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About Marquette University

From the President

At Marquette University, the entire university 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 here 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.

Rev. Scott R. Pilarz, S.J.
President

From the Provost

This bulletin describes all the practical details of Marquette University programs that you need to know—from the range of majors and courses offered, to the requirements for graduation, to the opportunities for professional development outside of class, to academic policies and procedures. But we also hope that, in reading the bulletin, you begin to understand what makes Marquette such a special place.

Faculty at Marquette take pride in being both teachers and scholars. They believe that those roles are complementary, and that both are essential to your development as an ethical, educated person. You will discover that faculty you consider excellent teachers are often well-regarded researchers and experts in their disciplines. Their commitment to you follows from Marquette’s Ignatian values and vision. Our faculty believe that education is a mode of personal formation, conducted with a respect for the whole person, striving for ethical as well as intellectual excellence and calling for service to others.

A Marquette education asks you to engage the world’s most difficult problems, to develop organizational skills that will help you work effectively in the company of others and to maintain a steady focus on issues of ethics and social responsibility. This is a style of education that has helped generations of Marquette alumni achieve positions of distinction and leadership in virtually every field of endeavor, from law, engineering, business, medicine, education and dentistry, to the sciences, humanities, social sciences and media and performing arts. A Marquette education offers you the opportunity to be the difference in the world, and that is the gift that Marquette’s faculty, students and staff hope to share with you.

John J. Pauly, Ph.D.
Provost

History

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

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

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

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

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

In the 1960s and ’70s, Marquette introduced doctoral programs in various fields, including religious studies, biology, history and chemistry. Since 1990, Marquette has added numerous programs, including degree programs for working adults, which offer courses on campus as well as at satellite locations in southeastern Wisconsin; a part-time law program; an executive master of business administration program; programs in physician assistant studies and exercise science; and a Graduate School of Management.
Today Marquette University has a campus of approximately 90 acres and 60 buildings located near downtown Milwaukee. It consists of 12 colleges and schools:

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

Mission Statement

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

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.

All this we pursue for the greater glory of God and the common benefit of the human community.

Vision Statement

Our vision is to provide a Catholic, Jesuit education that is genuinely transformational, so that our students graduate not simply better educated but better people, and to do so with such excellence that when asked to name the three or four best Catholic universities in America, people will include Marquette as a matter of course.
Statement on Human Dignity and Diversity

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

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

Accreditation

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

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

Accrediting Agencies

<table>
<thead>
<tr>
<th>College/School</th>
<th>Name of Agency</th>
<th>Academic Programs</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Klingler College of Arts and Sciences</td>
<td>American Psychological Association</td>
<td>Graduate Psychology – PhD in Clinical Psychology</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
</tr>
<tr>
<td>Diedrich College of Communication</td>
<td>Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)</td>
<td>-BA in Advertising -BA in Broadcast and Electronic Communication -BA in Journalism -BA in Public Relations -MA in Advertising and Public Relations -MA in Journalism</td>
<td><a href="http://www2.ku.edu/~acejmc/">http://www2.ku.edu/~acejmc/</a></td>
</tr>
<tr>
<td>Diedrich College of Communication</td>
<td>National Association of Schools of Theatre</td>
<td>BA degree with major in Theatre Arts</td>
<td><a href="http://nast.arts-accredit.org/">http://nast.arts-accredit.org/</a></td>
</tr>
<tr>
<td>School of Dentistry</td>
<td>Commission on Dental Accreditation (CODA) of the American Dental Association</td>
<td>DDS, certificate and master’s in advanced specialty education programs in endodontics, orthodontics and dentofacial orthopedics, and prosthodontics, certificate in advanced education in general dentistry.</td>
<td><a href="http://www.ada.org/117.aspx">http://www.ada.org/117.aspx</a></td>
</tr>
<tr>
<td>College of Education</td>
<td>American Psychological Association</td>
<td>Graduate Education – PhD in Counseling Psychology</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
</tr>
<tr>
<td>College of Education</td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>BS degree with majors in elementary/middle education and middle/secondary education</td>
<td><a href="http://www.ncate.org/">http://www.ncate.org/</a></td>
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</tr>
<tr>
<td>College of Engineering</td>
<td>The Biomedical Engineering, BSBE program is accredited by the Engineering Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org/">http://www.abet.org/</a></td>
<td></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>The Civil Engineering, BSCE program is accredited by the Engineering Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org/">http://www.abet.org/</a></td>
<td></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>The Computer Engineering, BSCO program is accredited by the Engineering Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org/">http://www.abet.org/</a></td>
<td></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>The Electrical Engineering, BSEE program is accredited by the Engineering Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org/">http://www.abet.org/</a></td>
<td></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>The Mechanical Engineering, BSME program is accredited by the Engineering Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org/">http://www.abet.org/</a></td>
<td></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>The Construction Engineering and Management, BS CEAM program has applied for accreditation by the Engineering Accreditation Commission of ABET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)</td>
<td>Master of Physician Assistant</td>
<td><a href="http://www.arc-pa.org/index.html">http://www.arc-pa.org/index.html</a></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>American Society of Exercise Physiologists</td>
<td>BS degree with major in Exercise Physiology</td>
<td><a href="http://www.asep.org/">http://www.asep.org/</a></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>Commission on Accreditation of Athletic Training Education (CAATE)</td>
<td>Baccalaureate in Athletic Training</td>
<td><a href="http://www.caate.net/imis15/caate/">http://www.caate.net/imis15/caate/</a></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association</td>
<td>MS in Speech-Language Pathology</td>
<td><a href="http://www.asha.org/academic/accreditation/CAA_overview.htm">http://www.asha.org/academic/accreditation/CAA_overview.htm</a></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</td>
<td>BS degree with major in Clinical Laboratory Sciences</td>
<td><a href="http://www.naacls.org/">http://www.naacls.org/</a></td>
</tr>
<tr>
<td>Law School</td>
<td>Section of Legal Education and Admissions to the Bar of the American Bar Association</td>
<td>JD</td>
<td><a href="http://www.americanbar.org/groups/legal_education.html">http://www.americanbar.org/groups/legal_education.html</a></td>
</tr>
<tr>
<td>Nursing</td>
<td>Commission on Collegiate Nursing Education</td>
<td>Bachelor of Science in Nursing -Master of Science in Nursing -Doctor in Nursing Practice</td>
<td><a href="http://www.aacn.nche.edu/ccne-accreditation">http://www.aacn.nche.edu/ccne-accreditation</a></td>
</tr>
</tbody>
</table>
### Nursing
- Accreditation Commission for Midwifery Education (ACME)
- Certificate in Nurse Midwifery
- MS in Nursing with a specialization in Nurse Midwifery
- [http://www.midwife.org/](http://www.midwife.org/)

### Certification, Licensure, Credentialing and Other Recognitions

<table>
<thead>
<tr>
<th>College/School</th>
<th>Name of Agency</th>
<th>Academic Programs</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Klingler College of Arts and Sciences</td>
<td>American Chemical Society</td>
<td>BS in Chemistry, Molecular Biology/biochemistry, Chemistry for the Professions</td>
<td><a href="http://portal.acs.org/portal/PublicWebSite/about/governance/committees/training/acsapproved/index.htm">http://portal.acs.org/portal/PublicWebSite/about/governance/committees/training/acsapproved/index.htm</a></td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>Chartered Financial Analyst (CFA)</td>
<td>BS in Finance, Applied Investment Management (AIM). The AIM program is a CFA Program Partner. The partnership designation means that Marquette University offers a degree program that covers at least 70 percent of the CFA Institute’s Program Candidate Body of Knowledge, the CFA Institute Ethical and Professional Standards, and other requirements.</td>
<td><a href="http://www.cfainstitute.org/partners/university/Pages/cfa_program_partners_overview.aspx">http://www.cfainstitute.org/partners/university/Pages/cfa_program_partners_overview.aspx</a></td>
</tr>
<tr>
<td>College of Education</td>
<td>Wisconsin Department of Public Instruction</td>
<td>College of Education:</td>
<td><a href="http://www.dpi.state.wi.us/">http://www.dpi.state.wi.us/</a></td>
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<tr>
<td></td>
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<td>- Licensure programs in administration: superintendent, director of instruction, principal, reading specialist</td>
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<td>- Licensure programs in teaching: middle childhood-early adolescences; early adolescence-adolescence</td>
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<td></td>
<td></td>
<td>Graduate Education:</td>
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<td>- Licensure programs in pupil services: school counselor</td>
<td></td>
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<tr>
<td></td>
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<td>- Licensure program in teaching: supplemental teaching-reading specialist</td>
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<tr>
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<td></td>
<td>Graduate Speech-Language Pathology</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Licensure programs in teaching: special education - speech and language pathology</td>
<td></td>
</tr>
<tr>
<td>Graduate School</td>
<td>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</td>
<td>Specialist in Blood Banking (SBB) portion of the Master’s in Transfusion Medicine program. The Master’s in Transfusion Medicine is a collaboration between Marquette University and the BloodCenter of Wisconsin. The first 18 credits, consisting of the SBB program, are completed at the BloodCenter of Wisconsin. An additional 21-22 credits are completed at Marquette University. Marquette University has no direct affiliation with the CAAHEP.</td>
<td><a href="http://www.caahep.org/">http://www.caahep.org/</a></td>
</tr>
</tbody>
</table>
Legal Disclosure

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

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

Student inquiries concerning Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 may be referred to the Office of Student Educational Services; Alumni Memorial Union; P.O. Box 1881; Milwaukee, WI 53201-1881; (414) 288-1645, V/T.

Student and employee inquiries concerning the application of Titles VI, VII, IX the Age Discrimination Acts of 1967 as amended, as well as Executive Order 11246 as amended may be referred to the Affirmative Action Officer; Straz Tower; P.O. Box 1881; Milwaukee, WI 53201-1881; (414) 288-3430.

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.

Written Agreements

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

Domestic Programs

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Sponsoring Marquette Academic Unit</th>
<th>Portion of the Program that is delivered by the Entity/Institution</th>
<th>Method of Delivery</th>
<th>Costs Students May be Expected to Incur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical College of Wisconsin (MCW)</td>
<td>Milwaukee, WI</td>
<td>Law School</td>
<td>9 credits</td>
<td>In person</td>
<td>Students pay the host institution’s tuition; there are no additional costs to the student.</td>
</tr>
<tr>
<td>Institution</td>
<td>Location</td>
<td>Type</td>
<td>Program Details</td>
<td>Tuition and Cost</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Medical College of Wisconsin (MCW)</strong></td>
<td>Wauwatosa, WI</td>
<td>Graduate School</td>
<td>Master’s in Healthcare Technologies Management-33%; Master’s in Bioinformatics-up to 49%; Ph.D. in Biomedical Engineering with Functional Imaging Specialization-40%; all other full-time Ph.D. students- up to 6 credits.</td>
<td>Students pay Marquette tuition; there are no additional costs to the students.</td>
<td></td>
</tr>
<tr>
<td><strong>University of Wisconsin-Milwaukee, WI</strong></td>
<td>Graduate School</td>
<td>Up to 6 credits.</td>
<td>In person or on-line classes depending on method of delivery that UWM uses.</td>
<td>Students pay Marquette tuition; there are no additional costs to the students.</td>
<td></td>
</tr>
<tr>
<td><strong>The Blood Center of Wisconsin</strong></td>
<td>Milwaukee, WI</td>
<td>Graduate School</td>
<td>MS in Transfusion Medicine 18 out of 38-40 credits are awarded</td>
<td>$4,500.00 total for the entire 18 credits</td>
<td></td>
</tr>
<tr>
<td><strong>General Electric (GE) Edison Systems Engineering Program</strong></td>
<td>Waukesha, WI</td>
<td>Graduate School</td>
<td>Master’s in Electrical and Computer Engineering-30%; Master’s in Biomedical Engineering-18-20%; Master’s in Mechanical Engineering-18-20%</td>
<td>None; this training is required as part of the students’ employment at GE.</td>
<td></td>
</tr>
<tr>
<td><strong>General Electric (GE) Edison Healthcare Software Engineering Program</strong></td>
<td>Barrington, IL and Waukesha, WI</td>
<td>Graduate School</td>
<td>Master’s in Computing-33-40%</td>
<td>None; this training is required as part of the students’ employment at GE.</td>
<td></td>
</tr>
<tr>
<td><strong>General Electric (GE) Edison Aviation Engineering Program</strong></td>
<td>Grand Rapids, MI</td>
<td>Graduate School</td>
<td>Master’s in Computing-33-40%</td>
<td>None; this training is required as part of the students’ employment at GE.</td>
<td></td>
</tr>
<tr>
<td><strong>Midwest Catholic Graduate Schools</strong></td>
<td>Consortium, which includes various locations *</td>
<td>Graduate School</td>
<td>No more than 6 credits.</td>
<td>It varies by school; most programs are in person; Tuition is paid at the home institution; there are no additional costs to the students.</td>
<td></td>
</tr>
<tr>
<td><strong>Jesuit Multilateral Agreement - Jesuit MBA</strong></td>
<td>Participants are located throughout the United States **</td>
<td>Graduate School</td>
<td>Depends on the timing of when a student transfers to the new institution; however, it will be less than 50%.</td>
<td>Students pay the tuition at the school into which they transferred; there are no additional costs to the students.</td>
<td></td>
</tr>
<tr>
<td><strong>Milwaukee Institute of Art and Design (MIAD)</strong></td>
<td>Milwaukee, WI</td>
<td>College of Communication</td>
<td>Various; Fine Arts-Motion narrative minor 33-100%; Fine Arts-Graphic Design minor 100%; Fine Arts-Photography minor 100%; Fine Arts-Studio Art minor 83%</td>
<td>Students pay Marquette tuition for the MIAD courses; No additional tuition is charged; however, MIAD courses may have course-specific fees for supplies.</td>
<td></td>
</tr>
<tr>
<td><strong>St. Norbert’s College</strong></td>
<td>De Pere, WI</td>
<td>Graduate School</td>
<td>Master’s in Applied Economics - 20%</td>
<td>Students pay the host institutions tuition; there are no additional costs to the student.</td>
<td></td>
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</tbody>
</table>
About Marquette University

* 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Sponsoring Marquette Academic Unit</th>
<th>Portion of the Program that is delivered by the Entity/Institution</th>
<th>Method of Delivery</th>
<th>Costs Students May be Expected to Incur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monash University</td>
<td>Melbourne, Australia</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$29,040 Additional information is found here: <a href="http://www.mu.edu/abroad/australia-melbourne-monash.shtml">http://www.mu.edu/abroad/australia-melbourne-monash.shtml</a></td>
</tr>
<tr>
<td>Macquarie University</td>
<td>Sydney, Australia</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,885 Additional information is found here: <a href="http://www.mu.edu/abroad/australia-sydney-macquarie.shtml">http://www.mu.edu/abroad/australia-sydney-macquarie.shtml</a></td>
</tr>
<tr>
<td>University of innsbruck</td>
<td>Innsbruck, Austria</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,200 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
</tr>
<tr>
<td>Universiteit Antwerpen</td>
<td>Antwerp, Belgium</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,317 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
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<td>Bolivia: Language and Culture in Cochabamba</td>
<td>Cochabamba, Bolivia</td>
<td>Various</td>
<td>Students typically earn 3-6 credits in the summer term</td>
<td>In person</td>
<td>$7,215 Additional information is found here: <a href="http://www.marquette.edu/abroad/bolivia-cochabamba-summer.shtml">http://www.marquette.edu/abroad/bolivia-cochabamba-summer.shtml</a></td>
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<td>Laval University</td>
<td>Quebec, Canada</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>Varies by session. Additional information is found here: <a href="http://www.mu.edu/abroad/canada-quebec-laval.shtml">http://www.mu.edu/abroad/canada-quebec-laval.shtml</a></td>
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<td>Marquette en Chile</td>
<td>Santiago, Chile</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$26,660 Additional information is found here: <a href="http://www.mu.edu/abroad/chile-santiago-mu.shtml">http://www.mu.edu/abroad/chile-santiago-mu.shtml</a></td>
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<td>BIT (Beijing Institute of Beijing, China Technology)</td>
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<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$27,950 Additional information is found here: <a href="http://business.marquette.edu/study-abroad">http://business.marquette.edu/study-abroad</a></td>
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<td>University</td>
<td>City, Country</td>
<td>College/Department</td>
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<td>Payment Method</td>
<td>Additional Information</td>
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<tr>
<td>Peking University</td>
<td>Beijing, China</td>
<td>College of Business</td>
<td>Students typically earn 3-9 credits in the summer term.</td>
<td>In person</td>
<td>$5,161 Varies by credit load. Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
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<tr>
<td><strong>Peking University, Guanghua School of Management</strong></td>
<td>Beijing, China</td>
<td>College of Business</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$27,350 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
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<tr>
<td>The Beijing Center for Chinese Studies</td>
<td>Beijing, China</td>
<td>Office of International</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$24,028 Additional information is found here: <a href="http://www.mu.edu/abroad/china-beijing-tbc.shtml">http://www.mu.edu/abroad/china-beijing-tbc.shtml</a></td>
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<td>The Beijing Center for Chinese Studies</td>
<td>Beijing, China</td>
<td>Office of International</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>$8,924; student pay the program directly. Additional information is found here: <a href="http://www.mu.edu/abroad/china-beijing-tbc.shtml">http://www.mu.edu/abroad/china-beijing-tbc.shtml</a></td>
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<td>Tongji University</td>
<td>Shanghai, China</td>
<td>College of Business</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$27,950 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
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<td>University of Copenhagen</td>
<td>Copenhagen, Denmark</td>
<td>Office of International</td>
<td>For graduate students only; Students earn one semester’s worth of credit, typically 6-9 credits.</td>
<td>In person</td>
<td>$25,620 Additional information is found here: marquette.edu/abroad/where.shtml</td>
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<td>University of Southern Denmark</td>
<td>Sonderborg, Denmark</td>
<td>College of Business</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,500 Additional information is found here: business.marquette.edu/departments/intlbus-study-abroad-semester#denmark</td>
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<td>American University in Cairo, Egypt</td>
<td>Cairo</td>
<td>Office of International</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>$9,371; students pay program directly. Additional information is found here: <a href="http://www.mu.edu/abroad/egypt-cairo-auc.shtml">http://www.mu.edu/abroad/egypt-cairo-auc.shtml</a></td>
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<tr>
<td>American University in Cairo, Egypt</td>
<td>Cairo</td>
<td>Office of International</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$25,513 Additional information is found here: <a href="http://www.mu.edu/abroad/egypt-cairo-auc.shtml">http://www.mu.edu/abroad/egypt-cairo-auc.shtml</a></td>
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<td>Casa de la Solidarida</td>
<td>San Salvado, El Salvador</td>
<td>Office of International</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$23,552 Additional information is found here: <a href="http://www.mu.edu/abroad/el-salvador-san-salvador-scu.shtml">http://www.mu.edu/abroad/el-salvador-san-salvador-scu.shtml</a></td>
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<td>University of Birmingham</td>
<td>Birmingham, England</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$27,720 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
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<td>University of Kent</td>
<td>Caterbury, England</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$18,836; students pay program directly. Additional information is found here: <a href="http://www.mu.edu/abroad/england-canterbury-kent.shtml">http://www.mu.edu/abroad/england-canterbury-kent.shtml</a></td>
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<td>City University</td>
<td>London, England</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,518 Additional information is found here: <a href="http://www.mu.edu/abroad/england-london-cu.shtml">http://www.mu.edu/abroad/england-london-cu.shtml</a></td>
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<td>Kings College</td>
<td>London, England</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$26,248 Additional information is found here: <a href="http://www.mu.edu/abroad/england-london-kings.shtml">http://www.mu.edu/abroad/england-london-kings.shtml</a></td>
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<td>Kings College Summer</td>
<td>London, England</td>
<td>Office of International Education</td>
<td>Students typically earn 3-6 credits in the summer term.</td>
<td>In person</td>
<td>Varies by credit load; students pay program directly. Additional information is found here: <a href="http://www.mu.edu/abroad/england-london-st-marys.shtml">http://www.mu.edu/abroad/england-london-st-marys.shtml</a></td>
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<td>St. Mary’s-Twickenham</td>
<td>London, England</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$24,948 Additional information is found here: <a href="http://www.mu.edu/abroad/england-london-st-marys.shtml">http://www.mu.edu/abroad/england-london-st-marys.shtml</a></td>
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<tr>
<td>Europoean Summer Program</td>
<td>Lille, France</td>
<td>Office of International Education</td>
<td>Students typically earn 5-9 credits in the summer term.</td>
<td>In person</td>
<td>Varies by credit load/ subjects studied; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/france-lille.shtml">http://www.marquette.edu/abroad/france-lille.shtml</a></td>
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<td>Universite Catholique</td>
<td>Lille, France</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,835 Additional information is found here: <a href="http://www.marquette.edu/abroad/france-lille.shtml">http://www.marquette.edu/abroad/france-lille.shtml</a></td>
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<td>Universite Catholique</td>
<td>Lyon, France</td>
<td>College of Business Administration</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>$7,937 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
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<td>Tuition/Cost</td>
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<td>Universite Catholique de Lyon</td>
<td>Lyon, France</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$30,435 Additional information is found here: <a href="http://business.marquette.edu/">http://business.marquette.edu/</a> departments/intlbus-study-abroad-semester</td>
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<tr>
<td>Institut Catholique de Paris</td>
<td>Paris, France</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$30,628 Additional information is found here: <a href="http://www.marquette.edu/">http://www.marquette.edu/</a> abroad/france-paris-catholic.png</td>
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<td>Institut Catholique Paris Summer Program</td>
<td>Paris, France</td>
<td>Office of International Education</td>
<td>Students typically earn 6-9 credits in the summer term.</td>
<td>$5,752 Varies by credit load/subjects studied; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/">http://www.marquette.edu/</a> abroad/france-paris-catholic.png</td>
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<tr>
<td>Pole, ESG</td>
<td>Paris, France</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$30,885 Additional information is found here: <a href="http://business.marquette.edu/">http://business.marquette.edu/</a> departments/intlbus-study-abroad-semester</td>
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<td>Sciences-Po</td>
<td>Paris, France</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$30,628 Additional information is found here: <a href="http://www.mu.edu/abroad/france-paris-sciences-po.png">http://www.mu.edu/abroad/france-paris-sciences-po.png</a></td>
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<tr>
<td>Universite de Poitiers</td>
<td>Poitiers, France</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$28,128 Additional information is found here: <a href="http://law.marquette.edu/">http://law.marquette.edu/</a> programs-degrees/university-poitiers</td>
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<tr>
<td>EM Strasbourg</td>
<td>Strasbourg, France</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$30,335 Additional information is found here: <a href="http://business.marquette.edu/">http://business.marquette.edu/</a> departments/intlbus-study-abroad-semester</td>
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<tr>
<td>EM Strasbourg</td>
<td>Strasbourg, France</td>
<td>College of Business Administration</td>
<td>Students typically earn 7 credits in the summer term.</td>
<td>$7,397 Additional information is found here: <a href="http://business.marquette.edu/">http://business.marquette.edu/</a> departments/intlbus-study-abroad-semester</td>
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<td>IIK Dusseldorf</td>
<td>Dusseldorf, Germany</td>
<td>Office of International Education</td>
<td>Students typically earn 6-9 credits in the summer term.</td>
<td>$4,447; students pay program directly. Additional information is found here: <a href="http://www.mu.edu/abroad/germany-dusseldorf-iik.png">http://www.mu.edu/abroad/germany-dusseldorf-iik.png</a></td>
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<td>Institution</td>
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<td>Course Description</td>
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<td>Catholic University of Eichstatt/Ingolstadt</td>
<td>Eichstaett, Germany</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$30,365 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
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<td>Goethe University</td>
<td>Frankfurt, Germany</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$28,665 Additional information is found here: <a href="http://www.mu.edu/abroad/germany-frankfurt-goethe.shtml">http://www.mu.edu/abroad/germany-frankfurt-goethe.shtml</a></td>
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<td>Phillipps Universitat</td>
<td>Marburg, Germany</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$28,633 Additional information is found here: <a href="http://www.mu.edu/abroad/germany-marburg-pum.shtml">http://www.mu.edu/abroad/germany-marburg-pum.shtml</a></td>
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<td>Hong Kong Institute of Education</td>
<td>Tai Po, Hong Kong</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$24,247 Additional information is found here: <a href="http://www.marquette.edu/abroad/china-hongkong.shtml">http://www.marquette.edu/abroad/china-hongkong.shtml</a></td>
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<td>Management Development Institute</td>
<td>Gurgaon, India</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$26,926 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
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<td>University College Dublin</td>
<td>Dublin, Ireland</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$27,698 Additional information is found here: <a href="http://www.mu.edu/abroad/ireland-dublin-ucd.shtml">http://www.mu.edu/abroad/ireland-dublin-ucd.shtml</a></td>
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<td>National University of Ireland</td>
<td>Galway, Ireland</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>$27,318 Additional information is found here: <a href="http://www.mu.edu/abroad/ireland-galway-nui.shtml">http://www.mu.edu/abroad/ireland-galway-nui.shtml</a></td>
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<td>National University of Ireland, Galway Summer Program</td>
<td>Galway, Ireland</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>$6,827 Additional information is found here: <a href="http://www.mu.edu/abroad/ireland-galway-nui.shtml">http://www.mu.edu/abroad/ireland-galway-nui.shtml</a></td>
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<td>Gonzaga in Florence Summer Program</td>
<td>Florence, Italy</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>$11,143; students pay program directly. Additional information is found here: <a href="http://www.mu.edu/abroad/italy-florence-gonzaga.shtml">http://www.mu.edu/abroad/italy-florence-gonzaga.shtml</a></td>
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<td>University</td>
<td>City, Country</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>Fee (in USD)</td>
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<td>Gonzaga University</td>
<td>Florence, Italy</td>
<td>Office of International Education</td>
<td></td>
<td>In person</td>
<td>$30,636 (fall) or $29,886 (Spring); students pay the program directly. Additional information is found here: <a href="http://www.mu.edu/abroad/italy-florence-gonzaga.shtml">http://www.mu.edu/abroad/italy-florence-gonzaga.shtml</a></td>
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<td>Universita Cattolica del Milan</td>
<td>Rome, Italy</td>
<td>Office of International Education</td>
<td></td>
<td>In person</td>
<td>$28,330; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/italy-milan-ucsc.shtml">http://www.marquette.edu/abroad/italy-milan-ucsc.shtml</a></td>
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<td>John Cabot University</td>
<td>Rome, Italy</td>
<td>Office of International Education</td>
<td>Students typically earn 3-12 credits in the summer term.</td>
<td>In person</td>
<td>$29,448 Additional information is found here: <a href="http://www.mu.edu/abroad/italy-rome-jcu.shtml">http://www.mu.edu/abroad/italy-rome-jcu.shtml</a></td>
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<td>John Felice Rome Center</td>
<td>Rome, Italy</td>
<td>Office of International Education</td>
<td>Students typically earn 3-12 credits in the summer term.</td>
<td>In person</td>
<td>$27,113 Additional information is found here: <a href="http://www.mu.edu/abroad/italy-rome-center.shtml">http://www.mu.edu/abroad/italy-rome-center.shtml</a></td>
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<td>Loyola Rome Center</td>
<td>Rome, Italy</td>
<td>Office of International Education</td>
<td>Students typically earn 3-12 credits in the summer term.</td>
<td>In person</td>
<td>Varies by credit load; students pay program directly. Additional information is found here: <a href="http://www.marquette.edu/abroad/italy-rome-center.shtml">http://www.marquette.edu/abroad/italy-rome-center.shtml</a></td>
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<td>Sophia University</td>
<td>Tokyo, Japan</td>
<td>Office of International Education</td>
<td>Students earn one semester's worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$31,045 Additional information is found here: <a href="http://www.mu.edu/abroad/japan-tokyo-su.shtml">http://www.mu.edu/abroad/japan-tokyo-su.shtml</a></td>
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<td>Sophia University Summer Program</td>
<td>Tokyo, Japan</td>
<td>Office of International Education</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>$8,877 Additional information is found here: <a href="http://www.mu.edu/abroad/japan-tokyo-su.shtml">http://www.mu.edu/abroad/japan-tokyo-su.shtml</a></td>
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<td>Universidad Iberoamericana</td>
<td>Mexico City, Mexico</td>
<td>College of Business Administration</td>
<td>Students typically earn 3-6 credits in the summer term.</td>
<td>In person</td>
<td>Varies by credit load; students pay the program directly. Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
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<td>Office of Education</td>
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<td>Tecnológico de Monterrey</td>
<td>Various cities, Mexico</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$24,703 Additional information is found here: <a href="http://www.marquette.edu/abroad/mexico-tec-de-monterrey-itesm.shtml">http://www.marquette.edu/abroad/mexico-tec-de-monterrey-itesm.shtml</a></td>
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<td>AMIDEAST Rabat</td>
<td>Rabat, Morocco</td>
<td>Office of International Education</td>
<td>Students typically earn 3-6 credits in the summer term.</td>
<td>In person</td>
<td>$6,979 (3 credits) or $11,279 (6 credits); students pay program directly. Additional information is found here: <a href="http://www.mu.edu/abroad/morocco-rabat-ae.shtml">http://www.mu.edu/abroad/morocco-rabat-ae.shtml</a></td>
</tr>
<tr>
<td>South Africa Service Learning Program</td>
<td>Bellville, Republic of South Africa</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$28,729 Additional information is found here: <a href="http://www.mu.edu/abroad/southafrica.shtml">http://www.mu.edu/abroad/southafrica.shtml</a></td>
</tr>
<tr>
<td>Sogang University</td>
<td>Seoul, South Korea</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$25,178 Additional information is found here: <a href="http://www.mu.edu/abroad/south-korea-seoul-su.shtml">http://www.mu.edu/abroad/south-korea-seoul-su.shtml</a></td>
</tr>
<tr>
<td>Sogang University Summer Program</td>
<td>Seoul, South Korea</td>
<td>Office of International Education</td>
<td>Students typically earn 6-9 credits in the summer term.</td>
<td>In person</td>
<td>Varies by credit load. Additional information is found here: <a href="http://www.mu.edu/abroad/south-korea-seoul-su.shtml">http://www.mu.edu/abroad/south-korea-seoul-su.shtml</a></td>
</tr>
<tr>
<td>IQS-Universitat Ramon Llull</td>
<td>Barcelona, Spain</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$30,390 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
</tr>
<tr>
<td>ETEA</td>
<td>Cordoba, Spain</td>
<td>College of Business Administration</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$29,990 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
</tr>
<tr>
<td>ICADE Summer Program</td>
<td>Madrid, Spain</td>
<td>College of Business Administration</td>
<td>Students typically earn 6 credits in the summer term.</td>
<td>In person</td>
<td>$6,197 Additional information is found here: <a href="http://business.marquette.edu/departments/intlbus-study-abroad-semester">http://business.marquette.edu/departments/intlbus-study-abroad-semester</a></td>
</tr>
<tr>
<td>Marquette en Madrid</td>
<td>Madrid, Spain</td>
<td>Office of International Education</td>
<td>Students earn one semester’s worth of credit, typically 12-18 credits.</td>
<td>In person</td>
<td>$21,733 (home stay) or $19,233 (apartment) Additional information is found here: <a href="http://www.mu.edu/abroad/madrid.shtml">http://www.mu.edu/abroad/madrid.shtml</a></td>
</tr>
<tr>
<td>Institution</td>
<td>City/Location</td>
<td>College/Department</td>
<td>Credit Hours</td>
<td>Delivery Method</td>
<td>Cost</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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<tr>
<td>Universidad Pontifica Comillas, ICADE</td>
<td>Madrid, Spain</td>
<td>College of Business Administration</td>
<td>12-18 credits</td>
<td>In person</td>
<td>$30,440</td>
</tr>
<tr>
<td>Universidad de Duesto</td>
<td>San Sebastian, Spain</td>
<td>College of Business Administration</td>
<td>12-18 credits</td>
<td>In person</td>
<td>$30,440</td>
</tr>
<tr>
<td>Center for Education Abroad at Arcadia University</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>3-9 credits</td>
<td>In person</td>
<td>Varies by program; students pay program directly. Additional information is found here: <a href="http://www.arcadia.edu/abroad/">www.arcadia.edu/abroad/</a></td>
</tr>
<tr>
<td>Center for Education Abroad at Arcadia University</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>12-18 credits</td>
<td>In person</td>
<td>Varies by program; students pay program directly. Additional information is found here: <a href="http://arcadia.edu/abroad/">http://arcadia.edu/abroad/</a></td>
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<tr>
<td>ISU Hessen</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>6 credits</td>
<td>In person</td>
<td>Varies by location; students pay program directly. Additional information is found here: <a href="http://www.mu.edu/abroad/germany-hessen-isu.shtml">http://www.mu.edu/abroad/germany-hessen-isu.shtml</a></td>
</tr>
<tr>
<td>School for International Training (SIT)</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>12-18 credits</td>
<td>In person</td>
<td>Varies by program; students pay program directly. Additional information is found here: <a href="http://sit.edu/studyabroad/studyabroad.htm">sit.edu/studyabroad/studyabroad.htm</a></td>
</tr>
<tr>
<td>School for International Training (SIT)</td>
<td>Various locations</td>
<td>Office of International Education</td>
<td>3-9 credits</td>
<td>In person</td>
<td>Varies by program; students pay program directly. Additional information is found here: <a href="http://sit.edu/studyabroad/studyabroad.htm">sit.edu/studyabroad/studyabroad.htm</a></td>
</tr>
</tbody>
</table>
Health Sciences Professional

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

From the Dean

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, Clinical and Translational Rehabilitation Health Science, and Neuroscience. 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 (http://www.mu.edu/mucentral/registrar/cal_acadcal1213hesp.shtml)
Academic Regulations

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 Honesty Policy

Preamble

Marquette University is committed to developing the whole person, spiritually, mentally, physically, socially, and ethically. As an institution of higher education, love of truth is at the center of the university’s enterprise, and academic honesty, in all its forms, is an explicit value of the university. The development and practice of academic honesty and integrity, both inside and outside the classroom, are expectations for all members of the university community. In order to cultivate academic honesty in its students, instructors take every opportunity to help students appreciate both the process and the principles of academic integrity.

Academic honesty can be best understood by academic ethical standards guiding faculty in their work. That is to say, an individual’s contributions, in terms of words and scholarly findings, belong to him or her alone. Furthermore, the integrity of that which one claims to be scholarly knowledge rests on the accurate demonstration of the assumptions and reasoning that produced it. These standards are used as the implicit basis for teaching and learning in the university.

In order for instructors to fairly assess the quality and quantity of a student’s learning as determined by work that students represent as their own, a relationship of trust between instructor and student is essential. Because violations of academic integrity most often involve, but are not limited to, efforts to deceive instructors, they represent a breach of the trust relationship between instructor and student and undermine the core values of the university.

Responsibility for Academic Honesty

This policy applies to all undergraduate programs and to students and faculty in some programs under the auspices of the Graduate School. Graduate School generically refers to all graduate and professional schools and students, and terms such as associate vice provost or associate/dean will refer to the appropriate official in the other colleges/schools. Graduate School students should appeal to the Graduate School while professional students should appeal to the appropriate person in their college or school, i.e., Graduate School of Management or College of Health Sciences. School of Dentistry and Law School students must follow the policies put forth by their respective schools.

Academic honesty consists of truth telling and truthful representations in all academic contexts. All members of the academic community have a responsibility to ensure that academic honesty is maintained. In what follows the wording “chair” refers to either a department chair or an equivalent official, “associate dean” refers to either an associate dean or an equivalent official, or in the case of the Graduate School it will refer to the assistant vice provost for graduate programs, the word “college” refers to a college, school, or other academic unit, and the words “assigned college” refers to the degree granting college or school (i.e. for graduate students the assigned college is the Graduate School).

Faculty have primary responsibility for:

1. Upholding and enforcing university-wide principles of academic honesty and integrity and informing students of these principles including any qualifications that may be operative in the classes they are teaching.
2. Minimizing opportunities for academic dishonesty in their courses.
3. Confronting students suspected of academic dishonesty in a way that respects student privacy.
4. Affording students accused of academic dishonesty the right to appeal any resulting disputes to disinterested parties for hearing and resolution.
5. Assigning an appropriate grade to a student who engages in academic dishonesty.
6. Reporting all instances of academic dishonesty to the associate dean of the college offering the course.
7. Protecting the anonymity of any student reporting an incident of academic dishonesty to the extent permitted by due process required for the accused and other legal requirements.

Students have responsibility for:
1. Refraining from cheating and plagiarism.
2. Refusing to aid or abet any form of academic dishonesty.
3. Notifying professors and/or their adviser about observed incidents of academic misconduct. The anonymity of a student reporting an incident of academic dishonesty will be protected to the extent permitted by law.

Definitions of Academic Dishonesty
Academic dishonesty applies equally to electronic media and print, and involves text, images, and ideas. It includes but is not limited to the following examples:

Cheating
1. Copying from others during an examination.
2. Communicating exam answers with other students during an examination.
3. Offering another person’s work as one’s own.
4. Taking an examination for another student or having someone take an examination for oneself.
5. Sharing answers for a take home examination or assignment unless specifically authorized by the instructor.
6. Tampering with an examination after it has been corrected, and then returning it for more credit.
7. Using unauthorized materials during an examination.
8. Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term paper company).

Dishonest Conduct
1. Stealing or attempting to steal an examination or answer key from the instructor.
2. Changing or attempting to change academic records without proper sanction.
3. Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved.
4. Intentionally disrupting the educational process in any manner.
5. Allowing another student to copy off one’s own work during a test.

Plagiarism
Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related: 1. To steal or pass off as one’s own the ideas or words, images, or other creative works of another and 2. To use a creative production without crediting the source, even if only minimal information is available to identify it for citation.

Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one’s own words) and for information that is not common knowledge.

Collusion
Any student who knowingly or intentionally helps another student perform any of the above acts of cheating, dishonest conduct, or plagiarism is subject to discipline for academic dishonesty.

Research Misconduct
Marquette University has a duty to ensure the integrity of research and will respond to any allegation of research misconduct in a thorough, competent, timely, objective and fair manner. Research misconduct is defined as fabrication, falsification or plagiarism in proposing, performing or reviewing research or in reporting research results. The research misconduct policy applies to faculty, students, and others who are employed by or affiliated with Marquette University. Students who are accused of misconduct related to grant-funded research shall be governed by the procedures of the research misconduct policy, found on the Office of Research and Sponsored Programs website. Students who are accused of misconduct related to research that is not grant-funded and is a part of a student’s academic program will be governed by the University Policy on Academic Honesty, found on the Marquette Central website. Any uncertainty related to which policy will govern a given situations will be decided by the research integrity officer.

Consequences of Academic Dishonesty
Regardless of how alleged acts of academic dishonesty are brought to light, faculty and instructors retain the responsibility and the authority to investigate all allegations, although, as outlined below, university administrators may lead these investigations. Because the
consequences for academic dishonesty can be severe, the decision to penalize a student for such infractions must be the result of a thorough review. The procedures to be used for adjudicating suspected acts of academic dishonesty are determined by the nature of the misconduct and the seriousness of the offense.

Procedures for Incidents Of Academic Dishonesty

Students found committing acts of academic dishonesty will be subject to the Marquette University procedures for incidents of academic dishonesty. In what follows the wording “chair” refers to either a department chair or an equivalent official, “associate dean” refers to either an associate dean or an equivalent official, or in the case of the Graduate School it shall refer to the assistant vice provost, the word “college” refers to a college, school or other academic unit and the words “assigned college” refers to the college granting the degree (i.e. for graduate students the assigned college is the Graduate School).

First Offenses

Many, perhaps most, incidents of academic dishonesty involve accusations which are based on clear evidence and which are not contested by the accused student. In such cases, if the infraction is relatively minor and there is no indication that the accused student has previously been involved in such incidents, it is most appropriate that the matter be resolved between the student, the faculty member and the chair of the department offering the course.

When a faculty member has evidence of a student's academic dishonesty, the faculty member must initiate communication with the student within 15 calendar days of discovering evidence of academic dishonesty. The faculty member must then present the evidence to the student in a private meeting, always with a facilitator present (e.g., department chair or designee). This meeting should take place within 15 calendar days of the student being notified of the allegation or as soon thereafter as possible. If, after this meeting, it is decided that the student did participate in academic dishonesty the faculty member may follow up with one or more of the following actions:

1. Issue a reprimand to the student.
2. Require repetition of the questionable work or examination.
3. Reduce the grade on the questionable work or examination (faculty can reduce the grade down to and including an F or zero).
4. Recommend that the student be administratively withdrawn from the course.
5. Recommend that the student be given a final grade of F for the course.

The faculty must maintain careful documentation of the incident.

It is essential that any disciplinary action be reported in writing to the student in a letter from the faculty member. The faculty member is strongly encouraged to consult with his or her associate dean for questions about appropriate discipline and the form and content of the letter sent to the student. Reference to the “Marquette University Policies on Academic Honesty” should be included in the letter. The letter to the student must be sent out within 15 calendar days of the meeting and may be sent by e-mail with settings for “notify sender of receipt and of opening”. At the same time the letter is sent to the student, a copy must be sent to the department chair and associate dean of the college offering the course. In turn, within 5 working days, the associate dean of the college offering the course will communicate in writing details of the incident to the associate dean of the student’s assigned college, to ensure that penalties assessed are commensurate with the offense and that repeated infractions can be detected and dealt with appropriately. The associate dean of each college is responsible for maintaining confidential records concerning academic dishonesty of students enrolled in that college. All letters reporting faculty imposed academic penalties for academic misconduct will be included in these files.

In most incidents the disciplinary response and procedure for incidents of academic dishonesty concludes at this step.

Student’s Appeal

Students have the right of appeal of the allegations of academic dishonesty and the disciplinary actions of the instructor if the student believes the alleged incident of academic dishonesty and/or resultant academic discipline to be unfounded, biased or capricious. In this case the student should submit a formal written appeal stating the grounds for appeal and available documentation to the associate dean of the college offering the course within 15 calendar days of the notification of the instructor’s decision. Upon receipt of the appeal the associate dean may convene a review of the student's actions by a college panel. The associate dean and/or panel 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 associate dean of the college offering the course will determine the appropriate disciplinary action and, within 15 calendar days of receipt of the appeal, will provide a written statement to all parties concerned.

Disciplinary Recommendations by Faculty of ADW or F Grades

If the faculty member recommends that the student be administratively withdrawn from the course and assigned a final grade of ADW or that a final grade of F be assigned, the associate dean of the student’s assigned college (the assistant vice provost for graduate programs) will review the details of the incident, make the final decision within 5 working days of receipt of the request and provide a written statement to all parties concerned.

Students have the right to appeal the decision of the associate dean to issue grades of ADW or F to the dean of the student’s assigned college (the dean of the Graduate School in the case of graduate students). This appeal must be made within 15 calendar days of the
not notification of the grade change. The final decision to uphold or modify the action of the associate dean will be provided to the student and associate dean within 15 calendar days of receipt of the appeal. The decision of the dean is final.

**Repeat or More Serious Offenses**

When the associate dean (in the case of graduate students to the assistant vice provost for graduate programs) of the student's assigned college is aware of or determines that the student has engaged in multiple incidents of academic dishonesty or the incident in question is of a more serious nature he/she will convene a review of the student's actions by a college panel within 15 calendar days of learning of the most recent incident. In the case of graduate students, such a panel will be composed of a sub-committee of the University Board of Graduate Studies. More serious incidents may involve repeat offenses, cause injury or harm to others outside the academic community or other actions deemed to warrant additional consideration. These incidents of academic dishonesty call for more serious disciplinary action up to and including campus-wide sanctions of suspension or expulsion. Where incidents involve possible violations of the University Code of Conduct, in addition to the alleged academic dishonesty, consultation with the Office of Student Development is recommended.

Each college will have guidelines for the composition and selection of the college panel to assure a review by experienced faculty and/ or administrators not directly involved in the incident(s). The panel reviews all aspects of the student's record, the details of the student's behavior and may ask the student, instructor(s) and others to speak with the panel. Within 15 calendar days of being given the charge, the panel will forward its recommendations for appropriate and just disciplinary action to the associate dean (in the case of graduate students to the assistant vice provost for graduate programs) of the student's assigned college with a copy to the dean. All disciplinary decisions that involve a campus wide sanction, such as suspension or expulsion, will be made by the dean of the student's assigned college with all other actions being taken by the associate dean.

Within 15 calendar days of receiving the panel's recommendation, the associate dean or dean, as appropriate, makes the decision known to the student via written documentation that includes a description of the academic dishonesty, the process the decision went through, the resulting decision and appeal procedures. A copy of the decision is placed in the student's academic file with a copy provided to the Office of the Provost.

Students have the right of appeal of the composition and selection of the college panel to assure a review by experienced faculty and/ or administrators not directly involved in the incident(s). The panel reviews all aspects of the student's record, the details of the student's behavior and the student's academic history and may ask the student, instructor(s) and others to speak with the panel. Within 15 calendar days of being given the charge, the panel will forward its recommendations for appropriate and just disciplinary action to the associate dean (in the case of graduate students to the assistant vice provost for graduate programs) of the student's assigned college with a copy to the dean. All disciplinary decisions that involve a campus wide sanction, such as suspension or expulsion, will be made by the dean of the student's assigned college with all other actions being taken by the associate dean.

For actions of the dean involving campus-wide sanctions, such as suspension or expulsion, students have 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 15 calendar days of the notification of the decision of the dean. 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 dean will be provided to the student and to the dean and associate dean of the student's assigned college within 15 calendar days of receipt of the appeal. The decision of the dean is final. A copy of the provost's decision will be placed in the student academic file. The decision of the provost is final.

**Other Considerations**

The associate dean may exclude students who have on file recorded acts of academic dishonesty, as defined by this policy, from consideration for academic honors at graduation. Exclusion from consideration for honors is not for the purposes of this policy to be considered a campus wide sanction.

**Maintenance of Disciplinary Records**

Records relating to academic dishonesty will be maintained by the associate dean of the student's assigned college to promote consistency of penalties for academic dishonesty and to ensure appropriate action against repeat offenders. In order to ensure that minor and nonrecurring infractions do not negatively impact a student's career beyond Marquette University, a student may petition to the associate dean of his or her academic college to have relevant academic disciplinary records expunged after the student graduates or leaves the university. The associate dean has sole authority to consider and to grant or deny such petitions. The university will release a student's disciplinary records to potential employers, governmental agencies, other educational institutions or other organizations or individuals only if authorized to do so by the student in question or if compelled 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 or college. 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.

This policy evolved from a collaborative effort that included members of the Marquette University Committee on Academic Procedures, Marquette University Board of Undergraduate Studies and the Marquette University Board of Graduate Studies. These groups would like
to express their gratitude to the University of California–Irvine whose UCI Academic Senate Policy on Academic Honesty provided the framework for the resulting document.

Academic Probation and Dismissal

See respective program for specific academic probation and dismissal policies.

Attendance

The undergraduate attendance policy specifies the role of the student, the instructor and university administrators in cases when students are absent from one or more classes. The policy aims to clarify several aspects of attendance, including, but not limited to the following five. Please read the entire policy for full details.

1. With few exceptions, no distinction is made between excused and unexcused absences.
2. Instructors determine if work (including tests and examinations) may be made up as a result of one or more absences.
3. University offices do not provide documentation of absences.
4. Students may be withdrawn from a course as a result of excessive absences.
5. Lack of participation in an online course may lead to the recording of an absence for the student.

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, with the following exceptions (see below for further guidance):

1. Absences resulting from legal obligations (such as jury duty).
2. Absences resulting from university sanctioned activities and related travel.

Instructors 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. If so, instructors should specify the conditions students must meet to be given the opportunity to make up missed work. The opportunity to make up work is considered a privilege, not a right.

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. If an instructor does not provide information about make up work in writing, students can expect to be given a reasonable amount of time to complete work this is missed as a result of being absent.

The Marquette University Student Health Service does not provide documentation of illness, or of a visit to the Student Health Service. Likewise, college and other university offices (e.g., Office of the Dean, Counseling Center and Student Affairs) do not provide documentation of an absence on behalf of the student. When an extended absence of a week or more is expected or occurs, the student, or a family member if the student is unable, should communicate with the college office as soon as possible, after which the college office may notify faculty and others, as appropriate.

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. Students are responsible for monitoring their absences during the term.

Since attendance is taken at the discretion of the faculty member, the following distinction is made for withdrawals that occur in courses where attendance is regularly taken, and withdrawals that occur in courses where attendance is not regularly taken:

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, will be 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, will be considered to have excessive absences and may be assigned a WA.

   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.

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 that the student has excessive absences.
In such 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: an exam or quiz, a submitted assignment, participation in a lab activity, or in computer-assisted instruction.

**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 as an absence. 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.

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

**Absences Related to Legal Obligations or University Activities**

Students who fulfill a legal obligation such as jury duty, or participate in an officially sanctioned university activity, should be given the opportunity to make up class examinations or other graded assignments that are missed as a result of this participation or related travel.

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 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).

Other than the above situations, examinations or other assignments missed as a result of legal obligations or university sanctioned activities and related travel, may be made up. The manner in which the work will be made up is left to the discretion of each individual faculty member.

In order to minimize the difficulties for both students and instructors caused by absences due to legal obligations, or university sanctioned activities and related travel:

1. **Students should:**
   - Make every effort to schedule classes that will minimize conflicts caused by these activities and related travel.
   - Provide a schedule of all activities and related travel to all their instructors within the first week of each semester, or as soon as possible for non-scheduled events.
   - 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.
   - Make arrangements with the instructor to make up any missed work, prior to any of these absences.

2. **Faculty should:**
   - Develop with the student, an agreed upon and mutually acceptable resolution as to how missed classroom activities and missed work will be handled as a result of these activities, if make-up work is allowed in the faculty policy.

The above section represents university standards for absences due to legal obligations and university sanctioned activities and related travel; each undergraduate college may have additional requirements for students enrolling in its courses.

**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 Marquette Central. The deadline to request the audit option for each session is listed on the University Academic Calendar.

**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 Spring or Winter Commencement.
1. Students may participate in only one university Commencement ceremony per degree and their names will be published in only the Commencement program in which they participated.

2. Spring Commencement:
   - Students who are in good academic standing, have met the appropriate graduation application deadline and will complete their degree requirements, including the official recording of any transfer work, by the end of the Spring term will participate in Spring Commencement.
   - Students, who are in good academic standing, have met the appropriate graduation application deadline and will complete their degree requirements, including the official recording of any transfer work, by the end of the Summer term and are pre-registered for those final requirements may participate in Spring Commencement. (Ph.D. candidates — see #4 below)

3. Winter Commencement:
   - Students who are in good academic standing, have met the appropriate graduation application deadline and will complete their degree requirements, including the official recording of any transfer work by the end of the Fall term will participate in Winter Commencement.
   - Students who completed their degree requirements in August and did not participate in Spring Commencement, will participate in Winter Commencement.

Course Levels
Courses numbered 7000-7999 are professional level courses.

Credit
The semester hour is the unit of academic credit used by Marquette University. One semester hour of credit is awarded for 50 minutes of lecture per week for a 16-week course; credit for laboratory hours is appropriately awarded. For Physical Therapy internships, one semester hour of credit is awarded for each 1 1/2 weeks of full-time internship work. Semester hour credit is given only in accordance with descriptions for individual courses as published in the Health Science 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) will not be allowed unless specifically authorized by the dean. See “Study at Other Institutions” in this section of the Health Science Professional Bulletin.

Enrollment Status
The undergraduate enrollment status is based on enrolled credit hours each semester. 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, not D2L, by the grading deadline for each session, as published in the University Academic Calendar. 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 policy regarding education records is published online: http://www.marquette.edu/mucentral/registrar/policy_ferpa.shtml and is printed in the university student handbook. Copies of the handbook may be obtained from the Office of Student Development in the Alumni Memorial Union, 329 or, online: http://www.marquette.edu/osd/policies/doc/Student_Handbook.pdf

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 final day officially scheduled for the removal of incompletes, approximately four weeks after the beginning of the academic semester immediately following the term in which the grade was assigned. However, it may be in the student’s best interest to appeal sooner than this deadline if his/her 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 his/her performance and may also request that all other pertinent materials be supplied by the instructor. The chair, or associate dean, will collect and analyze the evidence in a timely manner. Evidence will be 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, will evaluate the appeal or choose to designate an ad hoc committee for this purpose. The chair, associate dean, or ad hoc committee will consider the appeal and evidence and make 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 will stand, or a grade change is warranted. The decision will be communicated in writing within 30 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 14 days from the date of the formal response. The dean will review 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 will render the final decision on the grade appeal. The decision will be communicated in writing within 30 days to the student and the instructor with copies of the formal response place 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 his/her 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.

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

The following letter grades, their equivalents in achievement, and grade points per credit hour are used by Marquette instructors to evaluate a student’s performance in a course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Achievement</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>AB</td>
<td>Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>BC</td>
<td>Satisfactory</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>CD</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
</tbody>
</table>

Former students who are applying for readmission should consult their respective deans for information concerning the application of any new grading policy to their earlier academic records.

The following letter grades do not have associated grade points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Circumstance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADW</td>
<td>Administrative Withdrawal; student was withdrawn from the course for administrative reasons, as determined by approved personnel of the university, including, but not limited to the dean, or personnel of a committee involved in a formal hearing and/or an appeal process.</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>CR</td>
<td>Credit; equivalent of C work or better</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete; assigned on a pre-arranged basis, to allow completion of course assignments other than the final examination; the student’s performance in the course must merit this exception otherwise, the instructor will assign either a grade of F, or a passing grade that reflects both the quality of the work completed and the significance of the work which has not been completed.</td>
</tr>
<tr>
<td>IC</td>
<td>Course Incomplete; assigned to all students enrolled in a course, clinical, independent study/research, capstone, etc. that will not be completed by the grading deadline for the term in which the course is scheduled; changed to a letter grade by the faculty at the time of completion (no initiation needed by the student); permanent grade must be assigned within one year after IC is posted.</td>
</tr>
<tr>
<td>IE</td>
<td>Incomplete Extension; assigned by the college office to those students who are granted an extension to the deadline for removal of an I, IX or X grade.</td>
</tr>
</tbody>
</table>
Academic Regulations

IX  Incomplete course work and final exam not taken; assigned to a student who has incomplete course work and is absent from the final examination; must meet the criteria for both the I grade and the X grade; a student not qualifying for the IX will be assigned the grade of F.

NC  No Credit; equivalent of less than C work.

SNC  Satisfactory completion in a course bearing no credit; mandatory grade for all zero credit bearing courses.

UNC  Unsatisfactory completion in a course bearing no credit; mandatory grade for all zero credit bearing courses.

S  Satisfactory completion in a credit bearing competency-based course; equivalent of C work or better

SY  A permanent grade indicating satisfactory work completed 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 of a credit bearing, competency-based course; equivalent of less than C work.

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

UY  A permanent grade indicating unsatisfactory work completed 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; withdrawal initiated by the student, with approval of the college office.

WA  Withdrawn-Excessive Absences; withdrawal initiated by the faculty or college office due to excessive absences in the course or student is found to be in violation of the Undergraduate Attendance Policy section of this bulletin; once assigned, the WA grade cannot be overwritten by a W grade.

X  Completed course work and final exam not taken; assigned to a student who is absent from the final examination and who might earn a passing grade in the course where he/she to take a delayed examination; both conditions must exist, or the student is assigned the grade of F.

Clarifications of Grades

ADW Grade
Any student who is administratively withdrawn from the university will receive this grade in all classes for the term. Likewise any student who is administratively withdrawn from a single class, will receive this grade in the class. Administrative withdrawal is an action normally taken by the university for disciplinary, 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 depending on the reason for the administrative withdrawal, the student affairs division, and will take precedence over any other grade assigned to the student. Students assume responsibility for all consequences that ensue as a result of receiving these grades. The consequences may include, but are not limited to: a delay in graduation, external institutions 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.

UW Grade
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 will be based on the date the University is first informed of the non-attendance.

W and WA Grades
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.

CD and D Grades
The policy on CD and D 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.

CR/NC Option (formerly S/U)
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 by completing the appropriate form available online at Marquette Central (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.

I, IE, IX and X Grades
The grades of I, IE, IX and X are cleared through the college office of the college offering the course. These grades must be cleared by the date specified in the academic calendar or they will automatically become the grade of F. The IE grade must be cleared by the date of the extension or it will become the grade of F. For those continuing students who entered under the previous grading policy, the I, X and
IX grades will remain on the permanent record. Because these grades denote that the student did not fulfill all course requirements, the university views these grades with the same seriousness as the grade of F.

Graduation

Graduation Requirements

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 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 will fall under a different set of degree requirements than the academic year in which he/she is 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:
   - The 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 126 credits with a minimum GPA of 2.200.

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 must file a formal application for a degree online.

4. May graduates must attend Commencement exercises. Permission to be absent may be requested only for serious reasons by writing to the dean of the student's college by May 1.

5. All exceptions to this Graduation Requirements policy must be approved by the Office of the Provost, except:
   - a) the course and bulletin year exceptions listed in paragraph 1;
   - b) numbers 2 and 3 above.

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.

Medical Withdrawal

The Medical Withdrawal policy is effective fall 2012 for all undergraduate and health science professional students. The Dental School, Graduate School, Graduate School of Management and Law School have independent policies. All students, however, are subject to the possible review by the Office of Student Affairs, as warranted.

Process

A student who wishes to withdraw health related reasons, must complete the Medical Withdrawal Request and Healthcare Provider Release forms found here: mu.edu/mucentral/registrar/policy_forms.shtml (http://www.mu.edu/mucentral/registrar/policy_forms.shtml). These forms must be submitted before or 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 Office of Student Affairs may, at times, require a student's medical withdrawal on an involuntary basis. In this case, that office will process the Medical Withdrawal form on behalf of the student. In either case, voluntary or involuntary withdrawal, the university will not grant retroactive official 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 withdraws, or is withdrawn, for medical reasons prior to the end of late registration will have no courses reflected on the academic record for the term of the withdrawal. A student who withdraws, or is withdrawn, for medical reasons after the end of late registration 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.
The completed ‘Medical Withdrawal Request’ form is to be submitted in person to Marquette Central or mailed to the Office of the Registrar by the student, the student’s designee, the student’s college office, or the Office of Student Affairs, 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 (MWC) for action.

The Medical Withdrawal Committee is comprised of five to six members. Permanent members include representatives from the Counseling Center, Student Health Services, the Office of Student Financial Aid, the Office of the Registrar, an undergraduate college representative from the Committee on Academic Procedures and a health Sciences Professional area representative as needed. 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 and/or Student Health Services 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. A medical withdrawal will result in a registration hold placed on the student’s record.

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 Committee’s decision. The refund decision, if any, may not be appealed on its own, but will be considered as part of an appeal of the withdrawal decision. The Office of Student Affairs will, in turn, consult with the student’s college office, or other university offices if appropriate, and reply to the student within five business days. The determination of the Office of Student Affairs is final.

Once a final determination has been made, the form will be signed by the chair of the committee and forwarded to the Office of the Registrar. The Office of the Registrar will then notify the student’s college office and other offices, as appropriate; process the withdrawal; add the registration hold; and apply any refund, if granted. The original signed form will be retained by the Office of the Registrar as part of the permanent academic record.

Please be advised the university is required by federal financial aid regulations to conduct a review of all academic records at the end of each term to determine academic standing for each student. This includes the records of withdrawn students. As a result, you may be subject to a secondary type withdrawal at the end of the current term under the Undergraduate Academic Censure policy: http://www.marquette.edu/mucentral/registrar/policy_UGacademiccensure.shtml. Rest assured, if you receive an academic censure letter you may appeal the matter by following the instructions in the letter from your college office.

Because a medical withdrawal can affect so many aspects of academic progress at Marquette, the student is encouraged to first consider other options that might enable the student to remain enrolled. Before requesting a medical withdrawal, a discussion with the student's college office, the Office of Student Financial Aid (if applicable), the Office of International Education (if applicable) and other offices, as appropriate, is highly encouraged (e.g., Veterans, ROTC). It is also recommended that each student discuss the ramifications of a withdrawal with his/her health insurance or other service providers.

**Return to the University after Medical Withdrawal**

A student who withdraws for health-related reasons must complete the Request to Return form: http://www.marquette.edu/mucentral/registrar/documents/Form-ReturnAfterMedicalWithdrawal.pdf and his/her healthcare provider must complete a Healthcare Provider Report http://www.marquette.edu/mucentral/registrar/documents/Form-HealthCareProviderInformation.pdf.

1. A student who withdraws prior to the end of registration, such that no courses appear on the academic record for the term of withdrawal, must also apply for readmission to the university in order to attend any subsequent term. The readmission form is available here: http://www.marquette.edu/mucentral/registrar/documents/Form-RTSUUndergraduateRequestforReadmission.pdf

2. A student who withdraws after the end of late registration and has already earned grades, or receives grades of 'W' and/or 'ADW' in the term of withdrawal, is not required to apply for readmission to the university for the immediate subsequent term, but must apply for readmission to any term thereafter.

Approval to return to the university following a medical withdrawal is not guaranteed. The review process will follow all of the regulations outlined in the university readmission policy, in addition to any additional requirements imposed at the time of the 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). The registration hold imposed at the time of the medical withdrawal will not be removed from the record until the student is readmitted by the college (as applicable) and/or approved to return to the university by the Medical Withdrawal Committee.

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 an documentation must be submitted no later than two weeks prior to the start of the session/term in which the student desires to return to the university. Failure to meet the two-week deadline may result in deferment of medical clearance and readmission to the following session/term.

**Transfer Credit**

Transfer credits for students in HESP programs will be considered only for fulfillment of basic science requirements. Transfer credits will not be 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 will be 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.

**Official Transcripts**

A transcript is a complete and unabridged copy of all academic work attempted at Marquette and includes only those courses attempted at Marquette. 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 (http://www.marquette.edu/mucentral/registrar/policy_ferpa.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 will not be accepted or processed. Once an official transcript is received by the OTR, the transcript will be submitted for review to the college office of the primary degree/major of the student and the college will determine which courses and/or credits are transferable to Marquette.

**Readmission**

Application for readmission is requested using the 'Readmission' form found on the MU Central website http://www.marquette.edu/mucentral/registrar/policy_forms.shtml. Readmission requests will only be considered for those students who left the college in good standing and had prior approval of the department chair.

**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. A student is responsible to ensure that his/her course schedule for each term accurately reflects the courses he/she plans to attend and may not attend courses in which he/she has not officially registered. The University does not retroactively register students for courses after a term is completed and reserves the right to deny credit to any student who fails to officially register in any course within the term in which the course is offered. All courses for which the student is registered are subject to tuition and in some cases, additional fees. The student is responsible for any payment due on all officially registered courses, regardless of attendance.

Students who do not plan to attend the university are responsible for dropping classes through CheckMarq, 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 will 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 will be reinstated to the university on probation status. The official transcript will reflect 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 and, as part of the readmission application, request reinstatement to the university via the RWAR appeal process. If the return to the university is approved, the official transcript will reflect 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, ADW, NC, W, WA, UW, U, UNC, UY or F has been earned may be repeated until a passing grade is earned. Once that passing grade is earned, 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. Beginning Fall 1999, the last grade earned is included in the cumulative GPA and the grade in the original course is excluded from the cumulative GPA calculation. The cumulative GPA is adjusted at the time the repeated course is graded. If a student receives an AU, ADW, W, WA or UW in the repeated course, the earlier grade will remain in the cumulative GPA. If a student repeats a course that was transferred to Marquette, only the Marquette course/grade will be reflected in the total credits earned and the cumulative GPA.

At the time of registration, the repeat process in CheckMarq will allow the repeat of a course only once, unless the course is an unlimited repeat course (see #7 above). If a student needs to take a course again, after the first repeat, he/she must petition the college office. This petition will be granted only if the request adheres to the repeat policy 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. Course approval forms may be obtained from the student's college office.

Upon completion of the 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 will not be accepted. Transfer credits will not be 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.

Withdrawals

A student who drops his/her class(es) before the end of the last day to register for the term/session in which the class(es) is held will have those class(es) removed from the academic record. Once the last day to register for the term/session has passed, classes are on the record permanently and may not be removed; therefore, a student who drops his/her class(es) after this date, is withdrawing form class(es) and this withdrawal results in a permanent grade of W, except in cases where ADW grade is assigned. Students assume responsibility of the consequences that ensue as a result of withdrawal from the classes. These consequences may include but are not limited to: a delay in graduation, external institutions/agencies viewing these grades as a failure; loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and loss of the 100% refund.

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 the classes using the Undergraduate Single Course Withdrawal Form located online: [http://www.marquette.edu/mucentral/registrar/documents/Form-WithdrawalUndergraduate-SingleCourse.pdf](http://www.marquette.edu/mucentral/registrar/documents/Form-WithdrawalUndergraduate-SingleCourse.pdf). The student is not officially withdrawn from any course until the completed withdrawal form with all the necessary signatures is submitted by the student to the office of the academic dean. Failure to officially withdraw from classes, according to withdrawal timelines, as published by the Bursar’s Office, will not relieve the student of responsibility to pay for any tuition/fees owed for such classes. ([http://www.marquette.edu/mucentral/bursar/withdrawal_index.shtml](http://www.marquette.edu/mucentral/bursar/withdrawal_index.shtml))

A student may obtain permission to withdraw from a class, resulting in a W grade, during the period extending from the day following the end of registration for a particular session, until the date specified in the Undergraduate Academic Calendar; however, if a ADW, UW or WA grade has already been assigned by the college office it will remain on the record permanently (see Grading section of this bulletin). After this deadline, a student will no longer be given permission to withdraw from classes except for serious non-academic reasons (e.g., injury, family crisis).

It is the student's responsibility to determine, prior to the withdrawal, if there will be financial aid and/or scholarship consequences, should the withdrawal from classes result in the student's status changing from full-time or part-time. The date on which the withdrawal form is submitted to the University will be the date used for refund calculation.

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

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 his/her study at Marquette after a term is complete, must formally withdraw from the university. Withdrawal
is accomplished via the Withdrawal for All Students form located online: http://www.marquette.edu/mucentral/registrar/documents/Form-WithdrawalCollege.pdf or via the official Medical Withdrawal process.

After obtaining the official Withdrawal form, a student who wishes to withdraw from the university needs to personally confer and obtain the signature of a designated person in the college office. At that time, the student will be informed whether he/she must obtain other signatures in order to have the withdrawal request processed.

A complete term withdrawal will not be processed by the university or considered official until the completed withdrawal form, with all necessary signatures is submitted by the student to the college office.

Failure to officially withdraw from classes, according to withdrawal timelines, as published by the Bursar’s Office, will not relieve the student of responsibility to pay for any tuition/fees owed for such classes. (http://www.marquette.edu/mucentral/bursar/withdrawal_index.shtml) 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 and the student’s withdrawal will be reported to the National Student Clearinghouse for purposes of canceling any loan deferments the student may be receiving at the time of withdrawal. Finally, the date on which the Withdrawal form is submitted to the University will be the date used for any refund calculation.

If a student withdraws from the university during the term, without the permission of the dean, he/she will receive the appropriate withdrawal grade by the faculty or the college dean in each course. These grades will be reviewed as part of the readmission process, should the student wish to return to the university in the future.

The only exception permitted to the policies and procedures described above applies to students who have classes only in the evening (after 4:30 p.m.), or those who are unable to meet with the college office due to extenuating circumstances, such as hospitalization. Such students do not have to physically appear at the academic dean’s office; written notification of intent to the college dean’s office constitutes acceptable means of compliance with university policy and procedure.

In cases of administrative withdrawal, the student must be readmitted to the university and be cleared by the academic dean and/or the dean of students before the readmission request will be processed.

Unofficial

Students who register, but fail to officially withdraw from classes, will be withdrawn by the college office once informed of the non-attendance. This action results in a permanent grade of UW on the academic record. The date that the college office first learns of the non-attendance will be the date used by the University to calculate all necessary actions. Failure to officially withdraw from classes, according to the withdrawal timelines, as published by the Bursar’s Office, will not relieve the student of responsibility to pay for any tuition/fees owed for such classes. (http://www.marquette.edu/mucentral/bursar/withdrawal_index.shtml) In addition, the student’s financial aid will then be adjusted as by federal and state refund calculations and institutional policy based on this date and the student’s unofficial withdrawal date will be reported to the National Student Clearinghouse for purposes of canceling any loan deferments the student may be receiving at the time of withdrawal. Finally, the University will use this date to calculate refunds, if any are due.
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, located within Student Educational Services, has been designated to coordinate this process in accordance with the university’s compliance responsibilities under the law. Accommodations determinations for all students with identified and documented disabilities will be made on a case-by-case basis. Examples of possible accommodations or services provided to students with disabilities include: alternative texts, interpreting, lecture notes, testing arrangements, informal counseling, advocacy training, etc.

More detailed information about accessibility for all students at Marquette can be found at the Disability Services website. The Office of Disability Services is located in Marquette Hall Room 05; P.O. Box 1881; Milwaukee, WI, 53201-1881; P (414)288-1645; F (414) 288-5799.

E-mail Policy
Marquette University utilizes e-mail 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 e-mail account for use while he or she is enrolled. For more information, see the university’s e-mail policy.

Public Safety
As the Marquette community is 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 maintains its own Department of Public Safety as a security and safety service to the university community. The department is located on the first floor of the 16th Street Parking Structure, 749 N. 16th St. (between Wisconsin Avenue and Wells Street). This location houses Public Safety Administration, Officer Operations, Communications Center, Preventive Services, and Student Safety Programs. Public Safety 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 Public Safety’s emergency line by dialing (414) 288-1911 from any campus extension or (414) 288-1911 from any off-campus phone.

Public Safety officers monitor on- and off-campus areas utilizing squad, foot and bicycle patrols. Public Safety officers are trained to respond to all calls for assistance, including crimes in progress and medical emergencies. University Service officers are responsible for monitoring campus buildings and property. The officers conduct walking patrols, provide authorized after-hours access to buildings, assist public safety officers and are available to provide information and assistance to students, staff and visitors. Security within the university’s residence facilities is provided by Safety Services officers, who are on duty from 11:30 p.m. to 7:30 a.m., daily.

The department maintains an outdoor telephone system, including more than 200 Blue Light Phones. Blue Light Phones are located on campus pedestrian walkways, mall areas and within or near all of the university’s parking lots. Blue Light Phones are located at Valley Fields as well as in the near off-campus residential area. Blue Light Phones provide a direct link to Public Safety’s Communication Center. Upon activation of a Blue Light Phone, the caller’s location is immediately known to the communications officer, who will provide the appropriate assistance.

A wide variety of crime prevention and safety awareness programs 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, the Awareness newsletter and crime statistics are readily available to provide information.

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


Schedule of Classes (Snapshot)
Snapshot is an online Schedule of Classes students access to determine what courses to take each term. In addition, Snapshot will provide a list of those classes that meet certain degree requirements or are of special interest, such as: University Core of Common Studies (UCCS) courses, Interdisciplinary courses or online courses. Click here to go to Snapshot.

Student Educational Services
Marquette offers assistance to students in tutoring and study skills. For more information, visit the Student Educational Services website.
Student Handbook

The Student Handbook, also issued annually, 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. Copies of the handbook are available from the Office of Student Development. 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 this 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 via the Internet. Students can access CheckMarq from any computer with Internet access. Click here to go to CheckMarq. 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 transcript is a complete and unabridged copy of all academic work attempted at Marquette University. Course and grade information contained on the transcript are released pursuant to the Family Educational Rights and Privacy Act of 1974 (as amended).

A student may obtain a transcript of his or her Marquette record by completing a Transcript Request form available at Marquette Central and submitting it to the Office of the Registrar. Current students may request a transcript online via their CheckMarq account. All transcript requests should be submitted one week in advance of the date the transcript is needed.

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

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

Veterans Benefits

The Office of the Registrar acts as liaison between the student and the Veterans Administration, the Wisconsin Department of Military Affairs and the Wisconsin Department of Veterans Affairs. Any student eligible to receive educational benefits under one of the various Veterans Administration programs must report to Marquette Central at the beginning of each fall, spring or summer term for which he or she is registered. Information or consultation is available at any time during regular office hours. For more information regarding veterans’ benefits, visit Marquette Central.

Marquette participates in the Yellow Ribbon GI Education Enhancement Program; which is a provision 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 tuition expenses that exceed the highest in-state public undergraduate rate. The number of student sponsored for Yellow Ribbon Program benefits is limited. For additional information visit the Veterans Benefits site on the Marquette Central website.

VA regulations require schools to enforce certain standards of progress in regard to certifying veterans for educational benefits; therefore any veteran who wishes to receive veterans’ educational benefits must meet the published academic standards and requirements of the university.

Facilities

Haggerty Museum of Art

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

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

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

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

Instructional Media Center

The Kenneth Shuler Instructional Media Center (IMC) provides a wide range of multimedia creation and presentation services for the Marquette University community. The IMC’s primary obligation is to support and enhance Marquette’s classroom instruction through technology. The IMC is also responsible for audio-visual equipment distribution and technical support in presentation classrooms throughout the campus. In addition, the IMC produces media that augment the university’s public communication goals. These efforts include the creation of photography, audio, videos, and multimedia for informational, development and student recruiting purposes.

The facilities of the IMC are state-of-the-art and an important component of the J. William and Mary Diederich College of Communication’s broadcasting curriculum. Our facilities include two digital television studios, eight video editing suites, three audio studios, and computer graphics platforms. These advanced facilities are used as classrooms and laboratories by students pursuing a degree in Broadcast and Electronic Communication. Students also have access to these facilities as they participate in MUTV and/or MUR the student operated campus television and radio stations. For more information, visit the Instructional Media Center website.

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 Libraries’ marquette.edu/library.

Collections of more than 1.7 million volumes and 3,700 print subscriptions are housed in the John P. Raynor, S.J. Library and the adjoining Memorial Library; the Law Library is separately described below. The libraries’ shared online catalog, MARQCAT, includes all book and periodical holdings, locations and circulation status.

Raynor Memorial Libraries

The Raynor Library, built in 2003, holds a commanding position at the physical and intellectual center of the campus. Raynor Library, seating 1,100, is designed around the needs of its users, preserving the university’s extensive traditional collections, while expanding its capacity for incorporating digital technology into access and delivery of information. The library offers over 300 online databases, thousands of books in digital format, and an ever-growing (over 26,000 titles) collection of full-text online newspapers, journals and magazines. The primary service point in Raynor is the two-level Information Commons (IC), with over 240 networked PCs and Macs, multimedia hardware and software and comfortable small group study spaces. The Information Desk is open 104 hours weekly and, in addition, offers research consultations by appointment, and phone, IM, e-mail and 24/7 “chat” assistance through its AskUs! services.

Raynor’s first level is open 24/7 when classes are in session, and the second level and bridge are open until 2 a.m. Sunday through Thursday, 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 24-hour recorded message at (414) 288-1530.

Additional features of Raynor Library include: reference collections, circulating laptops with wireless connectivity, the Class Reserves and Media Services Desk, Browsing and Spirituality collections and the Funding Information Center. 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 104 hours weekly and offers a variety of seating choices for over 1,050 readers. 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 Archives
Raynor Library also houses the Department of Special Collections and Archives and its research/exhibit area on the third floor. Its archival
and manuscript collections and over 7,000 rare books include the archives of Marquette University; the papers of faculty, students, staff,
and alumni; and major collections relating to Christianity among Native Americans and 20th-century Catholic social action. These include
research collections for the following individuals and organizations: the Bureau of Catholic Indian Missions, Dorothy Day and the Catholic
Worker movement, the National Catholic Conference for Interracial Justice, and the National Catholic Rural Life Conference. J.R.R. Tolkien’s
original manuscripts form a unique and notable research collection.

For more information on Raynor Memorial Libraries:
* Libraries’ website at marquette.edu/library.
* Campus map showing campus libraries at marquette.edu/campus-map/marquette-map.pdf
* AskUs! Phone, e-mail, IM, or text information services marquette.edu/library/research/askus.shtml
* Hours at marquette.edu/library/about/hours.shtml or 24-hour recorded message (414) 288-1530.

Law Library
The primary mission of the Marquette University Law Library is to support, through its information and service resources, the curricular,
research and service activities of the Marquette University Law School faculty and students.

The Law Library is located in the Law School in Eckstein Hall. The collection is comprised of 362,586 volumes representing 199,066 print
volumes and 3,200 electronic and print subscriptions. Wireless connectivity is available throughout Eckstein Hall.

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

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

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

The Office of the Provost maintains a list of currently active centers and institutes.
Department of Physical Therapy

Vision
As Ignatian educators, our vision is to build upon a Jesuit education for our students, which is transformational. Above and beyond excellence in the clinical practice skills of exercise physiology, athletic training and physical therapy, we also desire that our students carry out their life’s work for the greater glory of God as men and women in service to others. With this zeal for excellence enacted in clinical practice and service, we expect that Marquette University will be included in public discourse as among the best in preparing graduates in exercise physiology, athletic training and physical therapy in America.

Mission
The faculty of the Department of Physical Therapy embrace the missions of the university and the College of Health Sciences to graduate entry-level professionals who recognize the need for ongoing reflective assessment to always elevate their work and service to a greater degree of excellence.

The department strives to educate students who will develop into professionals who are knowledgeable of current practices and trends, motivated to serve others, skillful and self-directed in applying their knowledge, flexible in their relationships and lifelong learners who continually strive to advance their knowledge and skills and to understand the social, political and economic forces that impact society. The department expects our graduates to support social justice by being role models in the service of disadvantaged segments of the population.

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.

Philosophy
The Department of Physical Therapy is committed to providing a generalist education to qualified students who have completed a rigorous blend of humanities, social science and basic science course work. The goal of the department is to continue to develop the Jesuit ideals of cura personalis (care for the total person) as men and women for others, and to integrate these ideals into the delivery of health care.

Marquette University’s urban location facilitates cultural sensitivity and the opportunity for the department to respond to the diverse needs of the surrounding community. Given this, the department supports admission policies and procedures that are equitable and enrich diversity in the composition of the department’s student body.

For the Doctorate in Physical Therapy (D.P.T.), the department is committed to the concept of freshman admission, which reduces the need for competition between physical therapist students and aims to foster long-term comradeship among students and between students and educators. Such a noncompetitive environment is also believed to encourage students to pursue a well-rounded, socially conscious background of experiences. The department believes that these experiences, coupled with exposure to the common beliefs and values in the Jesuit educational tradition, magnify the educational process and reinforce the concept of cura personalis.

Whether it is in the undergraduate curricula for exercise physiology, athletic training, or the D.P.T. curriculum, 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, self-directed and able to construct knowledge, not just absorb it. The departmental faculty are resources and role models in the development of these traits. Each faculty member accepts this responsibility 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.

Expected Global Student Outcomes
Graduates of the Physical Therapy program will be able to:

1. Demonstrate the skills necessary to provide autonomous physical therapy services in essential practice areas as defined by the Guide to Physical Therapist Practice.
2. Screen individuals through testing and differential diagnosis, to determine a physical diagnosis which is within the scope of physical therapy and/or to determine the need for referral to other health professionals.
3. Apply evidence based decision making in planning and delivering effective, cost efficient plans of care.
4. Participate in professional learning.

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 will earn a baccalaureate degree of his or her choice and then be 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 will 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 2015 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 by 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. Please note that 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.

Physical Therapy Observation Hours Policy

Currently enrolled Marquette students, who have a health care major with a clinical component in their undergraduate course work, may complete up to 40 hours of the required minimum 80 hours of PT observation as part of their clinical component in their undergraduate major. Clinical hours completed in the undergraduate major must be documented by their undergraduate academic adviser. The remainder of the 80 hours must be completed under the supervision of a physical therapist and documented on one or more of the Marquette clinical hour’s assessment and verification forms prior to June 1 preceding fall enrollment in the professional phase.

A minimum of 10 spaces have historically been offered to Marquette pre-physical therapy students (PREP) wishing to transfer into Year Four. To apply for this window of admission, students need to complete at least 12 of the physical therapy prerequisite credits at Marquette University and meet or exceed all requirements for the undergraduate phase. External transfer students with degrees from other institutions are encouraged to apply for entry into the professional phase and are enrolled as space allows.

D.P.T. prerequisites 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:

<table>
<thead>
<tr>
<th>Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>Introduction to Physical Therapy*</td>
<td>1</td>
</tr>
<tr>
<td>General Physics 1 and 2</td>
<td>8</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong>*</td>
<td>23</td>
</tr>
</tbody>
</table>

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. Please note that AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.

* Waived for accepted transfer students but will 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.

** External transfer students will 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, PHTH 1001 and a statistics course (23 credits).
2. A grade of CD of better in all D.P.T. prerequisite courses.
3. All D.P.T. prerequisites must be completed at a four-year institution, course work will not be accepted from a two-year school, community college, junior college, or technical college. Online courses will not be accepted for D.P.T. prerequisites.
4. Proof of completion of 80 volunteer and/or work related hours supervised by a physical therapist by June 1 after completion of the D.P.T.3 academic year.
5. 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 PT department chairperson to complete their undergraduate degree within the required time frame.

Students failing to satisfy all requirements or students who are required to withdraw for academic reasons will not be admitted to the professional phase of the program. 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 23 prerequisite core credits nor any course normally required in the professional phase of the program.

Course Sequence

Professional phase courses taken early while a student is in the pre-professional phase are subject to the academic standards held in the professional phase of the program including a minimum 2.200 GPA for all professional phase courses completed in a given semester. Moreover, all professional phase courses taken early must be completed with a C or better. Taking courses early and out of sequence is discouraged. No online prerequisite courses are accepted. Students who fail to meet these requirements may be placed on academic probation and required to retake professional phase courses.

Academic Regulations - Professional Phase

A student must complete the academic requirements of the D.P.T. program within four years of admission to the professional phase of the program in the fall semester of the D.P.T.4 year, unless there are non-academic extenuating circumstances. Failure to complete the PT program requirements within the 4-year time limit may result in dismissal from the program. During the professional phase of the program a student will be 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 will result 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, dismissal, or expulsion, depending on the nature and severity of the problems identified. All of these statuses are maintained permanently on the student’s academic record; only dismissal and expulsion, however, appear permanently on Marquette University’s official transcript. If a student is reinstated following a dismissal, that notation will also permanently appear on the student’s official transcript. The statuses that will appear permanently on a student’s official transcript include those listed (in bold type) below:

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.

Required to Withdraw for Non-Academic Reasons (RWNR) – dismissal for student conduct issues as outlined in the Student Handbook.

Academic Censure (Dismissal/Probation/Academic Alert)

1. Academic Dismissal – Required to Withdraw for Academic Reasons (RWAR)/Satisfactory Academic Progress (SAP):

A. Quantitative

The quantitative SAP policy dictates a student must complete 75% of the cumulative credit hours attempted to remain in good standing, or lose financial aid eligibility.

The Office of Student Financial Aid (OSFA) will conduct an annual review at the end of the spring term. Notification will be sent to each student who has failed to maintain SAP and is no longer eligible for financial aid. The student's record will be coded as such.

In this case, the student may continue at Marquette University; however, he/she will not receive any federal financial aid, unless SAP is appealed and granted (see appeal process below).

B. Qualitative: RWAR/SAP

Health Science Professional Students (HESP) in the Doctor of Physical Therapy program must maintain a cumulative G.P.A. of 2.2 by the end of the second semester in the program, and each semester thereafter. In addition, students will be RWAR’ed for any course attempted with a final grade below a CD (D or F) or an unsatisfactory grade (U) in a clinical experience. The Office of Student Financial Aid (OSFA) and the Office of the Registrar (OTR) will monitor the program academic requirements at the end of each term (fall, spring and summer). A student who does not meet these academic requirements will be academically dismissed by the college (coded as RWAR by OTR) and his/her record coded as failure to maintain SAP (by OSFA).

The college office will communicate the RWAR via Marquette e-mail. As per university e-mail policy, it is the student’s responsibility to monitor his/her e-mail at all times. A RWAR/SAP student will be dropped from any classes in which he/she is subsequently registered.

An Undergraduate student in the Physical Therapy program must meet both the quantitative and qualitative requirements listed above to continue in the Doctor of Physical Therapy program. A student that is not allowed to continue in the Physical Therapy program, but remains in good standing at the University as an undergraduate student, will be allowed to continue with their undergraduate degree course of study.

C. RWAR/SAP Appeal Process

A RWAR/SAP student may appeal both RWAR/SAP by sending one form, which addresses both RWAR and SAP issues. The RWAR/SAP appeal form (http://www.marquette.edu/mucentral/registrar/documents/Form-UndergraduateAppealAcademicDismissalSatisfactoryAcademicProgress.pdf) is posted on the MU Central website and includes all of the required information the student must submit in order to have his/her 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 Physical Therapy. The Department Chair, 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 PT student handbook.

- If the appeal is approved, the student will be ‘Reinstated on Probation’ and the Academic Standards Committee will establish an academic probation plan for the student to regain his/her satisfactory academic and degree progress standing, and the student’s eligibility for financial aid will be 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 will be monitored by the department (Academic Standards Committee).

- Should the student not fulfill all of his/her academic obligations as outlined in the academic probation plan, the student’s performance will be evaluated by the committee and a determination will be made as to whether the College Academic Alert (see below) process will be instituted.

2. Physical Therapy Probation and College Academic Alert (CAA)

Physical Therapy Program Probation
The following standards of probation will be allowed only if the student’s cumulative GPA is at or above 2.2 and no grades of D, F or U are earned in the given semester. If the cumulative GPA is below a 2.2 or a single grade of D, F or U, the student will be subject to RWAR, as outlined above.

a. Automatic probation based on GPA – A student in the Physical Therapy program is allowed one instance of automatic probation for a single semester grade point average (GPA) between 2.000 and 2.199 if all required courses are completed with a grade of CD or better. To return to good academic standing, the average GPA of the semester resulting in automatic probation and the next semester must be equal to or greater than 2.200.

b. Probation established by the Progress and Promotion Committee - A probation hearing will be required for a student with a single semester GPA below 2.0. Refer to the probation hearing procedures in the PT Student Handbook.

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

Physical Therapy Program College Academic Alert (CAA)

Academic performance is monitored carefully by the Academic Standards Committee of the Department of Physical Therapy program, and students either not maintaining steady progress or not demonstrating adequate achievement will be barred from future registration in the program by College Academic Alert (CAA) action.

Conditions of probation may be prescribed in writing at the time of the student’s admission or readmission. 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 will be subject to committee review and possible CAA action should they fail to fulfill the specific terms. It is possible that a student be barred from registration for academic reasons even though the student’s cumulative GPA exceeds 2.2. Students concerned about their academic progress should consult the department office.

A student placed on College Academic Alert cannot register for subsequent courses in the Physical Therapy program and will be removed from any such classes for future terms in which he/she is registered. Students will be 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, will be allowed to continue in their undergraduate degree course of study.

3. 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:

A. Failure to comply with the Physical Therapy Professional Code of Conduct.

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 spring semester of year 5.

D. 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.
   
   
   d. Failure, during a clinical experience, to comply with the policies and procedures of the clinical facility.
   
   e. Failure to comply with the Physical Therapy Act for the state in which an internship experience is located.
   
   f. Failure to comply with the American Physical Therapy Association (APTA) Code of Ethics or the APTA Guide of Professional Conduct. (www.apta.org)

Violations of the professional integrity requirements will result 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 Program Integrity Reasons” will be placed 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 Regulation section of this bulletin. Once this determination has been made, the student will be dismissed from the university. This action results in ineligibility to register at Marquette. Reinstatement criteria for the student who is dismissed, if applicable, will be outlined in the dismissal notice. If the student is allowed to return to the university, a permanent notation of ‘Reinstated to the University’ will appear on the student’s academic record and Marquette’s official transcript.
Accreditation

The Commission on Accreditation in Physical Therapy Education (CAPTE) has granted accreditation to the current Doctor of Physical Therapy program. Initial accreditation of the D.P.T. program was granted in April of 2002. Current Accreditation Status: Accreditation. Five-year history: Accreditation. Students are free to contact CAPTE with questions or concerns by mail or phone at: CAPTE American Physical Therapy Association; 111 N. Fairfax St.; Alexandria, VA 22314; (703) 684-2782.

Certification in Basic Life Support

Certification in basic life support that includes child, infant and both one- and two-person adult CPR along with AED (automatic external defibrillator) 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 will 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 workers’ 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 will be 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 will be proactive in addressing learning needs rather than reactive. Disability Services, which is part of the Office of Student Educational 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 will be 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 his/her adviser prior to making a final decision.

Curricula Information

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

<table>
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<tr>
<th>DPT 4</th>
<th>Hours</th>
<th>First Term</th>
<th>Second Term</th>
<th>Summer Term</th>
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<td>BISC 4120</td>
<td>PHTH 7504</td>
<td>3</td>
<td>2</td>
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† Students may need to complete additional coursework.
Courses

**PHTH 1001. Introduction to Physical Therapy. 1 cr. hr.**
Lecture course with two components. The first will focus on medical terminology pertinent to the health care professions. The second will provide career exposure to physical therapy and include current topics of interest in the field. Prereq: Direct-Admit PT students (DRPT) or consent of instructor.

**PHTH 4512. 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: Cons. of instr.

**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. 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. 7000 level course contains enhanced content. Open to practicing Physical Therapists. Prereq: PHTH major; or cons. of instr.

PHTH 7515. Pathophysiology and Aging. 4 cr. hrs.
Lecture/clinical observations course will present the pathophysiology of cardiovascular, respiratory, renal, endocrine and immune system disorders. Course details background information on the aging process. Age-related and pathological changes which occur in the major physiological systems over time are compared and contrasted. Modes of providing service to aged clients is explored. Prereq: 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 will complete individual projects and present their work. Prereq: PHTH major and PHTH 7522; and concurrent enrollment in PHTH 7532.

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. Course includes surface anatomy, the biomechanics of normal and abnormal muscle and joint action. Lecture, demonstration and laboratory practice. Prereq: PHTH major.

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.

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 4130 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 will include pain mechanisms, assessment and physical therapy management. Prereq: PHTH Major.

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. Life Span Development. 2 cr. hrs.
Lecture/discussion/lab. Normal growth and motor development from prenatal development to motor adaptation and functional changes in
adult years. Special focus on motor behaviors across the life span and implications for the physical therapist, as well as potential influence
of motor development in the presence of injury, disease, and disability. Opportunity for interaction with infants, toddlers, children, teens and
adults. Prereq: PHTH major and BISC 4130.

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.

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 and successful completion of Introduction to Evidence Based Decision Making in Clinical Practice, PHTH 7522.

PHTH 7675. Pediatric Disorders and Intervention Strategies. 4 cr. hrs.
Lecture/lab/discussion on developmental disabilities and other selected pediatric disorders. 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: Must be a 6th year PHTH major.

PHTH 7682. Cardiovascular and Pulmonary Physical Therapy. 3 cr. hrs.
Lecture/labatory 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. 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 7986. Internship in Physical Therapy. 4-10 cr. hrs.
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
The Department of Physician Assistant Studies combines Marquette’s Jesuit tradition of cura personalis (“care for the whole person”) with the College of Health Sciences’ Jesuit ideals of concern for the spiritual, emotional and physical development of the individual.

We’re dedicated to educating physician assistants for supervised practice of primary medicine in dynamic health care systems. We realize our mission through a synergistic strategy of educational goals.

Educational Goals
These goals prepare each student intellectually, socially, and affectively to:

• Thoroughly interview and examine patients, order appropriate tests, assess findings and collaborate with the supervising physician and, whenever possible, the patient to determine the appropriate treatment plan.
• Be effective communicators, listeners, observers and diagnosticians.
• Instill the importance of counseling, educating and motivating patients and their significant others to take responsibility for their physical, mental and spiritual health.
• Foster optimal PA and supervising physician relationships.
• Identify true emergencies and respond appropriately.
• Be responsive and committed members of the health care team and adhere to the team concept of health care delivery.
• Develop a commitment to lifelong learning.
• Demonstrate allegiance to the profession through participation in professional organizations.
• Contribute to the education of future PA students by participating in physician assistant training.

Learning Outcomes
Graduates of the Physician Assistant program will be able to:

• Perform an appropriate history and physical exam on individuals that concludes with a working diagnosis and initial treatment plan.
• Apply the evidence-based principles of medicine to accurately diagnose and manage acute and chronic disease states and/or medical emergencies.
• Function effectively as a member of the health care team in respect to interpersonal relations, team skills and written and oral communication.
• Demonstrate a commitment to life-long learning by participation in professional development activities on a continuing basis.
• Demonstrate cultural understanding and sensitivity in interactions with patients of diverse socioeconomic, ethnic, and alternative backgrounds.
• Synthesize the medical literature on a given topic and present both an oral and written review.

Undergraduate Admission Requirements
Students can apply for admittance 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 be enrolled in the College of Health Sciences to ensure that they have completed the appropriate prerequisite courses that will make them eligible for a degree in biomedical sciences within the PA program. Following acceptance into the PA program, students follow the curriculum as outlined for the three-year Physician Assistant Program (see BISC/pre-PA curriculum (http://bulletin.marquette.edu/undergrad/collegeofhealthsciences/departmentofbiomedicalsciences/#biomedpa) in Biomedical Sciences Department).

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 will consider 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. Cumulative GPA of 3.000 or greater.
2. Motivation, maturity, ability to work with people and suitability for clinical practice.
3. Minimum of two hundred patient contact hours in health care.
4. Knowledge of the PA profession and the profession’s role in the health care system.
5. Graduate Record Exam scores for applicants with a degree; SAT or ACT scores for applicants entering the program without a completed bachelor’s degree.
6. Three letters of recommendation.
7. 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 2.80 in each term (summer, fall, spring). In addition, the student may receive no single grade in any course less than a C. The PA program considers a grade below C to represent unsatisfactory academic progress. Unsatisfactory academic progress may result in conditional promotion, student-initiated withdrawal from the program, or dismissal from the program.

In the clinical portion of the program (third year) the semester GPA is compiled from an aggregate of clinical rotation grades completed in that semester (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.

At intervals during each semester and at its conclusion, the Progress and Promotion Committee will review the progress of each student. The committee determines whether the student shall be unconditionally promoted; promoted with recognition; promoted with conditions (as described below); or be subject to other action as described earlier.

Counseling
Directing a student to seek appropriate counseling is within the purview of the Progress and Promotion Committee (P&P Committee). 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 P&P Committee can recommend the student establish a collaborative plan with the faculty to complete selected course objectives and incomplete work. Students will be notified of this recommendation by letter from the program director. This letter will remain a part of the student’s permanent file. In specific situations involving financial or personal elements, the 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 will respect 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 semester (usually at mid-semester). A warning may come from the course instructor or the program director on behalf of the course instructor and its purpose 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.

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

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.
Required to Withdraw for Non-Academic Reasons (RWNR) – dismissal for student conduct issues as outlined in the Student Handbook.

1. Academic Dismissal – Required to Withdraw for Academic Reasons (RWAR)/Satisfactory Academic Progress (SAP):
A. Quantitative
The quantitative SAP policy dictates a student must complete 75% of the cumulative credit hours attempted to remain in good standing, or lose financial aid eligibility.

The Office of Student Financial Aid (OSFA) will conduct an annual review at the end of the spring term. Notification will be sent to each student who has failed to maintain SAP and is no longer eligible for financial aid. The student’s record will be coded as such.

In this case, the student may continue at Marquette University; however, he/she will not receive any federal financial aid, unless SAP is appealed and granted (see appeal process below).

B. Qualitative: RWAR/SAP

Health Science Professional Students (HESP) in the Master of Physician Assistant Studies program must maintain a cumulative G.P.A. of 2.8 by the end of the second semester in the program, and each semester thereafter. In addition, students will be RWAR’ed for any course attempted with a final grade below a C (CD, D or F) or an unsatisfactory grade (U/UNC). The Office of Student Financial Aid (OSFA) and the Office of the Registrar (OTR) will monitor the program academic requirements at the end of each term (fall, spring and summer). A student who does not meet these academic requirements will be academically dismissed by the college (coded as RWAR by OTR) and his/her record coded as failure to maintain SAP (by OSFA).

The college office will communicate the RWAR via Marquette e-mail. As per university e-mail policy, it is the student’s responsibility to monitor his/her e-mail at all times. A RWAR/SAP student will be dropped from any classes in which he/she is subsequently registered.

An Undergraduate student in the Physician Assistant Studies must meet both the quantitative and qualitative 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, will be allowed to continue with their undergraduate degree course of study.

C. RWAR/SAP Appeal Process

A RWAR/SAP student may appeal both RWAR and SAP issues. The RWAR/SAP appeal form (http://www.marquette.edu/mucentral/registrar/documents/Form-UndergraduateAppealAcademicDismissalSatisfactoryAcademicProgress.pdf) is posted on the MU Central website and includes all of the required information the student must submit in order to have his/her 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, the student will be 'Reinstated on Probation' and the Progress and Promotion Committee will establish an academic probation plan for the student to regain his/her satisfactory academic and degree progress standing, and the student’s eligibility for financial aid will be 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 will be monitored by the department (Progress and Promotion Committee).

• Should the student not fulfill all of his/her academic obligations as outlined in the academic probation plan, the student’s performance will be evaluated by the committee and a determination will be made as to whether the College Academic Alert (CAA) process will be instituted.

2. Physician Assistant Studies Probation and College Academic Alert (CAA)

Physician Assistant Studies Probation

Automatic probation based on GPA – A student in the Physician Assistant Studies program is allowed up to two non-consecutive instances of automatic probation for a single semester grade point average (GPA) between 2.000 and 2.799 if all required courses are completed with a grade of C or better and cumulative GPA after the second semester in HESP is at least 2.8. To return to good academic standing, the term GPA of the subsequent academic semester must be equal to or greater than 2.800.

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

Physician Assistant Studies 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 achievement will be barred from future registration in the program by College Academic Alert (CAA) action.

Conditions of probation may be prescribed in writing at the time of the student’s admission or readmission. 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 will be subject to committee review and possible CAA action should they fail to fulfill the specific terms. It is possible that a student be barred from registration for academic reasons even though the student’s cumulative GPA exceeds 2.8. Students concerned about their academic progress should consult the department office.
A student placed on College Academic Alert cannot register for subsequent courses in the Physician Assistant Studies program and will be removed from any such classes for future terms in which he/she is registered. Students will be 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 Physician Assistant studies program, but remain in good standing at the University, will be allowed to continue in their undergraduate degree course of study.

3. 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:

A. Failure to comply with the Physician Assistant Studies Program Honor Code and Professional Code of Conduct.

B. Failure to comply with learning objectives set forth in a professional behavior learning contract between the student and the program.

C. 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 services at any point in the Physician Assistant Studies program while under the influence of an illegal substance and/or alcohol.
   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 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).

Violations of the professional integrity requirements will result in a hearing with the Progress and Promotion 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 Program Integrity Reasons” will be placed 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 Regulation section of this bulletin. Once this determination has been made, the student will be dismissed from the university. This action results in ineligibility to register at Marquette. Reinstatement criteria for the student who is dismissed, if applicable, will be outlined in the dismissal notice. If the student is allowed to return to the university, a permanent notation of ‘Reinstated to the University’ will appear 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 their program must submit a written request to the program director.

The P&P 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 will be readmitted to the program at the end of his/her leave if the P&P 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 4 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 will be moved into the professional division of Health Sciences and will no longer be eligible for undergraduate financial aid.
Curricular Information

Typical Three-Year Physician Assistant Program - Master’s of Physician Assistant Studies

First Year

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Third Year

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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 7 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 7040. Medical Terminology. 1 cr. hr.
Introduction to the medical language, including diagnostics and pharmacology. Prereq: Admission to professional phase of Physician Assistant Studies.

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 wellness exam. At the conclusion of the course, the student is expected to be competent in eliciting a complete medical history and physical exam, appropriately documenting the exam including all positive and negative findings. Medical terminology is reviewed throughout the course. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

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 professional year. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7090. Introduction to Clinical Medicine. 3 cr. hrs.
Introduction to preventative medicine healthcare with focus on screening guidelines and treatment protocols throughout the lifecycle. Emphasis on disease prevention with attention given to the unique needs of diverse and underserved patient populations. Clinical genetics and immunogenetics are introduced linking current research to practical clinical medicine in advancing the understanding of the molecular basis of genetic concepts to practical clinical application. Introduction to oncology, it’s clinical presentation, diagnostics, and therapeutics, as well as the role of preventative medicine in cancer, is addressed incorporating basic knowledge of gene expression and genetic patterns. Prereq: PHAS major; admitted to professional phase of physician assistant program.
PHAS 7110. Clinical Medicine 1. 6 cr. hrs.
Provides a comprehensive presentation of the various disease processes commonly encountered in primary care across the spectrum of clinical medicine. 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. Students acquire basic life support certification (CPR). Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7111. Clinical Medicine 2. 4 cr. hrs.
Continuation of PHAS 7110. Provides a comprehensive presentation of the various disease processes commonly encountered in primary care across the spectrum of clinical medicine. 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, nutrition, and preventative approaches. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7115. Clinical Decision Making 1. 4 cr. hrs.
Designed to expand the student’s medical knowledge base and facilitate critical thinking and diagnostic skills. Students develop differential diagnoses and order and interpret appropriate laboratory and imaging studies. Finally, students demonstrate the ability to succinctly present a working diagnosis, treatment plan, and prognosis. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7116. Clinical Decision Making 2. 1 cr. hr.
A 1-credit semester continuation of PHAS 7115 that focuses on application and further development of the student’s approach to working-up and solving medical problems. Intended to build upon, refine and integrate basic clinical skills and competencies that students have acquired in previous coursework. Provides an opportunity for students to interact with patients in the clinical setting, and document and present the case to faculty and peers. Bridges the transition between academic learning and clinical practice during the clerkship year. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

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 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 professional phase of Physician Assistant Studies.

PHAS 7220. Clinical Pharmacotherapeutics. 3 cr. hrs.
A focused clinical pharmacology course designed specifically to develop an extensive understanding of the medications routinely used in inpatient and outpatient care. Presented in a case study format using patient scenarios to develop clinical pharmacology knowledge. Prereq: PHAS major, BISC 7120, and admitted to the professional phase of Physician Assistant Studies.

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 professional phase of Physician Assistant Studies.

PHAS 7235. Emergency Medicine. 4 cr. hrs.
Provides a comprehensive introduction to diagnosis and treatment of common and life-threatening patient presentations in the Emergency Department. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7245. Professional and Ethical Issues. 2 cr. hrs.
Emphasizes current issues facing the profession, including legal and ethical problems, and the unique place of PAs within the health care system. Familiarizes students with the history and traditions of the PA profession. Complemented by information about certification, licensure, employment, professional organizations and political/legislative topics. A significant portion of the course confronts ethical issues facing today’s Physician Assistants. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

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 professional phase of Physician Assistant Studies.
PHAS 7255. Women’s Health. 2 cr. hrs.
Provides practical information on routine gynecologic and obstetric care for women. It explores various gynecological diseases, obstetric complications, and preventative 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. Includes a physical exam lab practicum. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7260. Pediatric Medicine. 3 cr. hrs.
An introductory pediatrics course which covers well child and common problems. 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 professional phase of Physician Assistant Studies.

PHAS 7265. Medical Coding and Health Care Systems. 1 cr. hr.
Begins 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. The remainder of the course focuses on the ever changing health care marketplace. Various health care system models and reimbursement methods will be compared and contrasted. Students research and present various topics to include more information on specific local and regional programs influencing health care delivery. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

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 professional phase of Physician Assistant Studies.

PHAS 7931. Special Topics in Physician Assistant Studies. 1-6 cr. hrs.
Used for special 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 professional phase of Physician Assistant Studies.

PHAS 7995. Independent Study in Physician Assistant Studies. 1-6 cr. hrs.
Prereq: Admitted to professional phase of Physician Assistant Studies.

PHAS 7997. Master’s Capstone Project. 8 cr. hrs.
A unique course executed throughout the final year of the professional PA curriculum (Clinical Year) which provides the program with a final evaluation of the readiness and eligibility of every student to graduate. This on-going assessment process encompasses multiple components including: Observed Simulated Patient Examination (OSCEs), Case Presentations, a comprehensive summative examination, and the completion of a master’s paper and presentation. 0 credit will be SNC/UNC grade assessment; 1-8 credits will be graded. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.
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Grad ’04
National Correspondent, CBS News

Peggy Troy
Nurs ’74
President and CEO, Children’s Hospital and Health System

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Eng ’86
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Rector, Santa Clara Jesuit Community and Associate Professor of Theatre and Dance, Santa Clara University

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Jour ’87
President, Zizzo Group Marketing Public Relations New Media

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Grad ’50
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Bus Ad ’62
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Ulice Payne, Jr.
Bus Ad ’78
Law ’82
President, Addison-Clifton, LLC
Gerald A. Rauenhorst
Eng ’51
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Joseph Rauenhorst
Arts ’78
President, Bay Court, Inc.
James A. Runde
Eng ’69
Special Advisor, Morgan Stanley
Louis J. Rutigliano
Eng ’60
Grad ’65
Retired Vice Chairman, Ameritech Corporation
Wayne R. Sanders
Grad ’72
Retired Chairman and CEO, Kimberly-Clark Corporation
Mary Ladish Selander
Director of Development, Lyric Opera of Chicago
John J. Stollenwerk
Sp ’62
Grad ’66
Hon. David A. Straz, Jr.
Bus Ad ’65
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Honorary Consul General of the Republic of Liberia
Honorary Consul General of the Republic of Honduras
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Professor of Theology, Loyola University Chicago
Rev. L. John Topel, S.J.
Arts ’73
Pastor, St. Mary’s Star of the Sea Parish

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Executive Vice President
Academic Senate 2012-13

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Philosophy Department elected faculty-2013

John J. Pauly, Ph.D. (Co-Chair)
Provost Ex-Officio

Lea Acord, Ph.D. (Vice-Chair)
College of Nursing faculty elected at large-2013

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Journalism Department elected faculty-2015

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Klingler College of Arts and Sciences elected faculty-2014

Harshit Aggarwal
School of Dentistry elected faculty-2014

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Diederich College of Communication Dean’s Representative

Margaret L. (Peggy) Bloom, Ph.D.
College of Education elected faculty-2014

Bruce Boyden, J.D.
Law School elected faculty-2014

Margaret Bull, Ph.D.
College of Nursing elected faculty-2015

Patricia Cervenka, J.D.
Law School elected faculty-2013

Rev. Michael Class, S.J.
College of Professional Studies elected faculty-2013

James Courtright, Ph.D.
Klingler College of Arts and Sciences elected faculty-2013

Robert J. Deahl, Ph.D.
College of Professional Studies Dean’s Representative

Andrew Dentino
School of Dentistry elected faculty-2015

Alexander Drakopoulos, Ph.D.
College of Engineering elected faculty-2013

William Fliss
Academic Library Association elected faculty librarian-2015

Marilyn Frenn, Ph.D.
College of Nursing elected faculty-2014

Ana Garner, Ph.D.
Diederich College of Communication faculty elected at large-2015

Paul Gasser, Ph.D.
College of Engineering faculty elected at large-2015

Gregory Gillman
Graduate/Professional Student Student Representative-2013

Steven Goldzwig, Ph.D.
Diederich College of Communication elected faculty-2013

William A. Henk, Ed.D
College of Education Dean’s Representative

Marie Hoeger-Bement
College of Health Sciences elected faculty-2015

Jeanne Hossenlopp, Ph.D.
Vice Provost for Research and Dean of the Graduate School Ex-Officio

Sandra Hunter, Ph.D.
College of Health Sciences elected faculty-2013

Morgan Johnson
Marquette University Student Government 2013

Peter Jones, Ph.D.
Mathematics, Statistics and Computer Sciences Department faculty elected at large-2013

Noreen Lephardt
Business Administration faculty elected at large-2015

Scott Mandernack
Library faculty elected at large-2014

Cheryl Maranto, Ph.D.
College of Business Administration elected faculty-2014

Tim Melchert, Ph.D.
College of Education elected faculty-2015

Gary S. Meyer, Ph.D.
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Rev. Philip J. Rossi, S.J., Ph.D.
Interim Dean, Klingler College of Arts and Sciences Ex-Officio

Dawn Smith
Physician Assistant Studies Part-time faculty elected at large-2014

John Su, Ph.D.
Klingler College of Arts and Sciences elected faculty-2015

Siddhartha Syam, Ph.D.
College of Business Administration elected faculty-2015

Arica Von Boxtel
Marquette University Student Government 2013
Janice Welburn
College of Libraries Dean’s Representative

G.E. Otto Widera, Ph.D.
College of Engineering elected faculty-2014

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2012-13
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Diedrich College of Communication
Robert Bishop, Ph.D. (OPUS Dean)
College of Engineering
Margaret Faut Callahan, Ph.D. (Dean)
College of Nursing
William E. Cullinan, Ph.D. (Dean)
College of Health Sciences
Robert J. Deahl, Ph.D. (Dean)
College of Professional Studies
Mark J. Eppli, Ph.D. (James H. Keyes Interim Dean)
College of Business Administration/Graduate School of Management
Joseph D. Kearney (Dean)
Law School
William A Henk, Ed.D. (Dean)
College of Education
Jeanne Hossenlopp, Ph.D. (Dean)
Graduate School
William K. Lobb, D.D.S. (Dean)
School of Dentistry
Rev. Philip J. Rossi, S.J., Ph.D. (Interim Dean)
Klingler College of Arts and Sciences
Janice Welburn (Dean)
Libraries
Georgia McRae (University Registrar)
Office of the Provost

University Board of Graduate Studies
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Michael T. Johnson, Ph.D. (Chair)
College of Engineering 2015
Johnette L. (Jay) Caulfield, Ph.D.
College of Professional Studies 2014
Edward Fallone, J.D.
Law School 2013
Robert J. Griffin, Ph.D.
Diedrich College of Communication 2013
Kim L. Halula, Ph.D.
College of Health Sciences 2013
Arthur F. Hefti, Ph.D.
School of Dentistry 2015

Jeanne M. Hossenlopp, Ph.D.
Vice Provost for Research and Dean of the Graduate School Ex-Officio
Edward J. Inderrieden, D.B.A.
College of Business Administration 2014
Maureen O’Brien, Ph.D.
College of Nursing 2015
Luke Samaliya
Graduate Student Organization/Graduate Student 2015
Stephen Saunders, Ph.D.
Klingler College of Arts and Sciences/Social Sciences 2015
Albert J. Rivero, Ph.D.
Klingler College of Arts and Sciences/Humanities 2013
Daniel Rowe, Ph.D.
Klingler College of Arts and Sciences/Natural Sciences 2014
Doris Walker Dalhouse, Ph.D.
College of Education 2015

University Leadership/Faculty/Staff
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Health Sciences Professional Administrators
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Dean, College of Health Sciences
Professor of Biomedical Sciences
Michael Anderson
Academic Coordinator
Kim L. Halula, Ph.D.
Associate Dean
Diane Novotny
Program Coordinator
Michelle Raclawski
Director, Academic Business Affairs
Michelle G. Schuh, P.T., M.S.
Assistant Dean

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Associate Chair, Biomedical Sciences
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<tbody>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
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