadia University (summer)	Various locations	Office of International Education	Students typically earn 3-9 credits in the summer term.	In person	Varies by program; students pay program directly. Additional information is found here: http://www.arcadia.edu/abroad/ (http://www.arcadia.edu/abroad/)

ISU Hessen	Various locations	Office of International Education	Students typically earn 6 credits in the summer term.	In person	Varies by credit load/subjects studied; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
School for International Training (SIT)	Various locations	Office of International Education	Students earn one semester's worth of credit, typically 12-18 credits.	In person	Varies by program; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
School for International Training (SIT)	Various locations	Office of International Education	Students typically earn 3-9 credits in the summer term.	In person	Varies by program; students pay program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml
AMIDEAST (summer)	Various	Office of International Education	Students typically earn 3-12 credits in the summer term.	In person	Varies by credit load; students pay the program directly. Additional information is found here: http://www.marquette.edu/abroad/where.shtml

* All costs are estimates. For more information, please visit: <http://www.marquette.edu/abroad/where.shtml>. Click on the program you are interested in. Next to "Budget Sheets," click on the semester you are planning to go abroad.

Health Sciences Professional

Health Sciences Professional is the Professional Programs division of the College of Health Sciences

From the Dean

College of Health Sciences website (<http://www.marquette.edu/chs/index.shtml>)

Welcome!

The College of Health Sciences features nationally recognized and ranked professional and graduate programs in Physical Therapy, Physician Assistant Studies, Speech and Language Pathology, Athletic Training, Clinical and Translational Rehabilitation Health Science, and Neuroscience. In addition, the College of Health Sciences offers a certificate in Clinical Laboratory Science and a Biomedical Sciences Pre-Dental enhancement program. From state-of-the-art research laboratory and teaching facilities to many health profession and service organizations, our students find abundant opportunity to interact with faculty scholars who are passionate about teaching, research and service.

Our mission to provide distinctive and rigorous educational programs is complemented by our location in the heart of the city of Milwaukee, where opportunities to take advantage of first rate health and medical settings abound. Moreover, you can expect excellence from our faculty, and will be in elite company among our academically talented students. Whether through outstanding professional programs of study or in exceptional graduate education, our dedicated faculty and committed students have created a truly vibrant academic environment that's waiting for you.

Sincerely,

William E. Cullinan, Ph.D.
Dean, College of Health Sciences

College Mission Statement

The College of Health Sciences has the mission of preparing students for careers in the health sciences and as health care providers. It is dedicated to improving health care by educating excellent, ethical health care professionals through a program of teaching, research and service. Students are instilled with the Jesuit ideals of concern for the spiritual, emotional and physical development of the individual as well as a lifelong commitment to leadership in the advancement of their personal skills and profession.

Academic Calendar

Academic Calendar

Academic Calendar (http://www.marquette.edu/mucentral/registrar/cal_index.shtml)

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 research 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 Advising

The University's Advising Philosophy

Advising fosters intellectual, moral, and personal growth in students. It is informed by the teachings of Ignatius Loyola, who advocated that Jesuit schools should educate students who will lead and be a leaven for good. This requires that students obtain both a firm base of knowledge and a strong sense of personal responsibility. Thus, Marquette seeks to educate on both the intellectual and moral level. The mark of academic success is the ability of students to function as well-educated, responsible members of society.

Goals for Advising

The primary purpose of advising is to enhance the academic performance of students. The result of this process should be graduates who are demonstrably committed to academic excellence and who assume responsibility for their own actions. Their growth toward this goal can be observed in their ability to make sound personal and academic choices.

Advising is much more than class scheduling, although that is obviously a regular component. In the same way that formal study affects a student's intellectual growth, advising is an ongoing developmental process that helps students discern their life/career goals, and contribute to their values, their personal fulfillment and the educational plans for reaching those goals. As part of this process, advisers can give attention to matters relating to academic performance and also be watchful for non-academic issues that could have an impact on student academic performance.

Academic Probation and Dismissal

See respective program for specific academic probation and dismissal policies.

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.
- **Major:** A comprehensive course of study in a given discipline, earned in conjunction with a bachelor's degree. A minimum of 30 semester credit hours must be earned in the major.
- **Minor:** A course of study in a discipline or interdisciplinary cluster, earned in conjunction with a bachelor's degree and at least one major, that is other than the student's major area of study. A minimum of 18 semester credit hours must be earned in the minor.
- **Concentration:** A sub-set of a discipline organized in clusters of focused courses, taken within an undergraduate major and earned in conjunction with a bachelor's degree. A minimum of 9 semester credit hours must be earned in the concentration.
- **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.
- **Dual Degree:** A formal agreement where two degrees are conferred simultaneously from two institutions (or colleges/schools with one institution), some courses/credits taken at both institutions/colleges/schools apply to both degrees and two diplomas are produced, one for each degree.
- **Joint Degree:** A formal agreement where one degree is conferred from two institutions (or colleges/schools within one institution), some courses/credits taken at both institutions/colleges/schools apply to the degree and both institutions/colleges/schools are listed on a single diploma.

Annual Bulletin

The 2017-18 Marquette University Health Sciences Bulletin governs curricular requirements for all Health Sciences Professional students entering Marquette University during the 2017-18 academic year. The curricular requirements for all active academic programs are outlined herein, and are applicable to new students and readmitted students who have stopped out for more than one year. All academic policy and course additional/revisions 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. Students are responsible for all content contained herein and are encouraged to consult with their advisers throughout their tenure at Marquette. This bulletin is archived at the end of the academic year and continues to be available online. The university reserves the right to amend any of its academic programs, requirements for degrees, tuitions, fees, etc., at any time, in its sole discretion.

Attendance

The undergraduate/health science professional attendance policy specifies the role of the student, the instructor and university administrators in cases when students are absent from one or more classes.

Withdrawal from a Course Due to Poor Attendance

Students are responsible for attending all class meetings for courses in which they are registered.* Any absence, regardless of the reason, prevents students from getting the full benefit of the course and, as such, no distinction is made between excused and unexcused absences for purposes of recording attendance.

UW: When a student never attends/participates in a class for which they are registered, the faculty member assigns a grade of UW. In those classes where attendance is not taken regularly, the faculty member takes attendance on the first, class day after the close or registration, or during the first

week after the close of registration. Faculty fill out a withdrawal form for any student not in attendance and the college offering the course investigates whether the student is attending the class.

W/WA/WF: If a student abandons a class, i.e., ceases to attend a class for a period in excess of two weeks in a 16-week course (or proportionately equivalent period for a session of different length), or the student announces their intention to withdraw from a class by submitting a withdrawal form, a grade of W, WA or WF, as appropriate, is assigned (see the definitions of these grades in the Grading System section of this bulletin).

Violation of Attendance Policy: Given the importance of attendance to the mastery of class materials, faculty may include in their syllabi a policy prohibiting excessive absences.

1. For courses in which attendance is regularly taken, an instructor or college office may withdraw a student from a course due to excessive absences and assign a grade of WA (Withdrawn-Excessive Absences). In these cases, instructors must document the dates of absenteeism.

- Such action may be initiated, for example, in a 16-week course when the number of class hours missed exceeds twice the number of course credits. As such, a student may be assigned the grade of WA when more than 6 classes have been missed in a 3-credit course, when more than 8 classes have been missed in a 4-credit course and when more than 10 classes have been missed in a 5-credit course.
- As examples: students who miss more than 6 classes in a 3-credit course that meets 50 minutes, 3 times per week, are considered to have excessive absences and may be assigned a WA. Likewise, students who miss more than 4 classes in a 3-credit course that meets 75 minutes, 2 times per week, are considered to have excessive absences and may be assigned a WA.

2. For those courses in which attendance is not taken on a regular basis, an instructor or college office may withdraw a student when it becomes apparent through missed assignments that the student has excessive absences.

In all cases, a student's last date of attendance is determined by the last date of participation in an academically-related activity for the course including, but not limited to: attendance, an exam or quiz, a submitted assignment, participation in a lab activity or in computer-assisted instruction.

Students assume all consequences that ensue as a result of receiving a WA grade. These consequences include, but are not limited to: a delay in graduation, loss of eligibility for certain scholarships or financial aid, loss of full-time student status.

ONLINE COURSES AND ATTENDANCE

Online courses at Marquette University are designed to be highly interactive and collaborative, as authentic learning takes place within a social context. To help ensure an effective learning experience, all students in online courses are expected to participate on a regular basis. Participation is defined as "submitting required work as assigned; being an active contributor and responder to fellow students and the instructor in a timely basis, as set forth by online discussion guidelines in each course." Failure to participate may be counted toward the number of absences allowed before a WA is assigned as described above.

If technical circumstances prevent a student from entering the course site for a period of time, it is the student's responsibility to contact the instructor in a timely manner if the student wishes to receive credit for any missed online activities.

ADDITIONAL ATTENDANCE POLICIES

The above two sections represent university attendance standards. Each undergraduate college and health science professional program may enforce additional attendance policies for certain courses; consult your college handbook, college section of the current bulletin, or the individual course syllabus/attendance policy for more information.

EXTENDED ABSENCES

In the event that the student is gone for an extended period, where two weeks or more classes are missed, the student or a family member, if the student is unable, should communicate with the college office as soon as possible. The student may explore options, such as incomplete grades, withdrawing from the class or seeking a medical withdrawal. These options may not be available in every case, and should be pursued before the student is withdrawn for excessive absences. Once a WA is entered for a course, these options are no longer available. The university deadline for withdrawal is published in the Academic Calendar.

MAKING UP WORK FROM A MISSED CLASS

In the case of missed assignments, the university does make a distinction between reasons for absences.

In the case of absences due to legal obligations, religious observance, or participation in Division 1 athletics and other university sanctioned events, if documented in advance, students should be given the opportunity to make up class examinations or other graded assignments that are missed, where possible.

Students should consult faculty and the respective syllabus for their policies regarding makeup work. Faculty may allow students to make up the missed work, where possible, if the absence is due to officially sponsored university activities (e.g., band or presenting a paper at a conference), hospitalization, the death or acute illness of an immediate family member (e.g., parent or caregiver, sibling, spouse, or child), mandatory admission interviews for professional or graduate school, or post-graduate employment interviews that cannot be rescheduled, required participation in military duties including required ROTC training and medical examinations or similar serious reason. Faculty may require documentation.

The manner in which the work is made up is left to the discretion of each individual faculty member. The opportunity to make up work is considered a privilege, not a right.

It is recognized that sometimes an exam or graded assignment is impossible to make up. Some faculty may assign collaborative projects that depend on other classmates, or oral presentations that incorporate questioning by the entire class, or may use evaluative methods that cannot easily be replicated by the instructor. This policy does not prohibit any member of the faculty from making the determination that certain course work cannot be made up. Faculty who intend to deny the opportunity to make up certain exams or projects because of absences resulting from legal obligations, religious observance or university sanctioned activities and related travel, must inform the student of these consequences (reduced grade or otherwise) in writing, at the beginning of the class (preferably in the course syllabus).

In the event that a student is absent for reasons specified above (e.g., representing the university) and the instructor issues some portion of the grade on the basis of participation or, more directly, attendance, it is impossible for the student to directly "make up" the work. In these cases, faculty should recognize that the student's grade should not be penalized for the absence. Except in cases of field experience, practicums, student teaching, clinicals or clinical internships, the student should be given the opportunity to achieve the same grade based on a smaller number of classes or some alternative means of making up the points missed.

STUDENT AND FACULTY RESPONSIBILITIES REGARDING ATTENDANCE AND MAKEUP WORK

The following responsibilities are outlined in order to minimize the difficulties for both students and instructors caused by absences due to legal obligations, religious observance or university sanctioned activities and related travel:

Students:

1. Students are responsible for attending all class meetings for courses in which they are registered.
2. Students should make every effort to schedule classes that minimize conflicts caused by foreseeable activities and related travel.
3. Since it is up to each student to understand and abide by each instructor's policy on issues related to attendance, students should consult the instructor if any portion is not understood.
4. Students should provide written notification of all scheduled events (e.g., dates of religious observance or scheduled travel for intercollegiate athletics), including a schedule of all activities and related travel to all their instructors within the first two weeks of each term.
5. Students should provide written notification of all other absences as soon as possible for events not foreseen at the beginning of the term. (e.g., extended athletic seasons, hospitalization). If the student wishes to make up work, documentation may be required by the professor and should be turned in to the professor for absences less than a week and to the college office for absences of a week or longer. **
6. Students should obtain any class notes or other course material missed due to these absences, prior to taking any subsequent examinations or submitting any subsequent graded assignments.
7. Students should make arrangements with the instructor to make up any missed work that can be made up, prior to any foreseeable absences and as soon as possible for any unforeseeable absences.
8. Regardless of the reason for the absence, students are responsible for learning what happened in class. Students who anticipate missing one or more class periods should contact the instructor ahead of time, just as they should contact their instructor as soon as possible after an absence.
9. Students are responsible for monitoring their absences during the term.

Faculty:

1. Faculty have a responsibility to meet every class period during the term. Faculty should make every effort to seek coverage from another faculty member, if they cannot hold class because of professional travel or short term illness.
2. Faculty should determine and notify students in writing the first day of class, preferably in the course syllabus, if any component of the grade is based on attendance and/or participation, and whether or not the opportunity to make up missed work, including assignments, quizzes, examinations and so forth, will be provided.
3. If faculty allow some or all assignments to be made up, they should specify the conditions students must meet to be given the opportunity to make up missed work.
4. If a faculty member does not provide information about make up work in writing, students can expect to be given a reasonable amount of time to complete work that is missed as a result of being absent due to serious reason (see above).
5. Faculty should consult the Office of Campus Ministry's list of major religious holidays likely to affect Marquette students. Please note that this is not an exhaustive list. Faculty are encouraged to accommodate students who are participating in bona fide religious observances whether or not the observance is included on the Campus Ministry list.
6. While the University does not require faculty to take attendance, if any part of the course grade is based on attendance and/or participation, the faculty member should keep thorough documentation of class attendance.
7. When it is determined that a student is approaching the maximum number of absences, faculty should communicate with the college office and the student.

* While instructors begin to deliver course content from the first day of class and students are expected to attend all the classes for which they are registered, the university allows students to add classes until the close of registration, as published in the Academic Calendar. The obligation to attend

class begins once a student is registered for a class. Students are not considered absent and the expectation is that students are allowed to make up any graded work that was given before the student enrolled.

** The Marquette University Medical Clinic does not provide documentation of illness, or of a visit to the Medical Clinic though they may provide information to students whose illness may require temporary accommodation (e.g., concussion). Likewise, college and other university offices (e.g., the Counseling Center and Student Affairs) do not provide documentation of an absence on behalf of the student.

Audit

Students who wish to audit courses without earning credit must present evidence of their preparation for the course or courses in which they wish to enroll. Auditors are required to attend all classes but are not required to complete written course assignments or examinations.

Students must first register for the course via CheckMarq, then request the audit option from the student's college office with the Audit Request form located at the Marquette Central (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml) (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml)academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). The deadline to request the audit option for each session is the last day to register for the class as listed on the Academic Calendar (p. 16).

Awarding Diplomas and Certificates

This policy defines and outlines the process for approval and distribution for official Marquette University certificates and diplomas.

Programs of Study Defined

1. A degree program is defined as an approved academic program of study, outlined in a Marquette University Bulletin, that contains a degree and, in the case of an undergraduate, at least one major, and leads to an official diploma and notation of such on the university's official transcript.
2. A certificate program is defined as an approved academic program of study, outlined in a Marquette University Bulletin that includes the specialized study of a subject area and leads to an official certificate and notation of such on the university's official transcript.
3. An official diploma or certificate is defined as one on which the university seal is affixed and is released only by the Office of the Registrar.

Policy

1. Structuring of degree and certificate programs requires approval through the appropriate Marquette University curriculum process.
2. Requirements for all Marquette academic programs of study are to be documented in the appropriate Marquette University Bulletin by the college/school/department offering the degree or certificate program. No official diploma or certificate is awarded that does not first appear in the appropriate bulletin.
3. The college/school offering the degree or certificate program bears the responsibility for authenticating completed program requirements. Changes or exceptions in course requirements for individual students must be documented in the academic record of the student, either online, when the program of study requirements are in the university degree audit system (Academic Advisement), or, on paper when not.
4. Diplomas and certificates are ordered and issued only by the Office of the Registrar, in consultation with the appropriate college/school of the student and the Office of the Provost.
5. Diplomas and certificates cannot be earned retroactively. Students must first apply for graduation, satisfy all applicable degree/course/credit requirements and appear on the Trustee's List before a diploma or certificate is produced or posted to the student's official academic record. Students may not appear on the Trustee's List until all applicable degree/course/credit requirements are satisfied. The posting date of the diploma or certificate is the earliest available diploma/certificate date after the student appears on a Trustee's List.
6. No student is allowed to officially declare a degree or certificate program once it has been discontinued, except those who entered the university in an academic year prior to the discontinuation and maintained continuous enrollment on the same academic level as the discontinued program (i.e., undergraduate, graduate, etc.) until completion of their program of study. Once a student fails to register for one term (except summer), or graduates from a program of study, they have failed to maintain continuous enrollment on that academic level, even if readmitted to the same academic level.
7. When certification of a specific skill or acknowledgement of completion of a learning experience is needed, university administrators and deans are authorized to prepare and issue a letter acknowledging completion of such program on official letterhead, or produce a document recognizing the experience; however, the document must include the name of the issuing college/school and the university seal may not be used on these documents.
8. A letter or other document certifying completion of a course is not considered an official diploma or certificate; and therefore, is not posted to the student's official academic record.

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:

- a. Undergraduate/Master's/Health Sciences Professional students: students who are in good academic standing, have met the appropriate graduation application deadline and 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.
- b. Dental students: students who are in good academic standing, have met the appropriate graduation application deadline and 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.
- c. 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.
- d. Law students: students who are in good academic standing, have met the appropriate graduation application deadline and 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:

- a. Undergraduate/Master's/Health Sciences Professional students: students who are in good academic standing, have met the appropriate graduation application deadline and 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.
- b. Doctoral students: candidates who complete their degree/dissertation (see 2c 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 in the following calendar year.
- c. Law students:
 - Summer graduates: students who are in good academic standing, have met the appropriate graduation application deadline and 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 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 appear in the Commencement Program in which they participate, regardless of the term in which they graduate. Latin Honors, if awarded, are also noted, based on the last grading cycle in which the student was enrolled; however, the final determination of Latin Honors is based on the final grades earned in the term in which the degree is conferred.

5. Degree conferral is Latin Honors are certified by the official Marquette transcript noting the degree completion. Receipt of a diploma or participation in the commencement ceremony or name/degree/honors listed in the Commencement Program does not constitute certification of the same.

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>). 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>). College Commencement ceremony, if occurring, may require tickets. For further information on college ceremonies, contact the appropriate college office.

Course Levels

Courses numbered 7000-7999 are professional level courses.

Conferral of Degree/Certificates

The process for determining diploma or certificate conferral dates and the distribution of diplomas, certificate and transcripts with degrees posted is outlined below. Refer to the Academic Calendar (p. 16) for the exact dates for all of these processes.

The Friday after May Commencement-the Friday before the end of summer term graduation

1. Students may have degrees or certificates conferred every Friday, as long as all required grades are recorded in CheckMarq and all degree requirements are completed according to the college/school's schedule.
2. Colleges/Schools verify degrees/certificates and must submit a list of those graduating to the Provost's Office **by noon** of the appropriate Friday.
3. The Office of the Registrar posts the degrees/certificates of all students who appear on the graduation list, the following week.
4. Diploma or certificate conferral date = the Friday the list is submitted.
5. Transcripts with degrees/certificates posted are available the week after the graduation list is submitted.
6. The Office of the Registrar orders diplomas or certificates for these students **after** the graduation list is submitted.
7. These diplomas and certificates are available for mailing or pick-up 4-6 weeks **after** the graduation list is submitted.

September-November and January-April

1. Students may have degrees or certificates conferred the last business day of the month, as long as all required grades are recorded in CheckMarq and all degree/certificate requirements are completed according to the college/school's schedule.
2. Colleges/Schools verify degrees/certificates and must submit a list of those graduating to the Provost's Office **by noon** of the last business day of the month.
3. The Office of the Registrar posts the degrees/certificates of all students who appear on the graduation list the following week.
4. Diploma or certificate conferral date = the last business day of the month.
5. Transcripts with degrees/certificates posted are available the week after the graduation list is submitted.
6. Office of the Registrar orders diplomas or certificates for these students **after** the graduation list is submitted.
7. These diplomas and certificates are available for mailing or pick-up 4-6 weeks **after** the graduation list is submitted.

May, December and the end of summer term graduation in August

1. Students may have degrees or certificates conferred as long as all required degree/certificate requirements are completed according to the college/school's schedule.
2. Colleges/Schools verify degrees/certificates and submit graduation lists to the Provost's Office. Refer to the Academic Calendar (p. 16) for the exact date.
3. Refer to the appropriate academic calendar for the diploma or certificate conferral date.
4. The Office of the Registrar posts the degrees/certificates of all students who appear on the graduation list.
5. Refer to the Academic Calendar (p. 16) for the exact date diplomas and certificates are available for pick-up at Marquette Central or for mailing from the Office of the Registrar.
6. Refer to the Academic Calendar (p. 16) for the exact date transcripts with degrees or certificates posted are available from the Office of the Registrar.

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 assumed that an additional workload is assigned to equal 2 hours of coursework 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 Health Sciences Professional Bulletin. No credit is given for a course in which a student has not registered

Credit for courses pursued at another educational institution while simultaneously enrolled at Marquette (concurrent registration) are not allowed unless specifically authorized by the dean. See "Study at Other Institutions" in this section of the Health Science Professional Bulletin.

Enrollment Status

The enrollment status of Health Sciences Professional students is based on enrolled credit hours each term. A full-time enrollment status means a student is enrolled in a minimum of 12 credits; a half-time academic load means a student is enrolled in 6-11 credits; enrollment in fewer than 6 credits is considered less than half-time status for the student.

Faculty Grading

All official grades are entered by the primary instructor of the course into CheckMarq, by the grading deadline for each session, as published in the university Academic Calendar and are based on the work students completed during the session in which the class was offered. Once the session is over, no additional work may be submitted. While other approved personnel of the university may assist the faculty in grade submission on the university's course management system (D2L); only the primary instructor may enter and approve the grades in CheckMarq. **Note:** Students other than TAs assigned to either teach or assist in a particular class are not considered 'approved personnel' for assisting with grades, even if trained on FERPA.

Family Education Rights and Privacy Act (FERPA)

In compliance with the Family Educational Rights and Privacy Act, Marquette University notifies its students each term of their rights to inspect, amend and prevent disclosure of their education records. In addition, Marquette's FERPA policy regarding education records is published on the Marquette Central academic policies website. (http://www.marquette.edu/mucentral/registrar/policy_index.shtml)

Grade Appeals

Health Science Professional students may appeal any final course grade that the student believes to be in significant violation of clearly established written policies, a result of improper procedures or discriminatory. Before initiating a formal grade appeal, the student must consult with the instructor assigning the grade and present evidence why the student believes the grade to be in error. If this does not lead to resolution, the student may initiate, in writing, a formal grade appeal. To be considered, the written appeal must be submitted no later than the deadline for the removal of incompletes, as noted in the Academic Calendar (p. 16). However, it may be in the student's best interest to appeal sooner than this deadline if their academic progress is dependent on the outcome of the appeal. In addition, the student should consult with the college or school offering the course for which the grade is being appealed to determine if other requirements for the written appeal are in force.

The written appeal must be submitted to the chair of the department offering the course or, in schools or colleges with no departmental structure, to the associate dean. The written appeal must provide the reason(s) the student believes the recorded grade is incorrect. The student may present evidence of their performance and may also request that all other pertinent materials be supplied by the instructor. The chair, or associate dean, collects and analyzes the evidence in a timely manner. Evidence is gathered through consultations with the instructor, the student and any witnesses. These consultations may be in person, by phone or by electronic means. Hard copies of relevant documents may also be requested. The chair, or associate dean, evaluates the appeal or choose to designate an ad hoc committee for this purpose. The chair, associate dean, or ad hoc committee considers the appeal and evidence and makes one of the following decisions: the assigned grade should remain, the course instructor is asked to reconsider the grade in light of information collected and the reconsidered grade stands, or a grade change is warranted. The decision is communicated in writing within thirty days to the student and the instructor with copies of the formal response placed in the student's file and forwarded to the dean and any indicated grade changes filed with the registrar.

The student has the right to appeal the decision of the chair, associate dean, or ad hoc committee, to the dean. This appeal must be submitted in writing no later than fourteen days from the date of the formal response. The dean reviews the procedural evidence, which now includes all the evidence previously gathered, the student's appeal letters and the formal response from the chair, associate dean or ad hoc committee, and renders the final decision on the grade appeal. The decision is communicated in writing within thirty days to the student and the instructor with copies of the formal response placed in the student's file and any indicated grade changes filed with the registrar.

Grading System

Marquette uses the grade point system to determine a student's academic grade point average, academic censure and their eligibility to graduate (see Graduation Requirements section of this bulletin.) Each grade (A through F) earned in a course carries a specified number of grade points. The grade points earned in any given course equal the grade point value of the grade multiplied by the total number of semester hours credited. A student's grade point average is found by dividing the total number of grade points earned by the total number of semester hours credited in those courses for which grade points have been assigned. The official Marquette GPA of all students is calculated by the student information system and this GPA is not rounded up or down for any reason.

All Health Science Professional students must maintain a cumulative grade point average, as outlined in the Health Sciences Professional Academic Censure policies in this bulletin.

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 for the purpose of a grade change may be submitted by the student once the session in which the class is offered is over. Likewise, no additional work for the purpose of a grade change may be submitted once the deadline to submit work for the removal of the temporary grades of I, IC or IE has passed.**

Grade	Achievement	Grade Points
A	Superior	4.00
A-		3.67
B+		3.33
B	Good	3.00

B-		2.67
C+		2.33
C	Satisfactory	2.00
C-		1.67
D+		1.33
D		1.00
F	Failure	0.00
WF	Failure	0.00

The following letter grades do not have associated grade points:

Grade	Defined
ADW	Administrative Withdrawal; a permanent grade indicating student was withdrawn from the course by the university for administrative reasons.
AU	Audit; a permanent grade indicating course is excluded from attempted credits.
AUA	Audit; a permanent grade indicating course is included in attempted credits for Satisfactory Academic Progress purposes.
CR	Credit; a permanent grade indicating equivalent work of C or better in the course.
I	Incomplete; a temporary grade 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.
IC	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.
IE	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.
NC	No Credit; a permanent grade indicating equivalent work of less than C in the course.
NG	No grade; a temporary grade indicating grades were not entered by the grading deadline for the session in which the class was offered; a grade change is required.
SNC	Satisfactory completion; a permanent grade indicating equivalent work of C or better in a course bearing no credit.
UNC	Unsatisfactory completion; a permanent grade indicating equivalent work of less than C in a course bearing no credit.
S	Satisfactory completion; a permanent grade indicating equivalent work of C or better in a credit bearing, competency-based course.
SY	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.
U	Unsatisfactory completion; a permanent grade indicating equivalent work of less than C in a credit bearing, competency-based course.
UW	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.
UY	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.
W	Official withdrawal; a permanent grade indicating withdrawal initiated by the student and approved by the college office.
WA	Withdrawn-Excessive Absences; a permanent grade indicating withdrawal initiated by the faculty or college office due to excessive absences in the course.

Clarifications of Grades

ADW Grade

The ADW grade indicates that the 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 members of a committee involved in a formal hearing and/or an appeal process. Submission of this grade requires a last date of attendance.

Any student who is administratively withdrawn from the university receives this grade in all classes for the term/session. Likewise, any student who is administratively withdrawn from a single class, receives 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 college office or the Office of the Registrar depending on the reason and the office requesting the administrative withdrawal. A last day of attendance must be submitted with this grade. This grade takes 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, 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.

CR/NC Option

This grade is initiated by the student. For enrichment purposes, Health Science Professional students are given an option to elect independent study courses for which only a CR or NC grade is assigned. Arrangements to take a course under the CR/NC option must be made no later than the end of registration, as indicated on the Academic Calendar (p. 16), by completing the appropriate form available online at Marquette Central academic forms website. (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml)

After the end of registration, the student does not have the option of changing from CR/NC to regular grading or from regular grading to the CR/NC option.

C-, D+ and D grades

The policy on these grades earned in courses taken at Marquette University differs for students in the various colleges, schools and programs. See the pertinent sections of this bulletin for statements of individual policy.

I Grade

This grade is initiated by the student, must be approved by the instructor and may not be approved any earlier than two weeks prior to the end of the session in which the class is offered. These grades must be assigned by the instructor prior to the final grading deadline for the session in which the class is offered. The student must have a circumstance beyond his/her control in order to be assigned this grade. In addition, the student's performance in the course must merit this exception, otherwise, the instructor assigns a grade that reflects both the quality of the work completed and the significance of the work/exam that has not been completed. This grade is not assigned after the session in which the class is offered has ended. Submission of this grade requires a last date of attendance.

This grade is cleared through the college office of the college offering the course. If not cleared or changed to the grade of IE by the date specified in the Academic Calendar (p. 16) the grade automatically becomes a grade of F. Because these grades denote that the student did not fulfill all course requirements and/or the final exam, the university views these grades with the same seriousness as the grade of F.

Any exception to the assignment of this grade must be approved by the college offering the course.

IC Grade

This grade is assigned by the faculty and is not the result of any action or inaction by the student. This grade is changed to a permanent letter grade by the faculty at the time the course is completed and no initiation is needed by the student. The permanent grade must be assigned within one year of the assigned IC grade.

IE Grade

This grade is initiated by the student and must be approved by the college office of the college offering the course and cleared by that same office. If not cleared by the date specified in the I-grade extension notification sent to the student the grade will automatically become a grade of F. In no case can the I grade extension extend beyond one year after the original I grade was assigned.

UW Grade

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

Students assume responsibility for all consequences that ensue as a result of receiving these grades. The consequences include, but are not limited to: a delay in graduation, external institutions/agencies viewing these grades as failure; loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and loss of the 100% refund. Refund calculation for this grade is based on the date the university is first informed of the non-attendance.

w grade

This withdrawal is initiated by students, before the deadline, as outlined in the Academic Calendar (http://www.marquette.edu/mucentral/registrar/cal_index.shtml). This grade is not assigned after the session in which the class is scheduled has ended. Submission of this grade requires a last date of attendance. This is a permanent grade and cannot be changed or overwritten, except as described in the ADW section above.

Students assume responsibility for all consequences of this grade. These consequences may include, but are not limited to: a delay in graduation, denial of readmission, external institutions/entities viewing this grade as a failing grade, loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and/or loss of a refund.

WA GRADE

This withdrawal is initiated by the faculty or college office and is assigned due to excessive absences in the course, as outlined in the syllabus or the Attendance Policy, outlined above. This grade is not assigned after the session in which the class is scheduled had ended. This grade is always be assigned if the withdrawal is initiated prior to the deadline to withdraw for the class in which a session is scheduled, as outlined in the Academic Calendar. (http://www.marquette.edu/mucentral/registrar/cal_index.shtml) If initiated after the deadline, the student receives the grade earned at the time (a WA or a WF, as indicated in the syllabus). Submission of this grade requires a last date of attendance. This is a permanent grade and may not be overwritten or changed, except as described in the ADW section above.

Students assume responsibility for all consequences of this grade, which may include, but are not limited to: a delay in graduation, denial of readmission, external institutions/entities viewing of this grade as a failing grade, loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and/or loss of a refund.

WF GRADE

This grade is assigned under two circumstances and is calculated into the grade point average, as a grade of F:

1. When a student initiates a withdrawal after the deadline to withdraw, as outlined in the Academic Calendar (http://www.marquette.edu/mucentral/registrar/cal_index.shtml).
2. When the faculty and/or college initiates a withdrawal after the last day to withdraw, as outlined in the Academic Calendar, if: (1) the student exceeds the faculty's absence policy in the syllabus; or, (2) the student abandons the class. In these cases, if the student is passing the class at the time of the withdrawal, the faculty may assign the WA or WF grade, depending on the grading criteria of the syllabus; however, if the student is failing the class at the time of this withdrawal, the student must be assigned a WF.

In all cases, this withdrawal is not permitted after the session in which the class is scheduled has ended. Submission of this grade requires a last date of attendance. This is a permanent grade and cannot be changed or overwritten, even during the term in which it was assigned, except as described in the ADW section above.

Students assume responsibility for all consequences of this grade, which may include, but are not limited to: a delay in graduation, denial of readmission, external institutions/entities viewing this grade as failing, loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and/or loss of a refund.

Graduation

Graduation Requirements

A student is required to graduate at the end of the term in which all degree requirements are completed. Degree requirements are those university and college requirements needed to earn the degree. Normally Health Science Professional students must meet the graduation requirements which are stated in the Health Science Professional Bulletin issued for the year in which they entered the professional phase of their program at Marquette. Substitutions or waivers for specific courses required for degree completion may occur, as determined by the college. It is to be expected that these course exceptions will occur in the case of any student whose enrollment period extends for more than eight years. Students whose enrollment is interrupted for two or more consecutive terms normally must meet the requirements in the bulletin issued for the year in which they return to the university. The college may determine that a readmitted student falls under a different set of degree requirements than the academic year in which they are readmitted. Students are responsible for keeping themselves informed of the requirements which apply in their particular cases. Every student has available faculty advisers who will assist in planning and implementing the student's plan of studies; however, it is ultimately each student's responsibility to know and fulfill the requirements for graduation specified for the selected plan. A candidate for a professional degree must meet the following graduation requirements:

1. Health Sciences Professional Requirements:

- Master in Physician Assistant Studies: degree candidates must earn a minimum of 128 credits with a minimum GPA of 2.800.
- Doctor in Physical Therapy: degree candidates must earn a minimum of 127 credits with a minimum GPA of 2.400.
- Master in Athletic Training: degree candidates must earn a minimum of 82 credits with a minimum GPA of 2.75.

2. The student must attend any course of lectures, or any other exercises which have been or may be required, even though such courses receive no recognition in terms of credit hours.

3. The student's record must be cleared of all grades that are not permanent, i.e., grades of I, IC, IE and NG.

4. The student must file a formal application for a degree by the deadline published in the Academic Calendar; however, because students are required to graduate at the end of the term in which all degree requirements are complete, the university reserves the right to graduate a student without a graduation application on file.

5. Commencement is held in May, after the spring term. Participation in commencement does not mean the student has graduated. See the Commencement Policy (p. 24) in this bulletin for further details.

6. All exceptions to this Graduation Requirements policy must be approved by the Office of the Provost, except:

- the course and bulletin year exceptions listed in paragraph 1 (as approved by the college)
- number 2 (as approved by the college)

Graduation Honors

The grade point system is used to compute graduation honors. The computation is made by dividing the total number of grade points earned at Marquette University by the total number of grade point hours earned. A candidate whose average is 3.500 graduates cum laude; one whose average is

3.700 magna cum laude; and one whose average is 3.900 summa cum laude. Graduation honors are recorded on diplomas, noted in the published lists of graduates at Commencement and recorded on the student's transcript.

GRADUATION RECORD

The academic record of a student is frozen once the degree is posted and may not be altered thereafter, unless required to do so by law and/or an egregious error is discovered after the posting. This includes, but is not limited to: all relevant grade point averages, grades, additional information relating to the degree(s), major(s), minor(s) and specialization(s), Latin Honors and academic censure.

Last Date of Attendance

Submission of the last date of attendance is required for some grades (see Grading System above). This is based on a federal regulation mandating that the university inform the Department of Education when a student stops participating a class, or classes. There is a wide definition for the last date of attendance, i.e., it does not simply refer to attending class. This includes: the last time a student attended class; the last time the student took a test/quiz/exam; the last time the student participated in a chat/discussion; the last time the student submitted homework; the last time the student used D2L; the last time the student participated in a lab; and/or the last time the student participated in any class activity, either inside or outside the classroom. The last date of attendance is calculated by using the latest date a student participated in any of these activities.

Medical Withdrawal

The Medical Withdrawal policy is effective for all undergraduate and health science professional students. The Dental School, Graduate School, Graduate School of Management and Law School have independent policies. Marquette University students may apply for a medical withdrawal for health reasons. A medical withdrawal is recommended when a student's health condition significantly impairs his/her ability to function successfully or safely as a student. The following conditions may warrant a medical withdrawal:

- A terminal condition.
- A traumatic victimization.
- A medical/psychological condition that requires intensive treatment or an extended hospital stay.

Process

A student who wishes to withdraw for health-related reasons must complete the Medical Withdrawal Request and Healthcare Provider Release forms located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). This must be done by the standard withdrawal deadline published in the Academic Calendar (http://www.marquette.edu/mucentral/registrar/cal_index.shtml). In addition, a licensed healthcare provider must submit a letter substantiating the condition and supporting the withdrawal. These forms must be submitted within the term of illness/injury. If the student is unable to participate in the medical withdrawal process and an official medical withdrawal is needed, the student's college office, parent, spouse, partner, or other designee may do so on behalf of the student, once the incapacitation of the student is documented or power of attorney is provided. The university will not grant retroactive medical withdrawals of any kind for previous sessions/terms. In addition, all previously graded courses at the time of the request will remain on the student's record, regardless of the session/term in which the courses were taken. A student who takes a standard withdrawal during the term may not convert that standard withdrawal to a medical withdrawal at any time.

A student who withdraws for medical reasons prior to the end of registration for the term/session in which the class is scheduled, will have no courses reflected on the academic record for the term of withdrawal. A student who withdraws for medical reasons after the end of registration for the term/session in which the class is scheduled, will receive final grades of W in all courses for the term of the withdrawal, except when courses have already been graded, or when grades of ADW (administrative withdrawal) are warranted. A medical withdrawal does not appear as a specific reason for withdrawal on the student's official transcript.

Federal financial aid regulations require the University to submit notification of all changes in status (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 a class or classes 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.

The completed Medical Withdrawal Request forms are to be submitted per the instructions on the form by the student, the student's designee, or the student's college office, and must include all relevant documentation as described on the form. The form and all documentation will be confidentially forwarded to the Medical Withdrawal Committee for review. All documents must be received within 20 days of the initial request, or the request will be denied and converted to a standard withdrawal.

Because a medical withdrawal can affect so many aspects of academic progress at Marquette University, the student is encouraged to first consider other options that might enable the student to remain enrolled. Each student is encouraged to consult his/her college office, the Office of Student Financial Aid, the Office of International Education and other offices as appropriate. It is also recommended each student consult his/her health insurance company and other service providers as appropriate.

It is expected the time a student takes away from the university for a medical withdrawal be used for treatment and recovery. To that end, a student may not return to the university the term immediately following a medical withdrawal. A student who withdraws during the fall term may appeal for return the

following summer term, or any term thereafter. A student who withdraws during the spring term may appeal for return the following fall term, or any term thereafter. A student who withdraws during the summer term may appeal for return the following spring term, or any term thereafter.

MEDICAL WITHDRAWAL COMMITTEE

The Medical Withdrawal Committee is comprised of five to six members. Permanent voting members include representatives from the Counseling Center, Student Health Services, Marquette University Medical Center, an undergraduate college representative from the Committee on Academic Procedures and a Health Sciences Professional representative, as needed. In addition, there are two ex-officio members on the committee; a representative from the Office of Student Financial Aid and the Office of the Registrar. The Medical Withdrawal Committee reserves the right to consult with individuals from the student's college office, as well as additional personnel, the Counseling Center, Marquette University Medical Center and/or Student Affairs on a case by case basis. The Medical Withdrawal Committee will carefully review each request for medical withdrawal and determine the action to be taken, including any refund, if appropriate. An approved medical withdrawal will exempt a student from academic censure, though a student may still be subject to review by the Office of Student Financial Aid as required by federal financial aid regulations. It should be noted a medical withdrawal will result in a registration hold placed on the student's record until such time he/she is cleared to return. (See the Return to the University after Medical Withdrawal section below).

MEDICAL WITHDRAWAL COMMITTEE'S DETERMINATION

If a student's request for an official medical withdrawal is completed before the deadline to withdraw in the session/term in which the class is scheduled and is denied, a standard term withdrawal will be initiated and the student withdrawn from all classes with a grade of W, except when courses have already been graded, or when grades of ADW (administrative withdrawal) are warranted. The student will also be refunded tuition per the Office of the Bursar's standard refund schedule (http://www.marquette.edu/mucentral/bursar/withdrawal_index.shtml).

If a student's request for an official medical withdrawal is completed after the deadline to withdraw in the session/term in which the class is scheduled, the committee may consider the request, depending on the gravity of the situation as outlined in the documents provided. If this request is denied, the W grade will not be given, but rather the student should consult the faculty of each course to determine the appropriate grade for the course.

MEDICAL WITHDRAWAL APPEAL

A student has the right to appeal the Medical Withdrawal Committee's determination by writing to the Office of Student Affairs within five business days of the date of the committee's letter. The student must state one of the following specific bases for the appeal, followed by an explanation:

- a. The Medical Withdrawal was not fairly followed.
- b. There is new information available that was not available at the time of the submitted request which could affect the committee's decision.

An appeal cannot be based solely on the fact that a Medical Withdrawal was submitted after the published deadline, or the student disagrees with the refund determination by the committee. The Office of Student Affairs will notify the student when the appeal is received. The administrator hearing the appeal will, at his/her discretion, consult with the student's college office, the Office of the Registrar, members of the Medical Withdrawal Committee, other university offices and/or the student submitting the appeal, as appropriate. The administrator hearing the appeal will typically reply to the student within five business days of receipt of the appeal. Possible appeal outcomes include: upholding the committee's decision; overturning the committee's decision; modifying the committee's decision; or returning the case to the committee with new information for re-consideration. The determination of the Office of Student Affairs is final.

RETURN TO THE UNIVERSITY AFTER MEDICAL WITHDRAWAL

The Medical Withdrawal Committee must approve a student's return to the university and the student's college must subsequently approve readmission to the college (if applicable). Approval to return to the university following a medical withdrawal is not guaranteed. Because of the documentation required, and the various decisions that must be made by university officials, it is necessary that the process to return, as outlined above, begin well in advance of the session/term in which the student wishes to re-enroll. At a minimum, all required forms and documentation must be submitted no later than 30 days prior to the start of the session/term in which the student desires to return to the university. Failure to meet the 30-day deadline may result in deferment of medical clearance and readmission.

	Standard University Withdrawal*	Medical Withdrawal*
Grade(s) Issues	Withdrawal (W) grades for each course in the semester with the exception of any courses in which final grades have already been posted, or the grade of ADW (administrative withdrawal) is warranted.	Withdrawal (W) grades for each course in the semester with the exception of any courses in which final grades have already been posted, or the grade of ADW (administrative withdrawal) is warranted.
Official Transcript	No notation on the transcript	No notation on the transcript
Tuition Refund	Follows normal withdrawal schedule, as posted on the Marquette Central website.	Slightly extended refund schedule.; No refund provided after the tenth week of the term.
Academic Censure	Student is subject to the university censure (RWAR) and college academic censure (probation and CAA).	Student is not subject to university academic censure (RWAR) or college academic alert censure (CAA).

Financial Aid	Student is subject to financial aid satisfactory academic progress (SAP) requirements.; Any additional financial aid implications (loan repayment, scholarship eligibility, etc.) are based on the students's aid package and should be confirmed through Marquette Central.	Student is subject to financial aid satisfactory academic progress (SAP) requirements.; Any additional financial aid implications (loan repayment, scholarship eligibility, etc.) are based on the students's aid package and should be confirmed through Marquette Central.
Withdrawal Paperwork	Withdrawal from All Courses and/or the University form.	Medical Withdrawal form, which includes: student's personal statement outlining the rationale for the request; and a licensed health care provider's statement on letter head confirming the need for withdrawal and dates of the medical condition.; Medical Withdrawal-Healthcare Provider Release information form.
Eligibility for return to MU	Student is eligible to enroll in the term immediately following, unless he/she is subject to academic or other censure.; No paperwork is required.; If student stops out more than 2 terms, excluding summer, see the Readmission section of this bulletin.	Student is not eligible to return to the university in the term immediately following the medical withdrawal (including summer).; Submission of required paperwork at least 30 days prior to return. Paperwork includes the Medical Withdrawal Return to Marquette University form, Healthcare Provider Report forms, and Request for Readmission.

* After close of registration.

All forms, withdrawal refund schedule and the academic calendar can be located on the Marquette Central website (<http://www.mu.edu/mucentral>).

Military Call to Active Duty or Training

It is the University's policy to support our students who have been called to active duty and/or training by any branch of the United States armed forces.

According to Federal Title X regulations, students should not be disadvantaged by being called to military service, whether for deployment or training.

The University will make every effort to restore students returning from military service to the status they held upon their departure. This policy applies to students who have been ordered to active military duty or training in any branch of the United States armed forces. It does not apply to students ordered to active duty in another country's armed forces, who follow the regular withdrawal process. It is expected that everyone at the University will work together to do what is best for these students.

It is recognized that students may be called to active military duty and/or training at any time before or during the term and various processes will differ, depending on the time of the call up.

DEPLOYMENT OR TRAINING CALL-UP PRIOR TO THE START OF A TERM:

1. Students will drop all courses in every term for which they are registered.
*This will result in an automatic 100% refund of all tuition and fees.
2. The Military Active Call to Duty Notification form is submitted as per instructions on the form.
3. A copy of the deployment or training order is provided with the form.
4. The readmission criteria described in Section 6 below applies.

DEPLOYMENT OR TRAINING CALL-UP DURING A TERM AND FOR A DURATION OF NO MORE THAN TWO WEEKS AND BEFORE THE LAST DAY TO WITHDRAW FOR THE TERM:

1. The Military Active Call to Duty Notification form is submitted as per instructions on the form.
2. A copy of the deployment or training order is provided with the form.
3. Due to the short period of this type of call-up, it may not be in the best interest of these students to withdraw from the university and other academic accommodations may be possible to allow the student to progress in the existing course of study.

GUIDING PRINCIPLES FOR A DEPLOYMENT OR TRAINING ORDER OF TWO WEEKS OR LESS:

1. Students activated for deployment or training are held to the same standard of academic excellence expected of all students.
2. Documented absences for scheduled deployment or training do not relieve these students of class responsibilities, including any course material covered during missed classes.
3. It is recognized that certain course activities (e.g., labs, clinicals) are necessary to meet course and/or program requirements; thus the college, in consultation with the faculty may request that these students withdraw from these classes, regardless of the short absence.
*In this case, the withdrawal/refund policies in Section 3 below apply.
4. Faculty members should make every reasonable effort to support and accommodate these short-term absences.

5. Where there are schedule conflicts, absences, or other issues; these students, along with the faculty member and college/school dean/dean designee will work together to achieve the most optimal solution.

STUDENTS RESPONSIBILITIES:

1. Notify each faculty member of the reason for the absence and the dates of the deployment or training.
2. Be prepared to provide each faculty member with a copy of the deployment or training order.
3. Be cognizant via the syllabus, of the dates of all major exams, due dates for paper or project submissions, dates of field trips and other mandatory class-related activities.
4. Discuss a plan to make-up any missed coursework with the faculty.
5. Abide by that plan and notify the faculty if circumstances change that will not allow the completion of the plan.

DEPLOYMENT OR TRAINING CALL-UP DURING A TERM AND FOR A DURATION OF NO MORE THAN TWO WEEKS AND AFTER THE LAST DAY TO WITHDRAW FOR THE TERM:

These students have the same options as described in number 5 below.

DEPLOYMENT OR TRAINING CALL-UP DURING A TERM, FOR A DURATION OF MORE THAN TWO WEEKS, AND BEFORE THE LAST DAY TO WITHDRAW FOR THE TERM:

1. The Military Active Call to Duty Notification form is submitted, as per instructions on the form.
2. A copy of the deployment or training order is provided with the form.
3. Once the form and the order is provided, students will be withdrawn from all classes, with a W grade assigned and receive:
 - 100% tuition refund
 - 100% course fees refund
 - Pre-paid meal card and residence hall refunds will be pro-rated, based on date of the withdrawal.
 - A transcript notation as to why the withdrawal occurred.
4. These students will not be subject to Academic Censure for the term in which they were deployed/called up.

DEPLOYMENT OR TRAINING CALL-UP DURING A TERM, FOR A DURATION OF MORE THAN TWO WEEKS, AND AFTER THE LAST DAY TO WITHDRAW FROM THE TERM:

1. With permission of the faculty, a grade of incomplete may be assigned.
 - If an incomplete grade is assigned, no refund of tuition or course fees will be allowed and the grade will be assigned during final grading for the session in which the course is offered.
 - A notation as to why the incomplete grade was assigned will be placed on the transcript.
 - Upon return, no tuition or course fees will be charged to the student in order to complete the work required to remove the incomplete grade.
 - The deadline to remove any incomplete grade will be the deadline to remove an incomplete grade in the term following these students' return from service, as indicated in the Academic Calendar.
 - These students will not be subject to Academic Censure for the term in which they were deployed/called up.
2. If permission is not given by the faculty for an incomplete; the student will be withdrawn from classes (W grade) and the withdrawal policy, as described in Section 3 applies.

FINANCIAL AID IMPLICATIONS OF THE STUDENT'S DECISION:

1. Financial aid and payments received by these students for the term will be refunded to the source, as per the Office of Student Financial Aid policies.
2. Students who have received a refund from financial aid sources will be expected to repay the financial aid according to the terms of any promissory notes they have signed. The same standards that are applied to students who have an outstanding tuition balance with the University will be applied to those called up for military duty.
3. In addition, the University will adhere to the guidance offered by the U.S. Department of Education regarding students who have received a Federal Perkins Loan or Federal Nursing Loan.
4. Students will need to contact their lender to request a loan deferment.

ACTIONS UPON RELEASE OR ANTICIPATED RELEASE FROM ACTIVE MILITARY SERVICE:

Deployment or training was no more than two weeks and return is expected during the same term:

1. Submission of the Return from Military Duty form and any required documents are to be submitted immediately.
2. Student may not attend classes until this form has been processed and the student is notified.
3. The readmission form is not required.
4. Students are expected to make up the coursework that was missed and the college and/or faculty are expected to facilitate this make-up work, as needed.

Deployment or training was no more than two weeks, but after the last day to withdraw for the term:

1. Submission of the Return from Military Duty form and any required documents are to be submitted by the deadline for readmission in the Academic Calendar.
2. Student may not attend classes until this form has been processed and the student is notified.
3. The readmission form is not required.
4. The readmission form is not required and students will be readmitted, as long as they left the University in good academic standing.

Deployment or training was before a term started, or more than two weeks during a term, or the weeks after the last day to withdraw:

1. Submission of the Return from Military Duty form and any required documents must be submitted within one year of release.
2. Student may not attend classes until this form has been processed and the student is notified.
3. The readmission form is not required and students will be readmitted, as long as they left the University in good academic standing.
4. Students are readmitted under the same bulletin year as originally admitted, unless the program no longer exists. In this case, the college will make every effort to align the courses already taken into a new or individualized major.
5. If applicable, students contact home college to make a plan to complete any missed coursework and/or remove any incomplete grades that were assigned.

For those students who left the University after academic censure and have not been reinstated to the University, the Academic Censure/SAP appeal form must accompany the Return from Military Duty form.

- In this case, readmission is not guaranteed.

VA Educational benefits

Students who wish to resume or begin collecting VA benefits, contact the Veterans Certifying Official in Marquette Central (414-288-4000) to discuss what documentation is needed for VA Benefits to be certified or re-certified.

Readmission

Application for readmission is requested using the Health Sciences Readmission form found on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). Readmission requests are only considered for those students who left the college in good standing and had prior approval of the department chair; however, readmission is not considered for any former student with an outstanding balance of \$3,000 or more already owed the university, or who has an active Student Affairs/Development or Office of the Registrar registration hold on their record. Students may not be readmitted into a program that has been discontinued while the student was not enrolled. In all cases the student must be fully readmitted to the university prior to the term/session in which they wish to register (see the Academic Calendar (p. 16) for published deadlines).

Registration

Normally, advising is required for all students prior to registration each term. Students who register for course work without adviser approval assume full responsibility for their registration. Courses that do not satisfy the requirements of their plans of study will not be applied toward the degree.

Students complete class registration via an Internet-based system known as CheckMarq (<http://checkmarq.mu.edu>). Students are responsible to ensure that their class schedule for each term/session accurately reflects the classes they plan to attend. Students may not attend classes in which they are not officially registered. Students must be registered by the deadline to register for each session, as outlined in the Academic Calendar (p. 16). The university does not retroactively register students for classes 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 classes for which the student is registered are subject to tuition and in some cases, additional fees. The student is responsible for any payment due for all officially registered classes, regardless of attendance.

Students who do not plan to attend the university are responsible for dropping classes through CheckMarq (<http://checkmarq.mu.edu>), before the end of registration for the session/term and notifying their respective department office. All courses for which a student is officially registered as of the close of registration are subject to fee assessment and payment, and as such appear as part of the student's permanent record even if the student does not attend any sessions of the class. To avoid unnecessary fee charges and unnecessary courses with punitive 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 and make any corrections needed.

Reinstatement to the University

A student who is academically dismissed (RWAR - required to withdraw for academic reasons) at the end of a term may appeal the decision in writing to the college office. If the appeal is granted for the term immediately following the dismissal (or, in the case of the spring term, for the fall term), the student is not required to apply for readmission. Instead, the student is reinstated to the university on probation status. The official transcript reflects both the academic dismissal and the reinstatement on probation.

A student who is academically dismissed at the end of a term and leaves the university for one or more terms must apply for readmission. As part of the readmission application, the student must also request reinstatement to the university via the Academic Censure Appeal form, located on the Marquette

Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). If the return to the university is approved, the official transcript reflects both the academic dismissal and the reinstatement on probation.

Repeated Courses

Health Science Professional students who repeat a course, may do so under certain conditions:

1. Courses in which a passing grade is earned may be repeated only once.
2. Normally, the repeated course is taken at Marquette.
3. The repeated course is identical to the original course in subject, catalog number, title, subtitle and credits.
4. The repeated course is graded with the same grading options as the original, e.g., students may not exercise the CR/NC option for a repeated course, unless it was originally taken with this option.
5. Courses in which a grade of AU, AUA, ADW, NC, W, WA, UW, U, UNC, UY, F or WF has been earned may be repeated until a passing is assigned; and once assigned, the course may be repeated only one more time, regardless of the grade earned.
6. A passing grade is determined as the grade required by the university grading policy, i.e., the minimum grade it takes to earn credit for the course. (See Grading System in this bulletin - where D, CR, S, SNC or SY are considered passing grades, thus a D or above, a CR, S, SNC, or SY are all considered passing grades for the purposes of this policy.)
7. As an exception to the regulation, these courses allow unlimited repeats: colloquiums, continuation placeholder, co-ops, independent study/research, internships, practicums/clinicals/field work experience, seminar/reading, studio/workshops, study abroad and variable title courses (e.g., topics).

Credit hours earned in a repeated course are only awarded once; however, all previous courses and grades remain on the student's permanent academic record. The last grade earned is included in the cumulative GPA and the grade in the original course is excluded from the cumulative GPA calculation; however, all grades remain on the academic record. The cumulative GPA is adjusted at the time the repeated course is graded. If a student receives an AU, AUA, ADW, W, WA or UW in the repeated course, the earlier grade remains in the cumulative GPA. If a student repeats a course that was transferred to Marquette, only the Marquette course/grade is reflected in the total credits earned and the cumulative GPA.

At the time of registration, the repeat process in CheckMarq allows the repeat of a course only once, unless the course is an unlimited repeat course (see #7 above). If a student needs to repeat a course and that repeat is allowed under the policy, they must petition this action via the Repeat Course Permission form, located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). This petition is granted only if the request is in adherence to all the repeat criteria listed above.

Study at Other Institutions

Students who plan to study at another institution must obtain written approval for each course prior to enrollment in the course. If prior approval is not obtained, the university reserves the right to not accept the credits earned at the other institution.

Credit for courses pursued at another institution while simultaneously enrolled at Marquette (concurrent registration) are not allowed unless specifically authorized by the dean/dean designee of the college of the student's degree.

Upon completion of the approved course work, it is the student's responsibility to have an official transcript sent directly from the institution to the Office of the Registrar. Transcripts routed by the student are not accepted. Transfer credits are not reviewed or posted to the student's Marquette academic record until the official transcript from the external institution has been recorded in the Office of the Registrar.

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, or as required by law. See Marquette's FERPA policy 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) or are delivered electronically directly to the OTR via a secured third party method that has been verified by the sending institution. All other transcripts are considered unofficial and are not accepted or processed. Once an official transcript is received by the OTR, the transcript is submitted for review to the college office of the primary degree/major of the student for determination of those courses and/or credits that are transferable to Marquette.

The following notations 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" permanently appears on both the official and unofficial 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 College Probation" permanently appears on both the unofficial 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" permanently appears 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" permanently appears 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" permanently appears 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 both unofficial and official transcripts. If the student is allowed to return after this dismissal, "Reinstated to University" permanently appears on transcript.

Transfer Credit

Transfer credits for students in Health Sciences Professional programs will be considered only for fulfillment of basic science requirements. Transfer credits are not accepted for any required PHTH or PHAS courses. Students who feel they have completed equivalent course work towards basic science requirements must submit a complete course syllabus to the department office for review. Once reviewed, if a course is acceptable for transfer credit, students are asked to have an official copy of their transcript sent to the department office, if one was not required at the time of application (i.e. students that had completed degrees at time of application and submitted transcripts through CASPA). The department office then submits a "Transfer of Credit Form" to the college office for final approval and forwarded to the Office of the Registrar for entry on the student record.

Withdrawals

This section applies to three sections below: From Classes, From the University and Unexcused

A student who drops any class before the end of the last day to register for the session in which the class is scheduled, has the class removed from the academic record. Once the last day to register for the session has passed, as published in the Academic Calendar (<http://bulletin.marquette.edu/undergrad/academiccalendar>), classes remain permanently on the record and may not be removed. Once a permanent grade is assigned, it is not changed except for institutional error or policy.

Students assume responsibility for the consequences that ensue as a result of any withdrawal grade. These consequences may include but are not limited to: a delay in graduation, denial of readmission (in the case of an administrative withdrawal, ADW, the student must be cleared by the academic dean and/or the dean of students before the readmission request is processed), external institutions/entities viewing these grades as failing, loss of eligibility for certain scholarships and/or financial aid, loss of full-time or part-time status and/or loss of a refund.

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 WF, as appropriate-see Grading section above); 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), does 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 is 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.

The period for withdrawing from classes, or the term, if registered, is the day after the end of registration until the withdrawal deadline for each session in which classes are scheduled, as specified in the Academic Calendar (<http://bulletin.marquette.edu/undergrad/academiccalendar>). **After this deadline, a student who wishes to withdraw, is assigned the appropriate grade, as outlined in the Grading Section above.**

If a student, at any time, fails to manifest those qualities to be appropriate and necessary to the professional field for which they are preparing, withdrawal from the program, university or any class may be initiated by the college and grades of ADW are assigned, if the administrative withdrawal action is taken during the term.

From Classes

A student who wishes to withdraw from one or more classes, but still attend at least one other class during the term, must officially withdraw from classes using the Health Sciences Professional Single Course Withdrawal Form located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). The student is not officially withdrawn from any class until the completed withdrawal form is submitted to the office of the academic dean.

Additionally, as indicated in the Withdrawal section above, failure to follow the outlined procedures and timelines and to officially withdraw from classes, does not relieve the student of responsibility to pay for any tuition/fees owed for such classes. It is the student's responsibility to determine, prior to the withdrawal from any class, if there are financial aid and/or scholarship consequences to this withdrawal.

From the University

A student who is enrolled for one or more classes and decides to withdraw from all of them in a given term (even if enrolled in just one class), or decides to discontinue their study at Marquette after a term is complete, must formally withdraw from the university. The withdrawal process is accomplished via the Withdrawal for All Students form or the official Medical Withdrawal (p. 31) forms and process, depending on the circumstance necessitating the withdrawal. These forms are located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml).

A complete term withdrawal is not processed by the university or considered official until the completed withdrawal form is submitted to the college office. In addition, as indicated in the Withdrawal section above, failure to follow the outlined procedures and timelines and to officially withdraw from classes does not relieve the student of responsibility to pay for any tuition/fees owed for such classes. It is the student's responsibility to determine, prior to the withdrawal from a term, if there are financial aid and/or scholarship consequences to this withdrawal.

Unexcused

Students who register, never attend and fail to officially withdraw from a class, are withdrawn because of non-attendance. This action results in a permanent grade of UW on the academic record that may not be replaced with any other grade. The date that the college office or other university official first learns of the non-attendance is the date used by the university to calculate all necessary actions. In addition, failure to follow the outlined procedures and timelines as listed in the Withdrawal section above and to officially withdraw from classes, does not relieve the student of responsibility to pay for any tuition/fees owed for such classes. It is the student's responsibility to determine if there are financial aid and/or scholarship consequences to the grade of UW.

Medical

Refer to the Medical Withdrawal Policy (p. 31) above.

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. Accommodation 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, texts in alternative formats, 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. For more information, see the University Email Policy (<http://www.marquette.edu/its/about/official.shtml>).

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. 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.

MUPD complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act through the publication of the Safety Resource Guide, which includes campus crime statistics and crime prevention strategies. Copies of the Safety Resource Guide are available from MUPD (<http://www.marquette.edu/mupd>) or by calling (414) 288-7320.

Schedule of Classes (Snapshot)

Snapshot is an online Schedule of Classes (<http://www.marquette.edu/mucentral/registrar/snapshot>)s 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: University Core of Common Studies (UCCS) courses, Interdisciplinary courses or online courses.

Student Educational Services

The Office of Student Educational Services (OSES) offers a range of academic support services at no charge to students. Services include tutoring, college success strategies, time management and workshops to campus groups. OSES sponsors two special programs: The Urban Scholars Program, a four-year scholarship program providing ongoing mentoring, leadership development and service opportunities for high achieving low-income, first generation college students and the Freshman Frontier Program which provides interested freshmen with a five-week summer program and specialized advising during the first year of college. OSES also provides ongoing personal and academic support for students experiencing academic challenges. For more information, visit the Student Educational Services website (<http://www.marquette.edu/oses>).

Student Handbook

The Student Handbook, is online (<http://www.marquette.edu/osd/policies/index.shtml>) and issued annually. It contains information and regulations on housing, conduct and student activities. Rules governing eligibility for membership and participation in student organizations, as well as descriptions of all recognized student organizations, also are contained in the Student Handbook.

Many colleges and departments issue a student handbook unique to their majors. Students in these majors are also governed by the rules and regulations of their individual college/department handbook.

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 (<http://checkmarq.mu.edu>). 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 Record

A Marquette University transcript (<http://bulletin.marquette.edu/undergrad/academicregulations/#transcripts-official>) is the complete and unabridged copy of all academic work attempted while matriculated at Marquette, with the exception of transfer credit taken elsewhere. Partial 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).

Students may obtain a transcript of their 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. Submit all transcript requests a minimum of one week in advance of the date the transcript is needed.

The fee for regular transcript service is \$7.00 per transcript (3 business days). The fee for expedited transcript service is \$30.00 per transcript (same day service). Additional FedEx fees apply. All transcript fees are due at the time of the request.

Every transcript that is issued directly to a student is clearly marked. Because most institutions do not accept a transcript that has been in the student's possession, it is strongly recommended the students request the Office of the Registrar 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 needed.

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 on how to apply for Veterans' educational benefits, visit the Marquette Central Veteran's 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

The Haggerty Museum of Art advances Marquette University's mission by enriching the intellectual and creative lives of students and communities at large through engagement with the museum's collections, exhibitions, and programs.

The Haggerty Museum of Art, an academic museum committed to advancing social justice through meaningful aesthetic experiences, plays a unique role in the Milwaukee community. The Haggerty engages both academic and general audiences in high-impact, interdisciplinary, object-based learning experiences that span subjects from English to Engineering. More than half of Marquette University's students experience the museum's innovative exhibitions, programs and collections each year. The Haggerty Museum of Art is open every day. Museum admission is always free, to everyone. 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 center's after school tutoring program, collaborations between the university and neighborhood elementary schools. Students enrolled in EDUC 4964 (Practicum in Reading) participate 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. For more information, visit the Hartman Center website (http://www.marquette.edu/education/centers_clinics/hlc.shtml).

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 1500 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 nearly 2.5 million books in digital format, an ever-growing (over 50,000 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 Scholarship Lab features expert assistance, a digital media editing room, a visualization station, a digital toolbox, and specialized software on Mac and PC computers. 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 studiers. 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, with the reading room and exhibit areas on the third floor. The University Archives documents Marquette from its founding in 1881 to the present day, including administrative records, records of academic units, and student life, as well as papers of faculty, staff, students and alumni. Manuscript collections are also available for research. Significant holdings relate to Christianity and Native Americans, and 20th-century Catholic Social action, and include collections such as 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, plus a large collection of Tolkien literary criticism and popular culture materials, form a unique and notable research collection. More than twenty digital collections are available via the Special Collections and University Archives website. Finally, the department houses a rare book collection of over 7,000 volumes, which has significant holdings in theology, philosophy, Jesuit studies, Native American History, Catholic Social Action, and rare editions from literary figures such as H. L. Mencken, Joseph Conrad, Sherwood Anderson and Rupert Brooke.

For more information on Raynor Memorial Libraries:

- Raynor Memorial Libraries website (<http://www.marquette.edu/library>).
- 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 who hold both a law degree and a library degree teach a variety of law-related research courses within the law school and a number of 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 collection of selected 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 CCH Intelliconnect. The Law Library is a selective depository of federal government law-related resources. In addition, the Law Library subscribes to a number of electronic subscriptions on legal research related topics that are available to anyone using the Law Library. Law Library users may also access the comprehensive collection of both print and electronic Wisconsin legal research resources while in the law building.

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>).

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 federal 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 term for Graduate; 6 credits per term 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 <https://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 <https://fafsa.gov/> and Marquette's Title IV School code is 003863. It is important for a student to file their FAFSA between October 1 and January 15 in order to receive consideration of all types of financial aid. FAFSAs received February 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 Federal Direct Loan borrowers to participate in loan counseling before disbursement of the loan.

Federal Loan Programs

The principal loan programs administered by Marquette for Health Sciences Professional students are the Federal Direct Unsubsidized Loan and the 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 timeframe 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 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 documentation (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. Student may view the I-9 requirements on the Student Employment Services website (http://www.marquette.edu/mucentral/financialaid/ses_i9.shtml). Contact Student Employment 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 marquettecentral@marquette.edu, (414) 288-4000, or visit Zilber Hall, Suite 121. When contacting Marquette Central please provide student's 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 CST.

Tuition, Fees and Housing

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>). 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 Monthly Payment Plan (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 \$100.00 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 Term Payment

Payment of all tuition and other billed charges is due in full prior to the beginning of each term.

- Cash and checks (http://www.marquette.edu/mucentral/bursar/payment_index.shtml) are acceptable methods of payment.
- Electronic payment (http://www.marquette.edu/mucentral/bursar/payment_index.shtml) (direct debit from checking or savings account) may be made by accessing the link on the Make a payment page on the Marquette Central website.
- Credit card payment (http://www.marquette.edu/mucentral/bursar/payment_index.shtml) 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 Make a payment page of the Marquette Central website or by calling (866) 893-4518.

Marquette Monthly Payment Plan

Marquette offers a payment plan during the fall and spring terms administered by Tuition Management Systems Inc. The Marquette Monthly Payment Plan allows students and their families to pay tuition, fees, university housing and/or meal charges in five equal monthly installments. There is a \$35 per term enrollment fee, but there are no interest charges involved.

Payment by a University Approved Third Party Sponsor

The Office of the Bursar works with students who receive tuition assistance through a third party. The third party will be billed for all or part of a student's financial account charges after the university registration add/drop date.

Note: If your employer requires grades prior to paying for a class, we cannot set them up as a third party sponsor.

Tuition

Program	Cost
Doctoral Physical Therapy (DPT) this rate applies to program years four through six	\$21,180.00 / term
Physician Assistant (PHAS)	\$19,665.00 / term
Biomedical Sciences Certificate (12 month program) billed \$9,500 Summer 2017, fall 2017, and Spring 2018	\$28,500.00 total cost of program
Clinical Lab Sciences Certificate - Fall/Spring	\$825.00/credit hour

Clinical Lab Sciences Certificate - Summer

\$1,000.00 flat rate

Housing

The Office of University Apartments and Off-campus Student Services (<http://www.marquette.edu/offcampus>) (UAOCSS) 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 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. In addition to the website, the 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.

Meal	Cost
Anytime Dining	\$2,090.00
Commuters	\$394.00

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. (p. 37)

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:

Refund	Condition
100%	Through registration
80%	During second week
60%	During Third week
40%	During fourth week
20%	During fifth week
No Refund	After fifth week

Programs

These web pages describe the programs and courses offered through Health Science Professional within the College of Health Sciences. In addition to the program specific pages, students are reminded to also read the other sections of this bulletin for general information on the academic calendar; academic regulations; student resources; student financial aid; and tuition, fees and housing.

Degrees Offered:

Master of Athletic Training (M.A.T.R.)

Master of Physician Assistant Studies (M.P.A.)

Doctor of Physical Therapy (D.P.T.)

Other Programs Offered:

Certificate in Clinical Laboratory Science

Biomedical Sciences Pre-Dental Enhancement Program

Programs with degrees conferred through the graduate school (refer to the Graduate School bulletin (<http://bulletin.marquette.edu/grad>)):

Master of Speech Language Pathology (M.S.)

Master of Clinical and Translational Rehabilitation Health Science (M.S.)

Doctor of Clinical and Translational Rehabilitation Health Science (Ph.D.)

Athletic Training

Department of Physical Therapy Chairperson: Lawrence G. Pan, P.T., Ph.D., F.A.P.T.A

Athletic Training Program Director: Christopher F. Geiser, M.S., L.A.T., P.T., A.T.C

Vision

Our vision is to build upon a Catholic, Jesuit education that is genuinely transformational, so that our students graduate not simply well educated and effective Athletic Trainers, but also better people; and to do so with such excellence that when asked to name the best entry-level Master of Athletic Training programs in America, people will include Marquette University.

Mission

The Master of Athletic Training (M.A.T.R.) program at Marquette University supports the missions of the university and the College of Health Sciences to graduate professionals who reflect strong, Judeo-Christian Jesuit-based values and entry-level professional competence. The program strives to educate students who will develop into professionals that are knowledgeable of current practices and trends, skillful in applying their knowledge and flexible in their relationship with others. It is the mission of the program that these students will become practitioners who are self-directed lifelong learners, who continually strive to advance their knowledge and skills, and who understand the social, political and economic forces that impact the profession.

Philosophy

The Master of Athletic Training program is committed to providing a generalist athletic training education to qualified students who have completed a rigorous blend of prerequisite basic science course work. The goal of the master's degree curriculum is to develop the Jesuit ideals of "cura personalis" (care for the total person) and men and women for others, and to integrate these ideals into the effective delivery of care for athletes and active individuals.

The teaching-learning process is recognized as a dynamic interaction of shared responsibility among the academic faculty, clinical faculty and students. The program supports the educational view that students learn in a multitude of ways, necessitating a variety of learning experiences. These experiences are important for the development of a life-long autonomous learner who is self-motivated, self-directed and able to construct knowledge, not just absorb it. Faculty members are resources and role models in the development of these traits.

Each faculty member accepts the responsibility of being a role model by maintaining personal clinical competence, providing quality instruction, contributing to the general body of knowledge, showing professionalism, respecting the dignity of others and being advocates for patient and professional causes. Finally, they help students to become educated members of society, active members of their profession, and role models for peers and future Athletic Trainers.

Expected Global Student Outcomes

1. Marquette Master of Athletic Training graduates demonstrate technical proficiency in the field of athletic training as outlined in the Athletic Training Educational Competencies and Proficiencies of the National Athletic Trainers Association (NATA).
2. Marquette Athletic Training graduates apply critical thinking and evidence-based decision making in creating and implementing plans of care for both athletic and general populations with a variety of both acute and chronic conditions.
3. Marquette Athletic Training graduates exhibit values consistent with the Jesuit tradition of lifelong service and caring for others through the safe and ethical practice of athletic training as outlined by the National Athletic Trainers Association Board of Certification (NATABOC).

Specific Learning Objectives

1. To develop leaders in the field of Athletic Training who are competitive in the athletic training job market.
2. To provide a generalist athletic training graduate education to qualified students who have completed a rigorous blend of prerequisite course work.
3. To develop the Jesuit ideals of "cura personalis" (care for the total person) and men and women for others, and to integrate these ideals into the delivery of healthcare for active and athletic populations.
4. To recognize and take an active role in the dynamic and interactive teaching-learning process with shared responsibility among the academic faculty, clinical faculty and students.
5. To support the concepts of multiple learning styles and contextual learning in efforts to assure the development of a life-long autonomous learner who is self-motivated, self-directed and able to absorb, construct, and internalize knowledge.
6. To assure each faculty member accepts the responsibility of being a role model by maintaining personal clinical competence, providing quality instruction, contributing to the general body of knowledge, showing professionalism, respecting the dignity of others and being advocates for patient and professional causes.

7. To mentor students to become educated members of society, active members of their profession and role models for peers and future Athletic Trainers.
8. To create an environment of partnership between student and educator with the shared goal of making Marquette Athletic Training one of the most respected programs in the country.
9. To enhance and support the care of athletes and active individuals through advanced healthcare provider training.
10. To enhance and advance the profession of Athletic Training by the involvement of Athletic Training students in the area of research in clinical and translational rehabilitation sciences.

Academic regulations: Pre-Professional Phase

Freshman Admission Requirements

Students may be admitted to the program as freshmen in Fall 2017 with a guaranteed admission to the professional phase beginning summer of 2020 (after junior year) for students who successfully meet all requirements for advancement. Guaranteed admission cannot be extended if requirements are not successfully completed in the three-year pre-professional phase.

High school applicants to the Master of Athletic Training program are expected to fulfill the general admissions requirements listed in the university section of this bulletin. In addition, the following specific items should be noted for admission to Athletic Training:

1. One year of high school chemistry and biology is required. Applicants should include trigonometry among the three required units in mathematics because trigonometry is a prerequisite for General Physics at Marquette.
2. Due to limited space in the Direct-Admit EXPH/MATR program, previous experience in settings in which athletic trainers function is strongly recommended.
3. Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied toward M.A.T.R. pre-requisite courses. Note: AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.

Requirements for admission to the professional phase

Students admitted to the M.A.T.R. program as freshmen at Marquette must meet all requirements for advancement to the professional phase, which include:

1. A 2.800 or greater cumulative grade point average in the specified 34 minimum credits of M.A.T.R. prerequisite course work consisting of BIOL 1001, CHEM 1001, CHEM 1002, PHYS 1001, PSYC 1001, EXPH 2110, EXPH 2115, medical terminology, and a statistics course (minimum of 34 credits). Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied towards M.A.T.R. pre-requisite courses. AP and/or IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.
2. A grade of C or better in all M.A.T.R. prerequisite courses.
3. A demonstrated plan for completion of a bachelor's degree in August after the first year in the two-year professional phase of the M.A.T.R. program. Students cannot proceed to the final year of the M.A.T.R. program (summer, fall, spring) without completion of their bachelor's degree.

Following acceptance into the professional phase of the program, students follow the curriculum as outlined for the two-year professional phase unless prior approval is received from the program director.

Assessments of fulfillment of the above criteria are made on the day after final grades are posted for the spring term, prior to students entering the professional phase of the program in the summer of their third year. Students who have successfully met the requirements are guaranteed admission into the professional phase of the program with the class they entered as freshmen. Students failing to satisfy all requirements forfeit admission into the M.A.T.R. professional phase.

Transfer Applicants

Marquette students who were not admitted as freshmen, but admitted to the Exercise Physiology major, may follow the EXPH/MATR option and apply to transfer into the professional phase of the program in their junior year. To apply for this internal window of admission, students need to complete the junior year of the Exercise Physiology major curriculum and meet or exceed all requirements for the undergraduate phase (see "Academic Regulations - Undergraduate Phase" section that follows). Further details of entrance requirements are available on the Athletic Training website.

External transfer students with degrees completed (from MU or other institutions) and applicants in their final year at MU, may also apply to the professional phase of the program. A minimum of 6 spaces in the program are reserved for applicants who have completed undergraduate degrees prior to enrollment in the M.A.T.R. program. All external transfer applicants apply via the Athletic Training Central Application Service at www.atcas.org (<http://bulletin.marquette.edu/healthscienceprofessional/programs/athletictraining/www.atcas.org>).

M.A.T.R. prerequisites are as follows:

Biology (one semester with or without lab)	3
General Chemistry (two semesters with lab)	8
General Physics (one semester with lab)	4

General/Introductory Psychology (one semester)	3
Statistics	3
Medical Terminology	1
Exercise Physiology (one semester with or without lab)	3
Anatomy and Physiology (two-semester course A&P sequence or separate semester courses)	6
Kinesiology (one semester with or without lab)	3
Total Credit Hours	34

Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied toward M.A.T.R. pre-requisite courses. Note: AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.

Essential Functions

Students are made aware as freshmen and prior to entering the professional phase that all students must be able to carry out the basic duties of a generalist Athletic Trainer with or without reasonable accommodation(s). A generalist Athletic Trainer is one who must demonstrate:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients. This includes the lifting and transportation of patients. This also includes the ability to successfully pass and maintain certification by the American Heart Association in one- and two-person adult CPR, infant and child CPR and the use of an automatic electronic defibrillator (AED).
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Students must sign the program's technical standards document verifying that they meet the programs technical standards for admission into the M.A.T.R. program. Before an offer for admission into the M.A.T.R. can be formally accepted by a student, the student must submit a completed program physical exam form, signed by their healthcare provider, verifying that they meet the program's technical standards. If they do not meet the technical standards as outlined, the student must meet with the M.A.T.R. program director and the University Disability Services, Office of Student Educational Services to determine if appropriate accommodations can be made which allow the student to accomplish the occupational duties necessary to successfully navigate the educational program and to practice in the profession of athletic training. If such accommodations are not acceptable to the M.A.T.R. program director, the offer of admission for the M.A.T.R. is withdrawn.

Academic Regulations – Professional Phase

A student must complete the academic requirements of the M.A.T.R. program within three years of admission to the professional phase of the program (summer after junior year for students in the direct-admit track). Failure to complete the M.A.T.R. program requirements within the 3-year time limit may result in dismissal from the program. During the professional phase of the program a student is considered in good academic standing if they comply with the academic standards printed in the Master of Athletic Training Student Handbook. Failure to meet the academic requirements results in probation or dismissal from the program.

Overview

There are certain 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 probation, suspension, or dismissal, depending on the nature and severity of the problems identified. All of these statuses are maintained permanently on the student's academic record; only statuses that result in dismissal, however, appear permanently on Marquette University's official transcript. If a student is reinstated following a dismissal, that notation also permanently appears on the student's official transcript. The statuses that appear permanently on a student's official transcript include those listed (in bold type) below:

Required to Withdraw for Academic Reasons (RWAR): dismissal for deficient academic performance as described below.

Reinstated on Probation: following successful appeal of academic dismissal.

Required to Withdraw for Professional Integrity Reasons (RWPI): dismissal for violation of Professional Integrity standards as described below.

Required to Withdraw for Academic Misconduct (RWAM): dismissal for violation of the academic honesty policy as outlined in the Academic Regulation section of this bulletin.

Academic Censure (Dismissal/Probation/Academic Alert)

Academic Dismissal – Required to Withdraw for Academic Reasons (RWAR)

All students admitted to the Master of Athletic Training program must maintain good academic standing, as defined as the following:

- A cumulative GPA at or above 2.800 by the end of the second term in the program, and each term thereafter.
- Final grades in all course required for the M.A.T.R. degree of at least C (no C-, D+, D, F or WF grades) for graded courses; a satisfactory (S) in courses with an S/U grade basis; or satisfactory no credit (SNC) in courses with SNC/UNC grade basis.

Health Science Professional (HESP) students in the Master of Athletic Training program (i.e., students with completed undergraduate degrees) who do not maintain good academic standing may be Required to Withdraw for Academic Reasons (RWAR). The Office of the Registrar (OTR) and the Office of Student Financial Aid (OSFA) monitor the program academic requirements at the end of each term (fall, spring and summer). A student who does not meet these academic requirements is academically dismissed (coded as RWAR by OTR) and his/her record coded as failure to maintain Satisfactory Academic Progress (SAP) by OSFA. Students receive notification of RWAR and SAP via Marquette email. As per university email policy, it is the student's responsibility to monitor his/her email at all times. A RWAR/SAP student may be dropped from any classes in which they are subsequently registered.

Undergraduate students in the Master of Athletic Training who do not maintain good academic standing are dismissed from the athletic training program. An undergraduate student who is not allowed to continue in the Master of Athletic Training program, but remains in good standing at the university as an undergraduate student, is allowed to continue with their undergraduate degree course of study. Refer to the Master of Athletic Training Student Handbook for process to appeal a dismissal from the program.

Satisfactory Academic Progress: there are other SAP conditions for which the student is responsible and are applied to all students in the program, both professional and undergraduate. Refer to the complete SAP policy (http://www.marquette.edu/mucentral/financialaid/resources_elig_standards.shtml) on the OSFA website.

RWAR/SAP Appeal Process

A RWAR/SAP student must appeal both RWAR/SAP by sending one form, which addresses both RWAR and SAP issues. This is done via the Academic Censure form located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). The form includes all of the required information the student must submit in order to have their appeal reviewed.

- The form is submitted to Marquette Central for initial review for completeness of forms. Completed appeal forms are then forwarded to the program chair in Athletic Training. The program chair, in consultation with the AT Academic Standards Committee, has the final decision on all RWAR/SAP appeals. The Academic Standards Committee may require a hearing with the student. See appeal hearing procedures in the Master of Athletic Training Student Handbook.
- If the appeal is approved, the student is 'Reinstated on Probation' and the Academic Standards Committee establishes an academic probation plan for the student to regain their satisfactory academic and degree progress standing, and the student's eligibility for financial aid is restored.
- The plan must be measurable and ensure that the student is able to meet Marquette's SAP standards by a specific point in time. Plans should include courses to be taken, expected grades and a timeframe to complete the outlined objectives.
- The plan is monitored by the AT Academic Standards Committee.
- Should the student not fulfill all of their academic obligations as outlined in the academic probation plan, the student's performance is evaluated by the committee and additional action may be taken, including the College Academic Alert (see below); however, the student is again coded with SAP for that term

Athletic Training Probation and College Academic Alert (CAA)

Probation

- Automatic probation based on GPA – A student in the Athletic Training program is allowed one instance of automatic probation for a single term grade point average (GPA) between 2.700 and 2.800 if all required courses are completed with a grade of C or better or S/SNC for non-graded courses. To return to good academic standing, the average GPA of the term resulting in automatic probation and the next graded term must be equal to or greater than 2.800.

- All students for whom conditions of probation have been established are subject to committee review and possible CAA action should they fail to fulfill the specific terms of probation. Conditions of probation may be prescribed in writing at the time of the student's admission or readmission (including readmission from RWAR). Conditions may also be prescribed in writing in the case of a student whose course performance or failure to follow academic advice warrants such action at any time during the program.

Failure to meet the requirements of probation may lead to College Academic Alert (see below).

College Academic Alert (CAA)

Academic performance is monitored carefully by the Athletic Training Academic Standards Committee, and students either not maintaining steady progress or not demonstrating adequate achievement are barred from future registration in the program by College Academic Alert (CAA) action. During the professional phase of the program, students may be placed on College Academic Alert (CAA) for the following:

- A single term GPA below 2.700
- Failure to maintain conditions of probation

It is possible that a student is barred from registration for academic reasons even though the student's cumulative GPA exceeds 2.800. Students concerned about their academic progress should consult the program chair.

A student placed on College Academic Alert cannot register for subsequent courses in the Athletic Training program and is removed from any such classes for future terms in which they are registered. Students are notified by letter or email of the committee's decision and of the appeal process. Undergraduate students that are not allowed to continue in the Athletic Training program, but remain in good standing at the university, are allowed to continue in their undergraduate degree course of study.

Academic Dismissal – Professional Integrity

Students may be dismissed from the Athletic Training program for failure to maintain professional integrity standards, which may include, but are not limited to:

- A. Failure to comply with the National Athletic Trainers' Association (NATA) Code of Ethics and the NATA Standard of Professional Practice (<http://www.bocac.org/public/standards-of-professional-practice>) in either on- or off- campus settings.
- B. Failure to comply with learning objectives set forth in a professional behavior learning contract between the student and the program.
- C. Failure to complete their undergraduate degree by the end of the second summer session in the professional phase of the M.A.T.R. degree.
- D. Clinical misconduct, including, but not limited to:
 - Conduct that constitutes harassment, threats or abuse of, or discrimination against peers, faculty, patients or others.
 - Provision of any services in the Master of Athletic Training program, including laboratory experiences in courses, while under the influence of an illegal substance and/or alcohol.
 - Breach of patient/client confidentiality.
 - Failure during a clinical experience, to comply with the policies and procedures of the clinical facility or organization.
 - Failure to comply with the Master of Athletic Training program policies and procedures outlined in the Master of Athletic Training Student Handbook.

Violations of the professional integrity requirements results in a hearing with the Athletic Training Academic Standards Committee. Findings of misconduct to self, faculty, the university clinical placements and/or patient may result in failure in the assignment, failure in the course or dismissal from the program. For instances of dismissal from the program, a notation of "Required to Withdraw for Professional Integrity Reasons" is placed on the student's permanent academic record and transcript.

Academic Dismissal - Academic Misconduct

Dismissal for academic misconduct (RWAM) is determined per the Academic Integrity policy found in the Academic Regulations section of this bulletin. This action results in ineligibility to register at Marquette University. Criteria for reinstatement to the university and/or professional program if applicable, is outlined in the dismissal notice. If the student is allowed to return to the university, a permanent notation of 'Reinstated to the University' appears on the student's academic record and Marquette's official transcript.

Absences

Students who are ill or anticipate absence for a family emergency must contact the Athletic Training program office immediately. All students must consult with the instructor of the course(s) missed for makeup, if necessary. Absences of two or more weeks, regardless of the reason, during the two-year professional phase of the M.A.T.R. program may be considered as grounds for repeating the entire term.

Anticipated absences from clinical experiences must be approved in advance by the Athletic Training Clinical Education Coordinator (CEC) at Marquette University and the center coordinator of clinical education at the clinical site. Unapproved absences are not acceptable and may lead to dismissal from

the clinical site. Emergency absences, illness, etc., are circumstances usually considered to be acceptable absences if they are substantiated by the coordinators.

Accreditation

Marquette's Athletic Training program was reaccredited through the Commission on Accreditation of Athletic Training Education (CAATE) during the 2009-2010 academic year for the maximum timeframe of 10 years. The next reaccreditation assessment (comprehensive program review) will occur in the 2019-2020 academic year. A substantive change process to transition to the Master's Degree in Athletic Training program is currently underway. Students are free to contact CAATE with questions or concerns by email (info@CAATE.net) or phone at 844-GO-CAATE (844-462-2283).

CR/NC Grade Option

University guidelines allow junior and senior students to elect one course per term (to a maximum of four courses) for which only a CR or NC grade is assigned, given certain requirements are met. Refer to the CR/NC option entry in the university section of this bulletin for the specific requirements. The CR/NC option is not available for any course that is a prerequisite for the M.A.T.R. program or any course required in the professional phase of the program.

Course Sequence

Professional phase courses taken early while a student is in the pre-professional phase must be completed with a grade of C and a minimum 2.800 GPA for all professional phase courses completed in a given term. (If only one professional phase course is taken in a given term, a B grade is required to exceed the requirement of a 2.800 GPA per term.) Taking courses early and out of sequence is discouraged. Students who fail to meet these requirements may be placed on academic probation and are required to retake professional phase courses.

Emergency Care, CPR and Safety

All clinical sites provide the students with safety information including emergency procedures. There may be potential health risks at a clinical site. Students are required to complete yearly OSHA training. Students are not employees of the facility and are not covered by workman's compensation. Students provide proof of health insurance, but should also be aware that they are responsible for the cost of any emergency care, unless the injury or illness was due to negligence on the part of the facility. In non-emergency situations, students should expect to be responsible for their own medical care while off campus.

All M.A.T.R. students are required to attend and provide documentation of completion of yearly OSHA training sessions, which assure that they have received training on OSHA guidelines for blood borne pathogens and universal precautions.

Certification in Basic Life Support

Certification in basic life support that includes child, infant and both one- and two-person adult CPR along with automatic external defibrillator(AED) training is required prior to the start of the M.A.T.R. first summer session and must be maintained by the student throughout the duration of the M.A.T.R. program. Failure to maintain current certification may be considered clinical misconduct and result in academic dismissal procedures. Students should contact their local Heart Association or Red Cross offices.

Examinations

A student who misses a final examination without prior approval from the course director, risks the loss of credit and the possibility of not being able to enroll in subsequent M.A.T.R. courses. All such cases are evaluated by the Athletic Training program director.

Liability Insurance

Even though the university has liability insurance on students while they are in clinical practice situations, some facilities require the student to have an additional liability policy. This type of insurance can be obtained through the insurance company used by the National Athletic Trainers' Association by student members of the association, or through an alternate company if acceptable to the Athletic Training program and the clinical site.

Policy for Students Requesting Accommodations

It is the responsibility of a student to utilize the Office of Disability Services to identify and request reasonable accommodations in the classroom or laboratory. Students are encouraged to be proactive in addressing their learning needs and to discuss their needs with their instructors as early as possible at the beginning of each term.

Tuition/Financial Aid for Professional Phase

From a program standpoint, direct-admit athletic training programs are considered in the pre-professional phase for Years 1-3, and the professional phase for Years 4-5. Direct-admit students are charged normal undergraduate rates of tuition for Years 1-4 and are eligible for financial aid as undergraduate students. Direct-admit students are then charged a year-round tuition rate in the final (fifth) year of the M.A.T.R. program (billed 1/5

summer, 2/5 fall, 2/5 spring). Students who enter the M.A.T.R. program with a completed undergraduate degree, are charged the year-round tuition rate for each year of the two-year program (1/5 summer, 2/5 fall, 2/5 spring).

Withdrawal from the Master of Athletic Training Program

Withdrawal from the program in either the pre-professional phase (for students in the direct-admit) or the professional phase (two-year M.A.T.R.) is achieved through a written request submitted to the Director of the Athletic Training Program. Any student considering withdrawing from the athletic training program is encouraged to meet with the director of the Athletic Training Program and their adviser prior to making a final decision. Withdrawal prior to completion of the undergraduate degree may result in delays in graduation, depending on sequence of course work to be completed.

Other Academic Regulations

For additional information on other College of Health Sciences regulations, see the College Academic Regulations (<http://bulletin.marquette.edu/healthscienceprofessional/academicregulations>) section of this bulletin.

Master of Athletic Training

A master's degree in athletic training requires successful completion of a minimum 82 total credits. This includes 16 credits of practicum experience (AT Practicum I-VI) integrated within the curriculum and a 14 cr. immersion clinical with a 2 credit master's capstone project in the final term.

Typical Professional Program — Master of Athletic Training Degree: M.A.T.

First Year

Summer		
ATTR 7110	Emergency Management	3
ATTR 7115	Athletic Training Principles	3
ATTR 7135	Human Anatomy in Athletic Training	4
ATTR 7964	Athletic Training Practicum I	2
Fall		
ATTR 7230	Evaluation of the Lower Extremity	3
ATTR 7231	Evaluation of the Upper Extremity	2
ATTR 7260	Modalities in Rehabilitation	3
ATTR 7966	Athletic Training Practicum II	3
EXPH 7189	Nutrition and Exercise Performance	4
Spring		
ATTR 7122	Evidence-Based Decision Making in Athletic Training Practice	1
ATTR 7232	Evaluation of the Spine	2
ATTR 7261	Rehabilitation of the Lower Extremity	2
ATTR 7270	Athletic Training Administration and Management	3
ATTR 7470	Neurological Disorders and Diseases	3
ATTR 7480	Psychology in Performance and Rehabilitation	3
ATTR 7968	Athletic Training Practicum III	3

Second Year

Summer		
PHTH 7539	Diagnostic Imaging Testing	3
ATTR 7970	Athletic Training Practicum IV	2
ATTR 7972	Athletic Training Practicum V	3
Fall		
ATTR 7120	Pharmacology in Athletic Training	3
ATTR 7262	Rehabilitation of the Upper Extremity and Spine	2
ATTR 7471	Systemic Medical Disorders	3
ATTR 7570	Biomechanics of Injury in Sport	3
ATTR 7974	Athletic Training Practicum VI	3
Spring		
ATTR 7976	Athletic Training Immersion Clinical	14

ATTR 7997

Capstone Project in Athletic Training

2

Total Credit Hours

82

Courses

ATTR 7110. Emergency Management. 3 cr. hrs.

Concepts and skills required for an Athletic Trainer to manage the healthcare of athletes and active individuals in emergent, life threatening and time sensitive situations. Prereq: Enrollment in MAT program.

ATTR 7115. Athletic Training Principles. 3 cr. hrs.

Introductory skills, system descriptions and critical thinking processes that athletic trainers utilize in the clinical practice setting, including basic taping and bracing skills and concepts, wound care, documentation and common athletic training procedures in different settings. Prereq: Enrollment in MAT program.

ATTR 7120. Pharmacology in Athletic Training. 3 cr. hrs.

Concepts and content related to pharmacology from the athletic training educational competencies. Topics include: pharmacodynamics, pharmacokinetics, terminology related to pharmacology, legal aspects of medication management, as well as, absorption, distribution, metabolism and elimination of common medications and other drugs as it relates to athletes and the athletic population. Prereq: Enrolled in MAT program.

ATTR 7122. Evidence-Based Decision Making in Athletic Training Practice. 1 cr. hr.

Concepts in evaluating and appraising the evidence surrounding areas of athletic training practice, including search strategies, levels of evidence and using the best available evidence in the clinical decision making process. Prereq: ATTR 7115; enrollment in MAT program.

ATTR 7135. Human Anatomy in Athletic Training. 4 cr. hrs.

A regional and functional approach to human anatomy where all body systems are integrated, with special focus on the systems most pertinent to athletic training. Emphasizes correlations between structure and function. Laboratory included. Prereq: Enrollment in MAT program.

ATTR 7230. Evaluation of the Lower Extremity. 3 cr. hrs.

Athletic Training evaluation general principles and musculoskeletal, circulatory and neurological evaluation concepts and techniques are instructed and evaluated for the lower extremity. Also includes systems to document and communicate findings with other health professions. Prereq: ATTR 7135 or BISC 7130; enrollment in MAT program.

ATTR 7231. Evaluation of the Upper Extremity. 2 cr. hrs.

Musculoskeletal, circulatory and neurological evaluation concepts and techniques are instructed and evaluated for the upper extremity. Also includes systems to document and communicate findings with other health professions. Prereq: ATTR 7135 or BISC 7130; enrollment in MAT program.

ATTR 7232. Evaluation of the Spine. 2 cr. hrs.

Musculoskeletal, circulatory and neurological evaluation concepts and techniques are instructed and evaluated for the spine, thorax and trunk. Also includes systems to document and communicate findings with other health professions. Prereq: ATTR 7135 or BISC 7130; enrollment in MAT program.

ATTR 7260. Modalities in Rehabilitation. 3 cr. hrs.

Current practices in the use of therapeutic modalities in the treatment and rehabilitation process for active and athletic individuals, including electrical and physical interventions. Prereq: ATTR 7135 or BISC 7130; enrollment in MAT program.

ATTR 7261. Rehabilitation of the Lower Extremity. 2 cr. hrs.

Current practices in the use of therapeutic interventions in the treatment and rehabilitation process for the lower extremity in active and athletic individuals, including exercise, conditioning and manual techniques. Prereq: ATTR 7230; enrollment in MAT program.

ATTR 7262. Rehabilitation of the Upper Extremity and Spine. 2 cr. hrs.

Current practices in the use of therapeutic interventions in the treatment and rehabilitation process of the upper extremity and trunk/spine for active and athletic individuals, including exercise, conditioning and manual techniques. Prereq: ATTR 7135 or BISC 7130; enrollment in MAT program.

ATTR 7270. Athletic Training Administration and Management. 3 cr. hrs.

Contemporary business, management and supervisory/leadership principles applied to the athletic training setting and general health care delivery system. Prereq: ATTR 7115; enrollment in MAT program.

ATTR 7470. Neurological Disorders and Diseases. 3 cr. hrs.

Evaluation and treatment strategies for athletic trainers to recognize, evaluate and manage neurological disorders in active and athletic populations. Prereq: ATTR 7115; enrollment in MAT program.

ATTR 7471. Systemic Medical Disorders. 3 cr. hrs.

Evaluation and treatment strategies for athletic trainers to recognize, evaluate and manage medical disorders in active and athletic populations. Prereq: ATTR 7135 or BISC 7130; enrollment in MAT program.

ATTR 7480. Psychology in Performance and Rehabilitation. 3 cr. hrs.

Application of current psychological principles within the rehabilitative and sports performance setting to optimize outcomes. Prereq: ATTR 7115; enrollment in MAT program.

ATTR 7570. Biomechanics of Injury in Sport. 3 cr. hrs.

Injury biomechanics related to athletic activity from the level of tissue stress and strain through full body movement mechanics and the role in injury risk and prevention. Prereq: ATTR 7115; and ATTR 7135 or BISC 7130; enrollment in MAT program.

ATTR 7964. Athletic Training Practicum I. 2 cr. hrs.

Supervised clinical experience in an athletic training setting with specific emphasis on emergency care principles. Students gain competence in emergency care through clinical settings and/or simulations. Prereq: ATTR 7110, with a grade of C or better; enrollment in MAT program.

ATTR 7966. Athletic Training Practicum II. 3 cr. hrs.

Supervised clinical experience in an athletic training setting, with emphasis on acute injury care and basic athletic training principles. Students demonstrate competence in the acute care of active individuals in a clinical setting and/or through simulations. Prereq: ATTR 7110 and 7115, with a grade of C or better.

ATTR 7968. Athletic Training Practicum III. 3 cr. hrs.

Supervised clinical experience in an athletic training setting, with emphasis on evaluation in the athletic training setting. Students demonstrate competence in the evaluation of health care issues in active individuals in the clinical setting and/or through simulations. Prereq: ATTR 7230 and ATTR 7231 or equiv. with a grade of C or better; enrollment in MAT program.

ATTR 7970. Athletic Training Practicum IV. 2 cr. hrs.

Supervised clinical experience in an athletic training setting, with emphasis on athletic training practice in a non-traditional setting. Students apply their clinical skills in the care of active individuals in a non-traditional athletic training setting and/or through simulations. Prereq: ATTR 7115; enrollment in MAT program.

ATTR 7972. Athletic Training Practicum V. 3 cr. hrs.

Supervised, immersive clinical experience in an athletic training setting providing healthcare in a collision sports environment. Students demonstrate competence in the management of active individuals involved in collision sports and through simulations with the athletic training faculty instructor. Prereq: ATTR 7230; ATTR 7231; and ATTR 7472 with a grade of C or better; enrollment in MAT program.

ATTR 7974. Athletic Training Practicum VI. 3 cr. hrs.

Supervised, immersive clinical experience in an athletic training setting providing healthcare in a collision sports environment. Students demonstrate competence in the management of active individuals involved in collisions sports and through simulations with the athletic training faculty instructor. Prereq: ATTR 7230 and ATTR 7231 or equiv. with a grade of C or better; enrollment in MAT program.

ATTR 7976. Athletic Training Immersion Clinical. 1-14 cr. hrs.

The final supervised, immersive clinical experience providing healthcare in the clinical athletic training setting. Students demonstrate competence in all areas of practice as it relates to their desired career setting. Prereq: Completion of all MAT coursework with a C or better (S for all S/U courses). May be taken concurrently with ATTR 7997.

ATTR 7997. Capstone Project in Athletic Training. 2 cr. hrs.

The culmination of the athletic training educational experience. Students develop a clinical practice question and demonstrate competence in using a variety of resources to answer the question using the best available evidence. Prereq: Completion of all MAT coursework with a C or better (S for all S/U courses); cons. of MAT director.

Department of Physical Therapy

Vision

The Physical Therapy Department at Marquette University will be among the best educational programs in preparing graduates who excel in academics, leadership, clinical practice, and service to others.

Mission

To graduate entry-level physical therapist professionals who are ethical practitioners, knowledgeable of current practices, skillful in applying their knowledge, motivated to address the needs of the under-served community, self-directed lifelong learners who will become leaders in their profession and community.

Furthermore, in an effort to meet the current health care needs in under-served areas, the department is committed to supporting programs of outreach that will enhance the enrollment and training of disadvantaged students and service to disadvantaged populations.

Our *primary* goal is to graduate physical therapists that are recognized by consumers and other health care professionals as general practitioners of choice to whom consumers have direct access for diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health.

Philosophy

Consistent with the Ignatian practice of Examen which makes a Jesuit education unique, the Department of Physical Therapy aspires to transform students into critical thinkers who respect the dignity and worth of others, through the process of reflection and discernment. The teaching-learning process is recognized as a dynamic interaction of shared responsibility among the academic faculty, clinical faculty and students. The Department of Physical Therapy supports the educational view that students learn in a multitude of ways, necessitating a variety of learning experiences. These experiences are important for the development of a life-long autonomous learner who is self-motivated and self-directed. The departmental faculty are a resource and role model in the development of these traits by providing quality instruction, contributing to the general body of knowledge through an active research agenda, maintaining personal clinical competence including the operation of on-campus Physical Therapy clinic, demonstrating professionalism, respecting the dignity of others and advocacy for patient and professional causes. It is the goal of the faculty to help students to become educated members of society, active members of their profession and role models for peers and future physical therapists.

Expected Global Student Outcomes

Graduates of the Physical Therapy program will be able to:

1. Demonstrate the skills necessary to practice autonomously within a direct access environment in essential practice areas as defined by the *Guide for Physical Therapist Practice*.
2. Use testing and differential diagnosis to screen individuals in order to determine appropriateness for Physical therapy services, and/or to determine the need for referral to other health professionals.
3. Apply evidence based decision making in planning patient care.

Students admitted to the Physical Therapy program are enrolled in a curriculum that culminates in a doctor of physical therapy degree. This is a six-year curriculum for a student admitted at the freshmen level. The student first earns a baccalaureate degree of their choice and then is awarded the Doctor of Physical Therapy (D.P.T.) degree at the end of the professional course work. Students admitted with a bachelor's degree earn the Doctor of Physical Therapy degree after completing the three-year professional program.

Undergraduate Admission Requirements

Students may be admitted to the program as freshmen with a guaranteed admission to the professional phase beginning fall of 2020 if the student successfully meets all requirements for advancement. Guaranteed admission cannot be extended if requirements are not successfully completed in the pre-professional phase.

High school applicants to the Department of Physical Therapy are expected to fulfill the general admissions requirements listed in the university section of this bulletin. In addition, the following specific items should be noted for admission to the Department of Physical Therapy:

1. One year of high school chemistry and biology is required. Applicants should include trigonometry among the three required units in mathematics because trigonometry is a prerequisite for General Physics 1 and 2 at Marquette.
2. Freshman class enrollment is limited. College entrance exam results, transcripts and the application must be received at Marquette no later than Dec. 1 of the preceding academic year for which the student is applying.
3. The sequence of courses in the professional phase begins in August of each academic year.

4. Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied toward D.P.T. pre-requisite courses with the exception of CHEM 1002 and PHYS 1002. These two pre-requisite courses must be completed at an accredited 4-year institution. **Note:** AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.

Marquette students who were not admitted as freshmen may apply to transfer into the program. Further details of entrance requirements are available from Marquette's Office of Undergraduate Admissions.

Transfer Applicants

Pre-physical therapy students (PREP) applying for transfer admission into Year Four, are subject to spaces available. To apply for this internal window of admission, students need to complete at least half of the physical therapy prerequisite credits at Marquette University and meet or exceed all requirements for the undergraduate phase. External transfer students with degrees and pre-reqs from other institutions may also make application to the professional phase of the program and may be enrolled as space allows. As the program is primarily direct freshmen admittance, transfer enrollment is extremely competitive. All external transfer applicants apply via the national Physical Therapist Centralized Application Service. ([www.PTCAS.org \(http://www.ptcas.org/home.aspx\)](http://www.ptcas.org/home.aspx))

D.P.T. prerequisite courses must be completed at an accredited four-year institution and cannot be completed through online courses. D.P.T. prerequisites required before admission to the professional phase:

Area	Credit Hours
Biology	3
General Chemistry 1 and 2	8
General Physics 1 and 2	8
Statistics	3
Introduction to Physical Therapy*	1
Abnormal or Developmental Psychology	3
Anatomy and Physiology	5
Total**	34

Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied toward D.P.T. pre-requisite courses with the exception of CHEM 1002 General Chemistry 2 and PHYS 1002 General Physics 2. These two pre-requisite courses must be completed at an accredited 4-year institution. **Note:** AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations. The prerequisites for the Fall 2017 admission cycle is changing to include: 3 credits of either abnormal or developmental psychology, and a minimum 5 credits of Anatomy/Physiology (3 credits of each is typical). MU courses that meet the Psychology pre-req are PSYC 3101, 3120 and 3401.

* Waived for accepted transfer students but need to document proficiency in medical terminology in lieu of Intro to PT Class. Completion of a programmed text and written departmental test in medical terminology would meet this requirement and is offered to the students accepted into the professional phase of the program.

** External transfer students need 12 credits of social sciences and/or humanities in addition to the DPT prerequisites. Three credits of cognitive and motor learning are strongly recommended, but not required.

Essential Functions

Students are made aware as freshmen and prior to entering the professional phase that all students must be able to carry out the basic duties of a generalist physical therapist with or without reasonable accommodation(s). A generalist P.T. is one who is capable of treating patients across the lifespan. Specifics of the essential functions are included in the Physical Therapy Student Handbook.

Absences

Students who are ill or anticipate absence for a family emergency must contact the physical therapy office immediately. All students must consult with the instructor of the course(s) missed for makeup, if necessary. Absences of two or more weeks during the fourth, fifth or sixth years of the program may be considered as grounds for repeating the entire term.

Anticipated absences from full-time clinic must be approved in advance by one of the directors of clinical education at Marquette University and the center coordinator of clinical education at the clinical site. Unapproved absences are not acceptable and may lead to dismissal from the clinical site. Emergency absences, illness, etc., are circumstances usually considered to be acceptable absences if they are substantiated by the coordinators.

Academic Regulations - Undergraduate Phase

Students admitted to the D.P.T. Program as freshmen must meet all requirements for advancement. These include:

1. A 2.400 or greater cumulative grade point average in the specified D.P.T. prerequisite course work consisting of BIOL 1001, CHEM 1001, CHEM 1002, PHYS 1001, PHYS 1002, PPTH 1001, Abnormal or Developmental Psychology, Anatomy/Physiology courses, and a statistics course (34 credits). Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied towards D.P.T. pre-requisite courses with the

exception of CHEM 1002 and PHYS 1002. AP and/or IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.

2. A grade of C or better in all D.P.T. prerequisite courses.
3. All D.P.T. prerequisites must be completed at an accredited four-year institution, course work is not accepted from a two-year school, community college, junior college or technical college. Online courses are not accepted for D.P.T. prerequisites.
4. A demonstrated plan for completion of a bachelor's degree at the end of the spring term of the DPT5 year in the professional phase (years 4, 5 and 6) of the program. Except for ATTR and EXPH students, students who do not complete their undergraduate degree in the traditional 4 years must submit a written plan to the Physical Therapy department chairperson to complete their undergraduate degree within the required time frame.

Following acceptance into the professional phase of the program, students follow the curriculum as outlined for the three-year professional phase unless prior approval is received from the department chairperson.

CR/NC Grade Option

University guidelines allow junior and senior students to elect one course per term (to a maximum of four courses) for which only a CR or NC grade is assigned, given certain requirements are met. Refer to the CR/NC option entry in the university section of this bulletin for the specific requirements. However, this CR/NC option is not available for any course that is part of the prerequisite courses for the DPT program or any course required in the professional phase of the program.

Assessment of student requirements for admission to the professional phase

Assessments of students' fulfillment of the above criteria are made June 1, prior to students entering the professional phase of the program in the summer of their third year. Students who have successfully met the requirements are guaranteed admission into the professional phase of the program with the class they entered as freshmen. Students who do not meet the criteria forfeit automatic admission into the professional phase in the fall term.

Admissions Hearing

Direct admit students who complete the prerequisite courses with GPA below 2.400 or fail to meet any of the other admission requirements are not admitted to the professional phase of the program. DPT-3 students who only need to remediate their GPA may request to use the summer sessions to retake their lowest prerequisite grades in order to achieve the 2.400 GPA. Such a request is made in writing to the departmental chairperson. Students who do not successfully remediate deficiencies, may request a hearing with the Academic Standards Committee.

Course Sequence

Taking courses early and out of sequence is discouraged. No online prerequisite courses are accepted. Professional phase courses taken early while a student is in the pre-professional phase are subject to the 2.400 GPA requirement. This is calculated with only D.P.T. classes, therefore, if only one professional phase course is taken in a given term, a B minus (B-) grade is required to exceed the requirement of a 2.400 GPA per term. Students who fail to meet these requirements may be placed on academic probation and required to retake professional phase courses. A student cannot withdraw/drop a required D.P.T. class without permission from the department chairperson.

Academic Regulations - Professional Phase

A student is expected to remain a full-time student and complete the D.P.T. program in 3 years. If extenuating circumstances occur, a student may be allowed to extend their program into a 4th year with permission of the department chairperson. Failure to complete the D.P.T. program requirements within the 4-year time limit may result in dismissal from the program. During the professional phase of the program, a student is considered in good academic standing if he/she complies with the academic standards printed in the Physical Therapy Student Handbook. Failure to meet the academic requirements results in dismissal from the program.

Academic Censure (Dismissal/Probation/Academic Alert)

Overview

There are certain 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 probation, suspension or dismissal, 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, however, appears permanently on Marquette University's official transcript. If a student is reinstated following a dismissal, that notation also permanently appears on the student's official transcript. The statuses that appear permanently on a student's official transcript include those listed (in bold type) below:

Required to Withdraw for Academic Reasons (RWAR): dismissal for deficient academic performance as described below.

Reinstated on Probation: following successful appeal of academic dismissal.

Required to Withdraw for Professional Integrity Reasons (RWPI): dismissal for violation of Professional Integrity standards as described below.

Required to Withdraw for Academic Misconduct (RWAM): dismissal for violation of the academic honesty policy as outlined in the Academic Regulation section of this bulletin.

Academic Dismissal – Required to Withdraw for Academic Reasons (RWAR)

Health Science Professional students (HESP) who have completed their undergraduate degree must maintain a GPA of at least 2.400 for each semester. The D.P.T. program considers a grade below C to represent unsatisfactory academic progress. Students earning a final grade below C minus (C-) or an unsatisfactory grade (U, UNC, ADW, WF, WA) in a course or in a clinical experience in the D.P.T. program may be dismissed. The Office of the Registrar (OTR) and the Office of Student Financial Aid (OSFA) monitor the program academic requirements at the end of each term (fall, spring and summer). A student who does not meet these academic requirements is academically dismissed by the college (coded as RWAR by OTR) and his/her record coded as failure to maintain Satisfactory Academic Progress (SAP) by OSFA.

An *undergraduate student in the Physical Therapy program* must also meet the requirements listed above to continue in the Doctor of Physical Therapy program. A student who is dismissed from the Physical Therapy program, but remains in good standing at the university as an undergraduate student, is allowed to continue with their undergraduate degree course of study.

Satisfactory Academic Progress: there are other SAP conditions for which the student is responsible and is applied to all students in the program, both professional and undergraduate. Refer to the complete SAP policy (http://www.marquette.edu/mucentral/financialaid/resources_elig_standards.shtml) on the OSFA website.

RWAR/SAP Appeal Process

A RWAR/SAP student must appeal both RWAR/SAP by sending one form, which addresses both RWAR and SAP issues. This is done via the Academic Censure form located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). The form includes all of the required information the student must submit in order to have his/her appeal reviewed.

- The form is submitted to Marquette Central (see bottom of form for methods of submission). Completed appeal forms are then forwarded to the chairperson of the Department of Physical Therapy. The department chairperson, in consultation with the Academic Standards Committee, has the final decision on all RWAR/SAP appeals. The Academic Standards Committee may require a hearing with the student. See appeal hearing procedures in the Physical Therapy Student Handbook.
- If the appeal is approved, the student is 'Reinstated on Probation' and the Academic Standards Committee establishes an academic probation plan for the student to regain their satisfactory academic and degree progress standing, and the student's eligibility for financial aid is restored.
- The plan must be measurable and ensure that the student is able to meet Marquette's SAP standards by a specific point in time. Plans should include courses to be taken, expected grades and a timeframe to complete the outlined objectives.
- The plan is monitored by the department (Academic Standards Committee).
- Should the student not fulfill all of their academic obligations as outlined in the academic probation plan, the student's performance is evaluated by the committee and a determination is made as to whether the College Academic Alert (see below) process is instituted; however, the student is again coded with SAP for that term.

Physical Therapy Probation and College Academic Alert (CAA)

- Automatic probation based on GPA – A student in the Physical Therapy program is allowed one instance of automatic probation for a **single term grade point average (GPA) between 2.200 and 2.399** if all required courses are completed with a grade of C or above. To return to good academic standing, the average GPA of the term resulting in automatic probation and the next graded term must be equal to or greater than 2.400.
- Conditions of probation may be prescribed in writing at the time of the student's hearing. Conditions may also be prescribed in writing in the case of a student whose course performance or failure to follow academic advice warrants such action at any time during the program. All students where conditions of probation have been established is subject to committee review and possible CAA action should they fail to fulfill the specific terms.

Failure to meet the requirements of probation may lead to dismissal. Any instance of failing to meet academic standards may result in a College Academic Alert (CAA) action.

A student placed on College Academic Alert cannot register for subsequent courses in the Physical Therapy program and may be removed from any such classes for future terms in which they are registered. Students are notified by letter or email of the committee's decision and of the appeal process. Undergraduate students that are not allowed to continue in the Physical Therapy program, but remain in good standing at the university, are allowed to continue in their undergraduate degree course of study.

It is possible that a student is barred from registration for academic reasons even though the student's cumulative GPA exceeds 2.400.

Academic Dismissal – Professional Integrity

Students may be dismissed from the Physical Therapy program for failure to maintain professional integrity standards, which may include, but are not limited to:

1. Failure to comply with the American Physical Therapy Association (APTA) Code of Ethics or the APTA Guide of Professional Conduct. (www.apta.org) (<http://www.apta.org>)

2. Failure to comply with learning objectives set forth in a professional behavior learning contract between the student and the program.
3. Failure to complete their undergraduate degree by the end of the spring semester of year 5.
4. Clinical misconduct, including, but not limited to:
 - a. Conduct that constitutes harassment, threats or abuse of, or discrimination against peers, faculty, patients or others.
 - b. Provision of physical therapy services, including laboratory experiences in courses, while under the influence of an illegal substance and/or alcohol.
 - c. Breach of patient/client confidentiality.
 - d. Failure to comply with the policies and procedures of the clinical facility during a clinical experience.
 - e. Failure to comply with the Physical Therapy Act for the state in which an internship experience is located.

Violations of the professional integrity requirements results in a hearing with the Academic Standards Committee. Findings of misconduct to self, faculty, the university clinical placements and/or patient may result in failure in the assignment, failure in the course or dismissal from the program. For instances of dismissal from the program, a notation of "Required to Withdraw for Professional Integrity Reasons" appears on the student's permanent academic record and transcript.

4. Academic Dismissal - Academic Misconduct:

Dismissal for academic misconduct (RWAM) is determined per the Academic Honesty policy found in the Academic Regulations section of this bulletin. Once this determination has been made, the student is dismissed from the university. This action results in ineligibility to register at Marquette. Reinstatement criteria for the student who is dismissed, if applicable, is outlined in the dismissal notice. If the student is allowed to return to the university, a permanent notation of 'Reinstated to the University' appears on the student's academic record and Marquette's official transcript.

Accreditation

The Department of Physical Therapy at Marquette University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org (accreditation@apta.org); Website: <http://www.capteonline.org>

Certification in Basic Life Support

Certification in basic life support that includes child, infant and both one- and two-person adult CPR along with automatic external defibrillator (AED) training is required of all students prior to beginning the fourth year of the D.P.T. program. Continued certification is required to be maintained by the student throughout the D.P.T. curriculum. Failure to maintain current certification may jeopardize enrollment in subsequent PHTH courses and/or clinical assignments. Students should contact their local Heart Association or Red Cross offices.

Emergency Care and Safety

All clinical sites provide the students with safety information including emergency procedures. There may be potential health risks at a clinical site. Students are required to complete yearly OSHA training. Students are not employees of the facility and are not covered by workman's compensation. Students provide proof of health insurance, but should also be aware that they are responsible for the cost of any emergency care, unless the injury or illness was due to negligence on the part of the facility. In non-emergency situations, students should expect to be responsible for their own medical care while off campus.

All D.P.T. students are required to attend and provide documentation of completion of yearly OSHA training sessions, which assure that they have received training on OSHA guidelines for blood borne pathogens and universal precautions.

Patient Right to Refuse

Clinical Contracts state that patients have the risk-free-right to refuse to participate in clinical education and patients/clients provide informed consent to being involved in the clinical education experience.

Examinations

A student who misses a final examination risks the loss of credit and the possibility of not being able to enroll in subsequent PHTH courses. All such cases are judged by the department chairperson.

Liability Insurance

Even though the university has liability insurance on students while they are in clinical practice situations, some facilities require the student to have an additional liability policy. This type of insurance can be obtained through the insurance company used by the American Physical Therapy Association by student members of the association.

Policy for Students Requesting Accommodations

It is the responsibility of a student to request reasonable accommodations in the classroom or laboratory. Students are encouraged to discuss their needs with their instructors. It is expected that students are proactive in addressing learning needs rather than reactive. Disability Services is a valuable resource to both students and faculty.

Tuition/Financial Aid for Professional Phase

Students who enter physical therapy as freshmen are considered in the pre-professional phase for Years 1-3, and the D.P.T. professional phase for Years 4-6. Full-time students are charged normal undergraduate rates of tuition for Years 1-3. Students are charged the higher professional phase tuition rate in years 4-6. There is no additional tuition payment for summer work. Even though undergraduate students in Year 4 are considered in the professional phase of the program, they may still apply for normal financial aid available to Marquette undergraduate students. When physical therapy students complete their undergraduate degree, they can no longer be considered for undergraduate sources of financial aid.

Withdrawal from the Physical Therapy Program

Withdrawal from the program is achieved through a written request submitted to the chairperson of the Department of Physical Therapy. Any student considering withdrawing from the physical therapy program is encouraged to meet with the chairperson of the Department of Physical Therapy or their adviser prior to making a final decision.

Other Academic Regulations

For additional information on other College of Health Sciences regulations, see the College Academic Regulations (<http://bulletin.marquette.edu/healthscienceprofessional/academicregulations>) section of this bulletin.

Physical Therapy

Typical Professional Program — Physical Therapy Degree: D.P.T. †

DPT 4

First Term	Hours	Second Term	Hours	Summer Term	Hours
BISC 7130	5	BISC 4120	3	PHTH 7522	2
BIOL 3701*	4	PHTH 7504	2	PHTH 7539	3
PHTH 4512 (DC)	3	PHTH 7515	4	PHTH 7549	2
PHTH 7503	3	PHTH 7516	2	PHTH 7560	4
PHTH 7513	3	PHTH 7525	3	PHTH 7577	2
Medical Ethics**	1	PHTH 7528	2		
	19		16		13

DPT 5

First Term	Hours	Second Term	Hours	Summer Term	Hours
PHTH 7518	3	PHTH 7530	2	PHTH 7986 (section 102)	10
PHTH 7523	1	PHTH 7533	4		
PHTH 7505	2	PHTH 7555	2		
PHTH 7532	4	PHTH 7558	4		
PHTH 7526	3	PHTH 7570	4		
PHTH 7986 (Section 101)	4	PHTH 7667	2		
	17		18		10

DPT 6

First Term	Hours	Second Term	Hours
PHTH 7668	4	PHTH 7986 (section 103)	9
PHTH 7675	4	PHTH 7986 (section 104)	9
PHTH 7682	3		
PHTH 7684	2		
PHTH 7674	3		
PHTH 7932	0-2		
		16-18	18

Total credit hours: 127-129

- † Students admitted without a completed bachelor's degree must receive their bachelor's degree by the end of the spring term of the DPT5 year in the professional phase (years 4, 5 and 6) of the program.
- * Either BIOL 3701 Human Physiology or BISC 4145 Human Physiology (taken prior to the DPT4 year) fulfills the physiology requirement for the DPT program.
- ** Required only for students who have not previously completed medical ethics (PHIL 4336 Applied Ethics for the Health Sciences, PHIL 4335 Biomedical Ethics, or THEO 4450 Medical Ethics) prior to the DPT4 year.
- *** Students in the BISC major will have already completed BISC 4145 in place of BIOL 3701. The fall course schedule has been designed to accommodate the addition of BISC 4160 for BISC Majors. Other BISC courses may be possible as allowed by the DPT course schedule.

Courses**PHTH 7503. Patient Management 1. 3 cr. hrs.**

Lecture/laboratory course simulating patient interactions and discussing learning units that enforce application of course work to clinical practice. Prereq: PHTH major.

PHTH 7504. Patient Management 2. 2 cr. hrs.

Lecture/laboratory course simulating patient interactions and discussing learning units that enforce application of course work to clinical practice. Patient Management course sequence cannot proceed if students have not successfully completed all required DPT4 coursework (preceding or concurrent). Prereq: PHTH major.

PHTH 7505. Patient Management 3. 2 cr. hrs.

Lecture/laboratory course simulating patient interactions and discussing learning units that enforce application of course work to clinical practice. Prereq: PHTH major; and concurrent enrollment in PHTH 7986.

PHTH 7512. Culture and Disability. 3 cr. hrs.

The culture of disability, as a product of intrinsic factors of the person (spiritual beliefs and cultural practices) and those extrinsic factors in society (prejudice, stigma and discrimination) and the environment (architectural barriers) will be examined. The human dignity and civil rights of persons with disability, especially for the ever-expanding population of persons aged 65 and older, will be emphasized. Students will reflect on their own values, beliefs, and guiding life principles (Vocational Discernment) which shape their interactions and behaviors as professional health-care providers. The role of positive emotions, having choices, hope, and spiritual resolve as a foundation for the developing field of rehabilitation medicine called "Cardio-Psycho-Neuro-Immunology" will be a focus in this course. Prereq: PHTH major; or cons.of instr.

PHTH 7513. Health Care Policy/Management. 3 cr. hrs.

Contemporary issues and management principles in physical therapy practice. Discussions of recent historical and current external environmental factors affecting the delivery of health care services are interwoven with discussions of business, management, and supervisor/leadership principles applicable to the health care service industry. Particular attention is focused on the delivery of physical therapy services under changing environmental conditions. Prereq: PHTH major; or cons. of instr.

PHTH 7515. Clinical Pathology and Pathophysiology. 4 cr. hrs.

Lecture/clinical observations course presents the pathology and pathophysiology of the cardiovascular, pulmonary, renal, endocrine and immune system disorders. Limited introduction to oncology and the pathophysiological disorders of the nervous system. Included are the physical therapy implications of normal aging and disease with an emphasis on the pathological changes and the physiological aspects of each. Pharmacological and other medical interventions are discussed and integrated with material concurrently presented in other courses. Prereq: PHTH major and BIOL 3701 or BISC 4145.

PHTH 7516. Geriatric Rehabilitation. 2 cr. hrs.

Lecture/lab course discusses the implications of aging, disease, physical therapy assessment and interventions and rehabilitation approaches. The laboratory portion includes psychological, sociological and economic aspects of aging plus selected pathological conditions that affect communication, compliance and functional performance. Provides opportunities to refine clinical and problem solving skills in supervised laboratory sessions and supervised clinical experiences in senior center environments. Prereq: PHTH major, Physiology and current enrollment in BISC 3150.

PHTH 7518. Physiology of Activity. 3 cr. hrs.

This lecture/laboratory course will concentrate on the assessment of activity tolerance in, and basic principles of, exercise prescriptions for normal healthy individuals through the life span who are either trained or untrained. A functional approach will be emphasized and factors that enhance or impede performance will be examined. Various training strategies will be introduced. Prereq: PHTH major and PHTH 7515; or enrolled in Health Sciences - Professional and PHTH 7515; and current certification in CPR for the health care provider.

PHTH 7522. Introduction to Evidence Based Decision Making in Clinical Practice. 2 cr. hrs.

Teaches physical therapy students how to provide the best possible care for patients according to an evidence based practice model, which integrates clinical experience, external evidence, and patient expectations. Students will learn how to formulate answerable clinical questions, use online databases to access research evidence, critically evaluate clinical and scientific literature related to patient care, integrate and apply the best evidence for practice, and use these skills to become life long learners. Instruction methods include lectures, in class discussions, hands on activities, and student presentations. Prereq: Major in Physical Therapy.

PHTH 7523. Applied Evidence Based Decision Making. 1 cr. hr.

Evidence-based practice applied to clinical content areas, including orthopedics. Web based assignments. Students complete individual projects and present their work. Prereq: PHTH major and PHTH 7522.

PHTH 7525. Kinesiology 1: The Upper Extremity. 3 cr. hrs.

Anatomy of the muscular and joint systems in normal and abnormal conditions in the upper extremities. Includes surface anatomy, the biomechanics of normal and abnormal muscle and joint action. Lecture, demonstration and laboratory practice. Prereq: PHTH major and BISC 7130 or equiv.

PHTH 7526. Kinesiology 2: The Spine and Lower Extremity. 3 cr. hrs.

Continuation of PHTH 7525 with emphasis on head, trunk and lower extremities, including an introduction to normal gait, posture, and surface anatomy. Lecture, demonstration and laboratory practice. Prereq: PHTH 7525.

PHTH 7528. Physical Therapy Evaluation, Tests and Measures. 2 cr. hrs.

Lecture and clinical laboratory course. The students will learn the general concepts and specific techniques of Physical Therapy evaluation including tests and measures including range of motion, flexibility and strength using diverse instrumentation. Prereq: PHTH major and BISC 7130 or BISC 2135 and BISC2136.

PHTH 7530. Pain Mechanisms and Treatment. 2 cr. hrs.

Lecture and clinical laboratory course (based on research evidence and/or best practice) that presents the principles and methods that lead to clinical outcomes related to pain conditions including the theoretical models for understanding the basis for pain. Content includes pain mechanisms, assessment and physical therapy management. Prereq: PHTH Major and PHTH 7558, which may be taken concurrently.

PHTH 7532. Orthopedics 1. 4 cr. hrs.

Lecture, demonstration and laboratory experiences. The elements of patient/client management (examination; evaluation; diagnosis; prognosis; and intervention) are applied to musculoskeletal conditions. Prereq: PHTH major and PHTH 7525; and concurrent enrollment in PHTH 7526.

PHTH 7533. Orthopedics 2. 4 cr. hrs.

Continuation of PHTH 7532 with an emphasis on the evaluation and treatment of specific musculoskeletal injuries/dysfunctions. Includes surgical, non-surgical, traumatic, chronic and sports-related conditions. 7000 level course contains enhanced content. Prereq: PHTH 7532 and PHTH 7526.

PHTH 7539. Diagnostic Imaging Testing. 3 cr. hrs.

Study of diagnostic imaging techniques as they relate to physical therapy practice areas. Includes study of common medical tests.

PHTH 7549. Differential Diagnosis of Disease. 2 cr. hrs.

Lecture course focusing on a broad range of medical diseases and their various clinical presentations. The focus is on the use of clinical decision making skills when analyzing a patient's medical history intake and the review of systems. The course addresses screening, to include referral for conditions or diseases that are not within a physical therapist's scope of practice. Prereq: PHTH major.

PHTH 7555. Introduction to Pediatrics: Development and Assessment. 2 cr. hrs.

Introduction to Pediatrics focuses on the physical development that occurs from birth to maturity, specifically motor development, but other developmental areas will be discussed as well. Students are introduced to the internal and external environmental influences on development, as well as, traditional and contemporary theories of motor development. Lab experiences focus on analysis of posture/movement, gross motor testing, the child health screening and child wellness education. Evidence-based practice guidelines are utilized when available, and objective tests and measures will be taught and emphasized. Completion of PHTH 7555 fulfills one of the essential core competencies of entry-level pediatric physical therapy education as outlined in Pediatric Physical Therapy by the Academy of Pediatric Physical Therapy. Prereq: PHTH major and BISC 7130, PHTH 7525, PHTH 7526.

PHTH 7558. Neuroanatomy. 4 cr. hrs.

Structure and function of the central nervous system (CNS). Lecture, clinical correlations, clinical problem solving to predict signs and symptoms in patients with PNS and CNS lesions. Prereq: PHTH major or PHAS major.

PHTH 7560. Physical Technologies/Electrotherapy/Electrophysiological Testing. 4 cr. hrs.

Lecture and clinical laboratory course (based on research evidence and/or best practice) that presents the physical and physiological basis and the principles and methods that lead to: 1. clinical outcomes following the therapeutic application of thermotherapy, cryotherapy, actinotherapy and mechanotherapy in the treatment of disorders involving the musculoskeletal, neuromuscular, cardiovascular and integumentary systems and 2. for electrotherapeutic interventions for clinical treatment of individuals with musculoskeletal dysfunction, motor control deficits, acute and chronic pain, and other selected conditions. Electrophysiological testing will include electromyography and nerve conduction velocity evaluation. Prereq: PHTH major.

PHTH 7570. Advanced Biomechanics and Kinesiology. 4 cr. hrs.

Advanced analysis of human movement including gait, orthotics and prosthetics. Rehabilitation focuses on physical therapy interventions for patient/clients with chronic diseases and other conditions necessitating long-term therapeutic intervention. Prereq: PHTH major.

PHTH 7577. Wound/Integumentary Physical Therapy. 2 cr. hrs.

Lecture and clinical laboratory course (based on research evidence and/or best practice) that presents the physical and physiological basis and the principles and methods that lead to clinical outcomes related to the integumentary system. Content will include pathophysiology, diagnosis and management of chronic wounds, management of thermal injuries and edema. The course will also include infection control and aseptic technique. Prereq: PHTH major.

PHTH 7667. Neurological Rehabilitation 1. 2 cr. hrs.

Lecture and discussion-based course covering the pathology, etiology, and epidemiology of common neurological diseases. Clinical presentation, differential diagnosis, evaluation, and medical/surgical interventions for the diseases are the focus of the first of a 2 part course series. Prereq: PHTH major and successful completion or concurrent enrollment in PHTH 7558.

PHTH 7668. Neurological Rehabilitation 2. 4 cr. hrs.

Continuation of Neurological Rehabilitation 1. Lectures and labs focus on physical therapy interventions for specific impairments, disease-specific conditions, and overall function. Evidence-based practice guidelines are utilized when available, objective tests and measures are emphasized, and case studies are utilized to integrate and apply information. Prereq: PHTH major, successful completion of PHTH 7667 and PHTH 7558.

PHTH 7674. Critically Appraising and Contributing to the Evidence for Clinical Practice. 3 cr. hrs.

Course is a culmination of the skills and knowledge obtained in PHTH 7522 and 7523 and prepares students for leadership roles in physical therapy. Students hone their skills at reading and critically evaluating the clinical and scientific literature. In so doing, student become familiar with the evidence for practice in several emerging areas of physical therapy. Students also learn to lead and participate in journal clubs, provide effective peer review, contribute to the evidence for practice, and communicate novel ideas to the physical therapy community. Instruction methods include lectures, journal clubs, and writing workshops. As a capstone project students will author papers comparable to those seen in the journal of the American Physical Therapy Association and present their work to the physical therapy community. Prereq: PHTH major; PHTH 7522 and PHTH 7523.

PHTH 7675. Pediatric Disorders and Intervention Strategies. 4 cr. hrs.

Developmental disabilities and other selected pediatric disorders are covered. Concepts of physical therapy evaluation, assessment, goal setting and treatment of the pediatric patient; common treatment theories and techniques and their application to children. Current cultural, ethical, and legal issues related to health care and children. Prereq: PHTH 7555.

PHTH 7682. Cardiovascular and Pulmonary Physical Therapy. 3 cr. hrs.

Lecture/laboratory course will focus on recuperative/restorative management of clients having primary or secondary involvement of the cardiovascular and/or pulmonary systems. A total gas delivery approach will be emphasized through case presentations. Clinical skills to be taught will be consistent with nationally published Clinical Practice Guidelines that are evidence-based. 7000 level course contains enhanced content. Prereq: PHTH major; certification in Basic Life Support (CPR).

PHTH 7684. Clinical Issues and Decision Making. 2 cr. hrs.

Lecture course with occasional joint labs with the DPT-5 students during class time. The emphasis of this course is to examine and discuss current issues and trends in physical therapy practice, and to mentor DPT-5 students. Topics include patient and professional advocacy, autonomous practice, ethics, jurisprudence, reimbursement, applying the Guide to Physical Therapist Practice to a complex multi-system patient case, resume writing, interview skills, and assessment for learning. Additionally, a representative from the Department of Regulation and Licensing will address the licensing process. Prereq: PHTH 7523.

PHTH 7932. Advanced Topics in Physical Therapy. 0-4 cr. hrs.

Advanced clinical electives in specific areas of physical therapy practice. Prereq: PHTH major; or cons. of instr.0 credit will be SNC/UNC grade assessment; 1-4 credits will be graded.

PHTH 7951. MU Led Travel/Study Abroad. 4 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.

PHTH 7986. Internship in Physical Therapy. 2-10 cr. hrs.

Full time experiences supervised by clinical faculty that immerse students in various practice settings throughout the country Prereq: PHTH major; must be taken in PHTH course sequence.

PHTH 7995. Independent Study in Physical Therapy. 1-3 cr. hrs.

Independent study and research in special areas of interest in physical therapy under faculty supervision. No mid-term assessment assigned. Prereq: PHTH major, cons. of instr., and cons. of dept. chair.

Department of Physician Assistant Studies

Mission

Our mission is to develop physician assistants in the Jesuit tradition who realize their full potential as excellent clinicians and national leaders. We pursue this for *ad maiorem Dei gloriam*, the greater glory of God, and the benefit of the human community.

An ideal graduate of our program is well-rounded, clinically and intellectually competent, committed to professional growth, spiritually centered, compassionate and dedicated to doing justice in generous service to others. Our graduates will be leaders in promoting health, wellness and preventing disease in diverse healthcare settings and in their communities.

DEPARTMENT of Physician assistant STUDIES GOALS

Goal 1: The program supports students academically during their physician assistant training in order for them to achieve their academic and professional goals.

- Students are challenged with a rigorous medical curriculum while being supported by the faculty and administration through a low student to faculty ratio, academic advising and continued support.

Goal 2: The program recognizes students learn from a variety of teaching methods and employs these methods including: lectures, problem-based learning, small group experiences, standardized patient experiences, clinical rotations and self-reflection exercises. Starting with a thoughtful and fair admission process and continued support to the students throughout the program, we maintain a low attrition and deceleration rate.

Goal 3: Graduates of the program strive for a first-time passing rate of 100% on the PANCE exam.

Goal 4: Graduates of the program strive for a 100% employment rate by six months in each graduating class.

Goal 5: Prepare our graduates to promote the PA profession through their leadership, ethical practice, scholarship and service.

- Graduates are leaders of the profession at the local, state, and national level.
- Graduates provide compassionate, patient-centered care to a diverse population of patients.
- Graduates foster integrity through accountability to patients, society, and the PA Profession.
- Graduates meet all regulatory requirements for licensure and maintain their professional certification through completion of ongoing professional development.

STUDENT EDUCATIONAL LEARNING OUTCOMES

MU PA Learning Outcome #1: General Physical Exam:

Students will perform a comprehensive physical examination on the geriatric patient; adult patient; and pediatric patients including toddlers and newborns. The physical examination system components include:

Vital signs, General appearance, Skin, Head/Eye/Ear/Nose/Throat, Neck, Cardiac, Pulmonary, Abdominal, Genitourinary including rectal examination, pelvic examination in women and prostate examination in men, Peripheral Vascular, Neurologic, Musculoskeletal and Psychiatric.

MU PA Learning Outcome #2: Complete History

Students will demonstrate the ability to obtain a complete medical history on pediatric, adult and geriatric patients including the following components: Complete History, Medications, Allergies with Reaction, Family History and Health Maintenance.

MU PA Learning Outcome #3: Documentation of Complete History and Physical Exam

Students will demonstrate the ability to properly document a complete medical history and physical exam on pediatric, adult and geriatric patients inclusive of the above components.

MU PA Learning Outcome #4: Differential Diagnosis:

Students will formulate an appropriate differential diagnosis based on information obtained through a focused history and physical examination.

MU PA Learning Outcome #5: Interpersonal Communication - Patient Education:

Students will verbally communicate patient educational information. They will do so with clarity and accuracy at a level appropriate for the patient's health literacy.

MU PA Learning Outcome #6: Interpersonal Communication - Health Care Team Member:

Students will communicate effectively and work collaboratively with other members of the health care team.

MU PA Learning Outcome #7: Professionalism:

Students will demonstrate professionalism in their clinical interactions with patients, faculty and mentors and colleagues.

MU PA Learning Outcome #8: Practice Based Learning:

Students will demonstrate oral and written proficiency in the presentation, critique and synthesis of evidence based medical and scientific data for the purpose of practice – based improvements.

MU PA Learning Outcome #9: Systems Based Practice:

Students will demonstrate proficiency in knowledge of patient safety and procedural safety while partnering with supervising physicians and other health care providers. They will promote a safe environment for patient care recognizing systems based factors that may negatively impact patient care.

MU PA Learning Outcome #10: Patient Care:

Students will demonstrate sound clinical decision making skills in their abilities to order and interpret diagnostic studies and to formulate patient management plans across the lifespan using current evidence based medicine.

Undergraduate Admission Requirements

Students can apply for admission into the Physician Assistant Studies program as early as the fall term of their sophomore year. They are required to complete the two-year, pre-PA phase of the Physician Assistant Studies program and must complete the appropriate prerequisite courses that makes them eligible for a degree in biomedical sciences within the PA program (see BISC/pre-PA curriculum (<http://bulletin.marquette.edu/undergrad/collegeofhealthsciences/departmentofbiomedicalsciences/#majortext>) in the Biomedical Sciences Department). Following acceptance into the PA program, students follow the curriculum as outlined for the three-year Physician Assistant Program.

Criteria to be considered an Internal PA Candidate (Effective for Fall 2017 Application Cycle):

Candidates must be on track for a Biomedical Sciences degree following the published pre-PA curriculum. Undergraduate applicants who transfer from another institution must have a minimum of 30 total credit hours (2 semesters), including at least 12 credits of science prerequisites for the PA program completed at Marquette and applied toward the undergraduate biomedical science major prior to submission of the PA application. All internal applicants must be current with their biomedical science undergraduate degree, as outlined by their undergraduate biomedical sciences adviser. Undergraduate transfer students interested in applying must contact the assistant dean at the College of Health Sciences Dean's Office (<http://www.marquette.edu/health-sciences/staff.shtml>) for course approvals and advising.

The intensity of the program and the skills necessary for practice as a physician assistant require the program to seek applicants with an excellent academic background, along with strong interpersonal skills and maturity. Prior health care experience is also an indicator of a career commitment to clinical practice. The program's admission process considers each applicant's strengths and select for competitive candidates best qualified to meet the program's mission.

Selection factors considered in the admission process include the following:

1. Minimum cumulative GPA of 3.000 or greater, science GPA, and Science Quality Points (an assessment of quantity and performance in science course work), as calculated by the centralized application system (CASPA).
2. Motivation, maturity, ability to work with people and suitability for clinical practice.
3. Minimum of two hundred patient contact hours or other health related experience. All hours must be submitted and documented on the CASPA application. Additional hours after submission are not counted toward the total. (**Note:** healthcare shadowing does not count toward this requirement).
4. Knowledge of the PA profession and the profession's role in the health care system.
5. Graduate Record Exam scores for applicants who would enter the PA program with a completed bachelor's degree; SAT or ACT scores for applicants who would enter the program without a completed bachelor's degree.
6. Three letters of recommendation.
7. Personal interviews.

Graduate Admission Requirements

1. Minimum cumulative total GPA of 3.0 as calculated by CASPA. (<https://portal.caspaonline.org/caspaHelpPages/about-caspaoverview>)
2. GRE scores (Designated Institution code 5872) - It is recommended that applicants complete the GRE by August 1. Official scores must be received by the program by September 1.
3. Completion of the following prerequisite coursework at time of application: *
 - 2 semesters of biological sciences (biology)

- 1-2 semesters (minimum of 4 credits total) of inorganic (General) chemistry with lab
 - 1 semester of biochemistry
 - *Must be at least 3 credits. Marquette University's College of Health Sciences offers BISC 3213 Biochemistry (4 credits). If not taking the biochemistry course at Marquette, the course should contain similar content as BISC 3213 Biochemistry.*
 - **Note:** The Biochemistry course must be completed at a regionally accredited institution.
4. Additional prerequisite coursework that may be in progress at time of application:
- 1 semester of social science (psychology recommended, AP credit accepted)
 - 1 semester of statistics (AP credit accepted)
 - 1 course in medical terminology

It is highly recommended that the prerequisite course work is completed within the last 5 years and taken at a 4 year regionally accredited institution. All prerequisite course work must be completed with a grade of C or above. C- or below are not satisfactory grades.

1. Minimum of 200 hours of patient contact and other health care experience.
 - The hours can be either volunteer or paid direct patient care. The minimum 200 hours must be completed at the time your application is submitted with a contact number of a supervisor or volunteer office for verification. (**Note:** Healthcare shadowing hours do not count towards this requirement).
2. 3 letters of recommendation are required (submitted via CASPA).
3. Personal interviews.

Academic Regulations

Academic Progress

To achieve satisfactory academic progress leading to promotion in the Physician Assistant Program, the student must achieve a GPA of 2.800 in each term (summer, fall, spring). In addition, the student may receive no single final grade of less than a C (2.00) for courses required for the MPAS degree. The PA program considers a grade below C (2.00) to represent unsatisfactory academic progress, including C-. Unsatisfactory academic progress may result in conditional promotion, student-initiated withdrawal from the program, or dismissal from the program. Students who earn grades of C-, D+, D or below, or unsatisfactory grades (U, UNC, ADW, WA, or WF) in any course in the PA program may be dismissed. This may also lead to withdrawal of financial aid.

In the clinical portion of the program (third year) the term GPA is compiled from an aggregate of clinical rotation grades completed in that term (summer, fall, spring).

Students may not participate in Physician Assistant clinical rotations until they have successfully completed all the required courses in the didactic curriculum.

In addition, at intervals during each term and at its conclusion, the Progress and Promotion Committee reviews the progress of each student. The committee determines whether the student shall be promoted, conditionally promoted, (as described below); or be subject to other action as described earlier in this section. See the PA Program Didactic and Clinical Student Handbooks for the PA Program's Policies and Procedures.

If remediation is required, students must satisfy all requirements of any remediation protocols in the defined time frame. These protocols are defined in the PA Program Didactic and Clinical Student Handbooks. If a student does not meet the remediation requirements, they may be subject to dismissal with College Academic Alert (CAA). All policies in the Student Handbooks supersede those outlined in the university general bulletins.

Counseling

Directing a student to seek appropriate counseling is within the purview of the Progress and Promotion Committee (P&P Committee). In such cases, referrals are made to the PA Program's Academic Counseling Subcommittee. While it is advisable for students to seek assistance from instructors and faculty as a course proceeds, there may be circumstances where support is needed to understand certain concepts and to make up work lost for extraordinary reasons such as illness. The Academic Counseling Subcommittee can recommend the student establish a collaborative plan with the faculty to complete selected course objectives and incomplete work. Students are notified of this recommendation by letter from the program director or the Academic Counseling Subcommittee. This letter remains a part of the student's permanent file.

In specific situations involving financial or personal elements, the Progress and Promotion Committee may recommend outside resources be utilized to satisfy this category of promotion. When medical or psychiatric consultation is required or recommended, the P&P Committee respects patient/provider confidentiality. However, documentation of enrollment and/or completion may be required by the committee.

Warning Letter

A warning is a written letter to a student for non-acceptable academic progress during the term (usually at mid-term). A warning may come from the course instructor or the program director on behalf of the course instructor. The purpose of the warning letter is to make the student aware of impending

academic jeopardy. Warnings are reported to the Progress and Promotion Committee and program director for informational purposes. Students may also be placed on College Academic Alert (CAA) upon receipt of the warning letter.

Academic Censure (Dismissal/Probation/Academic Alert)

Overview

There are certain 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 probation, suspension or dismissal, 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, however, appears permanently on Marquette University's official transcript. If a student is reinstated following a dismissal, that notation also permanently appears on the student's official transcript. The statuses that appear permanently on a student's official transcript include those listed (in bold type) below:

Required to Withdraw for Academic Reasons (RWAR): dismissal for deficient academic performance as described below.

Reinstated on Probation: following successful appeal of academic dismissal.

Required to Withdraw for Professional Integrity Reasons (RWPI): dismissal for violation of Professional Integrity standards as described below.

Required to Withdraw for Academic Misconduct (RWAM): dismissal for violation of the academic honesty policy as outlined in the Academic Regulation section of this bulletin.

Academic Dismissal – Required to Withdraw for Academic Reasons (RWAR)

Health Science Professional Students (HESP) in the Master of Physician Assistant Studies program must achieve a cumulative GPA of 2.800 by the end of the second term in the program, and maintain a cumulative GPA of 2.800 each term thereafter. In addition, students are RWAR'd for any course required for the MPAS degree with a final grade below a C (C-, D+, D, F) or an unsatisfactory grade (U, UNC, ADW, WA or WF). The Office of the Registrar (OTR) and the Office of Student Financial Aid (OSFA) monitor the program academic requirements at the end of each term (fall, spring and summer). A student who does not meet these academic requirements is academically dismissed by the college (coded as RWAR by OTR) and their record coded as failure to maintain Satisfactory Academic Progress (SAP) (http://www.marquette.edu/mucentral/financialaid/resources_elig_standards.shtml) by the Office of Student Financial Aid (OSFA).

The college office communicates the RWAR and OSFA communicates the SAP via Marquette email. As per university email policy, it is the student's responsibility to monitor their email at all times. A RWAR/SAP student is dropped from any classes in which they are subsequently registered.

An undergraduate student in the Physician Assistant Studies must meet requirements listed above to continue in the Physician Assistant Studies Program. A student that is not allowed to continue in the Physician Assistant Studies Program, but remains in good standing at the university as an undergraduate student, may be allowed to continue with their undergraduate degree course of study.

Satisfactory Academic Progress: there are other SAP conditions for which the student is responsible and are applied to all students in this program, both professional and undergraduate. Refer to the complete SAP policy (http://www.marquette.edu/mucentral/financialaid/resources_elig_standards.shtml) on the OSFA website.

RWAR/SAP Appeal Process

Per the PA Student Handbook, all appeals to decisions made by the PA Progress and Promotion Committee for not meeting the Academic or Professional Standards of the program must be submitted in writing to the dean of the College of Health Sciences within three business days. This may be done by letter or be emailed to the dean. At this time, the dean, or appointed designee, or a panel, hears the appeal.

A RWAR/SAP student must appeal both RWAR/SAP by sending one form, which addresses both RWAR and SAP issues. The Academic Censure Appeal form is located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). The form includes all of the required information the student must submit in order to have their appeal reviewed.

- The form is submitted to the College of Health Science main office for initial review for completeness of forms. Completed appeal forms are then forwarded to the chair of the Department of Physician Assistant Studies. The department chair, in consultation with the Progress and Promotion Committee, has the final decision on all RWAR/SAP appeals.
- If the appeal is approved by the Progress and Promotion Committee, the student may be decelerated or 'Reinstated on Probation' and the Progress and Promotion Committee establishes an academic probation plan for the student to regain their satisfactory academic and degree progress standing, and the student's eligibility for financial aid is restored.
- The plan must be measurable and ensure that the student is able to meet Marquette's SAP standards by a specific point in time. Plans should include courses to be taken, expected grades and a time frame to complete the outlined objectives.
- The plan is monitored by the department (Progress and Promotion Committee).

- Should the student not fulfill all of their academic obligations as outline in the academic probation plan, the student's performance is evaluated by the committee and a determination is made as to whether the College Academic Alert (see below) process is instituted; however, the student is again coded with SAP for that term.

Probation and College Academic Alert (CAA)

Academic performance is monitored carefully by the Progress and Promotion Committee of the Department of Physician Assistant Studies Program, and students either not maintaining steady progress or not demonstrating adequate academic progress at midterm as defined earlier in the bulletin will be barred from future registration in the program and placed on College Academic Alert (CAA).

Within a term where remediation is required, students who fail to comply with the remediation standards outlined in the PA Didactic and Clinical Student Handbooks are placed on College Academic Alert (CAA). All students where conditions of probation have been established are subject to Progress and Promotion Committee review and possible CAA action should they fail to fulfill the conditions. It is possible that a student is barred from registration for academic reasons even though the student's cumulative GPA exceeds 2.800. Students concerned about their academic progress should consult the remediation protocol and academic progress section defined in the PA Student Handbook.

A student placed on College Academic Alert cannot register for subsequent courses in the Physician Assistant Studies Program and is removed from any such classes for future terms in which they are registered. Students are notified by CAA letter via email of the Progress and Promotion Committee's decision and of the appeal process. Undergraduate students that are not allowed to continue in the Physician Assistant Studies Program, but remain in good standing at the university, may be allowed to continue in their undergraduate degree course of study.

Academic Dismissal – Professional Integrity

Students may be dismissed from the Physician Assistant Studies program for failure to maintain professional integrity standards, which may include, but are not limited to:

1. Failure to comply with the Physician Assistant Studies Program Honor Code and Professional Code of Conduct.
2. Failure to comply with learning objectives set forth in a professional behavior learning contract between the student and the program.
3. Professional misconduct, including, but not limited to:
 - a. Conduct that constitutes harassment, threats or abuse of, or discrimination against peers, faculty, patients or others.
 - b. Provision of services at any point in the Physician Assistant Studies program while under the influence of an illegal substance and/or alcohol.
 - c. Breach of patient/client confidentiality.
 - d. Failure, during a clinical experience, to comply with the policies and procedures of the clinical facility.
 - e. Failure to comply with the Physician Assistant Studies program departmental Policies and Procedures outlined in the student handbook.
 - f. Failure to comply with the Physician Assistant Ethical Guidelines to Professional Conduct (www.nccpa.net (<http://www.nccpa.net>) and www.aapa.org (<http://www.aapa.org>)).

Violations of the professional integrity requirements results in a hearing with the Progress and Promotion Committee. Findings of misconduct to self, faculty, the program, the university clinical placements and/or patient may result in failure in the assignment, failure in the course or dismissal from the program. For instances of dismissal from the program, a notation of "Required to Withdraw for Professional Integrity Reasons" appears on the student's permanent academic record and transcript.

Academic Dismissal - Academic Misconduct

Dismissal for academic misconduct (RWAM) is determined per the Academic Honesty policy found in the Academic Regulations section of this bulletin. Once this determination has been made, the student is dismissed from the university. This action results in ineligibility to register at Marquette. Reinstatement criteria for the student who is dismissed, if applicable, is outlined in the dismissal notice. If the student is allowed to return to the university, a permanent notation of 'Reinstated to the University' appears on the student's academic record and Marquette's official transcript.

Temporary Withdrawal from Program

Students who find it necessary to request a temporary withdrawal from the PA program must submit a written request to the program director.

The Progress and Promotion Committee may recommend, and must approve, the temporary withdrawal. The temporary withdrawal may be indicated under circumstances unique to specific problems of a given student, however, the temporary withdrawal shall extend no longer than a single calendar year.

Normally, a student is readmitted to the program at the end of their leave if the Progress and Promotion Committee believes the purpose of the temporary withdrawal has been successfully achieved. The committee may require the student to repeat course work before reentry after a prolonged absence.

The Physician Assistant program must be completed in no more than four years. Therefore, if a second temporary withdrawal is requested, the student may be dismissed from the program or required to reapply to the program.

Re-entry Policy

Students who find it necessary to withdraw from the Physician Assistant program may reenter at that level only with concurrence of the P&P Committee and the program director and on a space-available and case-by-case basis.

Tuition/Financial Aid for Physician Assistant Studies program

Students enrolled in the Physician Assistant Studies program upon completion of their baccalaureate degree are moved into the professional division of Health Sciences and are no longer be eligible for undergraduate financial aid.

Other Academic Regulations

For additional information on other College of Health Sciences regulations, see the College Academic Regulations (<http://bulletin.marquette.edu/healthscienceprofessional/academicregulations>) section of this bulletin

Physician Assistant Studies

Typical Three-Year Professional Phase - Master's of Physician Assistant Studies

First Year

First Term	Hours	Second Term	Hours	Summer Term	Hours
BISC 4340	3	BISC 3150	3	PHAS 7091	4
BISC 4145	4	PHTH 7558	4	PHAS 7092	4
BISC 7410	4	PHAS 7050	4	PHAS 7095	2
BISC 7130	5	PHAS 7270	4	PHAS 7115	3
PHAS 7080	2	BISC 7120	4	PHAS 7200	2
PHAS 7145	1			PHAS 7265	1
		19		16	

Second Year

First Term	Hours	Second Term	Hours	Summer Term	Hours
PHAS 7116	4	PHAS 7118	2	PHAS 7887	1
PHAS 7093	5	PHAS 7220	4	PHAS 7986	8
PHAS 7094	6	PHAS 7230	2	PHAS 7997	0
PHAS 7260	3	PHAS 7235	4		
PHAS 7085	2	PHAS 7245	1		
		PHAS 7250	4		
		20		9	

Third Year

First Term	Hours	Second Term	Hours
PHAS 7887	1	PHAS 7887	1
PHAS 7986	12	PHAS 7986	12
PHAS 7997	2	PHAS 7997	1
		15	
		14	

Total credit hours: 129

A master's degree in physician assistant studies requires successful completion of minimum total credits of 129. This includes 32 credits of clinical clerkship experiences, in addition to a 3 credit master's capstone project. Required clinical clerkship experiences include family practice, internal

medicine, emergency medicine, general surgery, pediatrics, women's health, behavioral medicine and electives. PHAS 7986 Internship in Physician Assistant Studies: may be offered for letter grade or S/U grading, as determined by the program.

Courses

PHAS 7050. Introduction to Medical History and Physical Examination. 4 cr. hrs.

Consists of two phases. The first portion of the course develops the student's interviewing skills eliciting a complete medical history. The second portion of the course instructs the student in the methods and modalities to complete an entire adult physical exam. At the conclusion of the course, the student is expected to be competent in eliciting a complete medical history and performing a physical exam, appropriately documenting the history and physical exam including all positive and negative findings. Medical terminology is reviewed throughout the course. Prereq: PHAS major; admitted to PA program.

PHAS 7080. Evidence-Based Medicine. 2 cr. hrs.

Provides a practical approach to making sound medical decisions based on current evidence in medical literature. Using a series of didactic presentations, group exercises, independent inquiry and reading, students learn the basic principles of evidence-based medicine. Basic skills in accessing MEDLINE and other medical databases will be emphasized and practiced. Research principles, research ethics, and basic statistical analysis are introduced. Students use their foundation in EBM throughout their didactic and clinical education. Skills learned will be essential in formulating and completing the capstone project in the 3rd year of the physician assistant program. Prereq: PHAS major; admitted to PA program.

PHAS 7085. Science Writing. 2 cr. hrs.

Provides a practical approach to critically evaluating medical literature and an overview of the fundamentals of effective scientific writing. Instruction explores the process of writing and publishing scientific manuscripts while expanding on knowledge and skills from PHAS 7080. Effective small group teamwork will be emphasized to help build team problem-solving, professionalism, and leadership skills. The knowledge and skills obtained in this course will be essential for formulating and successfully completing the capstone project requirement in the third year of the physician assistant program. Prereq: PHAS 7080 and admitted to the PA program.

PHAS 7091. Clinical Medicine 1. 4 cr. hrs.

Provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine, specifically the specialties of Cardiology and Dermatology, and Ear/Nose/Throat medicine. Organized by systems, clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Clinical Decision-Making courses. Prereq: Admitted to the PA program.

PHAS 7092. Clinical Medicine 2. 4 cr. hrs.

Provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine, specifically the specialties of Pulmonology, EENT, Immunology, Oncology, Endocrinology, and Medical Genetics. Organized by systems, clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Clinical Decision-Making course. Prereq: PHAS 7091 and admitted to the PA program.

PHAS 7093. Clinical Medicine 3. 4-5 cr. hrs.

Provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine, specifically the specialties of Hematology/Oncology, Gastroenterology, Neurology and Psychiatry. Organized by systems, clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Pharmacology and Clinical Decision-Making courses. Prereq: PHAS 7092 and admitted to the PA program.

PHAS 7094. Clinical Medicine 4. 4-6 cr. hrs.

Provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine, specifically the specialties of Nephrology, Urology, Orthopedics, Rheumatology, Endocrinology and Women's Health. Organized by systems, clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Pharmacology and Clinical Decision-Making courses. Prereq: PHAS 7093 and admitted to the PA program.

PHAS 7095. Public Health. 2 cr. hrs.

Studies the overview of public health system and commonly encountered chronic diseases that have public health implications. Topics include an overview of communicable & noncommunicable disease, violence, chronic stress, obesity/food-related health disorders, preventive medicine, food safety, antibiotic stewardship, exercise prescription, principles of addiction, accidents & injuries, and environmental health. Prereq: PHAS major; admitted to PA program.

PHAS 7115. Clinical Decision Making 1. 3 cr. hrs.

Focuses on developing a systematic approach to the process of solving clinical problems with emphasis on: 1) gaining familiarity with the differential diagnosis of commonly-encountered clinical problems, and 2) exercising the thought process used in clinical practice to work from a broad differential diagnosis to a single working diagnosis and treatment plan. This is accomplished largely by working through mock cases in small groups, individualized assignments and standardized patient encounters. The interpretation of historical, physical exam and diagnostic test data are addressed within the context of clinical case studies. The intent is to apply and integrate skills and competencies that have been introduced in previous and concurrent coursework: the basic sciences, pathophysiology, history taking, interviewing & physical examination skills, ordering and interpreting diagnostic tests, giving oral case presentations and documenting medical data in a written format. Prereq: PHAS major; admitted to PA program.

PHAS 7116. Clinical Decision Making 2. 4 cr. hrs.

This 4-credit course focuses on continuing to develop a systematic approach to the process of solving clinical problems. Emphasizes: 1) gaining familiarity with the differential diagnosis of commonly-encountered clinical problems, and 2) exercising the thought process used in clinical practice to work from a broad differential diagnosis to a single working diagnosis and treatment plan. Accomplished largely by working through mock cases in small groups, individualized assignments and standardized patient encounters. Also focuses on practical experience with commonly-encountered clinical problems in a community setting (Repairer's of the Breach Clinic) and developing skills for clinical practice. Intended to apply and integrate skills and competencies that students have been introduced to in previous and concurrent coursework: the basic sciences, pathophysiology, history taking, interviewing & physical examination skills, ordering and interpreting diagnostic tests, giving oral case presentations and documenting medical data in a written format. Course cases are linked with concurrent clinical medicine sections including Neurology, Psychiatry, Orthopedics, Rheumatology, Gastroenterology, Hematology, Endocrinology, Nephrology, and Urology. The interpretation of historical, physical exam and diagnostic test data are addressed within the context of clinical case studies. Prereq: PHAS major; admitted to the PA program.

PHAS 7117. Cultural Diversity in Health Care. 2 cr. hrs.

Introduction to healthcare delivery to diverse patient populations. Explores various culturally influenced perspectives on health and illness as well as identifying health disparities among certain cultural groups and minority populations. Students work toward becoming culturally competent practitioners by exploring their personal reactions to culturally based medical scenarios. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7118. Clinical Decision Making 3. 2 cr. hrs.

A 2-credit continuation of PHAS 7116 that focuses on application and further development of the student's approach to working-up and solving medical problems, as well as providing patient education and counseling. It is intended to build upon, refine and integrate basic clinical skills, interpersonal skills and competencies that students have acquired in previous course work. Students study health disease in social and cultural contexts recognizing health disparities that may exist. Students' clinical skills are honed by providing classroom activities to practice how to approach a focused history, physical exam and address an acute complaint in a simulated primary care outpatient setting. Prereq: PHAS major; admitted to PA program.

PHAS 7145. Physician Assistant Practice. 1 cr. hr.

Current issues facing the profession, including legal and professional standards and how physician assistants fit into the healthcare system are explored. Students become familiar with the history and traditions of the PA profession as well as the current standards and expectations to practice medicine as a physician assistant. Includes information about certification and licensure, employment, professional organizations and political/legislative topics. Prereq: Admitted to PA program.

PHAS 7200. Interpersonal Communication. 2 cr. hrs.

A 2-credit semester course intended to build upon basic interviewing skills that were introduced in PHAS 7050. Consists of a series of patient-encounters, classroom discussions and readings relevant to working constructively with problems in clinician/patient communications. Common types of difficult patient interactions will be addressed. Self-awareness is emphasized as the basis upon which clinicians develop an enhanced capacity for empathic listening and responsiveness. Prereq: PHAS major; admitted to PA program.

PHAS 7220. Clinical Pharmacotherapeutics. 4 cr. hrs.

A 4-credit clinical course that focuses on clinical pharmacotherapeutics designed specifically to develop an extensive understanding of the medications routinely used in inpatient and outpatient medical care. Presented in both lecture and case study format using patient scenarios to develop clinical pharmacology knowledge. Prereq: PHAS major, BISC 7120, and admitted to PA program.

PHAS 7230. Geriatric Medicine. 2 cr. hrs.

An introduction into the biological aspects of aging, latency of disease, clinical geriatric syndromes, atypical disease presentations, drug prescribing and long term care of the elderly. Students develop an understanding of the special considerations and knowledge needed for clinical assessment and management of this special patient population. Prereq: PHAS major; admitted to PA program.

PHAS 7235. Emergency Medicine. 4 cr. hrs.

A comprehensive introduction to diagnosis and treatment of common and life-threatening adult and pediatric problems in the Emergency Department. Information and skills are delivered and developed in a series of lectures, skills labs and small group case discussions led by an emergency medicine physician and EM PAs. Integrates prior and current developing knowledge of clinical medicine, history and physical exam taking, pediatrics, pharmacology, public health, surgery, and women's health. Students obtain certification in ACLS: Advanced Cardiac Life Support. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS 7245. Professional and Ethical Issues. 1 cr. hr.

Emphasis is on current issues facing the profession, including legal and ethical problems, and the unique place for PAs within the health care system. A significant portion of the course confronts ethical issues facing today's Physician Assistants. Prereq: PHAS major; admitted to PA program.

PHAS 7250. Surgical Principles and Procedures. 4 cr. hrs.

An introduction to the role of the physician assistant in surgery and surgical procedures commonly performed in post-operative care. Employs a system-oriented, problem based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition. Prereq: PHAS major; admitted to PA program.

PHAS 7255. Women's Health. 3 cr. hrs.

Provides practical information on routine gynecologic and obstetric care for women. It explores various gynecological diseases, obstetric complications, and preventive care for women of all ages. Employs a system-oriented, problem based approach in which clinical information is presented to include basic anatomy, physiology, pharmacology, pathology, radiology, and laboratory diagnostics. Prereq: PHAS major; admitted to PA program.

PHAS 7260. Pediatric Medicine. 3 cr. hrs.

An introduction to pediatric medicine. Covers the well child exam from birth through adolescence, and common medical problems encountered in the pediatric setting. Employs a system-oriented, problem based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS 7265. Medical Coding and Health Care Systems. 1 cr. hr.

Familiarizes the student with the ever-changing health care marketplace and the Physician Assistant Profession's role within it. Traces the mechanism of the health care delivery system from the basic patient encounter through to the variations in healthcare delivery among the various paid and subsidized systems, including Federal, State and private systems. Also explores the various local, state, and federal patient resource programs that are available and addresses how to help patients access them as a provider. Concludes with an in-depth look at the medical coding system and teaches the students how and why to code properly. Students are familiarized with the Typhon system of patient documentation and practice using it in conjunction with cases done in PHAS 7115. Prereq: PHAS major; admitted to PA program.

PHAS 7270. Diagnostics Technology. 4 cr. hrs.

Consists of three distinct class sections: a 12-Lead ECG interpretation section, a radiology section, and a laboratory section. Provides a broad introduction to these topics that are expanded upon in PHAS 7110, 7111, and 7115. The ECG interpretation section will provide students with a systematic methods of interpreting a 12-Lead ECG with respect to rate, rhythm and blocks, electrical axis determination, hypertrophy (atria and ventricles), ischemia/injury/infarction, and miscellaneous drug, electrolyte, disease, and pacemaker effects. The radiology section will provide students with a systematic method of interpreting common radiographic studies seen in primary care. The laboratory section emphasizes the utilization of laboratory methods for the diagnosis and treatment of disease. The content focuses on those aspects pertinent to the provision of ambulatory primary care. Prereq: PHAS major; admitted to PA program.

PHAS 7887. Summative Clinical Assessment. 1 cr. hr.

Summative assessment course offered every term of the clinical year which utilizes several evaluation tools provide a comprehensive appraisal of every student's readiness and eligibility for graduation. Students complete case presentations, complete Observed Simulated Clinical Experiences (OSCEs) with standardized patients, and give presentations on public health disparities. Students complete a comprehensive summative examination based on the NCCPA examination PANCE guidelines. Prereq: Admitted to the PA program.

PHAS 7931. Topics in Physician Assistant Studies. 1-6 cr. hrs.

Used for topics course.

PHAS 7986. Internship in Physician Assistant Studies. 2-6 cr. hrs.

May be offered graded or S/U. Prereq: PHAS major; admitted to PA program.

PHAS 7995. Independent Study in Physician Assistant Studies. 1-6 cr. hrs.

Prereq: Admitted to PA program.

PHAS 7997. Master's Capstone Project. 0-8 cr. hrs.

A yearlong Capstone concluding in either a paper or a project. The paper requires students to select a pertinent health topic, propose a relevant clinical question, complete a thorough literature search, and draw conclusions based on the data/evidence. These findings are then presented in the form of a clinical paper suitable for publication in a medical journal and as a PowerPoint presentation. The project requires students to identify a public or clinical health problem or issue to be addressed through a student-led project. Students design and implement the project and draw conclusions based on data/evidence. These findings are presented in the form of a research paper suitable for publication in a medical or public health journal and as a PowerPoint presentation. In both options 0 credit are SNC/UNC grade assessment; 1-4 credits are graded. Prereq: PHAS major; admitted to PA program.

Biomedical Science Pre-Dental Enhancement Program

Chairperson: John R. Mantsch, Ph.D.

Department of Biomedical Sciences website (<http://www.marquette.edu/chs/bisc>)

In partnership with the Marquette University School of Dentistry, the Department of Biomedical Sciences in the College of Health Sciences offers a pre-dental enhancement program.

This non-degree program is designed to help students build a more competitive dental school application in 12 months. The program is for students who already have a significant scientific background but seek to strengthen their academic resumes by taking an intensive pre-dental curriculum that includes graduate-level biomedical coursework and immersion in the dental field.

This is a unique opportunity, which not only enhances academic credentials, but also emphasizes the growing public health concerns within the field of dentistry and includes on-site experiences in urban and rural dental clinics as well as community health-oriented courses. The program not only brings together the academic and clinical strengths of the Department of Biomedical Sciences and the School of Dentistry, but also educates students about social justice issues in health care and dental health disparities.

Therefore, this program both prepares future health professionals and develops men and women for others who can champion social change in health care.

The program is an intensive, 12-month curriculum with an emphasis on courses that strengthen a student's academic skills and knowledge of the dental health profession, such that they are well positioned for success in dental school.

The exposure to public health related courses and the immersive experience involving community urban and rural clinics are designed to increase students' awareness and understanding of the challenges and values of diverse and under-served populations. These opportunities are aligned with the increasing involvement of dental schools, including the Marquette University School of Dentistry, in public health dentistry and rural outreach.

- Participation in an intensive pre-dental curriculum that includes graduate-level biomedical coursework and immersion in the dental field through the Marquette University School of Dentistry.
- Emphasis on public health that includes on-site experiences in urban and rural dental clinics as well as community health-oriented courses.
- Personal pre-dental advising that focuses on student success, career advising, assistance with the dental school application process and interview techniques.
- Opportunities for students who meet program standards to receive interviews with the Marquette University School of Dentistry with the possibility for entry upon completion of the program without an additional gap year.

Program Qualifications

A qualified applicant to our Biomedical Sciences Pre-Dental (BMPD) enhancement program would already meet minimum qualifications to apply to dental school, but needs to strengthen their academic preparation.

Criteria:

1. Completed all of the prerequisite coursework for dental school admission
2. Obtained competitive scores on the Dental Admissions Test (DAT) (typically a score of 17 or higher, achieved prior to the start of the program)
3. Have an academic background that is enriched by and not redundant with the program's curriculum
4. Have a minimum GPA of 3.750 (based on performance in all undergraduate and post-graduate courses)

Application requirements include submission of official transcripts from all colleges/universities attended; DAT scores (may be copies that were sent to you); 3 letters of recommendation. An applicant may request to have application reviewed without DAT scores, but if accepted, a student must have a competitive DAT score by the start of the program.

As an enhancement program, students in the BMPD do not qualify for financial aid. Financial assistance is available for selected applicants from under-represented backgrounds.

Biomedical Sciences Pre-Dental Enhancement Program

A course of study that is a pre-dental enhancement program consisting of three terms of study (summer, fall and spring). This program is not eligible for Title IV federal aid.

Required Course Work:

Biomedical Sciences Core: Students are required to take a minimum of two science courses in the summer term and three science courses in the fall and spring terms. Science content includes dental-related anatomy, nutrition, pathology, physiology, genetics, microbiology, biochemistry, embryology, endocrinology and infectious disease.

BISC 3110	Nutritional Aspects of Health	3
BISC 3150	General Pathology	3
BISC 3213	Biochemistry	4
BISC 4147	Human Physiology Laboratory	1
BISC 5145	Human Physiology	4
BISC 5340	Human and Applied Medical Genetics	3
BISC 7215	Clinical Microbiology with Lab	4
BISC 7235	Principles of Dental Gross Anatomy	3
Choose from one of the following:		3

BISC 5140	Functional Neuroanatomy
BISC 5173	Principles of Human Embryology
BISC 7150	Outbreaks, Epidemics and Pandemics

Professional Development Core: Prepares students for a successful application to dental school or other graduate/career path upon completion of the program. Content includes personal statement writing, resume development, interview skills and other aspects of career development.

BISC 7005	Professional Development 1	0
BISC 7006	Professional Development 2	0
BISC 7007	Professional Development 3	0

Public Health and Health Policy Core: Prepare students with the knowledge and cultural competency skills and encourage a personal commitment to serve underserved patients in order to decrease health disparities are key goals of the program. Students therefore not only enhance their academic credentials but also gain valuable experience working with underserved populations that make them both more competitive applicants to dental schools and more empathetic, culturally competent dental health care providers.

BISC 7160	Foundations in Public Health	3
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Choose one of the following: 3

CLLS 2060	Public Health
BISC 5325	Endocrinology

Other courses with approval of program director

Choose one of the following: 3

BISC 4381	Politics of U.S. Health Care
BISC 4461	Comparative Health Politics and Policy

Other courses with approval of program director

Dental Foundations Core: These courses are designed to give students basic foundational knowledge in the area of dentistry to facilitate smooth transition to dental school.

BISC 7001	Principles of Dentistry	1
BISC 7002	Dental Health and Society	1
BISC 7021	Medical and Dental Terminology	1

Total Credit Hours 40

To remain in good academic standing and enrolled in the program, students are required to meet a minimum term GPA of 2.400 and C or better in all course work.

Courses

BISC 7001. Principles of Dentistry. 1 cr. hr.

Surveys the dental profession from the perspectives of participating clinicians, residents and students. Included is an introduction to clinical specialties, procedures, practice settings, as well as alternatives to clinical practice. S/U grade assessment. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7002. Dental Health and Society. 1 cr. hr.

An introduction to the field of dentistry with an emphasis on how it can impact an individual's overall health and address dental health disparities in the country. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7005. Professional Development 1. 0 cr. hrs.

Designed to focus on and improve the skills necessary for a successful application to dental school or other graduate/career path upon completion of the program. Focuses on the application building aspect within career development. SNC/UNC grade assessment. Prereq: Enrolled in the Biomedical Sciences Post-Baccalaureate certificate program.

BISC 7006. Professional Development 2. 0 cr. hrs.

Designed to focus on and improve the skills necessary for a successful application to dental school or other graduate/career path upon completion of the program. Focuses on the interview skill aspect of career development. SNC/UNC grade assessment. Prereq: Enrolled in the Biomedical Sciences Post-Baccalaureate certificate program.

BISC 7007. Professional Development 3. 0 cr. hrs.

Designed to focus on and improve the skills necessary for a successful application to dental school or other graduate/career path upon completion of the program. Focuses on the transition from the post-baccalaureate program to the student's future goals. SNC/UNC grade assessment. Prereq: Enrolled in the Biomedical Sciences Post-Baccalaureate certificate program.

BISC 7021. Medical and Dental Terminology. 1 cr. hr.

Provides a foundation for the understanding and use of common terminology in the medical field, with particular emphasis on dentistry. Designed to introduce basic prefixes, suffixes, and word roots, and their combining forms, as well as advanced clinical terminology specific to the dental profession. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7120. Medical Pharmacology. 4 cr. hrs.

Fundamentals of human pharmacology and basic principles dictating drug actions within the human body with emphasis on applications in general medicine. Focuses on the therapeutic actions and clinical applications of various drug classes. Topics include: cellular mechanisms, physiological responses, adverse reactions, drug-drug interactions, and clinical indications, accompanied by discussion on the pathological conditions for which common therapeutic agents are used. Applications of pharmacology commonly encountered by physician assistants are presented and are reinforced through interactive clinically correlated lectures presented by practicing physicians and physician assistants. Prereq: BISC 4145 and PHAS major.

BISC 7130. Human Gross Anatomy. 5 cr. hrs.

A human gross anatomy course including lecture and a cadaver dissection laboratory. Anatomy of the limbs, back, thorax, abdomen, pelvis, and head and neck is approached on a regional basis. Lectures emphasize regional anatomical relationships, functional aspects of the systems, and provide a guide to the dissections. Applies toward the Anatomy and Systems Content Area, but only 3 of the 5 credits apply toward the 33 credits required for the major. Prereq: PHTH major; or PHAS major only.

BISC 7150. Outbreaks, Epidemics and Pandemics. 3 cr. hrs.

Through case studies, discussion, group work and service learning students develop an understanding of how infectious disease epidemics occur, what can be done to control them and why control efforts succeed or fail. By exploring the characteristics of pathogens and human hosts that contribute to disease spread, students gain the knowledge and skills to understand the implications of newly emerging pathogens and are able to advocate for what needs to be done to prevent outbreaks.

BISC 7160. Foundations in Public Health. 3 cr. hrs.

Exploration of select public health issues with an emphasis on dental health disparities. Service learning experiences are incorporated to further the student's integration of public health issues with the dental profession. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7213. Clinical Biochemistry. 4 cr. hrs.

Examines biochemistry of human cells. Examines the chemistry of amino acids, proteins, carbohydrates, lipids, and nucleic acids. Explores the metabolism and metabolic regulation of these molecules, as well as changes in disease states. When necessary, compares and contrasts human biochemistry with that of bacterial cells. Prereq: General and organic chemistry and enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7215. Clinical Microbiology with Lab. 4 cr. hrs.

Focuses on the general biology of bacterial, viral, fungal and parasitic pathogens of human medical importance and the response of the human host. Laboratory sessions reinforce content from lectures and introduce students to laboratory skills including isolation, cultivation, enumeration, and characterization of bacteria of human medical importance. Utilizes Brightfield microscopy. Specialized techniques include antibiotic susceptibility testing, anaerobic cultivation, biochemical tests and immunological assays. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7235. Principles of Dental Gross Anatomy. 3 cr. hrs.

Provides students with a foundation in human anatomy, with focus on regions most relevant to dental medicine. Emphasizes correlations between structure, function, and clinical application. Includes laboratory. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7410. Microbiology. 4 cr. hrs.

Focuses on infectious agents of human medical importance and on the host pathogen interaction. Topic areas include: the general characteristics of bacteria, viruses, fungi and parasites as well as the etiology, pathogenesis, laboratory identification and epidemiology of selected diseases. Control of microorganisms is discussed in terms of sterilization, disinfection, chemotherapy and immunization. The immune system and the immune response are discussed. Applies toward the Cell and Molecular Content Area. Prereq: School of Dentistry or PHAS major.

BISC 7514. General Histology. 4 cr. hrs.

This course is a study of the normal microscopic structure and function of human cells, tissues and organs. The structural basis for various physiological and pathological processes such as inflammation and endocrine cycles is presented. The student is also introduced to tissues of the oral region that are studied in detail in DENT 7121. Laboratory exercises promote visual identification of structure. Prereq: School of Dentistry only.

BISC 7515. Biomedical Systems 1. 3 cr. hrs.

Provides an introduction to human anatomy of the head and neck region. Topics include the skull, temporomandibular joint, muscles of mastication and facial expression and an overview of the orbital and cervical regions. Structural and functional relationships between the cranial nerves and central neuroanatomical pathways are presented along with selected clinical correlations. Begins to build the foundational knowledge of the biomedical systems that is necessary for dental students as they start patient rounds during the first semester. Applies toward the Anatomy and Systems Content Area. Prereq: School of Dentistry.

BISC 7516. Biomedical Systems 2. 4 cr. hrs.

A human gross anatomy course for dental students that integrates lecture with a cadaver dissection laboratory. Follows the neurocranial anatomy course with expanded topics and detailed dissections of the head and neck regions. Lectures and dissections of the thorax, abdomen and pelvis, along with lectures on the upper and lower extremities are included. Part of a biomedical systems course sequence integrating anatomy, physiology, pathology, and dental clinical correlates. Prereq: School of Dentistry only.

BISC 7517. Biomedical Systems 3. 4 cr. hrs.

Module 3 of a systems-based course integrating anatomy, physiology and pathology including dental clinical correlates. Prereq: School of Dentistry only.

BISC 7518. Biomedical Systems 4. 4 cr. hrs.

Module 4 of a systems-based course integrating anatomy, physiology and pathology including dental clinical correlates. Prereq: School of Dentistry only.

BISC 7520. Dental Pharmacology. 4 cr. hrs.

Fundamentals of human pharmacology and basic principles dictating drug actions within the human body with emphasis on applications in dentistry. Focuses on the therapeutic actions and clinical applications of various drug classes. Topics include: cellular mechanisms, physiological responses, adverse reactions, drug-drug interactions, and clinical indications, accompanied by discussion on the pathological conditions for which common therapeutic agents are used. Applications of pharmacology commonly encountered by dentists are presented and are reinforced through interactive clinically correlated lectures presented by dental professionals. Prereq: School of Dentistry only.

BISC 7550. Remediation. 0-6 cr. hrs.

Variable credits. Variable titles. 0 credit will be SNC/UNC grade assessment; 1-6 credits will be graded. Prereq: Cons. of dept. ch. only.

BISC 7995. Independent Study in Biomedical Sciences. 1-6 cr. hrs.

Research on a selected topic under the direction of a faculty member of the Department of Biomedical Sciences. Can be taken for a maximum total of 6 credits, maximum of 3 credits can be applied towards BISC major.

Clinical Laboratory Science Certificate

Chairperson: April L. Harkins, Ph.D., MT(ASCP)

Department of Clinical Laboratory Science website

The mission of the Department of Clinical Laboratory Science is to educate persons to be highly skilled in laboratory medicine and possess those professional qualities necessary for the practice of clinical laboratory science. The certificate awarded in this department qualifies one to work as a clinical laboratory scientist (a.k.a., medical laboratory scientist or medical technologist) in hospital laboratories, clinics, physicians' offices, research and teaching laboratories, as well as in biotechnology and pharmaceutical companies and public health labs.

The Clinical Laboratory Science certificate program sequence commences with the first year in classrooms and labs on campus. The teaching laboratories on the university campus are structured to simulate a clinical setting and students have opportunities to experiment with modern technologies and diagnostic instrumentation. The clinical practicum required for this certificate occurs during the second year and involves clinical rotations in laboratories in the metro-Milwaukee area.

Accreditation

The Clinical Laboratory Science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences; 5600 N. River Road, Suite 720; Rosemont, IL 60018; (773) 714-8880. Upon successful completion of the course work and practicum, students are eligible for the appropriate certification and/or licensure examinations. The university assumes no responsibility for the success of its students in obtaining professional certification or other types of professional licensure.

Admission requirements

1. Completion of an undergraduate degree in a science-related field with a minimum 2.800 cumulative and science GPA.
2. Completion of the following course prerequisites at a regionally accredited college/university (with a minimum C grade):
 - a. Two courses in general biology, lab not required
 - b. Two courses in general chemistry (year sequence), with lab
 - c. One course in biochemistry (minimum 3 credit survey course). Must be completed within 5 years.
 - d. One course in organic chemistry, with lab (of a year-long sequence)
 - e. One course in physiology or a complete anatomy and physiology (A&P) sequence minimum 5 credits. Must be completed within 5 years.

Certain essential functions represent the non-academic requirements of the program that a student must possess to successfully complete the program and become employable. These include: the ability to distinguish colors, the ability to learn to perform and interpret highly complex testing methods and the ability to disseminate information in an accurate and confidential manner. Students must have good tactile skills, possess adequate physical and emotional health to work under stress and time constraints and demonstrate respect and care for others. Students must also be able to work efficiently and accurately in a clinical laboratory environment that often includes:

- Loud noises
- Strong odors
- Biohazardous materials
- Repetitive motions
- Standing for long periods of time

Ordinarily, CLLS courses are not approved for transfer from other institutions with the exception of CLLS 3160 Molecular Diagnostics: Laboratory Techniques. The following courses must be taken in the year immediately preceding the final (clinical) year:

CLLS 7124	Medical Bacteriology	4
CLLS 7127	Medical Microbiology	4
CLLS 7140	Laboratory Instrumentation	3
CLLS 7173	Analytical and Clinical Chemistry	4
CLLS 7174	Clinical Hematology 1	4

Professional Standards

In addition to being evaluated through the use of written examinations and assignments, class participation and practical examinations, clinical laboratory science students are also evaluated with respect to their professional qualities. The instructors in most clinical laboratory science courses complete a written evaluation of each student. Students who fail to comply with the rules and regulations of the department with respect to immunizations, health insurance, safety, honesty or whose conduct or health is unsatisfactory may be dismissed from the CLLS certificate program.

During the final (clinical) year, students are subject to academic and professional policies of the department as well as the rules and regulations of the affiliating clinical facility to which they are assigned. Students who are in violation of the rules and regulations of the clinical facility are subject to dismissal from that facility. This action is under the jurisdiction of the authorities of that institution in consultation with the university department chair.

In clinical laboratory science courses, a student who in any way acts dishonestly in class assignments or examinations is in violation of the University Academic Honesty policy and may be subject to dismissal from the certificate program.

For the safety of patients, peers and themselves, students are required to dress appropriately while attending clinical laboratory science sessions for all courses.

Academic Progression

Successful program progression requires students to complete each term in a lock-step sequence with a grade of C or higher in all courses in the certificate program. Each course is only offered once each academic year and should a student fall out of sequence, they will be delayed one year to continue. Students who fail to maintain progress necessary to meet the minimum requirements because of grade point average or excessive failure (F or U) grades are subject to review by the CLLS Progress and Promotions Committee, and they may be dismissed from the CLLS certificate program.

During the final (clinical) year the academic actions taken are varied in severity dependent upon the scholastic and/or professional deficiency. These actions are the following: written warning, clinical academic warning, clinical academic censure and required to withdraw. The method of making up unacceptable grades during the final year which have resulted in the issuing of an action of clinical academic warning or clinical academic censure are determined by mutual agreement between the university department chair and the affiliation clinical program director. The CLLS Progress and Promotion Committee prescribes, in writing, conditions under which these students are allowed to continue. Students who do not meet the conditions thus stipulated are dismissed from the certificate program.

Students must have a criminal background check prior to beginning their clinical assignments. Some clinical sites may have requirements beyond those of the university (e.g. physical examination, drug testing, etc.). Students are expected to participate in the state clinical laboratory science conference during the final (clinical) year of the program.

Clinical Laboratory Science Certificate Program

The certificate in Clinical Laboratory Science requires completion of the following courses:

PHIL 4336	Applied Ethics for the Health Sciences	1
CLLS 2200	Concepts in Clinical Laboratory Medicine	3
CLLS 3160	Molecular Diagnostics: Laboratory Techniques	3
CLLS 7124	Medical Bacteriology	4
CLLS 7127	Medical Microbiology	4
CLLS 7140	Laboratory Instrumentation	3
CLLS 7173	Analytical and Clinical Chemistry	4
CLLS 7174	Clinical Hematology 1	4
CLLS 7180	Concepts in Clinical Education Methods and Practicum	1
CLLS 7181	Modern Management Concepts for the Clinical Laboratory and Practicum	1
CLLS 7183	Clinical Chemistry and Practicum	6
CLLS 7184	Clinical Hematology 2 and Practicum	4
CLLS 7185	Clinical Hemostasis and Practicum	3
CLLS 7186	Clinical Immunohematology and Practicum	6
CLLS 7187	Clinical Immunology and Practicum	2
CLLS 7188	Clinical Microbiology and Practicum	6
CLLS 7189	Clinical Urinology and Practicum	2
Total Credit Hours		57

Students must complete all CLLS courses with a C or better and have a cumulative GPA of at least 2.200 prior to entering the final clinical year (fall/spring) of the program.

Tuition and Financial Aid

Individuals accepted to the CLLS Certificate program are admitted to Health Science Professional. As a certificate program, students may be eligible for financial aid. Completion of the Free Application for Federal Student Aid (FAFSA) is required in order to apply for financial aid.

Courses

CLLS 7124. Medical Bacteriology. 4 cr. hrs.

Emphasis on the theoretical foundations and methodologies needed in a medical bacteriology laboratory. Topics include: cultivation, isolation, microscopy, and antibiotic susceptibility testing. Morphological, cultural, biochemical, and immunological characteristics of bacteria examined as a basis for their differentiation and identification. Epidemiology, pathogenicity, and treatment of bacterial infections explored. Concepts of the immune response included. Prereq: Admitted to certificate program in clinical laboratory science.

CLLS 7127. Medical Microbiology. 4 cr. hrs.

Study of the identification and differentiation of pathogens and normal flora of humans based upon correlation of morphological, biochemical, immunological, and molecular characteristics. Epidemiology, pathogenicity, and treatment modalities are also investigated. Fungi, parasites, viruses, and bacteria are studied. Laboratory involves isolation and identification of medically important microorganisms, including proper patient specimen processing. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7124.

CLLS 7140. Laboratory Instrumentation. 3 cr. hrs.

Application of the principles of basic electronics, spectrophotometry, fluometry, electrochemistry, flame emission, atomic absorption and flow cytometry to laboratory instruments used in diagnostic and research laboratories. Selected laboratory experiments investigate these applications as related to clinical chemistry and hematology. Background in quality assurance is provided. Focuses on team problem-solving and instrument trouble-shooting. Prereq: Admitted to certificate program in clinical laboratory science.

CLLS 7173. Analytical and Clinical Chemistry. 4 cr. hrs.

Concepts of analytical chemistry including mathematical treatment of data, chemical and acid-base equilibria, buffers and electrochemistry. Application of theoretical aspects to measurement and evaluation of acid-base and electrolyte balance in the human body. Principles and application of electrophoretic and chromatographic analysis of clinical specimens. The components of blood and body fluids and their chemical analysis in disease states. Selected laboratory exercises emphasize quality assurance and integration of automated and manual clinical methods. Prereq: Admitted to certificate program in clinical laboratory science.

CLLS 7174. Clinical Hematology 1. 4 cr. hrs.

Study of identification and differentiation of blood and bone marrow cells with emphasis on morphology, function and pathology of these cells. Includes the study of blood parasites. Principles of methodologies used and their relationship to diagnosis and treatment of disease. Laboratory provides experience in identification of cellular elements in normal and disease states. Prereq: Admitted to certificate program in clinical laboratory science.

CLLS 7180. Concepts in Clinical Education Methods and Practicum. 1 cr. hr.

Educational concepts especially appropriate to instruction in a clinical setting using clinical materials. Concepts discussed include: writing learning objectives, learning styles, testing and evaluation methods and use of audio-visuales. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 4173.

CLLS 7181. Modern Management Concepts for the Clinical Laboratory and Practicum. 1 cr. hr.

Comparison of management theories and styles for effective leadership. Principles and methods of communication essential to the delivery of quality health care. Strategic financial planning ensuring cost effectiveness in the diagnostic laboratory. Statistical analysis comparing alternative methodologies for selection of reliable laboratory procedures. Selected projects relating managerial practices to clinical laboratory organization and use of laboratory data systems for health care delivery. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7173.

CLLS 7183. Clinical Chemistry and Practicum. 6 cr. hrs.

The chemical constituents of blood and other body fluids in health and disease. Principles of the methods used in qualitative and quantitative determination of these constituents. Treatment of the theoretical aspects of instrumentation used in these determinations. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7173.

CLLS 7184. Clinical Hematology 2 and Practicum. 4 cr. hrs.

Quantitative and qualitative study of blood, bone marrow and body fluid cells and alterations present in disease. Principles of procedures used. Methods of obtaining and preserving blood specimens with consideration of the theory and practice of aseptic technique. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7173.

CLLS 7185. Clinical Hemostasis and Practicum. 3 cr. hrs.

The components in the blood related to the hemostatic mechanisms, the principles of the procedures involved and their relationship to the diagnosis and treatment of disease. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7173.

CLLS 7186. Clinical Immunohematology and Practicum. 6 cr. hrs.

Therapeutic and diagnostic aspects of immunohematology. Aspects of blood transfusion and of methods used in preservation and selection of properly matched blood for transfusion. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7173.

CLLS 7187. Clinical Immunology and Practicum. 2 cr. hrs.

The diagnostic procedures used to determine immune system status and diagnosing immunodeficiency, autoimmunity and immunoproliferative diseases. The use of immunoassays to diagnose bacterial and viral infections and malignancies. Basic immunology is reviewed. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7173.

CLLS 7188. Clinical Microbiology and Practicum. 6 cr. hrs.

Advanced study of pathogenic and normal flora microorganisms having medical importance. Includes methods for obtaining and handling specimens for culture as well as principles of current instrumentation. Identification protocol include cultural, morphological, biochemical, immunological, and molecular characteristics. Examines pathophysiology of infectious diseases caused by bacteria, fungi, parasites and viruses. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7124, CLLS 7127 and CLLS 7173.

CLLS 7189. Clinical Urinology and Practicum. 2 cr. hrs.

Physical, chemical and microscopic study of urine with emphasis on the changes exhibited in disease with related physiology. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7173.

CLLS 7995. Independent Study in Clinical Laboratory Studies. 1-4 cr. hrs.

Advanced study of a selected topic under the direction of a faculty member from the Department of Clinical Laboratory Science. Prereq: Admitted to certificate program in clinical laboratory science; cons. of dept. ch.

Legal Disclosure

Non-Discrimination Statement

Marquette University, in accordance with its Jesuit tradition and Guiding Values, is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, age, disability, sex, gender identity/expression, sexual orientation, marital status, pregnancy, predisposing genetic characteristic, or military status. Employees, students, applicants or other members of the University community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

The University's policy as well as federal and state laws and regulations prohibit unlawful discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

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 Human Resources; Straz Tower; 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.

If you feel that you have been subjected to sexual harassment, discrimination or sexual misconduct, please contact Christine Harris Taylor, Title IX Coordinator: Alumni Memorial Union, Room 437, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-3151, christine.taylor@marquette.edu, or Office for Civil Rights: 500 W. Madison, Street, 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.

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This page will be updated with the 2017-2018 information in October 2017.

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Klingler College of Arts and Sciences elected faculty-2016

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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

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Opus College of Engineering elected faculty-2017

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Library faculty elected at large-2014

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Law School 2016

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College of Business Administration 2017

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Klingler College of Arts and Sciences/Natural Science (sabbatical replacement fall term 2015)

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Rosiland Franklin University of Health Sciences
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Chair, Physician Assistant Studies

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Vanashree Yadav Gautam, Ph.D.
Panjab University, India
Adjunct Assistant Professor of Clinical Laboratory Science

Shayla Yoachim, Ph.D.
University of Nebraska Medical Center
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Marquette University
Adjunct Instructor of Biomedical Sciences

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