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About Marquette University

From the President

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

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

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

Michael R. Lovell, Ph.D.
President

From the Provost

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

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

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

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

Kimo Ah Yun, Ph.D.
Acting Provost

History

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

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

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

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

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

Mission Statement

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

Excellence

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

Faith

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

Leadership

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

Service

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

Marquette University Guiding Values

Endorsed Dec. 8, 2014

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

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

Vision Statement

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

Statement on Human Dignity and Diversity

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

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

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

**Accreditation**

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

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

**Accrediting Agencies**

<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>Klingler College of Arts and Sciences</td>
<td>Computing Accreditation Commission of ABET</td>
<td>BS in Computer Science</td>
<td><a href="http://www.abet.org">www.abet.org</a> (<a href="http://www.abet.org">http://www.abet.org</a>)</td>
</tr>
<tr>
<td>Diederich College of Communication</td>
<td>National Association of Schools of Theatre (CODA) of the American Dental Association</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>D.D.S., certificate and master’s in advanced specialty education programs in endodontics, orthodontics and dentofacial orthopedics, and prosthodontics, certificate in advanced education in general dentistry.</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 – Ph.D in Counseling Psychology</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
</tr>
<tr>
<td>College of Education</td>
<td>Council for Accreditation of Counseling and Related Educational Programs (CACREP)</td>
<td>M.S.-Clinical Mental Health Counseling -M.A.-School Counseling</td>
<td><a href="http://www.cacrep.org/">http://www.cacrep.org/</a></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>The Biomedical Engineering, BSBE program is accredited by the Engineering Accreditation Commission of ABET</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>
</tr>
<tr>
<td>College/School</td>
<td>Name of Agency</td>
<td>Academic Programs</td>
<td>Website</td>
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</tr>
<tr>
<td>College of Engineering</td>
<td>The Computer Engineering, BSCO</td>
<td>program is accredited by the Engineering Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org/">http://www.abet.org/</a></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>The Construction Engineering and Management, BS CNEN</td>
<td>is accredited by the Engineering Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org/">http://www.abet.org/</a></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>The Electrical Engineering, BSEE</td>
<td>program is accredited by the Engineering Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org/">http://www.abet.org/</a></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>The Mechanical Engineering, BSME</td>
<td>program is accredited by the Engineering Accreditation Commission of ABET</td>
<td><a href="http://www.abet.org/">http://www.abet.org/</a></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>Accreditation Review Commission on Education for the</td>
<td>Master of Physician Assistant Studies</td>
<td><a href="http://www.arc-pa.org/">http://www.arc-pa.org/</a></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>Physician Assistant, Inc. (ARC-PA)</td>
<td></td>
<td></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 in Physical Therapy</td>
<td>Doctor of Physical Therapy</td>
<td><a href="http://www.capteonline.org/home.aspx">http://www.capteonline.org/home.aspx</a></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>Education (CAPTE)</td>
<td>Masters in Athletic Training</td>
<td><a href="http://www.caate.net/imis15/caate">http://www.caate.net/imis15/caate</a> (<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>Commission on Accreditation of Athletic Training</td>
<td>M.S. in Speech-Language Pathology</td>
<td><a href="https://caa.asha.org">https://caa.asha.org</a></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>Education (CAATE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>National Accrediting Agency for Clinical Laboratory</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</td>
<td>J.D.</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</td>
<td><a href="http://www.aacn.nche.edu/ccne-accreditation">http://www.aacn.nche.edu/ccne-accreditation</a> (<a href="http://www.aacn.nche.edu/">http://www.aacn.nche.edu/</a> ccne-accreditation/)</td>
</tr>
<tr>
<td>Nursing</td>
<td>Accreditation Commission for Midwifery Education</td>
<td>-Master of Science in Nursing</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>(ACME)</td>
<td>-Doctor in Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td>-Post-graduate APRN certificate</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Council on Accreditation of Nurse Anesthesia</td>
<td>DNP specialization-Nurse anesthesia</td>
<td><a href="http://home.coa.us.com/Pages/default.aspx">http://home.coa.us.com/Pages/default.aspx</a></td>
</tr>
</tbody>
</table>

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</td>
<td><a href="https://www.acs.org/content/acs/en/about/governance/committees/training/acsapproved.html">https://www.acs.org/content/acs/en/about/governance/committees/training/acsapproved.html</a></td>
</tr>
</tbody>
</table>

College of Business Administration
Chartered Financial Analyst (CFA) Institute
BS in Finance, Applied Investment Management (AIM). The AIM program is a CFA Program Partner. The partnership designation means that Marquette University offers a degree program that covers at least 70 percent of the CFA Institute’s Program Candidate Body of Knowledge, the CFA Institute Ethical and Professional Standards, and other requirements.
http://www.cfainstitute.org/partners/university/Pages/cfa_program_partners_overview.aspx
<table>
<thead>
<tr>
<th>College of Education</th>
<th>Wisconsin Department of Public Instruction</th>
<th>College of Education:</th>
<th><a href="https://dpi.wi.gov/tepdl/epp/approved-programs/">https://dpi.wi.gov/tepdl/epp/approved-programs/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>-Licensure programs in administration: superintendent, director of instruction, principal</td>
<td>-Licensure programs in pupil services: school counselor</td>
<td>-Licensure programs in teaching: middle childhood-early adolescence; early adolescence-adolescence</td>
<td></td>
</tr>
<tr>
<td>Graduate Education:</td>
<td>Graduate Speech-Language Pathology</td>
<td>-Licensure programs in teaching: special education - speech and language pathology</td>
<td></td>
</tr>
<tr>
<td>-Licensure programs in pupil services:</td>
<td>-Licensure program in bilingual-bicultural (18 credit-hour minor)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graduate School**

<table>
<thead>
<tr>
<th>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</th>
<th>Specialist in Blood Banking (SBB) portion of the Master's in Transfusion Medicine program. The Master's in Transfusion Medicine is a collaboration between Marquette University and the BloodCenter of Wisconsin. The first 18 credits, consisting of the SBB program, are completed at the BloodCenter of Wisconsin. An additional 21-22 credits are completed at Marquette University. Marquette University has no direct affiliation with the Council on Accreditation of Allied Health Education Programs (CAAHEP). The SBB Program is accredited by CAAHEP. CAAHEP provides the standards, assessors and accreditation with sponsorship from the American Association of Blood Banks (AABB). AABB does not conduct separate accreditation.</th>
<th><a href="http://www.caahep.org/">http://www.caahep.org/</a></th>
</tr>
</thead>
</table>

**College of Health Sciences**

<table>
<thead>
<tr>
<th>American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE)</th>
<th>Marquette &amp; Zablocki VA Medical Center Neurologic Residency Program (Credentialed)</th>
<th><a href="http://www.abptrfe.org">www.abptrfe.org</a> (<a href="http://www.abptrfe.org">http://www.abptrfe.org</a>)</th>
</tr>
</thead>
</table>

**College of Health Sciences**

<table>
<thead>
<tr>
<th>National Strength and Conditioning Association</th>
<th>Exercise Physiology program; For successfully meeting established criteria, the National Strength and Conditioning Association officially recognizes Marquette University’s Program in Strength and Conditioning.</th>
<th><a href="http://www.nsca.com/Home">http://www.nsca.com/Home</a> (<a href="http://www.nsca.com/Home/">http://www.nsca.com/Home/</a>)</th>
</tr>
</thead>
</table>

**Law School**

<table>
<thead>
<tr>
<th>Association of American Law Schools</th>
<th>JD</th>
<th><a href="http://www.aals.org">http://www.aals.org</a></th>
</tr>
</thead>
</table>

**College of Nursing**

<table>
<thead>
<tr>
<th>Wisconsin Board of Nursing</th>
<th>The State of Wisconsin Board of Nursing certifies that Marquette University College of Nursing fulfilled the requirements for an accredited school of professional nursing leading to a baccalaureate degree.</th>
<th><a href="http://drli.wi.gov/profdetail.asp?pdetailid=2142&amp;profid=46&amp;locid=0">http://drli.wi.gov/profdetail.asp?pdetailid=2142&amp;profid=46&amp;locid=0</a> (<a href="http://drli.wi.gov/profdetail.asp?pdetailid=2142&amp;profid=46&amp;locid=0">http://drli.wi.gov/profdetail.asp?pdetailid=2142&amp;profid=46&amp;locid=0</a>)</th>
</tr>
</thead>
</table>

**College of Nursing**

|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|

**Legal Disclosures**

**Non-Discrimination Statement**

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

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

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

Student inquiries concerning Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 may be referred to the Office of Human Resources; Straz Tower; P.O. Box 1881; Milwaukee, WI 53201-1881; (414) 288-1645.

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

If you feel that you have been subjected to sexual harassment, discrimination or sexual misconduct, please contact Christine Harris Taylor, Title IX Coordinator: Alumni Memorial Union, Room 437, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-3151, christine.taylor@marquette.edu, or Office for Civil Rights: 500 W. Madison, Street, Suite 1475, Chicago, IL 60661-4544, (312) 730-1560.

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

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

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

### Domestic Programs

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Sponsoring Academic Unit</th>
<th>Portion of the Program that is delivered by the Entity/Institution</th>
<th>Method of Delivery</th>
<th>Costs Students May Be Expected to Incur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milwaukee Institute of Art and Design (MIAD)</td>
<td>Milwaukee, WI</td>
<td>College of Communication</td>
<td>Various; Fine Arts- Graphic Design minor Fine Arts-Studio Art minor</td>
<td>In person</td>
<td>Students pay Marquette tuition for the MIAD courses; No additional tuition is charged; however, MIAD courses may have course-specific fees for supplies.</td>
</tr>
<tr>
<td>Medical College of Wisconsin (MCW)</td>
<td>Wauwatosa, WI</td>
<td>Graduate School</td>
<td>Master's in Bioinformatics-less than 50% Master's in Healthcare Technologies Management-up to 33% Ph.D. in Biomedical Engineering-up to 40% all other non-Biomedical Engineering full-time Ph.D. students- up to 6 credits.</td>
<td>In person</td>
<td>Students pay Marquette tuition; there are no additional costs to the students.</td>
</tr>
<tr>
<td>University of Wisconsin - Milwaukee</td>
<td>Milwaukee, WI</td>
<td>Graduate School</td>
<td>Up to 6 credits.</td>
<td>In person or on-line classes depending on method of delivery that UWM uses.</td>
<td>Students pay Marquette tuition; there are no additional costs to the students.</td>
</tr>
<tr>
<td>The Blood Center of Wisconsin</td>
<td>Milwaukee, WI</td>
<td>Graduate School</td>
<td>MS in Transfusion Medicine 18 out of 38-40 credits are awarded</td>
<td>In person</td>
<td>$4,915.00 total for the entire 18 credits</td>
</tr>
<tr>
<td>General Electric (GE) Edison Systems Engineering Program</td>
<td>Waukesha, WI</td>
<td>Graduate School</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>In person</td>
<td>None; this training is required as part of the students' employment at GE.</td>
</tr>
</tbody>
</table>
**About Marquette University**

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

* 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.

**Note:** For information regarding our study abroad program agreements please see our Office of International Education Study Abroad information ([https://studyabroad.marquette.edu/](https://studyabroad.marquette.edu/)).
Health Sciences Professional

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

From the Dean

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

Welcome!

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

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

Sincerely,

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

College Mission Statement

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

How to Use this Bulletin

This 2020-2021 Marquette University Health Science Professional Bulletin governs curricular requirements for all students entering Health Science Professional (HESP) programs during the 2020-2021 academic year. The curricular requirements for all active programs are outlined herein, and are applicable to current undergraduate and new students entering the professional phase of a health science professional academic program, as well as readmitted students who have stopped out for more than one year. All academic policy and course additions/revisions apply to all students as of the date they become effective, regardless of whether they were in effect at the time the student initially enrolled at Marquette. Each entering student can view degree requirements of the programs in this bulletin. Students are encouraged to consult with their academic adviser and/or program chairperson throughout their tenure at Marquette. This bulletin is archived at the end of the academic year and continues to be available online. The university reserves the right to amend any of its academic programs, requirements for degrees, tuitions, fees, etc., at any time, in its sole discretion.
Academic Calendar

Academic Calendar

Academic Calendar (https://www.marquette.edu/central/registrar/calendars-exams-schedules.php)
Academic Regulations

Academic Integrity

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

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

Statement on Academic Integrity

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

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

Honor Pledge

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

Honor Code

The honor code obliges students:

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

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

The honor code obliges instructors:

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

The honor code obliges researchers:

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

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

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

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

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

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

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

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

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

Cheating
1. Copying from others for an assignment and/or during an examination, test or quiz.
2. Obtaining, or attempting to obtain, an assignment, examination, test, quiz or answer key without authorization.
3. Using unauthorized electronic devices or materials for an assignment, during an examination, test or quiz.
4. Communicating answers or providing unauthorized assistance for an assignment, examination, test or quiz.
5. Using unauthorized answers or assistance for an assignment, examination, test or quiz.
6. Offering one’s own work to another person or presenting another person’s work as one’s own.
7. Completing an assignment and/or taking an examination, test or quiz for another student, or having someone complete an assignment, take an examination, test or quiz for oneself.
8. Tampering with an assignment, examination, test or quiz after it has been graded, and then returning it for additional credit.
9. Outsourcing assignments, papers, examinations, tests, quizzes to fellow students or third parties.

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

Academic Fraud
1. Altering or forging documents including forms, letters, grade reports, medical reports, transcripts and verifications.
2. Submitting substantial portions of the same work for credit in more than one course, or from previous institutions, without receiving permission from all instructors involved.
3. Using purchased answers, or selling answers to assignments, examinations, quizzes or papers.
4. Attending class for another, or having others attend class for oneself.
5. Falsifying the records of clients or patients.
6. Falsifying one’s own clinical, co-op, field placement or internship records.
7. Misrepresenting oneself, degree(s), areas of study, course work and/or grade point average.

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

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

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

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

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

If students do not accept the expedited review option, the case moves to a full hearing.

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

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

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

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

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

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

Academic Advising

The University’s Advising Philosophy
Advising fosters intellectual, moral and personal growth in students. It is informed by the teachings of Ignatius Loyola, who advocated that Jesuit schools should educate students who will lead and be a leaven for good. This requires that students obtain both a firm base of knowledge and a strong sense of personal responsibility. Thus, Marquette seeks to educate on both the intellectual and moral level. The mark of academic success is the ability of students to function as well-educated, responsible members of society.
Goals for Advising
The primary purpose of advising is to enhance the academic performance of students. The result of this process should be graduates who are demonstrably committed to academic excellence and who assume responsibility for their own actions. Their growth toward this goal can be observed in their ability to make sound personal and academic choices.

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

Academic Probation and Dismissal
See respective program for specific academic probation and dismissal policies.

Academic Programs Defined
This policy (http://bulletin.marquette.edu/undergrad/academicregulations/#academicprogramsdefined) defines and outlines all academic programs at Marquette University. The full policy appears only once in the bulletin. While the link directs to the Undergraduate Bulletin, the definitions are universal to Marquette and therefore apply to Health Sciences Professional programs as well.

Annual Bulletin
The 2020-21 Marquette University Health Sciences Professional bulletin governs curricular requirements for all students entering Health Sciences Professional programs during the 2020-21 academic year. The curricular requirements for all active academic programs are outlined herein and are applicable to new students and readmitted students who have stopped out for more than one year. All academic policy and course additional/revisions apply to all students as of the date they become effective, regardless of whether they were in effect at the time the student initially enrolled at Marquette. Students are responsible for all content contained herein and are encouraged to consult with their advisers throughout their tenure at Marquette. This bulletin is archived at the end of the academic year and continues to be available online. The university reserves the right to amend any of its academic programs, requirements for degrees, tuition, fees, etc., at any time, in its sole discretion.

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

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

Violation of Attendance Policy
The university does not require faculty to take attendance; however, given the importance of attendance to the mastery of class materials, faculty may include in their syllabi the consequences of excessive absences.

1. For courses in which attendance is regularly taken, an instructor or college office may withdraw students 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 and the last date of attendance/participation.

   • 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, students may be assigned the grade of WA when more than 6 classes have been missed in a 3-credit course, when more than 8 classes have been missed in a 4-credit course and when more than 10 classes have been missed in a 5-credit course.

   • As examples: students who miss more than 6 classes in a 3-credit course that meets 50 minutes, 3 times per week, are considered to have excessive absences and may be assigned a WA. Likewise, students who miss more than 4 classes in a 3-credit course that meets 75 minutes, 2 times per week, are considered to have excessive absences and may be assigned a WA.

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

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

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

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

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

ADDITIONAL ATTENDANCE POLICIES

The ‘Violation of Attendance Policy’ and ‘Online Courses and Attendance’ sections represent university attendance standards. Each college/school may enforce additional attendance policies for certain courses; consult your college/school handbook, college/school section of the current bulletin or the individual course syllabus/attendance policy for more information.

EXTENDED ABSENCES

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

MAKING UP WORK FROM A MISSED CLASS

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

In the case of absences due to legal obligations, requests from Title IX personnel, religious observances, participation in Division 1 athletics, or other university-sponsored events, if documented in advance, students should be given the opportunity to make up class examinations or other graded assignments that are missed, where possible. These events include but are not limited to band performance or presenting a paper at a conference. In addition, students should be given the opportunity to make up class examinations or other graded assignments that are missed, where possible, for the following circumstances: hospitalization, the death or acute illness of an immediate family member (e.g., parent or caregiver, sibling, spouse, or child), mandatory admission interviews for professional or graduate school, post-graduate employment interviews that cannot be rescheduled, required participation in military duties, when the Military Call to Active Duty or Training policy is followed, required ROTC training and medical examinations or similar serious reasons. Documentation for military call-up is provided by the Office of the Registrar. Faculty may require documentation for other absences.

Students should consult faculty and the respective syllabus for their policies regarding makeup work. The manner in which the work is made up is left to the discretion of each individual faculty member. The opportunity to make up work is considered a privilege, not a right.

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

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

STUDENT AND FACULTY RESPONSIBILITIES REGARDING ATTENDANCE AND MAKEUP WORK

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

Students:

1. Students are responsible for attending all class meetings for courses in which they are registered.
2. Students should make every effort to schedule classes that minimize conflicts caused by foreseeable activities and related travel.
3. Since it is up to students to understand and abide by each instructor’s policy on issues related to attendance, students should consult the instructor if any portion is not understood.
4. Students should provide written notification of all scheduled events (e.g., dates of religious observance or scheduled travel for intercollegiate athletics), including a schedule of all activities and related travel to all their instructors within the first two weeks of each term.

5. Students should provide written notification of all other absences as soon as possible for events not foreseen at the beginning of the term. (e.g., extended athletic seasons, hospitalization). If students wish to make up work, documentation may be required by the professor and should be turned in to the professor for absences less than a week and to the college office for absences of a week or longer.  

6. Students should obtain any class notes or other course material missed due to these absences, prior to taking any subsequent examinations or submitting any subsequent graded assignments.

7. Students should make arrangements with the instructor to make up any missed work that can be made up, prior to any foreseeable absences and as soon as possible for any unforeseeable absences.

8. Regardless of the reason for the absence, students are responsible for learning what happened in class. Students who anticipate missing one or more class periods should contact the instructor ahead of time, just as they should contact their instructor as soon as possible after an absence.

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

Faculty:

1. Faculty have a responsibility to meet every class period during the term. Faculty should make every effort to seek coverage from another faculty member, if they cannot hold class because of professional travel or short-term illness.

2. Faculty should determine and notify students in writing the first day of class, preferably in the course syllabus, if any component of the grade is based on attendance and/or participation and whether or not the opportunity to make up missed work, including assignments, quizzes, examinations and so forth, is provided.

3. If faculty allow some or all assignments to be made up, they should specify the conditions students must meet to be given the opportunity to make up missed work.

4. If a faculty member does not provide information about make up work in writing, students can expect to be given a reasonable amount of time to complete work that is missed as a result of being absent due to serious reason (see above).

5. Faculty should consult the Office of Campus Ministry’s list of major religious holidays likely to affect Marquette students. Note that this is not an exhaustive list. Faculty are encouraged to accommodate students who are participating in bona fide religious observances whether or not the observance is included on the Campus Ministry list.

6. While the university does not require faculty to take attendance, if any part of the course grade is based on attendance and/or participation, the faculty member should keep thorough documentation of class attendance.

7. When it is determined that students are approaching the maximum number of absences, faculty should communicate with the college office and the students.

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1 While instructors begin to deliver course content from the first day of class and students are expected to attend all the classes for which they are registered, the university allows students to add classes until the close of registration, as published in the academic calendar. The obligation to attend class begins once students are registered for a class. Students are not considered absent until registered and the expectation is that students are allowed to make up any work that was assigned before students are enrolled.

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

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 students’ college office with the Audit Request form located at the Marquette Central (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml) (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml)/academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). The deadline to request the audit option for each session is the last day to register for the class as listed on the Academic Calendar (p. 10).

Awarding Diplomas and Certificates

This policy (http://bulletin.marquette.edu/undergrad/academicregulations/#awardingdiplomasandcertificates) defines and outlines the process for approval and distribution for official Marquette University certificates and diplomas. The full policy appears only once in the bulletin. While the link directs to the Undergraduate Bulletin, the definitions are universal to Marquette and therefore apply to Health Sciences Professional programs as well.

Commencement

Commencement at Marquette is a symbolic ceremony provided for students, faculty and families in celebration of our students' accomplishments. Following is the policy regulating participation in the university Commencement.
1. Marquette offers one Commencement per year. Commencement is held in May, following the spring term.

2. Spring Graduates:
   a. Undergraduate/Master’s/Health Sciences Professional students: students who are in good academic standing, meet the appropriate graduation application deadline and complete all degree requirements, including the official recording of any transfer work/credit by the end of the spring term, may participate in Commencement held in the same calendar year.
   b. Dental students: students who are in good academic standing, meet the appropriate graduation application deadline and complete all degree requirements, including the official recording of any transfer work/credit by the end of the spring term, participate in Commencement held in the same calendar year.
   c. Doctoral students: candidates must meet the appropriate graduation application deadline, successfully defend their dissertation, receive approval by their Dissertation Committee, and receive approval of the dissertation format by the Graduate School before the published deadline to participate in the Commencement held in the same calendar year.
   d. Law students: students who are in good academic standing, meet the appropriate graduation application deadline and complete all degree requirements, including the official recording of any transfer work by the end of the spring term, participate in Commencement and are hooded and honored at the May Law School Hooding Ceremony of the same calendar year.

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

4. The Commencement program is accurate as of the day it is printed and the University reserves the right to make changes to the academic record, if the information contained in the program changes after final grades and degree audits are completed, or other audits reveal the need for a change.

5. Students’ names and degrees appear in the Commencement Program in which they participate, regardless of the term in which they graduate. Latin Honors, if awarded, are also noted, based on the last grading cycle in which the students are enrolled; however, the final determination of Latin Honors is based on the final grades earned in the term in which the degree is conferred.

5. Degree conferral and Latin Honors are certified by the official Marquette transcript noting the degree completion. Receipt of a diploma, participation in the commencement ceremony or names/degrees/honors listed in the Commencement Program do not constitute certification of degree conferral.

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

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

Course Levels
Courses numbered 7000-7999 are professional level courses.
Conferral of Degree/Certificates

The process for determining diploma or certificate conferral dates and the distribution of diplomas, certificate and transcripts with degrees posted is outlined below. Refer to the Academic Calendar (p. 10) for the exact dates for all of these processes.

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

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

September-November and January-April

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

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

1. Students may have degrees or certificates conferred as long as all required degree/certificate requirements are completed according to the college/school's schedule.
2. Colleges/Schools verify degrees/certificates and submit graduation lists to the Office of the Registrar. Refer to the Academic Calendar (p. 10) for the exact date.
3. Refer to the appropriate academic calendar for the diploma or certificate conferral date.
4. The Office of the Registrar posts the degrees/certificates of all students who appear on the graduation list.
5. Refer to the Academic Calendar (p. 10) for the exact date diplomas and certificates are available for pick-up at Marquette Central or for mailing from the Office of the Registrar.
6. Refer to the Academic Calendar (p. 10) for the exact date transcripts with degrees or certificates posted are available from the Office of the Registrar.

Credit

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

1. Classroom Based Courses: must meet a minimum of 50 minutes per credit per week. In addition, it is assumed that an additional workload is assigned to equal 2 hours of course work outside the classroom for each 50 minutes of meeting time (e.g., a total of 170 minutes per credit, per week).
2. Blended and Non-Classroom Based Courses: must include some form of instruction, and/or homework, and/or activity that equals a minimum of 170 minutes per credit, per week.
3. Those courses that meet in a compressed format (i.e., fewer than 15 weeks), must make up the minimum of 170 minutes per credit, per week within the time frame of the course offering.

Semester hour credit is given only in accordance with descriptions for individual courses, as published in the Health Sciences Professional Bulletin. No credit is given for a course in which students have not registered.

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

College of Health Sciences degree-seeking undergraduate and health sciences professional students are recognized by the dean as having achieved the distinction of the dean’s list for the respective term if they: complete 12 or more credits, have a term GPA of at least 3.500 and did not receive any grades of ADW, F, I, UNC, U, UW, UY, WA or WF for the term.

Enrollment Status

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

Faculty Grading

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

Family Education Rights and Privacy Act (FERPA)

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

Grade Appeals

Health Science Professional students may appeal any final course grade that they believe to be in significant violation of clearly established written policies, a result of improper procedures or discriminatory. Before initiating a formal grade appeal, the students must consult with the instructor assigning the grade and present evidence why they believe the grade to be in error. If this does not lead to resolution, the students may initiate, in writing, a formal grade appeal. To be considered, the written appeal must be submitted no later than the deadline for the removal of incompletes, as noted in the Academic Calendar (p. 10). However, it may be in students' best interest to appeal sooner than this deadline if their academic progress is dependent on the outcome of the appeal. In addition, students 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. Students may present evidence of their performance and may also request that all other pertinent materials be supplied by the instructor. The chair, or associate dean, collects and analyzes the evidence in a timely manner. Evidence is gathered through consultations with the instructor, the student and any witnesses. These consultations may be in person, by phone or by electronic means. Hard copies of relevant documents may also be requested. The chair, or associate dean, evaluates the appeal or choose to designate an ad hoc committee for this purpose. The chair, associate dean, or ad hoc committee considers the appeal and evidence and makes one of the following decisions: the assigned grade should remain, the course instructor is asked to reconsider the grade in light of information collected and the reconsidered grade stands, or a grade change is warranted. The decision is communicated in writing within thirty days to the student and the instructor with copies of the formal response placed in the student’s file and forwarded to the dean and any indicated grade changes filed with the registrar.

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

Grading System

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

Letter grades with or without grade points are used, by Marquette faculty to evaluate students’ performance in a course. All grades described below, with the exception of I, IC and IE grades are permanent grades. No additional work for the purpose of changing a permanent grade may be submitted by students after the last day of the session in which the class is offered. Likewise, no additional work for the purpose of changing temporary grades of I, IC or IE may be submitted by students after the deadline to change these temporary grades, as indicated in the Academic Calendar.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Achievement</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>WF</td>
<td>Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The following letter grades do not have associated grade points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADW</td>
<td>Administrative Withdrawal; withdrawn from the course by the university for administrative reasons.</td>
</tr>
<tr>
<td>AU</td>
<td>Audit; course is excluded from attempted credits.</td>
</tr>
<tr>
<td>AUA</td>
<td>Audit; course is included in attempted credits for Satisfactory Academic Progress purposes.</td>
</tr>
<tr>
<td>CR</td>
<td>Credit; equivalent work of C or better in the course.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete; a temporary grade indicating inability to complete the course and/or take the final exam, due to circumstances beyond the control of the student; and, therefore, completion of assignments/exam is allowed after the term has ended.</td>
</tr>
<tr>
<td>IC</td>
<td>Course Incomplete; a temporary grade indicating the course is not completed by the end of the term in which the course is scheduled.</td>
</tr>
<tr>
<td>IE</td>
<td>Incomplete Extension; a temporary grade indicating an extension to the I grade removal deadline; assigned by the college office to those students who, due to circumstances beyond their control were unable to complete the required work by the I grade removal deadline.</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit; equivalent work of less than C in the course.</td>
</tr>
<tr>
<td>NG</td>
<td>No grade; a temporary grade indicating grades were not entered by the grading deadline for the session in which the class was offered; a grade change is required.</td>
</tr>
<tr>
<td>SNC</td>
<td>Satisfactory completion; equivalent work of C or better in a course bearing no credit.</td>
</tr>
<tr>
<td>UNC</td>
<td>Unsatisfactory completion; equivalent work of less than C in a course bearing no credit.</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory completion; equivalent work of C or better in a credit bearing, competency-based course.</td>
</tr>
<tr>
<td>SY</td>
<td>Satisfactory completion; equivalent work of C or better in the first term of a series of year-long courses, where grades are assigned only in the final course in the series.</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory completion; equivalent work of less that C in a credit bearing, competency-based course.</td>
</tr>
<tr>
<td>UW</td>
<td>Unexcused withdrawal; withdrawal initiated by the faculty or college office when a student registered for a course, never attended and failed to officially withdraw.</td>
</tr>
<tr>
<td>UY</td>
<td>Unsatisfactory completion; equivalent work of less than C in the first term of a series of year-long courses, where grades are assigned only in the final course in the series.</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal; withdrawal initiated by the student and approved by the college office.</td>
</tr>
<tr>
<td>WA</td>
<td>Withdrawn-Excessive Absences; withdrawal initiated by the faculty or college office due to excessive absences in the course.</td>
</tr>
</tbody>
</table>
Clarifications of Grades

ADW Grade
The ADW grade indicates that students were withdrawn from courses for administrative reasons, as determined by approved personnel of the university, including, but not limited to the dean, or members of a committee involved in a formal hearing and/or an appeal process. Submission of this grade requires a last date of attendance.

Students who are administratively withdrawn from the university receive this grade in all classes for the term/session. Likewise, students who are administratively withdrawn from a single class, receive this grade in the class. Administrative withdrawal is an action normally taken by the university for disciplinary, conduct, lack of professional competence or academic reasons, other than low grades or lack of degree progress. This grade and the last date of attendance are assigned by the college office or the Office of the Registrar depending on the reason and the office requesting the administrative withdrawal. This grade takes precedence over any other grade assigned to students.

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

CR/NC Option
This grade is initiated by students. 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 deadline to Add/Drop, as indicated on the Academic Calendar (p. 10), by completing the appropriate form available online at Marquette Central academic forms website. (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml/)

After the deadline to Add/Drop, students do not have the option of changing from CR/NC to regular grading or from regular grading to the CR/NC option.

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

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

This grade is cleared using the online grade change process located in the Faculty Center in CheckMarq. If not cleared or changed to the grade of IE by the date specified in the Academic Calendar (p. 10) the grade automatically becomes a grade of F. Retroactive withdrawals may not replace the I grade. Because these grades denote that students did not fulfill all course requirements and/or the final exam, the university views these grades with the same seriousness as the grade of F.

IC Grade
This grade is assigned by the faculty and is not the result of any action or inaction by students. This grade is changed to a permanent letter grade by the faculty at the time the course is complete and no initiation is needed by students. The permanent grade must be assigned within one year of the assigned IC grade. Retroactive withdrawals may not replace the IC grade.

IE Grade
This grade is initiated by students and must be approved by the college office of the college offering the course and cleared by that same office. If not cleared by the date specified in the I-grade extension notification sent to students, the grade automatically becomes a grade of F. Retroactive withdrawals may not replace the IE grade. In no case can the I-grade extension extend beyond one year after the original I grade was assigned.

UW Grade
This withdrawal grade is initiated by the faculty or college office when students register for a course, never attend and fail to officially withdraw.

Students assume responsibility for all consequences that ensue as a result of receiving these grades. The consequences include but are not limited to: a delay in graduation, external institutions/agencies viewing these grades as failure; loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and loss of the 100% refund. Refund calculation for this grade is based on the date the university is first informed of the non-attendance.
W grade
This withdrawal is initiated by students, before the deadline, as outlined in the Academic Calendar (http://www.marquette.edu/mucentral/registrar/cal_index.shtml). This grade is not assigned after the session in which the class is scheduled has ended. Submission of this grade requires a last date of attendance/activity. This is a permanent grade and cannot be changed or overwritten, except as described in the ADW section above.

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

WA GRADE
This withdrawal is initiated by the faculty or college office and is assigned due to excessive absences in the course, as outlined in the syllabus. This grade is not assigned after the last day of the session in which the class is scheduled. This grade is always assigned if the withdrawal is initiated prior to the deadline to withdraw for the class in which a session is scheduled, as outlined in the Academic Calendar. If initiated after the deadline, students receive the grade earned at the time (a WA or a WF, as indicated in the syllabus). Submission of this grade requires a last date of attendance/activity. This is a permanent grade and may not be overwritten or changed, except as described in the ADW section above.

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

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

1. When students initiate a withdrawal after the deadline to withdraw, as outlined in the Academic Calendar (http://www.marquette.edu/mucentral/registrar/cal_index.shtml).

2. When the faculty and/or college initiates a withdrawal after the last day to withdraw, as outlined in the Academic Calendar, if: (1) students exceed the faculty's absence policy in the syllabus; or, (2) students abandon the class. In these cases, for those students passing the class at the time of the withdrawal, the faculty may assign the WA or WF grade, depending on the grading criteria of the syllabus; however, students who are failing the class at the time of this withdrawal must be assigned a WF.

In all cases, this withdrawal is not permitted after the last day of the session in which the class is scheduled. Submission of the last date of attendance is required for this grade. This is a permanent grade and cannot be changed or overwritten at any time, except as described in the ADW section above.

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

Graduation
Graduation Requirements
Students are required to graduate at the end of the term in which all degree requirements are completed. Degree requirements are those university and college requirements needed to earn the degree. Normally, Health Science Professional students must meet the graduation requirements which are stated in the Health Science Professional Bulletin issued for the year in which they entered the professional phase of their program at Marquette. Substitutions or waivers for specific courses required for degree completion may occur, as determined by the college. It is to be expected that these course exceptions can occur in the case of students 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 readmitted students fall under a different set of degree requirements than the academic year in which they are readmitted. Students are responsible for keeping themselves informed of the requirements which apply in their particular cases. Students have available faculty advisers who assist in planning and implementing the students’ plans of studies; however, it is ultimately the responsibility of students to know and fulfill the requirements for graduation specified for the selected plan. Candidates for a professional degree must meet the following graduation requirements:

1. Health Sciences Professional Requirements:
   - Master in Athletic Training: degree candidates must earn a minimum of 82 credits with a minimum GPA of 2.750.
   - Master in Physician Assistant Studies: degree candidates must earn a minimum of 129 credits with a minimum GPA of 2.800.
   - Doctor in Occupational Therapy: degree candidates must earn a minimum of 117 credits with a minimum GPA of 3.000.
   - Doctor in Physical Therapy: degree candidates must earn a minimum of 124 credits with a minimum GPA of 2.200.

2. 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. Students’ records must be cleared of all grades that are not permanent, i.e., grades of I, IC, IE and NG.

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

5. Commencement is held in May, after the spring term. Participation in commencement does not mean students have graduated. See the Commencement Policy (p. 17) in this bulletin for further details.

6. All exceptions to this Graduation Requirements policy must be approved by the Office of the Provost, except:
   - the course and bulletin year exceptions listed in paragraph 1 (as approved by the college)
   - number 2 (as approved by the college)

**Graduation Latin Honors**

The grade point system is used to compute Graduation Latin 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 Latin Honors are recorded on diplomas, noted in the published lists of graduates at Commencement and recorded on the transcript.

**GRADUATION RECORD**

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

**Last Date of Attendance/Activity**

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

**Medical Withdrawal**

The Medical Withdrawal policy is effective for all undergraduate and health science professional students. The Dental School, Graduate School, Graduate School of Management and Law School have independent policies. Marquette University students may apply for a medical withdrawal for health reasons. A medical withdrawal is recommended when students’ health condition significantly impairs their ability to function successfully or safely as students. The following conditions may warrant a medical withdrawal:
   - A terminal condition.
   - A traumatic victimization.
   - A medical/psychological condition that requires intensive treatment or an extended hospital stay.

**Process**

Students who wish to withdraw for health-related reasons must complete the Medical Withdrawal Request and Healthcare Provider Release forms located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml/). This must be done by the standard withdrawal deadline published in the Academic Calendar (http://www.marquette.edu/mucentral/registrar/cal_index.shtml/). In addition, a licensed healthcare provider must submit a letter substantiating the condition and supporting the withdrawal. These forms must be submitted within the term of illness/injury. If students are unable to participate in the medical withdrawal process and an official medical withdrawal is needed, their college office, parent, spouse, partner, or other designee may do so on their behalf, once their incapacitation is documented or power of attorney is provided.

The university does not grant retroactive medical withdrawals of any kind for previous sessions/terms. In addition, all previously graded courses at the time of the request remain on the academic record, regardless of the session/term in which the courses were taken. Students who take a standard withdrawal during the term may not convert that standard withdrawal to a medical withdrawal at any time.

For students who withdraw for medical reasons prior to the deadline to Add/Drop for the term/session in which the class is scheduled, no courses are reflected on the academic record for the term of withdrawal. Students who withdraw for medical reasons after the deadline to Add/Drop for the term/session in which the class is scheduled receive final grades of W in all courses for the term of the withdrawal, except when courses have already been graded, or when grades of ADW (administrative withdrawal) are warranted. A medical withdrawal does not appear as a specific reason for withdrawal on the student’s official transcript.
Federal financial aid regulations require the university to submit notification of all changes in status (full-time to half-time, etc.), to the U.S. Department of Education via the National Student Loan Data System within a certain period of time. The university therefore reserves the right to withdraw students from a class or classes when it is evident the students never attended a class/classes (grade of UW assigned); students stopped attending a class/classes (grade of WA); or, due to incapacity, students must be withdrawn from a class/classes (grade of W). This policy is in effect for all students, regardless of any financial aid award.

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

Because a medical withdrawal can affect so many aspects of academic progress at Marquette University, students are encouraged to first consider other options that might enable them to remain enrolled. Students are encouraged to consult their college office, Marquette Central, the Office of International Education and other offices as appropriate. It is also recommended students consult their health insurance company and other service providers as appropriate.

It is expected the time that students take away from the university for a medical withdrawal be used for treatment and recovery. To that end, students may not return to the university the term immediately following a medical withdrawal. Students who withdraw during the fall term may appeal for return the following summer term, or any term thereafter. Students who withdraw during the spring term may appeal for return the following fall term, or any term thereafter. Students who withdraw during the summer term may appeal for return the following spring term, or any term thereafter. (See the Return to the University after Medical Withdrawal section below).

**MEDICAL WITHDRAWAL COMMITTEE**

The Medical Withdrawal Committee is comprised of five members. Permanent voting members include representatives from the Counseling Center, Student Affairs, Marquette University Medical Center, an undergraduate college representative from the Committee on Academic Procedures and a Health Sciences Professional representative, as needed. In addition, there are two ex-officio members on the committee: a representative from the Office of Student Financial Aid and the Office of the Registrar. The chair of the committee is elected from the voting members; however, the designated chair only votes to break a tie. The Medical Withdrawal Committee reserves the right to consult with individuals from students' college office, as well as additional personnel, the Counseling Center, Marquette University Medical Center and/or Student Affairs on a case by case basis. The Medical Withdrawal Committee carefully reviews each request for medical withdrawal and determine the action to be taken, including any refund, if appropriate. An approved, medical withdrawal exempts students from academic censure, although students may still be subject to review by the Office of Student Financial Aid as required by federal financial aid regulations. A medical withdrawal results in a registration hold placed on students' record until such time they are cleared to return. (See the Return to the University after Medical Withdrawal section below).

**MEDICAL WITHDRAWAL COMMITTEE'S DETERMINATION**

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

When requests for an official medical withdrawal are completed after the deadline to withdraw in the session/term in which the class is scheduled, the committee may consider the request, depending on the gravity of the situation, as outlined in the documents provided. If requests are denied, a standard term withdrawal is initiated and the requester is withdrawn from all classes with a grade of WF, except when courses have already been graded or when grades of ADW (administrative withdrawal) are warranted.

**MEDICAL WITHDRAWAL APPEAL**

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

a. The Medical Withdrawal was not fairly followed.

b. There is new information available that was not available at the time of the submitted request which could affect the committee's decision.

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

**RETURN TO THE UNIVERSITY AFTER MEDICAL WITHDRAWAL**

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

<table>
<thead>
<tr>
<th>Grade(s) Issues</th>
<th>Standard University Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal (W) grades for each course in the term with the exception of any courses in which final grades have already been posted, including previous withdrawal grades, or the grade of ADW (administrative withdrawal) is warranted.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal (W) grades for each course in the term with the exception of any courses in which final grades have already been posted, or the grade of ADW (administrative withdrawal) is warranted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Official Transcript</th>
<th>Standard University Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No notation on the transcript</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No notation on the transcript</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition Refund</th>
<th>Standard University Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows normal withdrawal schedule, as posted on the Marquette Central website.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly extended refund schedule. No refund provided after the tenth week of the term.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Censure</th>
<th>Standard University Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject to university censure (RWAR) and college academic censure (probation and CAA).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not subject to university academic censure (RWAR) or college academic alert censure (CAA).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>Standard University Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject to financial aid satisfactory academic progress (SAP) requirements. Any additional financial aid implications (loan repayment, scholarship eligibility, etc.) are based on students' aid package and should be confirmed through Marquette Central.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject to financial aid satisfactory academic progress (SAP) requirements.; Any additional financial aid implications (loan repayment, scholarship eligibility, etc.) are based on students' aid package and should be confirmed through Marquette Central.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Withdrawal Paperwork</th>
<th>Standard University Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal from All Courses and/or the university form.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Withdrawal form, which includes personal statement outlining the rationale for the request; a licensed health care provider's statement on letter head confirming the need for withdrawal and dates of the medical condition; Medical Withdrawal-Healthcare Provider Release information form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligibility for return to MU</th>
<th>Standard University Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible to enroll in the term immediately following, unless subject to academic or other censure.; No paperwork is required; see the Readmission section of this bulletin.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Withdrawal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not eligible to return to the university in the term immediately following the medical withdrawal (including summer). Submission of paperwork required at least 30 days prior to return. Paperwork includes the Medical Withdrawal Return to Marquette University form, Healthcare Provider Report forms, and Request for Readmission.</td>
</tr>
</tbody>
</table>

* After close of registration.

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

**Military Call to Active Duty or Training**

Health Sciences Professional adheres to the university policy on military call-up (http://bulletin.marquette.edu/undergrad/academicregulations/#militarycalltoactivedutyortrainingspan).

**Readmission**

Application for readmission is requested using the Health Sciences Readmission form found on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml/). Readmission requests are only considered for those students who left the college in good standing and had prior approval of the department chair; however, readmission is not considered for any former students with an outstanding balance of $3,000 or more already owed the university, or who has an active Student Affairs/Development or Office of the Registrar registration hold on their record. Students may not be readmitted into a program that has been discontinued while not enrolled. In all cases students must be fully readmitted to the university prior to the term/session in which they wish to register (see the Academic Calendar (p. 10) for published deadlines).

**Registration**

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

Students complete class registration via an Internet-based system known as CheckMarq (http://checkmarq.mu.edu). Students are responsible to ensure that their class schedule for each term/session accurately reflects the classes they plan to attend. Students may not attend classes in which they are not officially registered. Students must be registered by the deadline to Add/Drop for each session, as outlined in the Academic Calendar (p. 10). The
university does not retroactively register students for classes after the deadline to add a class for any session, or after a term is completed and reserves the right to deny credit to students who fail to officially register in any course within these time limitations. All classes for which students are registered are subject to tuition and in some cases, additional fees. Students are responsible for any payment due for all officially registered classes, regardless of attendance.

Students who do not plan to attend the university are responsible for dropping classes through CheckMarq (http://checkmarq.mu.edu), before the deadline to Add/Drop for the session/term and notifying their respective department office. All courses for which students are officially registered as of the deadline to Add/Drop are subject to fee assessment and payment, and as such appear as part of their permanent record regardless of attendance. To avoid unnecessary fee charges and unnecessary courses with punitive grades on the permanent record, students are responsible to review their official registration prior to the deadline to Add/Drop and ensure that it accurately reflects the courses in which they plan to attend.

Reinstatement to the University

Students who are 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), students are not required to apply for readmission. Instead, students are reinstated to the university on probation status. The official transcript reflects both the academic dismissal and the reinstatement on probation.

Students who are academically dismissed at the end of a term and leave the university for one or more terms must apply for readmission. As part of the readmission application, students must also request reinstatement to the university via the Academic Censure Appeal form. Both forms are located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml/). If the return to the university is approved, the official transcript reflects both the academic dismissal and the reinstatement on probation.

Repeated Courses

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

1. Courses in which a passing grade is earned may be repeated only once.
2. Normally, the repeated course is taken at Marquette.
3. The repeated course is identical to the original course in subject, catalog number, title, subtitle and credits.
4. The repeated course is graded with the same grading options as the original, e.g., students may not exercise the CR/NC option for a repeated course, unless it was originally taken with this option.
5. Courses in which a grade of ADW, AU, AUA, F, NC, UW, U, UNC, UY, W, WA or WF has been earned may be repeated until a passing is assigned; and once assigned, the course may be repeated only one more time, regardless of the grade earned.
6. A passing grade is determined as the grade required by the university grading policy, i.e., the minimum grade it takes to earn credit for the course.
   (See Grading System in this bulletin - where CR, D, 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 students’ permanent academic record. The last grade earned is included in the cumulative GPA and the grade in the original course is excluded from the cumulative GPA calculation; however, all grades remain on the academic record. The cumulative GPA is adjusted at the time the repeated course is graded. If students receive an AU, AUA, ADW, W, WA or UW in the repeated course, the earlier grade remains in the cumulative GPA. If a student repeats a course that was transferred to Marquette, only the Marquette course/grade is reflected in the total credits earned and the cumulative GPA.

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

Study at Other Institutions

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

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

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

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

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

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

1. Required to Withdraw for Academic Misconduct: dismissed due to academic dishonesty. ‘Required to Withdraw for Academic Misconduct’ appears on both unofficial and official transcripts. If students are allowed to return after this dismissal, ‘Reinstated to the University’ permanently appears on both transcripts.
2. Required to Withdraw for Academic Reasons: dismissed due to academic performance. ‘Required to Withdraw for Academic Reasons’ appears on both unofficial and official transcripts. If students are allowed to return after this dismissal, ‘Reinstated to the University on Probation’ permanently appears on both transcripts.
3. Required to Withdraw for Non-Academic Reasons-Expulsion: dismissed due to student conduct violation. ‘Required to Withdraw for Non-Academic Reasons: Expulsion’ appears on both unofficial and official transcripts. Expulsion is the most serious university disciplinary action and involves the permanent exclusion of students from the university.
4. Required to Withdraw for Non-Academic Reasons-Suspension: dismissed due to student conduct violation. ‘Required to Withdraw for Non-Academic Reasons: Suspension’ appears on both unofficial and official transcripts. If students are allowed to return after this dismissal, ‘Reinstated to the University’ permanently appears on both transcripts.
5. Required to Withdraw for Professional Integrity Reasons: dismissed due to lack of integrity in a professional setting, such as a clinical or field placement. ‘Required to Withdraw for Professional Integrity’ appears on both unofficial and official transcripts. If students are allowed to return after this dismissal, ‘Reinstated to the University’ permanently appears on both transcripts.
6. Required to Withdraw for Professional Performance Reasons: dismissed due to poor performance in a professional setting, such as a clinical or field placement. ‘Required to Withdraw for Professional Performance’ appears on both unofficial and official transcripts. If students are allowed to return after this dismissal, ‘Reinstated to the University’ permanently appears on both transcripts.
7. Required to Withdraw for Unsatisfactory Degree Progress: dismissed due to lack of degree progress. ‘Required to Withdraw for Unsatisfactory Degree Progress’ appears both unofficial and official transcripts. If students are allowed to return after this dismissal, ‘Reinstated to the University’ permanently appears on both transcripts.

Transfer Credit

Transfer credits for students in Health Sciences Professional programs are considered only for fulfillment of basic science requirements. Transfer credits are not accepted for any required 7000-level courses. Students who feel they have completed equivalent course work towards basic science requirements must submit a complete course syllabus to the department office for review. Once reviewed, if a course is acceptable for transfer credit, students are asked to have an official copy of their transcript sent to the department office, if one was not required at the time of application (i.e. students that had completed degrees at time of application and submitted transcripts through CASPA). The department office then submits a “Transfer of Credit Form” to the college office for final approval and forwarded to the Office of the Registrar for entry on the students’ record.

Withdrawals

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

Dropping any class before the deadline to Add/Drop for the session in which the class is scheduled, results in removal of the class from the students’ academic record. Once this deadline for the session has passed, as published in the Academic Calendar (http://bulletin.marquette.edu/undergrad/academiccalendar/), classes remain permanently on the record and may not be removed. Once a permanent grade is assigned, it is not changed except for institutional error or as outlined in university policies.

Federal financial aid regulations require that the university submit notification of all changes in status by students (full-time to half-time, etc.) to the U.S. Department of Education via the National Student Loan Data System within a certain period of time. The university therefore reserves the right to withdraw a student from any class when it is evident students never attended the class (grade of UW); stopped attending the class (grade of WA or WF, as appropriate); or, due to incapacity, must be withdrawn from the class (grade of W). This policy is in effect for all students, regardless of any financial aid award.
Failure to officially withdraw from classes, or the university, according to established deadlines in the Academic Calendar, (http://bulletin.marquette.edu/undergrad/academiccalendar/) the procedures referenced below, and the timelines, as published by the Bursar's Office (http://www.marquette.edu/mucentral/bursar/withdrawal_index.shtml/), does not relieve students of the responsibility to pay for any tuition/fees owed for such classes. In addition, if students cease attendance by dropping, withdrawing, or for any other reason from all federal aid eligible courses in a payment period, those students must be considered withdrawn for federal aid purposes. Students' financial aid is adjusted as required by federal and state refund calculations and institutional policy, based on the last date of attendance as reported by the students' college/school. Students' withdrawals are reported to the National Student Loan Data System when any loan deferments need to be cancelled at the time of withdrawal. Finally, the date on which withdrawal forms are submitted to the university is the date used for any tuition refund calculations.

The period for withdrawing from classes, or the term, if registered, is the day after the deadline to Add/Drop until the withdrawal deadline for each session in which classes are scheduled, as specified in the Academic Calendar (http://bulletin.marquette.edu/undergrad/academiccalendar/). After this deadline, students who wish to withdraw, are assigned the appropriate grade, as outlined in the Grading Section above.

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

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

**From Classes**

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

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

**From the University**

Students who are enrolled for one or more classes and decide to withdraw from all of them in a given term (even if enrolled in just one class) or decide to discontinue their study at Marquette after a term is complete, must formally withdraw from the university. The withdrawal process is accomplished via the Withdrawal for All Students form or the official Medical Withdrawal (p. 24) forms and process, depending on the circumstance necessitating the withdrawal. These forms are located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml/).

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

**Unexcused**

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

**Medical**

Refer to the Medical Withdrawal Policy (p. 24) above.
Student Resources and Facilities

Disability Services

Marquette University strives to ensure equal access to qualified students with disabilities across all aspects of university life. The Office of Disability Services has been designated to coordinate this process in accordance with the university’s compliance responsibilities under the law. Accommodation determinations for all students with identified and documented disabilities are made on a case-by-case basis. Any student is welcome to contact this office for more information; accommodations may be approved through an interactive process for individuals with a diagnosed medical, physical or mental health condition that is affecting at least one major life activity.

More detailed information about accessibility for all students at Marquette can be found at the Disability Services website (http://www.marquette.edu/disability-services/). The Office of Disability Services is located in the 707 building, Room 524; P.O. Box 1881, Milwaukee, WI 53201-1881; Phone (414) 288-1645; Fax (414) 288-5799.

Email

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

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

Marquette Central

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

Marquette University Police Department

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

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

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

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

MUPD also offers a free safety app, EagleEye, as an added layer of security. Available for download from the Apple App Store and Google Play for Android, the EagleEye app features a mobile Blue Light feature, which allows users to press a button in the app that connects them directly to MUPD; a Friend Walk feature, which allows students to track their friends’ locations from point A to point B; and a variety of other safety and security features.
A wide variety of crime prevention and safety awareness programs (http://www.marquette.edu/mupd/safety-tips.php) are made available to groups that are interested in promoting safety. Popular topics include self-defense, personal safety, sexual assault prevention and alcohol awareness. Numerous brochures, a newsletter and crime statistics are readily available to provide information.

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


**Student Educational Services**

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

**Student Handbook**

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

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

**Student Information System (CheckMarq)**

Marquette students obtain up-to-the moment information, monitor their academic record, view courses, register, run an academic progress report and update their address/phone numbers online by using the CheckMarq system (https://checkmarq.mu.edu/). Students can access CheckMarq from any computer or mobile device with Internet access. CheckMarq requires both a username and password. Information Technology Services assigns usernames and temporary passwords to all new students at the time of their admissions. While the username is effective for the duration of their studies at Marquette, the temporary password must be changed the first time students log onto their account and is changed periodically thereafter.

**Transcript of Academic Record**

A Marquette University transcript (http://bulletin.marquette.edu/undergrad/academicregulations/#transcripts-official) is the complete and unabridged copy of all academic work attempted while matriculated at Marquette, with the exception of transfer credit taken elsewhere. Partial transcripts are never produced. Course and grade information contained on the transcript are released pursuant to the Family Educational Rights and Privacy Act of 1974 (as amended).

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

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

Every transcript that is issued directly to students is clearly marked. Because most institutions do not accept a transcript that is delivered by students, it is strongly recommended that students request the Office of the Registrar mail or send an electronic transcript directly to the institution involved. Students who fail to follow this recommendation are liable for any further charges when additional transcripts are needed.

**Veterans Benefits**

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

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

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

Haggerty Museum of Art

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

The Haggerty Museum of Art, an academic museum committed to advancing social justice through meaningful aesthetic experiences, plays a unique role in the Milwaukee community. The Haggerty engages both academic and general audiences in high-impact, interdisciplinary, object-based learning experiences that span subjects from English to Engineering. More than half of Marquette University’s students experience the museum’s innovative exhibitions, programs and collections each year. The Haggerty Museum of Art is open every day. Museum admission is always free, to everyone. For more information, visit the Haggerty Museum of Art website (http://www.marquette.edu/haggerty/permanent_collection.shtml/).

Hartman Literacy and Learning Center

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

Libraries Overview

Marquette’s Raynor Memorial Libraries and Ray and Kay Eckstein Law Library support the university’s teaching, research and service mission by providing access to vast collections of recorded knowledge as well as a variety of research services, friendly expertise, technology tools and collaborative spaces.

Raynor Memorial Libraries

Raynor Memorial Libraries, positioned at the physical and intellectual center of campus, offers a host of services, resources and spaces to help the Marquette community learn, discover and share knowledge. Although it has the footprint of a single library, Raynor Memorial Libraries is comprised of two distinct buildings, Raynor Library (built in 2003) and Memorial Library (built in 1957).

Raynor Library, open 24/7 during the fall and spring terms, offers a variety of study areas and reservable study rooms. In addition, it is home to many services—including research support, digital scholarship tools and expertise and funding information—and centers for writing and faculty development. Raynor Library is also home to the Department of Special Collections and University Archives, whose unique holdings include J.R.R. Tolkien manuscripts, Dorothy Day’s papers, Marquette’s historical records and a sizeable rare-book collection. Additionally, Raynor Library houses a collection of Milwaukee music recordings and two contemporary collections on Christian and Catholic spirituality.

Memorial Library connects to Raynor Library via the 2nd-level bridge, which is home to the popular Brew @ the Bridge café. In Memorial Library, the majority of the library’s 1.5 million-volume printed research collection is available for browsing and borrowing. The building also hosts a variety of quiet study spaces and reservable research carrels for graduate students and faculty.

In addition to its physical spaces, Raynor Memorial Libraries offers an ever-growing suite of digital collections and services. Online collections include about 500 research databases, 2.5 million e-books, 63,000 journals and 24,500 online materials produced by Marquette’s own scholarly community. Online services include subject-based research guides and online research assistance via text, e-mail and 24/7 chat.

For more information on Raynor Memorial Libraries, visit the Raynor Memorial Libraries website (http://www.marquette.edu/library/).
Law Library
The primary mission of the Marquette University Law Library is to support the research activities of the Marquette University Law School students and faculty. The law librarians who hold both a law degree and a library degree teach a variety of law-related research courses within the law school and a number of legal research sessions for various departments on campus.

The Law Library is located in Eckstein Hall. The Law Library maintains a comprehensive electronic and a selective print collection of primary legal materials from all federal and state jurisdictions as well as a collection of selected international and comparative legal materials. In addition, the Law Library provides the entire campus with electronic subscriptions to Proquest federal legislative history materials, to HeinOnline, and to Cheetah. The Law Library is a selective depository of federal government law-related documents. The Law Library subscribes to a number of electronic legal research databases available to anyone using the Law Library. Law Library users may also access a comprehensive collection of both print and electronic Wisconsin legal research resources while in the law building.

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

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

The Office of the Provost maintains a list of currently active centers and institutes (http://www.marquette.edu/research/centers.php).
Student Financial Aid

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

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

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

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

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

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

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

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

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

Office of Student Financial Aid - Available Programs
Scholarship Assistance - Private Scholarship Opportunities
Information on Private Scholarship Opportunities can be found on the Marquette Central website (http://www.marquette.edu/mucentral/financialaid/resources_pvt_scholar.shtml/).

Loan assistance
A loan is a type of financial aid that has to be repaid upon graduation or when no longer enrolled in school on a full- or half-time basis (depending upon the terms of the individual loan program). A promissory note (legal agreement to repay) must be signed before a loan can be disbursed. The promissory
note contains detailed information about terms, responsibilities and repayment of the loan. There are no penalties for prepaying principal or interest in any student loan program. Federal regulations require all first-time Federal Direct Loan borrowers to participate in loan entrance counseling before disbursement of the loan.

**Federal Loan Programs**

The principal loan programs administered by Marquette for Health Sciences Professional students are the Federal Direct Unsubsidized Loan and the Federal Direct Grad PLUS Loan.

Additional information about loans can be found on the Marquette Central website (http://www.marquette.edu/mucentral/financialaid/grad_loans_types.shtml).

**Truth in Lending Act Disclosures**

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

**Private Alternative Loans**

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

**Student Employment Assistance**

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

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

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

**For more information**

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

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

Marquette University sends a monthly electronic billing statement to students that have an account balance. Students may also view their e-bill via CheckMarq. Payment due dates are available on the Marquette Central website (http://www.marquette.edu/mucentral/). The final step to complete registration is payment in full of all fees for the term. It is the responsibility of students to pay tuition, fees and housing by the published due date whether they receive a bill or not.

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

Registration is not considered complete until all tuition and fees are paid, enrolls in the Marquette Monthly Payment Plan (http://www.marquette.edu/mucentral/bursar/payment_plans_index.shtml/), or submits a billing authorization from an approved sponsor. Students whose accounts reflect that the payment has not been made, or that are otherwise delinquent have a registration block, transcript block and diploma block placed on their accounts. There is a $100.00 fee for the removal of the block. Failure to pay any balance when due may result in the cancellation of their registration for the current academic term, referral of the account to a collection agency, legal action to collect any balance due or any combination thereof. If the university must take legal action to collect any unpaid balance, students are responsible for all fees and costs incurred by the university to collect the unpaid balance.

Payment Options

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

- Cash and checks (http://www.marquette.edu/mucentral/bursar/payment_index.shtml/) are acceptable methods of payment.
- Electronic payment (http://www.marquette.edu/mucentral/bursar/payment_index.shtml/) (direct debit from checking or savings account) may be made by accessing the link on the Make a payment page on the Marquette Central website.
- Credit card payment (http://www.marquette.edu/mucentral/bursar/payment_index.shtml/) is available through a third-party provider. The service fee for using this service is variable depending on the amount of the charge. This service may be accessed through the link on the Make a payment page of the Marquette Central website or by calling (866) 893-4518.

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

Payment by a University Approved Third-Party Sponsor

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

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

Tuition

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Sciences Certificate (12-month program) - summer 2020, fall 2020 and spring 2021</td>
<td>$32,220.00 total cost of program</td>
</tr>
<tr>
<td>Clinical Lab Sciences Certificate - fall/spring</td>
<td>$900.00 / credit hour</td>
</tr>
<tr>
<td>Speech Pathology and Audiology post baccalaureate program - fall/spring</td>
<td>$11,255.00 / term</td>
</tr>
<tr>
<td>Master of Athletic Training - billed $8,169 summer 2020, $16,338 fall 2020 and spring 2021</td>
<td>$40,845.00 / year</td>
</tr>
<tr>
<td>Master of Physician Assistant Studies (PHAS)</td>
<td>$22,485.00 / term</td>
</tr>
</tbody>
</table>
Doctoral Occupational Therapy (OTD) $23,144.00 / term
Doctoral Physical Therapy (DPT) - this rate applies to program years four through six $24,045.00 / term

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

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

<table>
<thead>
<tr>
<th>Meal</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anytime Dining</td>
<td>$2,350.00</td>
</tr>
<tr>
<td>50 Meals (commuters only)</td>
<td>$436.00</td>
</tr>
</tbody>
</table>

Refunds and Adjustments
Students who have prepaid charges but do not register for classes are given a full refund, less applicable non-refundable deposits. Students who register for classes and subsequently change their course load through either a partial withdrawal from courses or a complete withdrawal from the university have adjustments made to their student accounts. The date on which the Withdrawal form is submitted to the university is the date used for any refund calculation. Students assume responsibility for the consequences that ensue as a result of any withdrawal grade. These consequences include but are not limited to: a delay in graduation, dismissal from degree program, external/entities viewing these grades as failing grades, loss of eligibility for certain scholarships and/or financial aid, loss of full-time status and/or loss of a refund. See this bulletin for a full description of withdrawal procedures. (p. 28)

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

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

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

Refunds for tuition and board are given based on the following schedules:
Programs of Health Sciences Professional

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

Degrees Offered:
Master of Athletic Training (M.A.T.R.)
Master of Physician Assistant Studies (M.P.A.)
Doctor of Occupational Therapy (O.T.D.)
Doctor of Physical Therapy (D.P.T.)

Other Programs Offered:
Certificate in Clinical Laboratory Science
Biomedical Sciences Pre-Dental Enhancement Program (non-degree)

Programs with degrees conferred through the graduate school (refer to the Graduate School bulletin (http://bulletin.marquette.edu/grad/)):
Master of Science in Speech Language Pathology (M.S.)
Master of Science in Exercise and Rehabilitation Science (M.S.)
Master of Science in Sports and Exercise Analytics (M.S.)
Doctor of Philosophy in Exercise and Rehabilitation Science (Ph.D.)
**Athletic Training**

*Department of Physical Therapy Chairperson: Allison Hyngstrom P.T., Ph.D.*

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

**Vision**

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

**Department of Physical Therapy Mission**

The mission of the Department is to prepare future health care practitioners and researchers with an education rich in clinical experiences, community outreach and research opportunities to develop leaders guided by the values of “Cura Personalis.”

**Program Mission**

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

**Philosophy**

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

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

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

**Expected Global Student Outcomes**

1. Marquette Master of Athletic Training graduates demonstrate technical proficiency in the field of athletic training as outlined in the Commission on Accreditation of Athletic Training Education’s Standards for Accreditation of Professional Athletic Training Program.

2. Marquette Athletic Training graduates apply critical thinking and evidence-based decision making in creating and implementing plans of care for both athletic and general populations with a variety of both acute and chronic conditions.

3. Marquette Athletic Training graduates exhibit values consistent with the Jesuit tradition of lifelong service and caring for others through the safe and ethical practice of athletic training as outlined by the National Athletic Trainers Association Board of Certification (NATABOC).

**Program Objectives**

1. To develop leaders in the field of Athletic Training who are competitive in the athletic training job market.

2. To provide a generalist athletic training graduate education to qualified students who have completed a rigorous blend of prerequisite course work.

3. To develop the Jesuit ideals of “cura personalis” (care for the total person) and men and women for others, and to integrate these ideals into the delivery of healthcare for active and athletic populations.

4. To recognize and take an active role in the dynamic and interactive teaching-learning process with shared responsibility among the academic faculty, clinical faculty and students.

5. To support the concepts of multiple learning styles and contextual learning in efforts to assure the development of a life-long autonomous learner who is self-motivated, self-directed and able to absorb, construct and internalize knowledge.
6. To assure each faculty member accepts the responsibility of being a role model by maintaining personal clinical competence, providing quality
instruction, contributing to the general body of knowledge, showing professionalism, respecting the dignity of others and being advocates for patient
and professional causes.

7. To mentor students to become educated members of society, active members of their profession and role models for peers and future Athletic
Trainers.

8. To create an environment of partnership between student and educator with the shared goal of making Marquette Athletic Training one of the most
respected programs in the country.

9. To enhance and support the care of athletes and active individuals through advanced healthcare provider training.

10. To enhance and advance the profession of Athletic Training by the involvement of Athletic Training students in the area of research in clinical and
translational rehabilitation sciences.

**Academic regulations: Pre-Professional Phase**

**Freshman Admission Requirements**

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

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

1. One year of high school chemistry and biology is required. Applicants should include trigonometry among the three required units in mathematics
because trigonometry is a prerequisite for General Physics at Marquette.

2. Due to limited space in the Direct-Admit program, previous experience in settings in which athletic trainers' function is strongly recommended.

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

**Requirements for admission to the professional phase**

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

1. A 2.800 or greater cumulative grade point average in the specified 34 minimum credits of M.A.T.R. prerequisite course work, or equivalent courses
consisting of BIOL 1001, CHEM 1001, CHEM 1002, PHYS 1001, PSYC 1001, EXPH 2110, EXPH 2115, medical terminology and a statistics course
(minimum of 34 credits). *(Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied towards M.A.T.R. pre-requisite
courses. AP and/or IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.)*


3. A demonstrated plan for completion of a bachelor's degree in August after the first year in the two-year professional phase of the M.A.T.R.
program. Students cannot proceed to the final year of the M.A.T.R. program (summer, fall, spring) without completion of their bachelor's degree.

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

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

**Transfer Applicants**

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

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

M.A.T.R. prerequisites are as follows:
Biology (one semester with or without lab) 3  
General Chemistry (two semesters with lab) 8  
General Physics (one semester with lab) 4  
General/Introductory Psychology (one semester) 3  
Statistics 3  
Medical Terminology 1  
Exercise Physiology (one semester with or without lab) 3  
Anatomy and Physiology (two-semester course A&P sequence or separate semester courses) 6  
Kinesiology or Biomechanics (one semester with or without lab) 3  
Total Credit Hours 34  

1Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied toward M.A.T.R. pre-requisite courses. Note: AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.

**Essential Functions**

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

- The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

- Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients. This includes the lifting and transportation of patients. This also includes the ability to successfully pass and maintain certification by the American Heart Association in one- and two-person adult CPR, infant and child CPR and the use of an automatic electronic defibrillator (AED).

- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

- The ability to record the physical examination results and a treatment plan clearly and accurately.

- The capacity to maintain composure and continue to function well during periods of high stress.

- The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

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

**Academic Regulations – Professional Phase**

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

**Overview**

There are certain categories of student performance problems that can lead to some form of censure. These problems may be identified at any point during the academic year, though a systematic review of all students’ course grades is also conducted at the end of each academic term. The review of other, non-course grade problems is typically conducted on an individual basis as issues arise. A finding of significant problems in any of these areas can result in probation, suspension, or dismissal, depending on the nature and severity of the problems identified. All of these statuses are maintained permanently on the students’ academic record; only statuses that result in dismissal, however, appear permanently on Marquette University’s official
transcript. If students are reinstated following a dismissal, that notation also permanently appears on the official transcript. The statuses that appear permanently on the 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 Regulations section of this bulletin.

**Academic Censure (Dismissal/Probation/Academic Alert)**

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

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

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

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

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

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

**RWAR/SAP Appeal Process**

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

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

**Athletic Training Probation and College Academic Alert (CAA)**

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

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

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

College Academic Alert (CAA)

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

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

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

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

Academic Dismissal – Professional Integrity

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

A. Failure to comply with the National Athletic Trainers’ Association (NATA) Code of Ethics and the NATA Standard of Professional Practice (https://www.bocatc.org/public-protection#standards-discipline) in either on- or off-campus settings.

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

C. Failure to complete their undergraduate degree by the end of the second summer session in the professional phase of the M.A.T.R. degree.

D. Clinical misconduct, including, but not limited to:
   • Conduct that constitutes harassment, threats or abuse of, or discrimination against peers, faculty, patients or others.
   • Provision of any services in the Master of Athletic Training program, including laboratory experiences in courses, while under the influence of an illegal substance and/or alcohol.
   • Breach of patient/client confidentiality.
   • Failure during a clinical experience, to comply with the policies and procedures of the clinical facility or organization.
   • Failure to comply with the Master of Athletic Training program policies and procedures outlined in the Master of Athletic Training Student Handbook.

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

Academic Dismissal - Academic Misconduct

Dismissal for academic misconduct (RWAM) is determined per the Academic Integrity policy (p. 11) found in the Academic Regulations section of the Health Sciences Professional bulletin. Once this determination has been made, students are dismissed from the university. This action results in ineligibility to register at Marquette. Reinstatement criteria for students who are dismissed, if applicable, are outlined in the dismissal notice. If students are allowed to return to the university, a permanent notation of ‘Reinstated to the University’ appears on the academic record and Marquette’s official transcript.
Absences

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

Anticipated absences from clinical experiences must be approved in advance by the Athletic Training Clinical Education Coordinator (CEC) at Marquette University and the center coordinator of clinical education at the clinical site. Unapproved absences are not acceptable and may lead to dismissal from the clinical site. Emergency absences, illness, etc., are circumstances usually considered to be acceptable absences if they are substantiated by the coordinators.

Accreditation

Marquette’s Athletic Training program was re-accredited through the Commission on Accreditation of Athletic Training Education (CAATE) during the 2009-2010 academic year for the maximum time frame of 10 years. The next re-accreditation assessment (comprehensive program review) occurs in the 2020-2021 academic year. A substantive change process to transition to the Master’s Degree in Athletic Training program was approved by CAATE in 2017. Students are free to contact CAATE with questions or concerns by email (info@CAATE.net) or phone at 844-GO-CAATE (844-462-2283).

CR/NC Grade Option

University guidelines allow junior and senior students to elect one course per term (to a maximum of four courses) for which only a CR or NC grade is assigned, given certain requirements are met. Refer to the CR/NC option entry in the university section of this bulletin for the specific requirements. The CR/NC option is not available for any course that is a prerequisite for the M.A.T.R. program or any course required in the professional phase of the program. Note: There is a temporary exception to this policy only for prerequisite courses taken during the Spring, 2020 semester because of the COVID-19 pandemic. In these courses, a CR or Pass grade must be earned, with the credit equating to a C or better in the grading system utilized.

Course Sequence

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

Emergency Care, CPR and Safety

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

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

Certification in Basic Life Support

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

Examinations

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

Liability Insurance

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

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

Tuition/Financial Aid for Professional Phase

From a program standpoint, students in the direct-admit athletic training program are considered in the pre-professional phase for Years 1-3 and the professional phase for Years 4-5. Direct-admit students are charged normal undergraduate rates of tuition for Years 1-4 and are eligible for financial aid as undergraduate students. Direct-admit students are then charged a year-round tuition rate in the final (fifth) year of the M.A.T.R. program (billed 1/5 summer, 2/5 fall, 2/5 spring). Students who enter the M.A.T.R. program with a completed undergraduate degree, are charged the year-round tuition rate for each year of the two-year program (1/5 summer, 2/5 fall, 2/5 spring).

Withdrawal from the Master of Athletic Training Program

Withdrawal from the program in either the pre-professional phase (for students in the direct-admit) or the professional phase (two-year M.A.T.R.) is achieved through a written request submitted to the Director of the Athletic Training Program. Any student considering withdrawing from the athletic training program is encouraged to meet with the director of the Athletic Training Program and their adviser prior to making a final decision. Withdrawal prior to completion of the undergraduate degree may result in delays in graduation, depending on sequence of course work to be completed. If withdrawing from the M.A.T.R. program results in students withdrawing from all courses at the university, they must complete the University Withdrawal form, found on the Marquette Central website (https://www.marquette.edu/mucentral/registrar/policy_forms.shtml/).

For additional information on other College of Health Sciences regulations, see the College Academic Regulations (p. 11) section of this bulletin.

Master of Athletic Training

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

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

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<th>First Year</th>
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<td>Summer</td>
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<tr>
<td>ATTR 7110</td>
<td>Emergency Management</td>
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<td>ATTR 7115</td>
<td>Athletic Training Principles</td>
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<td>ATTR 7135</td>
<td>Human Anatomy in Athletic Training</td>
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<td>ATTR 7964</td>
<td>Athletic Training Practicum I</td>
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<td>Fall</td>
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<td>ATTR 7230</td>
<td>Evaluation of the Lower Extremity</td>
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<td>ATTR 7231</td>
<td>Evaluation of the Upper Extremity</td>
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<td>ATTR 7260</td>
<td>Modalities in Rehabilitation</td>
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<td>ATTR 7966</td>
<td>Athletic Training Practicum II</td>
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<tr>
<td>EXPH 7189</td>
<td>Nutrition and Exercise Performance</td>
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<td>Interprofessional Education Communication</td>
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<td>Spring</td>
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<td>ATTR 7122</td>
<td>Evidence-Based Decision Making in Athletic Training Practice</td>
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<td>ATTR 7232</td>
<td>Evaluation of the Spine</td>
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<td>ATTR 7261</td>
<td>Rehabilitation of the Lower Extremity</td>
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<td>ATTR 7270</td>
<td>Athletic Training Administration and Management</td>
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<td>ATTR 7470</td>
<td>Neurological Disorders and Diseases</td>
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<td>ATTR 7968</td>
<td>Athletic Training Practicum III</td>
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<td>IPED 9710</td>
<td>Interprofessional Education Values and Ethics</td>
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<td>ATTR 7480</td>
<td>Psychology in Performance and Rehabilitation</td>
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<td>PHTH 7539</td>
<td>Diagnostic Imaging Testing</td>
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<td>ATTR 7970</td>
<td>Athletic Training Practicum IV</td>
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ATTR 7972  Athletic Training Practicum V  3  

Fall
ATTR 7120  Pharmacology in Athletic Training  3  
ATTR 7262  Rehabilitation of the Upper Extremity and Spine  2  
ATTR 7471  Systemic Medical Disorders  3  
ATTR 7570  Biomechanics of Injury in Sport  3  
ATTR 7974  Athletic Training Practicum VI  3  
IPED 9715  Interprofessional Education Teams and Teamwork  0  

Spring
ATTR 7976  Athletic Training Immersion Clinical  14  
ATTR 7997  Capstone Project in Athletic Training  2  
IPED 9720  Interprofessional Education Roles and Responsibilities  0  

Total Credit Hours  82  

Courses

ATTR 7110. Emergency Management. 3 cr. hrs.  
Concepts and skills required for an Athletic Trainer to manage the healthcare of athletes and active individuals in emergent, life threatening and time sensitive situations. Prereq: Enrollment in MATR program.

ATTR 7115. Athletic Training Principles. 3 cr. hrs.  
Introductory skills, system descriptions and critical thinking processes that athletic trainers utilize in the clinical practice setting, including basic taping and bracing skills and concepts, wound care, documentation and common athletic training procedures in different settings. Prereq: Enrollment in MATR program.

ATTR 7120. Pharmacology in Athletic Training. 3 cr. hrs.  
Concepts and content related to pharmacology from the athletic training educational competencies. Topics include: pharmacodynamics, pharmacokinetics, terminology related to pharmacology, legal aspects of medication management, as well as, absorption, distribution, metabolism and elimination of common medications and other drugs as it relates to athletes and the athletic population. Prereq: Enrolled in MATR program.

ATTR 7122. Evidence-Based Decision Making in Athletic Training Practice. 1 cr. hr.  
Concepts in evaluating and appraising the evidence surrounding areas of athletic training practice, including search strategies, levels of evidence and using the best available evidence in the clinical decision making process. Prereq: ATTR 7115; enrollment in MATR program.

ATTR 7135. Human Anatomy in Athletic Training. 4 cr. hrs.  
A regional and functional approach to human anatomy where all body systems are integrated, with special focus on the systems most pertinent to athletic training. Emphasizes correlations between structure and function. Laboratory included. Prereq: Enrollment in MATR program.

ATTR 7230. Evaluation of the Lower Extremity. 3 cr. hrs.  
Athletic Training evaluation general principles and musculoskeletal, circulatory and neurological evaluation concepts and techniques are instructed and evaluated for the lower extremity. Also includes systems to document and communicate findings with other health professions. Prereq: ATTR 7135 or BISC 7130; enrollment in MATR program.

ATTR 7231. Evaluation of the Upper Extremity. 2 cr. hrs.  
Musculoskeletal, circulatory and neurological evaluation concepts and techniques are instructed and evaluated for the upper extremity. Also includes systems to document and communicate findings with other health professions. Prereq: ATTR 7135 or BISC 7130; enrollment in MATR program.

ATTR 7232. Evaluation of the Spine. 2 cr. hrs.  
Musculoskeletal, circulatory and neurological evaluation concepts and techniques are instructed and evaluated for the spine, thorax and trunk. Also includes systems to document and communicate findings with other health professions. Prereq: ATTR 7135 or BISC 7130; enrollment in MATR program.

ATTR 7260. Modalities in Rehabilitation. 3 cr. hrs.  
Current practices in the use of therapeutic modalities in the treatment and rehabilitation process for active and athletic individuals, including electrical and physical interventions. Prereq: ATTR 7135 or BISC 7130; enrollment in MATR program.

ATTR 7261. Rehabilitation of the Lower Extremity. 2 cr. hrs.  
Current practices in the use of therapeutic interventions in the treatment and rehabilitation process for the lower extremity in active and athletic individuals, including exercise, conditioning and manual techniques. Prereq: ATTR 7230; enrollment in MATR program.

ATTR 7262. Rehabilitation of the Upper Extremity and Spine. 2 cr. hrs.  
Current practices in the use of therapeutic interventions in the treatment and rehabilitation process of the upper extremity and trunk/spine for active and athletic individuals, including exercise, conditioning and manual techniques. Prereq: ATTR 7135 or BISC 7130; enrollment in MATR program.
ATTR 7270. Athletic Training Administration and Management. 3 cr. hrs.
Contemporary business, management and supervisory/leadership principles applied to the athletic training setting and general health care delivery system. Prereq: ATTR 7115; enrollment in MATR program.

ATTR 7470. Neurological Disorders and Diseases. 3 cr. hrs.
Evaluation and treatment strategies for athletic trainers to recognize, evaluate and manage neurological disorders in active and athletic populations. Prereq: ATTR 7115; enrollment in MATR program.

ATTR 7471. Systemic Medical Disorders. 3 cr. hrs.
Evaluation and treatment strategies for athletic trainers to recognize, evaluate and manage medical disorders in active and athletic populations. Prereq: ATTR 7135 or BISC 7130; enrollment in MATR program.

ATTR 7480. Psychology in Performance and Rehabilitation. 3 cr. hrs.
Application of current psychological principles within the rehabilitative and sports performance setting to optimize outcomes. Prereq: ATTR 7115; enrollment in MATR program.

ATTR 7570. Biomechanics of Injury in Sport. 3 cr. hrs.
Injury biomechanics related to athletic activity from the level of tissue stress and strain through full body movement mechanics and the role in injury risk and prevention. Prereq: ATTR 7115; and ATTR 7135 or BISC 7130; enrollment in MATR program.

ATTR 7964. Athletic Training Practicum I. 2 cr. hrs.
Supervised clinical experience in an athletic training setting with specific emphasis on emergency care principles. Students gain competence in emergency care through clinical settings and/or simulations. Prereq: ATTR 7110, with a grade of C or better; enrollment in MATR program.

ATTR 7966. Athletic Training Practicum II. 3 cr. hrs.
Supervised clinical experience in an athletic training setting, with emphasis on acute injury care and basic athletic training principles. Students demonstrate competence in the acute care of active individuals in a clinical setting and/or through simulations. Prereq: ATTR 7110 and 7115, with a grade of C or better, enrollment in MATR program.

ATTR 7968. Athletic Training Practicum III. 3 cr. hrs.
Supervised clinical experience in an athletic training setting, with emphasis on evaluation in the athletic training setting. Students demonstrate competence in the evaluation of health care issues in active individuals in the clinical setting and/or through simulations. Prereq: ATTR 7230 and ATTR 7231 or equiv. with a grade of C or better; enrollment in MATR program.

ATTR 7970. Athletic Training Practicum IV. 2 cr. hrs.
Supervised clinical experience in an athletic training setting, with emphasis on athletic training practice in a non-traditional setting. Students apply their clinical skills in the care of active individuals in a non-traditional athletic training setting and/or through simulations. Prereq: ATTR 7115; enrollment in MATR program.

ATTR 7972. Athletic Training Practicum V. 3 cr. hrs.
Supervised, immersive clinical experience in an athletic training setting providing healthcare in a collision sports environment. Students demonstrate competence in the management of active individuals involved in collision sports and through simulations with the athletic training faculty instructor. Prereq: ATTR 7230; ATTR 7231; and ATTR 7472 with a grade of C or better; enrollment in MATR program.

ATTR 7974. Athletic Training Practicum VI. 3 cr. hrs.
Supervised, immersive clinical experience in an athletic training setting providing healthcare in a collision sports environment. Students demonstrate competence in the management of active individuals involved in collisions sports and through simulations with the athletic training faculty instructor. Prereq: ATTR 7230 and ATTR 7231 or equiv. with a grade of C or better; enrollment in MATR program.

ATTR 7976. Athletic Training Immersion Clinical. 1-14 cr. hrs.
The final supervised, immersive clinical experience providing healthcare in the clinical athletic training setting. Students demonstrate competence in all areas of practice as it relates to their desired career setting. Prereq: Completion of all MATR coursework with a C or better (S for all S/U courses). May be taken concurrently with ATTR 7997.

ATTR 7995. Independent Study in Athletic Training. 1-4 cr. hrs.
Research on a selected topic under the direction of a faculty member. Prereq: Cons. of instr.

ATTR 7997. Capstone Project in Athletic Training. 2 cr. hrs.
The culmination of the athletic training educational experience. Students develop a clinical practice question and demonstrate competence in using a variety of resources to answer the question using the best available evidence. Prereq: Completion of all MATR coursework with a C or better (S for all S/U courses); cons. of MATR director.
Occupational Therapy

Chairperson: Lani R. Stockwell, OTR/L, MSOT, OTD
Department of Occupational Therapy website (https://www.marquette.edu/occupational-therapy/)

Vision
The Department of Occupational Therapy at Marquette University will cultivate ethical, visionary leaders in health care and human services who will transform occupational therapy practice.

Mission
Consistent with the missions of Marquette University and the College of Health Sciences, the mission of the Department of Occupational Therapy is, to provide a transformational education within the Jesuit tradition designed to prepare future leaders of a collaborative and culturally responsive workforce. In doing so, we seek to develop occupational therapists who are grounded in faith and service for and with others and committed to the utility of meaningful and purposeful occupation in the promotion of justice. Marquette occupational therapy graduates will be competent and conscientious practitioner-scholars dedicated to the human community through care for the whole person. To accomplish this mission, we embrace Ignatian values as a way to promote a culture of learning and respect, which is integral to the tradition we serve.

Philosophy
It is the philosophy of Marquette Occupational Therapy that human beings are occupational beings, interconnected with the context of their environments and transformed through engagement in chosen occupations, or everyday life activities. The diverse nature of the human lived experience and the ability to engage in ongoing occupation, as a determinant of health, empowers individuals, communities and societies. As such, equal opportunities to pursue participation in a variety of valued and meaningful occupations, as an innate need, is a fundamental human right. To this end, we embrace the Jesuit value of Men and Women for and With Others as the embodiment of service for and with the under-served, the marginalized and those in need, in pursuit of occupational justice on behalf of all persons. Given this philosophy, and led by the Marquette Guiding Values and Jesuit values, we commit to Academic Excellence in the education of occupational therapists through the delivery of a curriculum that embraces occupational justice and the science of occupation as fundamental, promotes a spirit and culture of ethical and critical curiosity to espouse cura personalis and Contemplatives in Action, commits to Unity of Heart and Mind in fostering an appreciation for engaged, whole-person education for future whole-person practice and instills the habit of discernment of the greater good in a given situation. We strive for this to better serve God, and ultimately, others.

Expected Student Outcomes
Marquette O.T.D. graduates will have:

Practice Competence
• the knowledge, skills, attitudes and abilities necessary for valued occupational therapy practice;

Professional Identity
• a solid understanding of self as a professional.

Marquette O.T.D. graduates will be:

Servant Leaders
• committed to lifelong self-development in the service of others;

Critically Curious
• imaginative, with the capacity to reflect on and process information for sound critical thinking toward action.

Admission Requirements
Criteria for admissions
1. A baccalaureate degree from a regionally accredited institution and successful completion of all prerequisite courses prior to matriculation into the O.T. D. program.

Prerequisite Course Work: Prerequisites courses must be completed before matriculation into the program. All prerequisite courses must be taken from a regionally accredited institution and completed within the 5 years prior to application. It is possible to have two outstanding courses, except for
Anatomy and Physiology (A&P), at the time application is completed in OTCAS. **Note:** Advanced Placement (AP) courses and/or test scores do not meet prerequisite requirements.

- Prerequisite courses must be completed with a C grade or higher. **Note:** A C- grade is not accepted.

One 3-credit course each:

- Human Anatomy (must be completed in a classroom setting)
- Human Physiology (a combined A&P I, A&P II or separate courses, at least one w/ lab, may substitute for Human Anatomy and Human Physiology)
- Biological Science (must cover cell function)
- Lifespan Psychology or Developmental Psychology (or a combination of courses with content covering the lifespan)
- Abnormal Psychology (acceptable alternatives are psychopathology or clinical psychology)
- Statistics (social science, educational or mathematical; business statistics does not meet the requirement)
- Social Science
- Humanities (Theology, Philosophy or Ethics, for example)

Occasionally, a course not closely matched to a specified prerequisite course does demonstrate alignment with prerequisite course content. As such, applicants may request and submit a prerequisite substitution form. This formal request seeks to offer the prospective student an opportunity to substitute a completed course for a designated prerequisite.

2. Verified OTCAS application

The OTCAS verification process can take up to 6 weeks to complete. Early application is highly recommended. A verified application includes the following materials submitted directly to OTCAS:

- Official transcripts from all undergraduate and graduate institutions
- Three letters of recommendation - suggested authors include major adviser or professor, a work supervisor and an occupational therapy practitioner.
- List of course work in progress - no more than two prerequisite courses can be outstanding at the time of application. **Note:** Anatomy and physiology courses must be completed with final grades available at time of application.
- Personal Statement

3. OTCAS calculated Cumulative and Prerequisite GPA minimum of 3.000 (4.000 scale).

4. GRE Score Report sent to Marquette University (via Marquette OTCAS code 4553). GRE must have been scored within the five years prior to application.


**Admissions Policies**

**Credits for Previous Study and/or Work Experience**

It is the policy of the College of Health Sciences that transfer credits for students in Health Sciences Professional programs are considered only for fulfillment of basic science requirements. Transfer credits are not accepted for any required 7000-level courses. Therefore, transfer credits for course work completed outside of that content matching O.T. D. admissions-required, prerequisite course content are not accepted for credit for any required courses in the O.T. D. program. Students accepted into the program must satisfactorily complete all required occupational therapy courses. Advanced placement in the O.T. D. program is not granted for any reason, including prior academic studies or professional experience.

**Ability to Benefit**

The O.T.D. program does not admit students based on the ability to benefit.
Other Selection Factors for Admission

- Competitive applicants are invited to an on-site interview which includes a series of program interactions, individual interviews and a writing sample.

- Students must be able to carry out the basic duties and essential functions of a generalist occupational therapist with or without reasonable accommodation(s). Refer to Technical Standards.

- Class size per cohort is 40 students who are admitted based on individual merits.

- Applicants need not have received their bachelor's degree from Marquette University, but those who do receive a calculated advantage in the admission process.

- International applicants and those who graduated from a non-US college or university may have additional requirements.

- In addition to academic requirements, accepted students must be able to carry out the basic duties and essential functions of a generalist occupational therapist with or without reasonable accommodation(s). Accepted students must complete additional requisites for admission prior to matriculation, including:
  - Health and immunization records, screens, forms completed
  - Drug test
  - Caregiver Background and Criminal History Check
    - The State of Wisconsin, Department of Health and Family Services mandates that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the Caregiver and Background Check. Occupational therapy students are required to complete a background and criminal history check prior to matriculation and must abide by the university and state regulations pertaining to the findings. Background results may not prevent admission to the O.T.D. program, however, some findings may limit options for placement in fieldwork rotations and/or restrict options for other experiential learning. Failure to complete this state-mandated requirement will render the student unable to fulfill requirements for graduation from the O.T.D. program.
  - Technical standards

Technical Standards

Marquette University’s Department of Occupational Therapy prepares students to be competent and professional general practitioners. The technical standards identified herein are functional abilities fundamental to the provision of safe and effective care. Therefore, preparation for a professional role as an Occupational Therapist includes the expectation that an applicant/student must independently demonstrate competence in such abilities, with or without reasonable accommodation and must meet and maintain such technical standards in order to progress in the program.

Sensorimotor Skills: A student is expected to have functional use of sensory systems (tactile, visual, auditory, olfactory, proprioception and vestibular) in order to accurately observe, perceive, synthesize and exchange sensory information within their environment. A student must be able to recognize pressure, temperature, position in space, vibration, pain and movement in order to discriminate between safe and unsafe environments and between therapeutic and non-therapeutic contexts.

Psychomotor Skills: A student is expected to demonstrate adequate fine and gross motor movements, neuromuscular control, motor planning, strength, eye-hand/foot coordination and endurance necessary for the safe learning and practice of Occupational Therapy. Examples of examination and treatment interventions using psychomotor skills include, but are not limited to: obtaining and monitoring vital signs, assessing range of motion, manual muscle testing, functional mobility and transfers, work hardening, client and caregiver education, splint fabrication, use of adaptive equipment, manipulation of objects/materials, computer usage, environmental modification, application of physical agent modalities and performing CPR when necessary. A student must be able to appropriately navigate the environment which may require periods of physical and mental exertion needed to move, balance, stand, sit, bend, squat, kneel and reach in the provision of safe client care. A student is expected to lift up to 50 pounds, including loads from the floor and overhead. A student should be able to maintain equilibrium and move consciously and satisfactorily in urgent situations.

Communication Skills: A student must be able to effectively and professionally communicate with clients, caregivers, clinical supervisors, faculty members and other health care team members. Such communication ability includes verbal, non-verbal, written, using sign language and/or using communication devices to obtain factual information and relay factual information to others. Each student is expected to have the ability to hear, comprehend, speak and write the English language, when facilitating and producing accurate communication including written information related to education, professional documentation, record maintenance, instruction and presentation of information.

Cognitive Skills: A student must be able to demonstrate problem solving and critical thinking abilities in order to effectively and safely perform observations, administer evaluations, carry out interventions and develop programming for clients and other stakeholders. The critical skill of problem solving includes the capability to identify the problem, comprehend, measure, analyze, reason, synthesize and conduct outcome evaluation that is timely and clinically sound. Higher-level cognitive functions, including sound judgement, flexibility and shift are essential to Occupational Therapy practice. A
Technical Standards and Progression in the O.T.D. Program

Successful participation in the Occupational Therapy Doctoral Program requires that a student must independently, with or without reasonable accommodation, meet and maintain the technical standards for progression throughout the program. Students unable to meet these technical standards are not able to complete the program.

If a student has a change in health status while enrolled in the program, the student is expected to inform the department chair and their program advisor and provide an updated technical standards form. Where applicable, the program may require submission of supporting documentation from appropriate providers qualified to judge the student's ability to meet or exceed the aforementioned requirements. Significant health status changes may include surgery, time missed greater than two days, or decreased ability to perform critical functional demands associated with courses, including clinical education.

Any evidence of a possible violation of the safety and technical standards may be cause for further evaluation at the university's discretion and/or dismissal from the O.T.D. program. Evidence of possible violation may be obtained from the application materials, interviews or visual observations. Further evaluation may entail an interview or a physical examination by a physician or other provider of the university's choice.

Absences

During the three-year professional phase, students who are ill or anticipate absence for a family emergency must contact the Occupational 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 professional phase of the program may be considered grounds for repeating the entire term.

Anticipated absences from full-time clinic must be approved in advance by the Academic Fieldwork Coordinator at Marquette University and the center coordinator of clinical education at the clinical fieldwork 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 Academic Fieldwork Coordinator.

Assessment of student requirements for admission to the professional phase

Assessments of undergraduate students offered early entry to ensure fulfillment of the above criteria are made June 1 in the summer prior to students entering the professional phase of the program. Students who have successfully met the requirements are guaranteed admission into the professional phase of the program with the class they entered as freshmen. Students who do not meet the criteria forfeit automatic admission into the professional phase in the fall term.
Academic Regulations

A student is expected to remain a full-time student and complete the O.T.D. program in 3 calendar years. OTD courses are sequential and offered once a year. The sequence of courses is fixed, and all classes must be passed (C or above, S, or P) in a term in order to progress to the next term. If extenuating circumstances occur, a student may be allowed to extend their studies with permission of the department chairperson. All required course work must be completed within 5 years of matriculation. Failure to complete the O.T.D. program requirements within the 5-year time limit results in dismissal from the program. During the professional phase of the program, a student is considered in good academic standing if they comply with the program’s academic standards and standards for professional behavior. Failure to meet the progression requirements results in dismissal from the program. To achieve satisfactory academic progress leading to promotion in and graduation from the O.T.D. program, the student must:

- Achieve a GPA of at least 3.000 each term, maintaining an overall minimum GPA of 3.000 throughout the program.
- Receive no final grade of less than a C, S (satisfactory – fieldwork courses), or P (pass - IPED courses) for courses required for the O.T.D. degree
- Complete a minimum of 117 graduate-level credits from courses numbered OCTH 7010 - OCTH 7997 and BISC 7130 Human Gross Anatomy.  
  **Note:** OCTH 7956 Advanced Research in Occupational Therapy is an optional course and not required for completion of the entry-level O.T.D. degree.
- Successfully complete 24 weeks of supervised level II fieldwork – successful completion of fieldwork required prior to DEC
- Successfully complete 14 weeks of Doctoral Capstone
- Meet Technical Standards
- Demonstrate appropriate professional behaviors as described in the *Occupational Therapy Doctoral Student Handbook*

Warning Letter

A warning is a written letter to students for unacceptable academic progress during the term (usually at mid-term). A warning may come from the course instructor or the program director on behalf of the course instructor. The purpose of the warning letter is to make students aware of impending academic jeopardy. Warnings are reported to the chair/program director and student academic adviser. Students may also be placed on College Academic Alert (CAA) upon receipt of the warning letter.

Evaluation of Academic Standing

The OT Department Progress and Promotion Committee conducts evaluation of academic progression at the end of each term to determine if each student meets program progression standards. Grievances about academic judgments are reviewed by the College of Health Sciences Administration and the OT Department Progress and Promotion Committee, which then delineates the specific appeal process for the student to follow.

Academic Censure (Dismissal/Probation/Academic Alert)

Overview

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

- **Required to Withdraw for Academic Reasons (RWAR):** dismissal for deficient academic performance as described below.
- **Reinstated on Probation:** following successful appeal of academic dismissal.
- **Required to Withdraw for Professional Integrity Reasons (RWPI):** dismissal for violation of Professional Integrity standards as described below.
- **Required to Withdraw for Academic Misconduct (RWAM):** dismissal for violation of the academic honesty policy as outlined in the Academic Regulation section of this bulletin.

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

*Health Science Professional students (HESP) who have completed their undergraduate degree* must maintain a GPA of at least 3.000 for each term. The O.T.D. program considers a grade below C to represent unsatisfactory academic progress. Students earning a final grade of C minus (C-) or below, or an unsatisfactory grade (U, UNC, ADW, WF, WA) in a course or in a clinical experience may be dismissed from the O.T.D. program. The Office of the Registrar (OTR) and the Office of Student Financial Aid (OSFA) monitor the program academic requirements at the end of each term (fall,
spring and summer). A student who does not meet these academic requirements is academically dismissed by the college (coded as RWAR by OTR) and their record coded as failure to maintain Satisfactory Academic Progress (SAP) by OSFA.

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

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

RWAR/SAP Appeal Process

An RWAR/SAP student must appeal both RWAR/SAP by sending one form, which addresses both RWAR and SAP issues. This is done via the Academic Censure form located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml/).

The form includes all of the required information the student must submit in order to have their appeal reviewed.

- The form is submitted to Marquette Central (see bottom of form for methods of submission). The department chairperson, in consultation with the Academic Standards Committee, has the final decision on all RWAR/SAP appeals. The Academic Standards Committee may require a hearing with the student. See appeal hearing procedures in the Occupational Therapy Student Handbook.

- If the appeal is approved, the student is ‘Reinstituted on Probation’ and the Academic Standards Committee establishes an academic probation plan for the student to regain their satisfactory academic and degree progress standing, and the student’s eligibility for financial aid is restored.

- The plan must be measurable and ensure that the student is able to meet Marquette’s SAP standards by a specific point in time. Plans should include courses to be taken, expected grades and a time frame to complete the outlined objectives.

- The plan is monitored by the department (Academic Standards Committee).

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

Occupational Therapy Probation and College Academic Alert (CAA)

- Automatic probation based on GPA – A student in the Occupational Therapy program is allowed one instance of automatic probation for a single term grade point average (GPA) between 2.800 and 3.000 if all required courses are completed with a grade of C or above. To return to good academic standing, the average GPA of the term resulting in automatic probation and the next graded term must be equal to or greater than 3.000.

- Conditions of probation may be prescribed in writing at the time of the student’s hearing. Conditions may also be prescribed in writing in the case of a student whose course performance or failure to follow academic advice warrants such action at any time during the program. All students where conditions of probation have been established is subject to committee review and possible CAA action should they fail to fulfill the specific terms.

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

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

It is possible that a student is barred from registration for academic reasons even though the student’s cumulative GPA exceeds 3.000.

Academic Dismissal – Professional Integrity

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

1. Failure to comply with the American Occupational Therapy Association Code of Ethics (https://www.aota.org/About-Occupational-Therapy/Ethics.aspx)

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

3. Failure to complete their undergraduate degree by the end of the spring term of year 5.
4. Professional misconduct, including, but not limited to:

a. Conduct that constitutes harassment, threats or abuse of, or discrimination against peers, faculty, patients or others.

b. Provision of Occupational therapy services, including laboratory experiences in courses, while under the influence of an illegal substance and/or alcohol.


d. Failure to comply with the policies and procedures of the clinical facility during a clinical fieldwork experience.

e. Failure to comply with the Occupational Therapy Act for the state in which an internship experience is located.

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

**Academic Dismissal - Academic Misconduct**

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

**ACADEMIC Remediation**

**Remediation for O.T.D. Students (OCTH Courses)**

Within a course, an instructor may use several evaluation tools to determine a course grade. Within this framework, a student may perform below the required academic standards in certain content areas. In such circumstances, specific content areas may require remediation.

Remediation occurs whenever a student achieves less than a C grade on any particular assessment. The student must contact the course instructor and inquire about remediation within 48 hours of release of the exam grade if a grade of less than C is achieved, as stated in the course syllabus and O.T.D. student handbook. Failure to contact the professor or instructor within this time frame results in a mandatory meeting with the Progress and Promotion Committee.

Remediation content, format and timeline are determined by the course instructor. This may entail re-taking a comparable evaluation assessment (i.e. new D2L test or OSCE), or other assignments. Remediation requirements should be completed within 1-2 weeks from the initial faculty-student meeting or as directed by the course instructor.

Remediation of assessments does not affect the exam grade, nor does it improve the term grade. Remediation is required to ensure that the course objectives and general content knowledge are demonstrated by the student prior to beginning the clinical year. All remediation outcomes are also reported to the Assessment Committee and reviewed by the Progress and Promotion Committee.

**Remediation within each OCTH course:**

Within each didactic OCTH course, a student is allowed to remediate up to two assessments, however the initial earned grade is not replaced. Any additional assessments that score <70% in that same course are assigned a zero and the student is required to meet with the Progress and Promotion Committee. The student is placed on College Academic Alert (CAA) and at the conclusion of the term may be dismissed, decelerated or placed on conditional academic probation.

**Failed Remediation:**

If a student fails a first remediation assignment (<70%), the earned grade does not change, they are required to meet with the Progress and Promotion Committee and the student is placed on College Academic Alert (CAA). (See conditions of academic probation below). Students must pass a second remediation assessment of the failed material or be given a zero for the grade on the initial assessment. Subsequent failed remediation (<70%) of future assessments in that course results in a zero for each assessment. Any student who fails to complete a remediation assignment receives a zero regardless if it is the first remediation of the course or term.

**Total Remediation within the term:**

A student is allowed to remediate up to four aggregate assessments within the didactic term for OCTH courses. After four remediations, the student is required to meet with the Progress and Promotion Committee and is placed on College Academic Alert (CAA). (See conditions of academic probation below.) Subsequent failed assessments (<70%) in the term result in a zero for that assessment. At the conclusion of the term, the student may be dismissed, decelerated or promoted on conditional academic probation.

Any student who fails to complete a remediation assignment receive a zero regardless if it is the first remediation of the course or term.
Conditions of Promotion on Academic Probation:

- Must pass any pending remediation. Remediation content, format and timeline are determined by the course instructor. If the remediation is not successful (70% or greater) the student is immediately dismissed.
- Must maintain a term and cumulative GPA of 3.000 or higher at the conclusion of the term.
- Must pass all courses with grade of C or better.

If conditionally promoted to the following term:

1. The student is allowed one failed assessment (<70%) and one remediation in each course.
2. All remediations must be successful, and if not, the student is immediately dismissed.
3. Students on academic probation are allowed one remediation in each OCTH course, not to exceed three total remediations within the term. If any additional assessment grade earned is less than 70%, beyond the three allowed in the term, or one per each course, the student is immediately dismissed.

Once remediation is required for an assessment, it is encouraged that the student discuss study strategies with the course director and academic adviser. Additional academic resources are available in the Office of Student Educational Services (https://www.marquette.edu/disability-services/).

Accreditation

The Marquette University entry-level occupational therapy doctoral program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is 301-652-AOTA and their website is https://acoteonline.org/. The program must have a pre-accreditation review, complete an on-site evaluation and be granted Accreditation Status before its graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note: a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

Certification in Basic Life Support

American Heart Association (AHA) Basic Life Support for Health Care Providers certification is required prior to matriculation and must be maintained by each student for the duration of the professional program. Certification in basic life support (BLS) includes child, infant and both one- and two-person adult CPR along with AED (automatic external defibrillator) training. Failure to maintain and/or present current certification may jeopardize enrollment in OCTH courses including any experiential learning courses. Note: BLS certification must be completed through the AHA and not through a provider offering the equivalent or one that follows AHA guidelines. American Red Cross certification is NOT acceptable.

Credit/No Credit (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 a CR or NC grade is assigned, given certain requirements are met. Refer to the CR/NC grade option in the university section of this bulletin for the specific requirements. However, this CR/NC option is not available for any course that is part of the prerequisite courses for the O.T.D. program or any course required in the professional phase of the program.

Emergency Care and Safety

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

All O.T.D. 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. Failure to complete or maintain such requirements as indicated may prevent student participation in clinical or other experiential learning programming, possibly impacting progression in a course and thus in the program. Students may also be required to complete OSHA and HIPAA training as requested by clinical or community partners.

Examinations

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

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

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.

Policy for Students Requesting Accommodations

It is the responsibility of the student to contact the Office of Disability Services to identify and request reasonable accommodations for the classroom or laboratory. Students are encouraged to be proactive in addressing their learning needs and to discuss their needs with their instructors as early as possible at the beginning of each term. Additional information can be found at https://www.marquette.edu/disability-services/accommodations.php.

Tuition/Financial Aid for Professional Phase

Students granted early admission to the O.T.D. program are charged the higher professional phase tuition rate in the 3-year professional phase. First year professional students who are in their senior year of undergraduate study, are still eligible for undergraduate financial aid and scholarships available to Marquette undergraduate students. When Occupational Therapy students complete their undergraduate degree, they can no longer be considered for undergraduate sources of financial aid.

Withdrawal from the Occupational Therapy Program

Withdrawal from the Program

Withdrawal from the program (temporary or permanent) is achieved through a written request submitted to the chairperson of the Department of Occupational Therapy. Students considering withdrawing from the occupational therapy program are encouraged to meet with the chairperson of the Department of Occupational Therapy or their adviser prior to making a final decision. A temporary withdrawal may be granted under unique circumstances but shall not extend longer than one calendar year. The committee may require students to repeat course work after an extended absence.

Re-Entry Policy

Students who are granted a temporary withdrawal draw from the O.T.D. program may reenter at that level only with concurrence of the Progression and Promotion Committee and the Chair/Program Director, on a space-available and case-by-case basis.

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

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

Doctor of Occupational Therapy

Typical Professional Program - Occupational Therapy Degree: O.T.D.

First Year

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Total credit hours: 117

Courses

**OCTH 7010. Foundations of Occupational Therapy. 2 cr. hrs.**
Establishes an understanding of the history and philosophical domain and of occupational therapy through lecture and participatory activities. Explores professional roles of the occupational therapy practitioner including advocate, administrator, researcher, consultant, entrepreneur, educator, practitioner and policy developer. Discovers current and emerging areas of the practice of occupational therapy through grand rounds where guest faculty and practitioners share their experience and expertise. Examines the scope of and standards of practice, core documents of the profession, and professional organizations that support, guide and govern OT practice. Emphasizes professional development and wellness-oriented practice (self-care for the practitioner). Demonstrates foundational patient-care skills to ensure safety of self and others. Prereq: Admitted to OCTH-OTD program.

**OCTH 7135. Applied Anatomy. 1 cr. hr.**
Examines the anatomical structure-function relationship through active learning methods. Clinically correlates the study of concurrent regional anatomy in BISC 7130 toward knowledge of function, dysfunction and the impact on occupational performance. Prereq: Admitted to OCTH-OTD program.

**OCTH 7140. Kinesiology. 4 cr. hrs.**
Establishes a basis of general biomechanical principles and detailed understanding of human movement. Identifies and examines anatomical structures in the trunk, shoulder girdle and upper extremity and assesses the function of those structures. Studies surface anatomy and the biomechanics of normal and abnormal muscle and joint action. Laboratory sessions provide practical applications of principles including development of assessment skills in analysis of joint movement, muscle strength, functional mobility and pain. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

**OCTH 7150. Clinical and Health Conditions 1. 3 cr. hrs.**
Explores the pathology and pathophysiology of disorders pertinent to the practice of occupational therapy across the lifespan through lecture and clinical observations. An introduction to oncology and the pathophysiological disorders of the nervous system are examined. Explores medical and psychosocial aspects of chronic illness and disability as a change from normal aging and physiobiological functioning. Pharmacological and other medical interventions are introduced and integrated with material concurrently presented in other courses. The role of the occupational therapist discussed as functional implications of pathological change from an occupational perspective is explored. Prereq: Admitted to OCTH-OTD program.
OCTH 7190. Neuroanatomy. 3 cr. hrs.
Examines histology, gross anatomy, organization and function of the central nervous system and peripheral nervous system. Each topic has an applied component in which students investigate the impact of these systems and structures on function and the dynamic relationship with occupation. Lecture/lab consists of clinical application of the course topics to case studies. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7195. Neuroscience. 4 cr. hrs.
An understanding of neurobiological systems as a basis for human functional capacity. Examines the impact of neurological conditions and implications of neurological deficits on daily function and life participation. Presents development of sensory, cognitive and psychological body systems and the components of sensory and motor processing. Examines the concepts of cognitive performance including learning and behavior change, memory, arousal/attention, emotion, motivation and language. Studies hemispheric lateralization, neuroplasticity and the significant contribution of occupation to neurological wiring. Labs include development of skills in clinical assessment of neurological conditions. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7235. Medical Humanities 1. 2 cr. hrs.
Explores the complexity of culture and the cultural formation of health and illness. Examines determinants of health with a particular focus on the patient and provider as persons in social and cultural contexts that shape knowledge, behaviors, attitudes and potential effect on access to, receipt of and delivery of care. Demonstrates knowledge of the U.S. healthcare delivery system and examines health policy framework. Explores potential disparities related to health in the context of bioethics and ethical delivery of care. Draws upon concurrent course content and experience to examine cultural assumptions about the nature of health, well-being and participation on quality of life, and the implications of cultural differences for occupational therapy practice models and methods. Analyzes the OT Practice Framework relative to cultural factors and alongside contemporary theories of human occupation and the call for occupation-based and patient-centered practice. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7236. Medical Humanities 2. 2 cr. hrs.
Historical perspectives of disability and the influential nature of sociopolitical expectations on the construction of disability over time. Explores the reciprocal influence of contextual and demographic factors on legislation and regulations, policy-making and the implications for public health, and the practice of occupational therapy for persons, groups and populations. Applies advocacy skills to promote the concept of occupational justice and increase awareness of contributory factors that may hinder full participation in society. Analyzes the concept of disability as a misfit between the person-environment transaction. Optimizes accessibility of various environments for persons with disability with the concurrent OCTH 7306 course. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7237. Medical Humanities 3. 2 cr. hrs.
Explores the concept of authentic leadership as defined in the Ignatian tradition. Discovers the many applications of Ignatian discernment and decision-making in the workplace. Engages in critical review and discussion of occupational therapy practice through the analysis of bioethical issues and case studies. Explores scope of practice, standards of practice and professional responsibilities through the lens of Ignatian tradition. Identifies, analyzes and advocates for existing and future service delivery models and policies and opportunities to address societal needs. Discusses the potential effect of such advocacy on the practice of OT. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7305. Clinical and Health Conditions 2. 2 cr. hrs.
Compares orthopedic conditions of the upper and lower extremities. Explores the biomechanistic means of injury through the lens of everyday activity. Integrates knowledge of anatomy and concurrent didactic knowledge to examine the effect of such conditions on occupational performance. Applies models and theories of practice, and current evidence in orthopedic rehabilitation in the evaluation and assessment of musculoskeletal injuries. Critically analyzes evidence supporting evaluation and treatment methodologies used with individuals with orthopedic impairments. Introduces upper extremity static and dynamic splinting skills and the use of physical agent modalities in orthopedic rehabilitation. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7306. Therapeutic Technology, Accessibility and Environment 2. 2 cr. hrs.
Introduction to the use of assistive technology (AT) and adaptive equipment as an intervention to preserve, augment or improve well-being for persons in early to middle adulthood. Explores the use of equipment, assistive devices and therapeutic technology as a means to augment and/or adapt the environment to support occupational performance. Examines intervention strategies that maximize participation in daily activities for adults with varying limitations and disabilities in home, school, work and community environments. Assessment and intervention strategies developed in the context of home, school, work and community settings using technology to enhance occupational performance. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.
OCTH 7310. Theory and Practice Fundamentals: Mental Health. 2 cr. hrs.
Establishes a foundational knowledge for assessment of persons with mental health and psychosocial challenges in various contexts including the use of subjective and objective measures. A comprehensive introduction to occupational therapy practice in mental health, including selected theoretical perspectives and conceptual models of practice as applied across the lifespan to individual, groups and populations. Lectures are integrated with lab experiences, to promote understanding of client psychosocial issues manifesting in acute episodes, rehabilitation, recovery and prevention. Explores therapeutic approaches and communication with application of therapeutic use of self, narrative reasoning, emotional intelligence, empathy and a client-centered, collaborative approach. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7315. Theory and Practice Fundamentals: Children and Youth. 5 cr. hrs.
Establishes a foundational knowledge for assessment of children and youth in various contexts including the use of subjective and objective measures. Relates etiology and development to frames of reference and methodologies utilized by an occupational therapy practitioner when working with children and youth. Explains cognitive, motor and social-emotional developmental milestones of infants, early childhood, middle childhood and adolescents. Describes occupations typical of children and adolescents and the impact of disruption on child and family occupational performance and participation within various contexts. Lab experiences focus on theoretical foundations and uses developmental principles to guide assessment and intervention, such as play, sensory processing, cognitive approaches, hand function, social skills, executive functioning and feeding. Studies current policies affecting practice with children and youth. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7320. Theory and Practice Fundamentals: Adulthood. 4 cr. hrs.
Establishes a foundational knowledge for assessment of adults in various contexts including the use of subjective and objective measures. Applies an understanding of the occupations of individuals in early to middle adulthood and explores conceptual models of practice, theories and evidence-based therapeutic techniques as a foundation for the OT process for adults with physical dysfunction across the continuum of care. Develops skills through in-depth application of physical agent modalities, durable medical and adaptive equipment selection and adjustment, adaptive equipment selection, design and instruction, and orthotic fabrication and fitting. Also develops skills to integrate principles of ergonomics in lab sessions. Biopsychosocial consideration guides professional reasoning. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7325. Theory and Practice Fundamentals: Productive Aging. 2 cr. hrs.
Establishes a foundational knowledge for assessment of aging adults in various contexts including the use of subjective and objective measures. Applies an understanding of the occupations of older adults and explores conceptual models of practice, theories of aging and adaptation and evidence-based therapeutic techniques as a foundation for practice. Examines contemporary practice issues related to productive aging, including interprofessional practice. Compares service delivery models and resources to support older adults and their caregivers across the continuum of care. Develops professional reasoning skills for assessment through the comparison of the concepts of the normal aging process, with biological, physiological, psychosocial and neurological changes associated with aging and end-of-life care. Explores issues that may influence geriatric practice including policy, reimbursement models and ethics. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7330. Occupational Therapy Process: Mental Health. 2 cr. hrs.
Emphasizes the utilization of assessment results to implement evidence-based, theory-driven interventions that support participation and occupational engagement for individuals and groups across the lifespan. Applies knowledge of the impact of psychological and mental health dysfunction on occupational performance and participation. Develops clinical reasoning and skills through experiential, self-directed and case-based learning. Designs and facilitates individual and group interventions. Experiential learning may also occur through group design, participation, observation and critique of therapeutic group sessions. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7335. Occupational Therapy Process: Children and Youth 1. 2 cr. hrs.
Examines and implements the occupational therapy process with children and youth in medically-based pediatric settings. Incorporating evidence-based practice principles with clinical reasoning, students participate in case-based learning to utilize standardized and non-standardized assessments, occupational therapy interventions and outcome evaluation, with specific emphasis on activity analysis. Intervention techniques in neuromotor, feeding, hand therapy, rehabilitation and trauma care are explored for infants through adolescents. Context of cases is integrated with material covered in concurrent courses. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7340. Occupational Therapy Process: Children and Youth 2. 4 cr. hrs.
Integrates foundational knowledge of pediatric conditions commonly seen in community-based settings, including developmental disabilities, mental health disorders and behavioral disorders to explore clinically relevant and evidence-based best practices. Emphasizes the utilization of assessment results to implement evidence-based, theory-driven interventions that support participation and occupational engagement for children and youth in early intervention services and schools. Students plan and execute effective interventions in the areas of sensory processing, self-regulation, executive functioning, handwriting and social participation. Examines how to utilize effective collaborative techniques and implement community education programs for infants through adolescents and their families. Context of cases is integrated with material covered in concurrent courses. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7345. Occupational Therapy Process: Adult Rehabilitation and Disability. 2 cr. hrs.
Emphasizes the utilization of assessment results to implement evidence-based, theory-driven interventions that support participation and occupational engagement for individuals in middle adulthood. Applies knowledge of the impact of physical disability on participation in everyday life. Develops clinical reasoning and skills through experiential, self-directed and case-based learning. Context of cases is integrated with material covered in concurrent courses. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.
Emphasizes the utilization of assessment results to implement evidence-based, theory-driven interventions that support participation and occupational engagement for individuals in late adulthood. Applies knowledge of the impact of aging and of age-related changes on participation in everyday life to design interventions that promote safe occupational engagement in the home and community. Develops clinical reasoning and skills through experiential, self-directed and case-based learning. Context of cases is integrated with material covered in concurrent courses. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7375. Health Through Occupation 1. 3 cr. hrs.
Establishes an understanding of occupation and, as the foundation for occupational therapy theory and practice through the examination of occupation, activity and participation. Explains the centrality of occupation in health and wellness throughout the lifespan using conceptual models and frames of reference in historical and contemporary occupational therapy practice, as well as outside the discipline of OT. Students engage in community service projects and articulate to clients and the general public the distinct value of occupation to support performance, participation, health and well-being. Employs logical thinking, critical analysis, problem solving and creativity to evaluate the dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and client factors. Students apply, analyze and evaluate scientific evidence to explain the importance of balancing areas of occupation and the role of occupation in the promotion of health, prevention of disease, illness and dysfunction for persons, groups and populations. Examines the construct of occupational justice and related concepts. Prereq: Admitted to OCTH-OTD program.

OCTH 7376. Health Through Occupation 2. 2 cr. hrs.
Establishes an understanding of the transactional relationship between the person, environment and occupation through the continued examination of health and balanced occupational participation. Explores determinants of health and the potential contributions of these determinants to health for persons, groups and populations across the lifespan. Analyzes epidemiological factors that impact the public health and welfare of populations and evaluates the role of occupational therapy in improving the health of populations. Articulates the impact of disability and chronic disease on quality of life and well-being. Develops community practice and program development skills, including needs assessment, negotiating community partnerships, program planning and program evaluation. Designs an evidence-driven, theory-based community or primary care program that is capacity building for a community partner. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7377. Health Through Occupation 3. 3 cr. hrs.
Analyzes practice models of health promotion and education for persons, groups and populations in various community-based settings. Develops community practice and program development skills, including needs assessment, negotiating community partnerships, program planning and program evaluation. Designs an evidence-driven, theory-based community or primary care program that is capacity building for a community partner. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7380. Neurorehabilitation 1. 2 cr. hrs.
Demonstrates understanding of lifespan approach to evaluation and treatment of neurological conditions. Establishes an understanding of the theoretical assumptions of neurophysiological approaches to neurorehabilitation including framework and approach to assessment and intervention. Explores neuromotor and sensorimotor recovery strategies using the occupational therapy process and applies neurophysiological principles in approach to assessment and intervention for motor control dysfunction. Demonstrates understanding of developmental and motor learning theories and approaches in evaluation and treatment for neurological conditions across the lifespan. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7381. Neurorehabilitation 2. 2 cr. hrs.
Applies theoretical neurological approaches to neurorehabilitation in assessment and intervention of individuals of all ages with neurological dysfunction. Focuses on principles of rehabilitation to maximize participation in activities of daily living including adaptations and modifications to support participation. Explores psychological and neurobehavioral aspects of neurological deficit. Examines specific problem areas after neurological injury including, but not limited to, cognitive and perceptual issues, visual and visuospatial impairments, and speech and language deficits. Demonstrates an understanding of the role of caregiving and the support needs of the caregiver at different phases of neurological recovery. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7500. Evidence-Based Practice: Inquiry and Professional Reasoning. 2 cr. hrs.
Professional reasoning and critical inquiry as the basis for professional decision-making with an understanding of the development of knowledge within a discipline. Demonstrates introductory research skills in accessing virtual knowledge, professional writing, critical reading and understanding of information literacy and research ethics. Articulates the importance of quantification and measurement as a way to organize, analyze and relate information both in practice and in research. Explores the framework of the International Classification of Functioning (ICF) Model. An overview of quantitative and qualitative research models are introduced, leading to the creation of a focused question on area of interest and completing an annotated bibliography of related sources of information. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7505. Evidence-Based Practice: Integration and Synthesis. 2 cr. hrs.
Integrates evidence with knowledge and experience to date, patient preference and values to make an informed decision. Engages in self-directed and group learning and applies knowledge to case scenarios. Explores the application of evaluation and intervention approaches for case-based persons of all ages and abilities. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.
OCTH 7550. Research and Scholarship 1. 2 cr. hrs.
Establishes a foundational understanding of the research process. Compares and contrasts types of research including qualitative and quantitative models. Examines the concept of statistical analyses in the health sciences. Group learning demonstration of understanding of research methods in critique and appraisal of evidence and completion of a formal literature review of policy and disability theory related to OT practice in concurrent content area of mental health. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7555. Research and Scholarship 2. 2 cr. hrs.
Engages students in a group research. Students collaborate with peers and faculty mentor in the design, execution and presentation of a mini-research project on a topic covered in previous or concurrent course. Establishes an understanding of feasibility of timelines in research and the importance of considering time when planning the design of a study/project. Groups submit a "proposal" of work and present on project at end of term. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7560. Research and Scholarship 3. 2 cr. hrs.
 Begins initial preparations for the OTD clinical doctoral capstone project. Explores potential area of scholarship to align interest with a community or clinical partner. Identifies and justifies a feasible scholarship/research topic guided by a faculty mentor. Formulates and clarifies question relevant to research topic. Develops draft proposal and plan for implementation including IRB approval and initial data collection. Explores funding options including grant writing methods. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7625. Leadership and Management. 3 cr. hrs.
Explores and evaluates business strategies to advocate for, promote, develop, manage, market and expand services related to occupational therapy practice and the delivery of occupational therapy services that includes case management, care coordination, consultation and transition of services. Applies budget development and financial management, strategic planning, marketing and funding procurement through grant writing through the process of program development and evaluation of outcomes. Describes and discusses major leadership philosophies, theories and strategies for conflict resolution, negotiation, and personnel supervision and management. Explores the business complexities of a dynamic health care environment including regulations and compliance issues, reimbursement systems, funding mechanisms, coding and documentation requirements and quality improvement. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7650. Educational Strategies in Occupational Therapy. 2 cr. hrs.
Discusses innovative teaching methods and learning theories underlying occupational therapy practice, teaching tools, resources and strategies to be recognized as engaged, contemporary professionals. Establishes the foundation required to create and prepare educational tools for classroom instruction, clinical and community-based in-services and professional presentations. Activities include demonstration of instructional design principles, shared reflection on skill development in self and peers, critical reading, writing and peer support. Explores and compares the roles of practitioner-educator in various contexts including clinical practice and academia. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7931. Topics in Occupational Therapy. 1-3 cr. hrs.
Lectures and discussions in an area which, because of its topicality, is not the subject of a regular course. The special topics are designated in the Schedule of Classes. Prereq: Admitted to OCTH-OTD program.

OCTH 7932. Advanced Topics in Occupational Therapy. 1-4 cr. hrs.
Advanced clinical electives in specific areas of occupational therapy practice. Prereq: Admitted to OCTH-OTD program, successful completion of previous courses in program sequence, and cons. of instr.

OCTH 7956. Advanced Research in Occupational Therapy. 1-3 cr. hrs.
Readings, discussion and participation in research under the direction of an occupational therapy faculty adviser. Prereq: Admitted to OCTH-OTD program and cons. of instr.

OCTH 7957. Professional Seminar 1. 1 cr. hr.
Students continue work on professional development plan, complete a competency exam prior to clinical rotations and use exam results to develop individual learning goals at the initiation of Level II fieldwork. Round-table discussions and group activities, demonstrating professionalism, in preparation for Level II fieldwork. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7958. Professional Seminar 2. 2 cr. hrs.
Review and integration of occupational therapy knowledge, concepts and skills in preparation for participation in the Doctoral Experiential Component, completion of the NBCOT licensure exam and autonomous clinical practice. Comprehensive case scenarios that serve as the foundation for review of content areas and focused discussions. Students complete the comprehensive examination designed to capture competency in all content areas and detect safe clinical decision-making skills to identify readiness to proceed as an independent practitioner. Comprehensive examination must be passed to proceed with the final Doctoral Experiential Component. Improves interview skills, discusses contract negotiations. Designed to transition the student to the professional level of accountability. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7960. Integrated Fieldwork Seminar. 2 cr. hrs.
Concurrent with Level II fieldwork practicum. Students participate in an integrated forum intended to guide the application of didactic knowledge to current fieldwork practice. Engages in critical analysis and discussion of elements of the paradigm of the profession. Content and course section relative to lifespan and/or practice setting of concurrent Level II fieldwork practicum. Prereq: Admitted to OCTH-OTD program, successful completion of previous courses in program sequence, and concurrent enrollment in OCTH 7982.
OCTH 7964. Level I Fieldwork: Mental Health. 1 cr. hr.
Students engage in service within the community as an integrated learning method. Students also gain deeper understanding of the needs of individuals, groups and local populations and a broader appreciation of the occupational nature of human beings through participation in active, collaborative and inquiry-based learning that meets identified community needs. Examines psychosocial factors and the potential affect on engagement in occupation within communities. Reviews goals, guidelines, policies and procedures for participating in the academic program's Level I (LIFW) and Level II (LIIFW) fieldwork programs. Provides training in confidentiality/privacy laws to support students in abiding by professional ethics and behaviors. Experiential learning varies from site to site. First course of three in the series of Level I fieldwork experiences. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7966. Level I Fieldwork: Children and Youth. 1 cr. hr.
Students engage in service within the community focused on meeting the needs of children and youth. Students also gain deeper understanding of the needs of individuals, groups and local populations and a broader appreciation of the occupational nature of human beings through participation in active, collaborative and inquiry-based learning that meets identified community needs. Experiential learning varies from site to site. Second course of three in the series of Level I fieldwork experiences. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7968. Level I Fieldwork: Adulthood. 1 cr. hr.
Students engage in service within the community focused on meeting the needs of persons in early through middle adulthood. Students also gain deeper understanding of the needs of individuals, groups and local populations and a broader appreciation of the occupational nature of human beings through participation in active, collaborative and inquiry-based learning that meets identified community needs. Experiential learning varies from site to site. Final course in the series of Level I fieldwork experiences. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7980. Level II Fieldwork A. 1-12 cr. hrs.
Full-time, clinical fieldwork experiential learning under the supervision of a licensed occupational therapist. Develops entry-level competence through the delivery of occupational therapy services to clients including evaluation, planning, treatment and intervention. Entry-level exposure to occupational therapy practice in a variety of clinical or community-based settings. During the fieldwork process, students are expected to assume increasing responsibilities related to patient or client care. Duration is 12 weeks. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7982. Level II Fieldwork B. 1-12 cr. hrs.
Full-time, clinical fieldwork experiential learning under the supervision of a licensed occupational therapist. Develops entry-level competence through the delivery of occupational therapy services to clients including evaluation, planning, treatment and intervention. Entry-level exposure to occupational therapy practice in a variety of clinical or community-based settings. During the fieldwork process, students are expected to assume increasing responsibilities related to patient or client care. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.

OCTH 7996. Doctoral Capstone Experience. 1-5 cr. hrs.
A customized, 14-week (560 hours minimum) doctoral experiential component to build upon entry-level competence as a generalist practitioner. Advanced skills are achieved in one or more of the following: clinical practice, research, administration, leadership, program and policy development, advocacy, education or theory development. Students collaborate to generate specific learning objectives for a mentored practice setting. Evidence of learning is integrated with concurrent Doctoral Capstone course culminating with dissemination. Prereq: Admitted to OCTH-OTD program and successful completion of all required didactic and clinical course work.

OCTH 7997. Doctoral Capstone. 1-4 cr. hrs.
Implementation of capstone project including data collection and analysis of data. Collaboration with faculty mentor and peers for review of research/scholarship. Completion of doctoral project and dissemination of findings from research/scholarly work. Integration of findings from scholarly work with doctoral experiential component. Presentation of work in a forum of peers, faculty and stakeholders. Takes place over two terms and culminates in dissemination of doctoral capstone project. Preparatory components of the capstone project, as defined by ACOTE, must be completed prior to progressing to the final phase of the capstone project and Doctoral Capstone Experience in the final term of the program. Prereq: Admitted to OCTH-OTD program and successful completion of previous courses in program sequence.
Department of Physical Therapy

Department of Physical Therapy Chairperson: Allison Hyngstrom P.T., Ph.D.
Department of Physical Therapy website (http://www.marquette.edu/physical-therapy/)

Vision

To be among the best educational programs in preparing Physical Therapy graduates who excel in academics, leadership, clinical practice, and service to others.

MISSION

Department of Physical Therapy Mission

To prepare future health care practitioners and researchers with an education rich in clinical experiences, community outreach, and research opportunities to develop leaders guided by the values of “Cura Personalis.”

Program Mission

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

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

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

Philosophy

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

Expected Global Student Outcomes

One of the defining characteristics of a Marquette education is the focus on cura personalis – care of the whole person. In that vein, we expect that Graduates of the Doctor of Physical Therapy program will embody that characteristic. Graduates of the Physical Therapy program will be able to:

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

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

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 and admission - Undergraduate**

**Admission requirements - Undergraduate**

**Direct Admit Physical Therapy Applicants**

Students may be admitted to the program as freshmen with a guaranteed admission to the professional phase beginning fall of 2023 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 PHYS 1001 and PHYS 1002 at Marquette.
2. Freshman class enrollment is limited. College entrance exam results, transcripts and the application must be received at Marquette no later than Dec. 1 of the preceding academic year for which the student is applying.
3. The sequence of courses in the professional phase begins in August of each academic year.
4. Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied toward D.P.T. prerequisite courses with the exception of CHEM 1002 and PHYS 1002. These two prerequisite courses must be completed at the college level for a letter grade. **Note:** AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.

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

**Transfer Applicants**

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

D.P.T. prerequisite courses taken elsewhere (maximum 7 credits) must be completed through in-class format only, they cannot be completed through online courses. Prerequisites completed at Marquette University can be taken through the in-class or online format. D.P.T. prerequisites required before admission to the professional phase:

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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. **Note:** AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations. MU courses that meet the Psychology prerequisite are PSYC 2101, PSYC 3101, PSYC 3120 and PSYC 3401.

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

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

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

Academic Requirements - Undergraduate

Students admitted to the D.P.T. Program as freshmen must meet all requirements for advancement by June 1, 2023. These include:

1. A 2.670 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, Abnormal or Developmental Psychology, Anatomy/Physiology course(s) and a statistics course (minimum 31 credits). Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied towards D.P.T. prerequisite courses with the exception of CHEM 1002 and PHYS 1002. AP and/or IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.

2. To maintain direct admit status:
   a. A grade of C or better in all D.P.T. prerequisite courses, with a maximum of two prerequisite courses completed with a C grade. A grade of C- or lower is not acceptable.
   b. Students can take no more than 7 prerequisite credits outside of MU and must follow the policy for Study at Other Institutions (http://bulletin.marquette.edu/undergrad/academicregulations/#studyatotherinstitutions). It is strongly encouraged that all D.P.T. prerequisite courses be completed at accredited four-year institutions. Courses taken elsewhere cannot be completed in an online format. Note: Prerequisite courses taken outside of MU are included in the D.P.T. prerequisite GPA calculations, even though they are not included in the university GPA calculation.
   c. Students can retake no more than one prerequisite course. If a course is repeated, the higher grade is used in the D.P.T. prerequisite GPA calculation.

3. A student that forfeits direct admit status can still apply as an internal applicant in their third or fourth year and will no longer be time bound for when they need to start the professional phase. This is a competitive admission window without guarantee of enrollment.

4. A demonstrated plan for completion of a bachelor’s degree at the end of the spring term of the DPT5 year in the professional phase (years 4, 5 and 6) of the program. Students who do not complete their undergraduate degree in the expected time frame (4.5 years for EXPH majors, 4 years for all other majors), must submit a written plan to the Physical Therapy department chairperson no later than June 1 that outlines degree completion before the end of the spring term of the DPT5 year. Students failing to have an approved plan cannot matriculate to the professional phase. Students accepted to the Athletic Training/Physical Therapy dual-degree program must complete all requirements for the Master of Athletic Training degree prior to entering the final two terms of the Doctor of Physical Therapy 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 prerequisite courses for the D.P.T. program or any course required in the professional phase of the program.

COURSE SEQUENCE

Taking courses early and out of sequence is discouraged. No online prerequisite courses are accepted except if offered at MU. Professional phase courses taken early while a student is in the pre-professional phase are subject to the 2.670 GPA requirement. This is calculated with only D.P.T. classes, therefore, if only one professional phase course is taken in a given term, a B minus (B-) grade is required to meet the requirement of a 2.670 GPA per term. Students who fail to meet these requirements may be placed on academic probation and required to retake professional phase courses. Students cannot withdraw/drop a required D.P.T. class without permission from the department chairperson.

Assessment of student requirements for admission to the professional phase

Assessments of students’ fulfillment of the above criteria are made June 1, prior to students entering the professional phase of the program in the summer of their third year. Students who have successfully met the requirements outlined above in undergraduate academic regulations are guaranteed admission into the professional phase of the program with the class they entered as freshmen. Students who do not meet the criteria forfeit automatic admission into the professional phase in the fall term. A DPT 3 student may request to use the summer session to retake one prerequisite, if it is their first retake, in order to meet all admission requirements. Such a request is made in writing no later than June 1, 2023 to the departmental chairperson.

Admissions Hearing

Direct admit students who fail to meet any of the admission requirements and are not admitted to the professional phase of the program, may request a hearing with the Academic Standards Committee.
Academic Regulations - Professional Phase

Students are expected to maintain full-time status and complete the D.P.T. program in 3 years. If extenuating circumstances occur, students may be allowed to extend their program into a 4th year with permission of the department chairperson. Failure to complete the D.P.T. program requirements within the 4-year time limit may result in dismissal from the program. During the professional phase of the program, students are considered in good academic standing if they comply with the academic standards printed in the Physical Therapy Student Handbook. Failure to meet the academic requirements (p. 66) results in dismissal from the program.

Academic Censure (Dismissal/Probation/Academic Alert)

Overview

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

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

Reinstated on Probation: following successful appeal of academic dismissal.

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

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

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

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

Undergraduate students in the Physical Therapy program must also meet the requirements listed above to continue in the Doctor of Physical Therapy program. Students who are dismissed from the Physical Therapy program but remain in good standing at the university as an undergraduate student, are allowed to continue with their undergraduate degree course of study.

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

RWAR/SAP Appeal Process

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

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

Failure to meet requirements of probation may lead to College Academic Alert (dismissal from the program). Conditions of probation may be prescribed in writing when good academic standing is not maintained (via a hearing). Conditions may also be prescribed in writing in the case of a student whose course performance or failure to follow academic advice warrants such action at any time during the program. All students where conditions of probation have been established are subject to committee review and possible CAA action should they fail to fulfill the specific terms.

In addition, any instance of failing to meet academic standards, regardless of a GPA of 2.400, may result in a College Academic Alert (CAA) action.

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

Academic Dismissal – Professional Integrity

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

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

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

3. Failure to complete their undergraduate degree by the end of the spring term of year 5.

4. Clinical misconduct, including, but not limited to:
   a. Conduct that constitutes harassment, threats or abuse of, or discrimination against peers, faculty, patients or others.
   b. Provision of physical therapy services, including laboratory experiences in courses, while under the influence of an illegal substance and/or alcohol.
   d. Failure to comply with the policies and procedures of the clinical facility during a clinical experience.
   e. Failure to comply with the Physical Therapy Act for the state in which an internship experience is located.

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

Academic Dismissal - Academic Misconduct

Dismissal for academic misconduct (RWAM) is determined per the Academic Integrity policy (p. 11) found in the Academic Regulations section of the Health Sciences Professional bulletin. Once this determination has been made, students are dismissed from the university. This action results in ineligibility to register at Marquette. Reinstatement criteria for students who are dismissed, if applicable, are outlined in the dismissal notice. If students are allowed to return to the university, a permanent notation of ‘Reinstated to the University’ appears on the academic record and Marquette’s official transcript.

Accreditation

The Department of Physical Therapy at Marquette University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org (%20accreditation@apta.org); website: http://www.capteonline.org. If needing to contact the program/institution directly, call 414-288-7161 or use email form at https://www.marquette.edu/physical-therapy/contact-us.php

Certification in Basic Life Support

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

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

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

Examinations

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

Liability Insurance

Even though the university has liability insurance on students while they are in clinical practice situations, some facilities require students 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.

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.

Policy for Students Requesting Accommodations

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

Tuition/Financial Aid for Professional Phase

Students who enter physical therapy as freshmen are considered in the pre-professional phase for Years 1-3, and the D.P.T. professional phase for Years 4-6. Full-time students are charged normal undergraduate rates of tuition for Years 1-3. Students are charged the higher professional phase tuition rate in years 4-6. There is no additional tuition payment for summer work. Even though undergraduate students in Year 4 are considered in the professional phase of the program, they may still apply for 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. Students considering withdrawing from the physical therapy program are encouraged to meet with the chairperson of the Department of Physical Therapy or their adviser prior to making a final decision.

For additional information on other College of Health Sciences regulations, see the College Academic Regulations (p. 11) section of this bulletin.

Physical Therapy

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

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**DPT 5**

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<tr>
<td>PHTH 7505</td>
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<td>PHTH 7532</td>
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<td>PHTH 7526</td>
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**DPT 6**

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<th>Total Hours</th>
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<td>PHTH 7675</td>
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<tr>
<td>PHTH 7684</td>
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<tr>
<td>PHTH 7932 (not required for DPT degree)</td>
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<td>15-17</td>
<td>18</td>
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</tbody>
</table>

Total credit hours: 124-126

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1. Students admitted without a completed bachelor's degree must receive their bachelor's degree by the end of the spring term of the DPT5 year in the professional phase (years 4, 5 and 6) of the program.
2. Either BIOL 4701 Human Physiology or BISC 4145 Human Physiology (taken prior to the DPT4 year) fulfills the physiology requirement for the DPT program.
3. Students in the BISC major will have completed BISC 4145 Human Physiology in place of BIOL 4701 Human Physiology. The fall course schedule has been designed to accommodate the addition of BISC 4160 Molecular Pathology for BISC Majors. Other BISC courses may be possible as allowed by the DPT course schedule.
4. Required only for students who have not previously completed medical ethics (PHIL 4336 Applied Ethics for the Health Sciences, PHIL 4335 Biomedical Ethics, HEAL 3200 Bioethics for Healthcare: Foundations, Dilemmas and Decision-Making or THEO 4450 Medical Ethics) prior to the DPT4 year.

### Courses

**PHTH 7120. Pharmacology in Physical Therapy. 2 cr. hrs.**

Pharmacological study to help physical therapy students understand the indications, mechanism of action, and common side effects of medications. Includes a study of a patient's/client's prescription and nonprescription medications and the relationship between medications and physical therapy interventions to improve patient/client outcomes. Further investigates therapeutic and adverse effects as well as drug interactions. Based on an understanding of neurotransmitters and disease pathology, medications used for the most common physical therapy diagnoses are reviewed. Prereq: PHTH major.

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

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

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

Lecture/laboratory course simulating patient interactions and discussing learning units that enforce application of course work to clinical practice. Patient Management course sequence cannot proceed if students have not successfully completed all required DPT4 coursework (preceding or concurrent). Prereq: PHTH major.
PHTH 7505. Patient Management 3. 2 cr. hrs.
Lecture/laboratory course simulating patient interactions and discussing learning units that enforce application of course work to clinical practice including a writing intensive/documentation requirement that is applicable to future clinical education experiences. Prereq: PHTH major; and concurrent enrollment in PHTH 7974.

PHTH 7513. Health Care Policy/Management. 3 cr. hrs.
Contemporary issues and management principles in physical therapy practice. Discussions of recent historical and current external environmental factors affecting the delivery of health care services are interwoven with discussions of business, management, and supervisor/leadership principles applicable to the health care service industry. Particular attention is focused on the delivery of physical therapy services under changing environmental conditions. Prereq: PHTH major; or cons. of instr.

PHTH 7515. Clinical Pathology and Pathophysiology. 4 cr. hrs.
Lecture/critical observations course presents the pathology and pathophysiology of the cardiovascular, pulmonary, renal, endocrine and immune system disorders. Limited introduction to oncology and the pathophysiological disorders of the nervous system. Included are the physical therapy implications of normal aging and disease with an emphasis on the pathological changes and the physiological aspects of each. Pharmacological and other medical interventions are discussed and integrated with material concurrently presented in other courses. Prereq: PHTH major and BIOL 3701 or BISC 4145.

PHTH 7516. Geriatric Rehabilitation. 2 cr. hrs.
Lecture/lab course discusses the implications of aging, disease, physical therapy assessment and interventions and rehabilitation approaches. The laboratory portion includes professional and economic aspects of aging plus selected pathological conditions that affect communication, compliance and functional performance. Provides opportunities to refine clinical and problem solving skills in supervised laboratory sessions and supervised clinical experiences in senior center environments. Prereq: PHTH major, Physiology and current enrollment in PHTH 7515.

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 lifelong learners. Instruction methods include lectures, in class discussions, hands on activities, and student presentations. Prereq: Major in Physical Therapy.

PHTH 7525. Kinesiology 1: The Upper Extremity. 3 cr. hrs.
Anatomy of the muscular and joint systems in normal and abnormal conditions in the upper extremities. Includes surface anatomy, the biomechanics of normal and abnormal muscle and joint action. Lecture, demonstration and laboratory practice. Prereq: PHTH major and BISC 7130 or equiv.

PHTH 7526. Kinesiology 2: The Spine and Lower Extremity. 3 cr. hrs.
Continuation of PHTH 7525 with emphasis on head, trunk and lower extremities, including an introduction to normal gait, posture, and surface anatomy. Lecture, demonstration and laboratory practice. Prereq: PHTH 7525.

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

PHTH 7530. Pain Mechanisms and Treatment. 2 cr. hrs.
Lecture and discussion course (based on research evidence and/or best practice) that presents the principles and methods that lead to clinical outcomes related to pain conditions including the theoretical models for understanding the basis for pain. Content includes pain mechanisms, assessment and physical therapy management. Prereq: PHTH Major and PHTH 7558, which may be taken concurrently.

PHTH 7532. Orthopedics 1. 4 cr. hrs.
Lecture, demonstration and laboratory experiences. The elements of patient/client management (examination, evaluation, diagnosis, prognosis, and intervention) are applied to musculoskeletal conditions of the upper quadrant. 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 of the lower quadrant. Includes surgical, non-surgical, traumatic, chronic and sports-related conditions. 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: Screening for Medical Referral. 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. Addresses screening, to include referral for conditions or diseases that are not within a physical therapist’s scope of practice. Prereq: PHTH major and PHTH 7515 with C or better.
PHTH 7555. Introduction to Pediatrics: Development and Assessment. 2 cr. hrs.
Introduction to Pediatrics focuses on the physical development that occurs from birth to maturity, specifically motor development, but other developmental areas will be discussed as well. Students are introduced to the internal and external environmental influences on development, as well as, traditional and contemporary theories of motor development. Lab experiences focus on analysis of posture/movement, gross motor testing, the child health screening and child wellness education. Evidence-based practice guidelines are utilized when available, and objective tests and measures will be taught and emphasized. Completion of PHTH 7555 fulfills one of the essential core competencies of entry-level pediatric physical therapy education as outlined in Pediatric Physical Therapy by the Academy of Pediatric Physical Therapy. Prereq: PHTH major and BISC 7130, PHTH 7525, PHTH 7526.

PHTH 7558. Neuroanatomy. 4 cr. hrs.
Structure and function of the central nervous system (CNS). Lecture, clinical correlations, clinical problem solving to predict signs and symptoms in patients with PNS and CNS lesions. Prereq: PHTH major or PHAS major.

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 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 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 7525 and 7526 with C or better.

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. A total gas delivery approach is emphasized through case presentations. Clinical skills to be taught and emphasized. Completion of PHTH 7555 fulfills one of the essential core competencies of entry-level pediatric physical therapy education as outlined in Pediatric Physical Therapy by the Academy of Pediatric Physical Therapy. Prereq: PHTH major or PHAS major.

PHTH 7578. Physical Technologies/Electrotherapy/Electrophysiological Testing. 4 cr. hrs.
Lecture and clinical laboratory course (based on research evidence and/or best practice) that presents the physical and physiological basis and the principles and methods that lead to 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 7579. Advanced Topics in Physical Therapy. 0-4 cr. hrs.
Advanced clinical electives in specific areas of physical therapy practice. Prereq: PHTH major; or cons. of instr. 0 credit will be SNC/UNC grade assessment; 1-4 credits will be graded.

PHTH 7670. Clinical Education Experience 1. 2-10 cr. hrs.
Full time clinical education experiences supervised by clinical faculty that immerse students in various practice settings throughout the country. Prereq: PHTH major; must be taken in PHTH course sequence.
PHTH 7975. Clinical Education Experience 2. 2-10 cr. hrs.
Full-time clinical education experiences supervised by clinical faculty that immerse students in various practice settings throughout the country. Prereq: PHTH major; must be taken in PHTH course sequence.

PHTH 7976. Clinical Education Experience 3. 2-10 cr. hrs.
Full-time clinical education experiences supervised by clinical faculty that immerse students in various practice settings throughout the country. Prereq: PHTH major; must be taken in PHTH course sequence.

PHTH 7977. Clinical Education Experience 4. 2-10 cr. hrs.
Full-time clinical education experiences supervised by clinical faculty that immerse students in various practice settings throughout the country. Prereq: PHTH major; must be taken in PHTH course sequence.

PHTH 7995. Independent Study in Physical Therapy. 1-3 cr. hrs.
Independent study and research in special areas of interest in physical therapy under faculty supervision. No mid-term assessment assigned. Prereq: PHTH major, cons. of instr., and cons. of dept. chair.
Department of Physician Assistant Studies

Chairperson: Mary Jo Wiemiller, PA-C, M.S.
Department of Physician Assistant Studies (http://www.marquette.edu/physician-assistant/)

Mission

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

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

Department of Physician Assistant Studies Goals

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

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

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

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

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

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

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

STUDENT EDUCATIONAL LEARNING OUTCOMES

MU PA Learning Outcome #1: General Physical Exam:

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

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

MU PA Learning Outcome #2: Complete History

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

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

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

MU PA Learning Outcome #4: Differential Diagnosis:

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

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

Students will verbally communicate patient educational information. They will do so with clarity and accuracy at a level appropriate for the patient's health literacy.
MU PA Learning Outcome #6: Interpersonal Communication - Health Care Team Member:
Students will communicate effectively and work collaboratively with other members of the health care team.

MU PA Learning Outcome #7: Professionalism:
Students will demonstrate professionalism in their clinical interactions with patients, faculty and mentors and colleagues.

MU PA Learning Outcome #8: Practice Based Learning:
Students will demonstrate oral and written proficiency in the presentation, critique and synthesis of evidence based medical and scientific data for the purpose of practice - based improvements.

MU PA Learning Outcome #9: Systems Based Practice:
Students will demonstrate proficiency in knowledge of patient safety and procedural safety while partnering with supervising physicians and other health care providers. They will promote a safe environment for patient care recognizing systems based factors that may negatively impact patient care.

MU PA Learning Outcome #10: Patient Care:
Students will demonstrate sound clinical decision making skills in their abilities to order and interpret diagnostic studies and to formulate patient management plans across the lifespan using current evidence based medicine.

Undergraduate Admission Requirements
Students can apply for admission into the Physician Assistant Studies program as early as the summer after their sophomore year. They are required to complete the three-year, pre-PA phase of the Physician Assistant Studies program and must complete the appropriate prerequisite courses that makes them eligible for a degree in biomedical sciences by the end of the spring term in the first year of the PA program. Following acceptance into the PA program, students follow the curriculum as outlined for the 28-month Physician Assistant Studies Program.

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

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

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

Graduate Admission Requirements
1. Minimum cumulative total GPA of 3.000 as calculated by CASPA (https://paeonline.org/caspa/).
2. GRE scores (Designated Institution code 5872) - It is recommended that applicants complete the GRE by August 1. Official scores must be received by the program by September 1.
3. Completion of the following prerequisite course work at time of application: *
   - 2 semesters of biological sciences (biology)
   - 1-2 semesters (minimum of 4 credits total) of inorganic (General) chemistry, with lab
   - 1 semester of biochemistry
Must be at least 3 credits. Marquette University’s College of Health Sciences offers BISC 3213 Biochemistry (4 credits). If not taking the biochemistry course at Marquette, the course should contain similar content as BISC 3213 Biochemistry.

Note: The Biochemistry course must be completed at a regionally accredited institution.

4. Additional prerequisite course work that may be in progress at time of application:
   - 1 semester of social science (psychology recommended, AP credit accepted)
   - 1 semester of statistics (AP credit accepted)
   - 1 course in medical terminology

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

1. Minimum of 200 hours of patient contact and other health care experience.
   - The hours can be either volunteer or paid direct patient care. The minimum 200 hours must be completed at the time an application is submitted with a contact number of a supervisor or volunteer office for verification. Note: Healthcare shadowing hours do not count towards this requirement.

2. Three (3) letters of recommendation are required (submitted via CASPA).

3. Personal interviews.

International Student REQUIREMENTS

International students must meet all graduate admission requirements in addition to the following:

A transcript evaluation is required for applicants who attended university outside the United States. Below are acceptable foreign transcript evaluation services.

- Educational Credential Evaluators, Inc. www.ece.org (http://www.ece.org/)
- World Education Services, Inc. www.wes.org (http://www.wes.org/)

Graduates of an international college or university are required to successfully complete at least nine semester hours of social-behavioral science courses, such as psychology or sociology, and twelve semester hours of upper division science courses at a regionally-accredited, four-year U.S. college or university. Online course work is not acceptable. International medical graduates must also acquire at least 200 patient contact hours in the U.S. by the time of application.

Applicants are required to take and submit the GRE.

Applicants whose native language is something other than English are also required to take the TOEFL internet-based test.

Academic Regulations

Academic Progress

To achieve satisfactory academic progress leading to promotion in the Physician Assistant Program, the student must achieve a GPA of 2.800 in each term (summer, fall, spring). In addition, the student may receive no single final grade of less than a C (2.000) for courses required for the MPAS degree. The PA program considers a grade below C (2.000) to represent unsatisfactory academic progress, including C-. Unsatisfactory academic progress may result in conditional promotion, student-initiated withdrawal from the program or dismissal from the program. Students who earn grades of C-, D+, D or below, or unsatisfactory grades (U, UNC, ADW, UW, WA or WF) in any course in the PA program may be dismissed. This may also lead to withdrawal of financial aid.

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

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

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

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

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

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

Warning Letter

A warning is a written letter to students for unacceptable academic progress during the term (usually at mid-term). A warning may come from the course instructor or the program director on behalf of the course instructor. The purpose of the warning letter is to make students aware of impending academic jeopardy. Warnings are reported to the Progress and Promotion Committee and program director for informational purposes. Students may also be placed on College Academic Alert (CAA) upon receipt of the warning letter.

Academic Censure (Dismissal/Probation/Academic Alert)

Overview

There are categories of student performance problems that can lead to academic censure. These problems may be identified at any point during the academic year, though a systematic review of all students' course grades is also conducted at the end of each academic term. The review of other, non-course grade problems is typically conducted on an individual basis as issues arise. A finding of significant problems in any of these areas can result in probation, suspension or dismissal, depending on the nature and severity of the problems identified. All of these statuses are maintained permanently on the academic record; only dismissal, however, appears permanently on Marquette University's official transcript. If students are reinstated following a dismissal, that notation also permanently appears on the official transcript. The statuses that appear permanently on the 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 Regulations section of this bulletin.

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

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

The college office communicates the RWAR and OSFA communicates the SAP via Marquette email. As per university email policy, students have the responsibility to monitor their email at all times.

Undergraduate students in the Physician Assistant Studies Program must meet requirements listed above to continue in the Physician Assistant Studies Program. Student that are not allowed to continue in the Physician Assistant Studies Program but remain in good standing at the university as undergraduate students, may be allowed to continue with their undergraduate degree course of study.

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

RWAR/SAP Appeal Process

Per the PA Student Handbook, all appeals to decisions made by the PA Progress and Promotion Committee for not meeting the Academic or Professional Standards of the program must be submitted in writing to the dean of the College of Health Sciences within three business days. This may be done by letter or emailed to the dean. At this time, the dean, or appointed designee, or a panel, hears the appeal.
Students subject to RWAR/SAP may appeal both RWAR/SAP by sending one form, which addresses both RWAR and SAP issues. The Academic Censure Appeal form is mandatory and located on the Marquette Central academic forms website (http://www.marquette.edu/mucentral/registrar/policy_forms.shtml). The form includes all of the required information students must submit to have their appeal reviewed.

- The form is submitted according to the instructions on the form for initial review for completeness. Completed appeal forms are then forwarded to the chair of the Department of Physician Assistant Studies. The department chair, in consultation with the Progress and Promotion Committee, has the final decision on all RWAR/SAP appeals.
- If the appeal is approved by the Progress and Promotion Committee, students may be decelerated or reinstated on probation and the Progress and Promotion Committee establishes an academic probation plan for them to regain their satisfactory academic and degree progress standing and their eligibility for financial aid is restored.
- The plan must be measurable and ensure that students are able to meet Marquette’s SAP standards by a specific point in time. Plans include courses to be taken, expected grades and a time frame to complete the outlined objectives.
- The plan is monitored by the department (Progress and Promotion Committee).
- Should students not fulfill all of their academic obligations as outlined in the academic probation plan, their performance is evaluated by the committee and a determination is made as to whether the College Academic Alert (see below) process is implemented; however, they are again coded with SAP for that term.
- Students whose appeal is denied or do not appeal, are dropped from all classes in which they are subsequently registered.

**Probation and College Academic Alert (CAA)**

Academic performance is monitored carefully by the Progress and Promotion Committee of the Department of Physician Assistant Studies Program. Students failing to maintain steady progress or failing to demonstrate adequate academic progress at midterm, as defined earlier above, are barred from future registration in the program and placed on College Academic Alert (CAA).

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

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

**Academic Dismissal – Professional Integrity**

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

1. Failure to comply with the Physician Assistant Studies Program Honor Code and Professional Code of Conduct.
2. Failure to comply with learning objectives set forth in a professional behavior learning contract between the student and the program.
3. Professional misconduct, including, but not limited to:
   a. Conduct that constitutes harassment, threats or abuse of, or discrimination against peers, faculty, patients or others.
   b. Provision of services at any point in the Physician Assistant Studies program while under the influence of an illegal substance and/or alcohol.
   d. Failure, during a clinical experience, to comply with the policies and procedures of the clinical facility.
   e. Failure to comply with the Physician Assistant Studies program departmental Policies and Procedures outlined in the student handbook.
   f. Failure to comply with the Physician Assistant Ethical Guidelines to Professional Conduct (www.nccpa.net (http://www.nccpa.net) and www.aapa.org (http://www.aapa.org/)).
4. Failure to complete their undergraduate degree by the end of the second spring term in the professional phase of the Physician Assistant degree; completion of the undergraduate degree occur before students proceed to the final Physician Assistant clinical year (summer, fall, spring).

Violation of the professional integrity requirements results in a hearing with the Progress and Promotion Committee. Findings of misconduct to self, faculty, the program, the university clinical placements and/or patients may result in failure in the assignment, failure in the course or dismissal from the program. For instances of dismissal from the program, a notation of “Required to Withdraw for Professional Integrity Reasons” appears on the permanent academic record and transcript.
Academic Dismissal - Academic Misconduct

Dismissal for academic misconduct (RWAM) is determined per the Academic Integrity policy (p. 11) found in the Academic Regulations section of the Health Sciences Professional bulletin. Once this determination has been made, students are dismissed from the university. This action results in ineligibility to register at Marquette. Reinstatement criteria for students who are dismissed, if applicable, are outlined in the dismissal notice. If students are allowed to return to the university, a permanent notation of ‘Reinstated to the University’ appears on the academic record and Marquette’s official transcript.

Temporary Withdrawal from Program

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

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

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

The Physician Assistant program must be completed in no more than four years. Therefore, if a second temporary withdrawal is requested, students 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 Progress and Promotion Committee and the program director, on a space-available and case-by-case basis.

Tuition/Financial Aid for Physician Assistant Studies program

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

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

Physician Assistant Studies

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

<table>
<thead>
<tr>
<th>First Year</th>
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<tbody>
<tr>
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<tr>
<td><strong>Fall Term</strong></td>
</tr>
<tr>
<td>BISC 4145 Human Physiology</td>
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<tr>
<td>BISC 4340 Human and Applied Medical Genetics</td>
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<tr>
<td>BISC 7130 Human Gross Anatomy</td>
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<tr>
<td>BISC 7410 Microbiology</td>
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<tr>
<td>PHAS 7095 Public Health</td>
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<tr>
<td>PHAS 7145 Physician Assistant Practice</td>
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<tr>
<td><strong>Spring Term</strong></td>
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<tr>
<td>BISC 3150 General Pathology</td>
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<tr>
<td>BISC 7180 Clinical Neuroanatomy</td>
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<tr>
<td>PHAS 7050 Introduction to Medical History and Physical Examination</td>
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<tr>
<td>PHAS 7080 Evidence-Based Practice</td>
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<tr>
<td>PHAS 7265 Health Care Systems</td>
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<tr>
<td>PHAS 7270 Diagnostics Technology</td>
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<tr>
<td><strong>Summer Term</strong></td>
</tr>
<tr>
<td>BISC 7220 Medical Pharmacology</td>
</tr>
<tr>
<td>PHAS 7091 Clinical Medicine 1</td>
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<tr>
<td>PHAS 7092 Clinical Medicine 2</td>
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<tr>
<td>PHAS 7115 Clinical Decision Making 1 with Medical Coding</td>
</tr>
<tr>
<td>PHAS 7200 Interpersonal Communication</td>
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<tr>
<td><strong>Second Year</strong></td>
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</tbody>
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A master’s degree in physician assistant studies requires successful completion of 129 minimum total credits. This includes 30 credits of PHAS 7986 Internship in Physician Assistant Studies, 6 credits of PHAS 7887 Summative Clinical Assessment and 3 credits of PHAS 7997 Master’s Capstone Project. Required clinical clerkship experiences include family practice, internal medicine, emergency medicine, general surgery, pediatrics, women’s health, behavioral medicine and electives. PHAS 7986 Internship in Physician Assistant Studies may be offered for letter grade or S/U grading, as determined by the program.

Courses

PHAS 7050. Introduction to Medical History and Physical Examination. 4 cr. hrs.
Consists of two phases. The first portion of the course develops the student's interviewing skills eliciting a complete medical history. The second portion of the course instructs the student in the methods and modalities to complete an entire adult physical exam. At the conclusion of the course, the student is expected to be competent in eliciting a complete medical history and performing a physical exam, appropriately documenting the history and physical exam including all positive and negative findings. Medical terminology is reviewed throughout the course. Prereq: PHAS major; admitted to PA program.

PHAS 7080. Evidence-Based Practice. 2 cr. hrs.
Provides a practical approach to making sound medical decisions based on current evidence in medical literature. Using a series of didactic presentations, group exercises, independent inquiry and reading, students learn the basic principles of evidence-based medicine. Basic skills in accessing MEDLINE and other medical databases will be emphasized and practiced. Research principles, research ethics, and basic statistical analysis are introduced. Students use their foundation in EBM throughout their didactic and clinical education. Skills learned will be essential in formulating and completing the capstone project in the 3rd year of the physician assistant program. Prereq: PHAS major; admitted to PA program.

PHAS 7085. Science Writing. 2 cr. hrs.
Provides a practical approach to critically evaluating medical literature and an overview of the fundamentals of effective scientific writing. Instruction explores the process of writing and publishing scientific manuscripts while expanding on knowledge and skills from PHAS 7080. Effective small group teamwork will be emphasized to help build team problem-solving, professionalism, and leadership skills. The knowledge and skills obtained in this course will be essential for formulating and successfully completing the capstone project requirement in the third year of the physician assistant program. Prereq: PHAS 7080 and admitted to the PA program.

PHAS 7091. Clinical Medicine 1. 4 cr. hrs.
Provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine, specifically the specialties of Cardiology and Dermatology, and Ear/Nose/Throat medicine. Organized by systems, clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Clinical Decision-Making courses. Prereq: Admitted to the PA program.
PHAS 7092. Clinical Medicine 2. 4 cr. hrs.
Provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine, specifically the specialties of Pulmonology, EENT, Immunology, Oncology, Endocrinology, and Medical Genetics. Organized by systems, clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Clinical Decision-Making course. Prereq: PHAS 7091 and admitted to the PA program.

PHAS 7093. Clinical Medicine 3. 4-5 cr. hrs.
Provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine, specifically the specialties of Hematology/Oncology, Gastroenterology, Neurology and Psychiatry. Organized by systems, clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Pharmacology and Clinical Decision-Making courses. Prereq: PHAS 7092 and admitted to the PA program.

PHAS 7094. Clinical Medicine 4. 6 cr. hrs.
Provides a comprehensive presentation of the disease processes commonly encountered in clinical medicine, specifically the specialties of Nephrology, Urology, Orthopedics, Rheumatology, Endocrinology and Women's Health. Organized by systems, clinical information is presented by core faculty and guest lecturers who work in a particular specialty, and are presented in conjunction with appropriate, correlative lectures and classes in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition and patient education. Whenever possible the course is coordinated with the concurrent Pharmacology and Clinical Decision-Making courses. Prereq: PHAS 7093 and admitted to the PA program.

PHAS 7095. Public Health. 2 cr. hrs.
Studies the overview of public health system and commonly encountered chronic diseases that have public health implications. Topics include an overview of communicable & noncommunicable disease, violence, chronic stress, obesity/food-related health disorders, preventive medicine, food safety, antibiotic stewardship, exercise prescription, principles of addiction, accidents & injuries, and environmental health. Prereq: PHAS major; admitted to PA program.

PHAS 7115. Clinical Decision Making 1 with Medical Coding. 3 cr. hrs.
Focuses on developing a systematic approach to the process of solving clinical problems with emphasis on: 1) gaining familiarity with the differential diagnosis of commonly-encountered clinical problems, and 2) exercising the thought process used in clinical practice to work from a broad differential diagnosis to a single working diagnosis and treatment plan. This is accomplished largely by working through mock cases in small groups, individualized assignments and standardized patient encounters. The interpretation of historical, physical exam and diagnostic test data are addressed within the context of clinical case studies. The intent is to apply and integrate skills and competencies that have been introduced in previous and concurrent coursework: the basic sciences, pathophysiology, history taking, interviewing & physical examination skills, ordering and interpreting diagnostic tests, giving oral case presentations and documenting medical data in a written format. Prereq: PHAS major; admitted to PA program.

PHAS 7116. Clinical Decision Making 2. 4 cr. hrs.
This 4-credit course focuses on continuing to develop a systematic approach to the process of solving clinical problems. Emphasizes: 1) gaining familiarity with the differential diagnosis of commonly-encountered clinical problems, and 2) exercising the thought process used in clinical practice to work from a broad differential diagnosis to a single working diagnosis and treatment plan. Accomplished largely by working through mock cases in small groups, individualized assignments and standardized patient encounters. Also focuses on practical experience with commonly-encountered clinical problems in a community setting (Repairer's of the Breach Clinic) and developing skills for clinical practice. Intended to apply and integrate skills and competencies that students have been introduced to in previous and concurrent coursework: the basic sciences, pathophysiology, history taking, interviewing & physical examination skills, ordering and interpreting diagnostic tests, giving oral case presentations and documenting medical data in a written format. Course cases are linked with concurrent clinical medicine sections including Neurology, Psychiatry, Orthopedics, Rheumatology, Gastroenterology, Hematology, Endocrinology, Nephrology, and Urology. The interpretation of historical, physical exam and diagnostic test data are addressed within the context of clinical case studies. Prereq: PHAS major; admitted to the PA program.

PHAS 7117. Cultural Diversity in Health Care. 2 cr. hrs.
Introduction to healthcare delivery to diverse patient populations. Explores various culturally influenced perspectives on health and illness as well as identifying health disparities among certain cultural groups and minority populations. Students work toward becoming culturally competent practitioners by exploring their personal reactions to culturally based medical scenarios. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7118. Clinical Decision Making 3. 2 cr. hrs.
A 2-credit continuation of PHAS 7116 that focuses on application and further development of the student's approach to working–up and solving medical problems, as well as providing patient education and counseling. It is intended to build upon, refine and integrate basic clinical skills, interpersonal skills and competencies that students have acquired in previous course work. Students study health disease in social and cultural contexts recognizing health disparities that may exist. Students' clinical skills are honed by providing classroom activities to practice how to approach a focused history, physical exam and address an acute complaint in a simulated primary care outpatient setting. Prereq: PHAS major; admitted to PA program.

PHAS 7145. Physician Assistant Practice. 1 cr. hr.
Current issues facing the profession, including legal and professional standards and how physician assistants fit into the healthcare system are explored. Students become familiar with the history and traditions of the PA profession as well as the current standards and expectations to practice medicine as a physician assistant. Includes information about certification and licensure, employment, professional organizations and political/legislative topics. Prereq: Admitted to PA program.
PHAS 7200. Interpersonal Communication. 2 cr. hrs.
A 2-credit semester course intended to build upon basic interviewing skills that were introduced in PHAS 7050. Consists of a series of patient-encounters, classroom discussions and readings relevant to working constructively with problems in clinician/patient communications. Common types of difficult patient interactions will be addressed. Self-awareness is emphasized as the basis upon which clinicians develop an enhanced capacity for empathic listening and responsiveness. Prereq: PHAS major; admitted to PA program.

PHAS 7220. Clinical Pharmacotherapeutics. 4 cr. hrs.
A 4-credit clinical course that focuses on clinical pharmacotherapeutics designed specifically to develop an extensive understanding of the medications routinely used in inpatient and outpatient medical care. Presented in both lecture and case study format using patient scenarios to develop clinical pharmacology knowledge. Prereq: PHAS major; BISC 7120, and admitted to PA program.

PHAS 7230. Geriatric Medicine. 2 cr. hrs.
An introduction into the biological aspects of aging, latency of disease, clinical geriatric syndromes, atypical disease presentations, drug prescribing and long term care of the elderly. Students develop an understanding of the special considerations and knowledge needed for clinical assessment and management of this special patient population. Prereq: PHAS major; admitted to PA program.

PHAS 7235. Emergency Medicine. 4 cr. hrs.
A comprehensive introduction to diagnosis and treatment of common and life-threatening adult and pediatric problems in the Emergency Department. Information and skills are delivered and developed in a series of lectures, skills labs and small group case discussions led by an emergency medicine physician and EM PAs. Integrates prior and current developing knowledge of clinical medicine, history and physical exam taking, pediatrics, pharmacology, public health, surgery, and women's health. Students obtain certification in ACLS: Advanced Cardiac Life Support. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS 7245. Professional and Ethical Issues. 1 cr. hr.
Emphasis is on current issues facing the profession, and the unique place for PAs within the health care system. Prepares students for entry into clinical field-based practice and transition into clinical practice focusing on professional issues unique to the profession. Addresses health care and medical related ethics that PAs might encounter from a systems based perspective. Prereq: PHAS major; admitted to PA program.

PHAS 7250. Surgical Principles and Procedures. 4 cr. hrs.
An introduction to the role of the physician assistant in surgery and surgical procedures commonly performed in post-operative care. Employs a system-oriented, problem based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition. Prereq: PHAS major; admitted to PA program.

PHAS 7260. Pediatric Medicine. 3 cr. hrs.
An introduction to pediatric medicine. Covers the well child exam from birth through adolescence, and common medical problems encountered in the pediatric setting. Employs a system-oriented, problem based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition. Prereq: PHAS major; admitted to Physician Assistant Studies.

PHAS 7265. Health Care Systems. 1 cr. hr.
Familiarizes the student with the ever-changing health care marketplace and the Physician Assistant Profession’s role within it. Traces the mechanism of the health care delivery system from the basic patient encounter through to the variations in healthcare delivery among the various paid and subsidized systems, including Federal, State and private systems. Also explores the various local, state, and federal patient resource programs that are available and addresses how to help patients access them as a provider. Concludes with an in-depth look at the medical coding system and teaches the students how and why to code properly. Prereq: PHAS major; admitted to PA program.

PHAS 7270. Diagnostics Technology. 4 cr. hrs.
Consists of three distinct class sections: a 12-Lead ECG interpretation section, a radiology section, and a laboratory section. Provides a broad introduction to these topics that are expanded upon in PHAS 7110, 7111, and 7115. The ECG interpretation section will provide students with a systematic methods of interpreting a 12-Lead ECG with respect to rate, rhythm and blocks, electrical axis determination, hypertrophy (atria and ventricles), ischemia/injury/infarction, and miscellaneous drug, electrolyte, disease, and pacemaker effects. The radiology section will provide students with a systematic method of interpreting common radiographic studies seen in primary care. The laboratory section emphasizes the utilization of laboratory methods for the diagnosis and treatment of disease. The content focuses on those aspects pertinent to the provision of ambulatory primary care. Prereq: PHAS major; admitted to PA program.

PHAS 7887. Summative Clinical Assessment. 2 cr. hrs.
Summative assessment course offered every term of the clinical year which utilizes several evaluation tools provide a comprehensive appraisal of every student’s readiness and eligibility for graduation. Students complete case presentations, complete Observed Simulated Clinical Experiences (OSCEs) with standardized patients, and give presentations on public health disparities. Students complete a comprehensive summative examination based on the NCCPA examination PANCE guidelines. Prereq: Admitted to the PA program.

PHAS 7931. Topics in Physician Assistant Studies. 1-6 cr. hrs.
Used for topics course.

PHAS 7965. Internship in Physician Assistant Studies. 2-6 cr. hrs.
May be offered graded or S/U. Prereq: PHAS major; admitted to PA program.

PHAS 7995. Independent Study in Physician Assistant Studies. 1-6 cr. hrs.
Prereq: Admitted to PA program.
PHAS 7997. Master's Capstone Project. 0-3 cr. hrs.
A yearlong Capstone concluding in either a paper or a project. The paper requires students to select a pertinent health topic, propose a relevant clinical question, complete a thorough literature search, and draw conclusions based on the data/evidence. These findings are then presented in the form of a clinical paper suitable for publication in a medical journal and as a PowerPoint presentation. The project requires students to identify a public or clinical health problem or issue to be addressed through a student-led project. Students design and implement the project and draw conclusions based on data/evidence. These findings are presented in the form of a research paper suitable for publication in a medical or public health journal and as a PowerPoint presentation. In both options 0 credit are SNC/UNC grade assessment; 1-4 credits are graded. Prereq: PHAS major; admitted to PA program.
Biomedical Sciences Pre-dental Enhancement Program

*Chairperson: John R. Mantsch, Ph.D.*
Department of Biomedical Sciences website (http://www.marquette.edu/chs/bisc/)

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

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

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

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

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

The exposure to public health related courses and the service learning experiences are designed to increase students’ awareness and understanding of the challenges and values of diverse and under-served populations. These opportunities are aligned with the increasing involvement of dental schools, including the Marquette University School of Dentistry, in public health dentistry and rural outreach.

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

**Program Qualifications**

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

Criteria:

1. Completion of all prerequisite course work for dental school admission.

2. Obtained competitive scores on the Dental Admissions Test (DAT) (typically a score of 17 or higher, academic average and all subscores, achieved prior to the start of the program).

3. Have an academic background that is enriched by and not redundant with the program’s curriculum.

4. Have a minimum GPA of 2.750 (based on performance in all undergraduate and post-graduate courses). An applicant with a lower GPA, but who is a strong candidate based on a holistic review of the application, may be considered for admission on probation status.

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

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

**Biomedical Sciences Pre-Dental Enhancement Program**

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BISC 3110</td>
<td>Nutritional Aspects of Health</td>
<td>3</td>
</tr>
<tr>
<td>BISC 3150</td>
<td>General Pathology</td>
<td>3</td>
</tr>
<tr>
<td>BISC 3213</td>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>BISC 4147</td>
<td>Human Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BISC 5145</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BISC 5340</td>
<td>Human and Applied Medical Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BISC 7215</td>
<td>Clinical Microbiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BISC 5135</td>
<td>Clinical Human Anatomy</td>
<td>4</td>
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Choose from one of the following:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BISC 4120</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>BISC 5140</td>
<td>Functional Neuroanatomy</td>
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<tr>
<td>BISC 5173</td>
<td>Principles of Human Embryology</td>
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<tr>
<td>BISC 5325</td>
<td>Endocrinology</td>
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**Professional Development Core:** Prepares students for a successful application to dental school or other graduate/career path upon completion of the program. Content includes personal statement writing, resume development, interview skills and other aspects of career development.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BISC 7005</td>
<td>Professional Development 1</td>
<td>0</td>
</tr>
<tr>
<td>BISC 7006</td>
<td>Professional Development 2</td>
<td>0</td>
</tr>
<tr>
<td>BISC 7007</td>
<td>Professional Development 3</td>
<td>0</td>
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**Public Health and Health Policy Core:** Prepare students with the knowledge and cultural competency skills and encourage a personal commitment to serve underserved patients in order to decrease health disparities are key goals of the program. Students therefore not only enhance their academic credentials but also gain valuable experience working with underserved populations that make them both more competitive applicants to dental schools and more empathetic, culturally competent dental health care providers.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BISC 7160</td>
<td>Foundations in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>BISC 4153</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>or BISC 7150</td>
<td>Outbreaks, Epidemics and Pandemics</td>
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Choose one of the following:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BISC 4461</td>
<td>Comparative Health Politics and Policy (or other course with approval of Program Director)</td>
<td>3</td>
</tr>
<tr>
<td>HEAL 1025</td>
<td>Culture and Health</td>
<td></td>
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<tr>
<td>HEAL 1200</td>
<td>Women's Health</td>
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<tr>
<td>SOWJ 1001</td>
<td>Introduction to Social Welfare and Justice</td>
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<tr>
<td>SOWJ 4700</td>
<td>Global Aid and Humanitarianism</td>
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<tr>
<td>CLLS 2060</td>
<td>Public Health</td>
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Other courses with approval of program director

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

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC 7001</td>
<td>Principles of Dentistry</td>
<td>1</td>
</tr>
<tr>
<td>BISC 7002</td>
<td>Dental Health and Society</td>
<td>1</td>
</tr>
<tr>
<td>BISC 7021</td>
<td>Medical and Dental Terminology</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 41

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

**Courses**

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

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

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

An introduction to the field of dentistry with an emphasis on how it can impact an individual’s overall health and address dental health disparities in the country. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.
BISC 7005. Professional Development 1. 0 cr. hrs.
Designed to focus on and improve the skills necessary for a successful application to dental school or other graduate/career path upon completion of the program. Focuses on the application building aspect within career development. SNC/UNC grade assessment. Prereq: Enrolled in the Biomedical Sciences Post-Baccalaureate certificate program.

BISC 7006. Professional Development 2. 0 cr. hrs.
Designed to focus on and improve the skills necessary for a successful application to dental school or other graduate/career path upon completion of the program. Focuses on the transition from the post-baccalaureate program to the student's future goals. SNC/UNC grade assessment. Prereq: Enrolled in the Biomedical Sciences Post-Baccalaureate certificate program.

BISC 7007. Professional Development 3. 0 cr. hrs.
Designed to focus on and improve the skills necessary for a successful application to dental school or other graduate/career path upon completion of the program. Focuses on the interview skill aspect of career development. SNC/UNC grade assessment. Prereq: Enrolled in the Biomedical Sciences Post-Baccalaureate certificate program.

BISC 7021. Medical and Dental Terminology. 1 cr. hr.
Provides a foundation for the understanding and use of common terminology in the medical field, with particular emphasis on dentistry. Designed to introduce basic prefixes, suffixes, and word roots, and their combining forms, as well as advanced clinical terminology specific to the dental profession. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7130. Human Gross Anatomy. 5 cr. hrs.
A human gross anatomy course including lecture and a cadaver dissection laboratory. Anatomy of the limbs, back, thorax, abdomen, pelvis, and head and neck is approached on a regional basis. Lectures emphasize regional anatomical relationships, functional aspects of the systems, and provide a guide to the dissections. Applies toward the Anatomy and Systems Content Area, but only 3 of the 5 credits apply toward the 33 credits required for the major. Additional lab fee applies. Prereq: PHTH, PHAS or OCTH major.

BISC 7150. Outbreaks, Epidemics and Pandemics. 3 cr. hrs.
Through case studies, discussion, group work and service learning, students develop an understanding of how infectious disease epidemics occur, what can be done to control them and why control efforts succeed or fail. By exploring the characteristics of pathogens and human hosts that contribute to disease spread, students gain the knowledge and skills to understand the implications of newly emerging pathogens and are able to advocate for what needs to be done to prevent outbreaks. Applies toward the Diseases and Pathology Content Area. Prereq: Enrolled in the BISC pre-dental enhancement program.

BISC 7153. Epidemiology. 3 cr. hrs.
An introduction to the basic concepts of epidemiology. The distribution and determinants of diseases in specified populations and the application to control of health problems. Emphasizes epidemiologic study designs for investigating associations between risk factors and disease outcomes. Epidemiological approaches evaluate health services, population health and policy. Applies to either the Health and Society cognate or the BISC major electives, but not both. Prereq: Enrolled in the BISC post-baccalaureate program.

BISC 7157. Global Health. 3 cr. hrs.
Disease knows no borders. The health of populations in one country can be affected by public health threats or events across the globe. Policy decisions made in a country regarding public health could impact the health of people beyond its borders. Globalization shapes public health challenges and has profound influence on the capacities of countries to respond to health threats that often lie outside the control of any nation and outside health sector. Simply, globalization on health and the transfer of health threats exist. Opportunities across national borders could be utilized to solve global health challenges. Learners are introduced to the world’s vast diversity of determinants of health and disease. Learners have an opportunity to critically appraise health systems in different parts of the world. Learners analyze current and emerging global health priorities, including infectious diseases, poverty, conflicts and emergencies, health inequity, principles and impact of health systems reforms, and major global initiatives for disease prevention and health promotion. Explores an understanding of a global health system and its shortcomings, challenges and ways of addressing global public health challenges. Importantly, helps learners to develop skills in critical thinking and problem solving in relation to health issues that gross geographical boundaries. Can apply to either the Health and Society cognate or the BISC major electives, but not both. Prereq: Enrolled in the Biomedical Sciences Post-Baccalaureate program.

BISC 7160. Foundations in Public Health. 3 cr. hrs.
Exploration of select public health issues with an emphasis on dental health disparities. Service learning experiences are incorporated to further the student's integration of public health issues with the dental profession. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7180. Clinical Neuroanatomy. 3 cr. hrs.
Fundamental neurocranial anatomical information essential to the practice of medicine. Students develop a 3-dimensional understanding of neurocranial structures, and their relationships, with an emphasis on critical thinking through clinical problem solving. Prereq: PHAS major or cons. of instr.

BISC 7213. Clinical Biochemistry. 4 cr. hrs.
Examines biochemistry of human cells. Examines the chemistry of amino acids, proteins, carbohydrates, lipids, and nucleic acids. Explores the metabolism and metabolic regulation of these molecules, as well as changes in disease states. When necessary, compares and contrasts human biochemistry with that of bacterial cells. Prereq: General and organic chemistry and enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.
BISC 7215. Clinical Microbiology with Lab. 4 cr. hrs.
Focuses on the general biology of bacterial, viral, fungal and parasitic pathogens of human medical importance and the response of the human host. Laboratory sessions reinforce content from lectures and introduce students to laboratory skills including isolation, cultivation, enumeration, and characterization of bacteria of human medical importance. Utilizes Brightfield microscopy. Specialized techniques include antibiotic susceptibility testing, anaerobic cultivation, biochemical tests and immunological assays. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7220. Medical Pharmacology. 4 cr. hrs.
Fundamentals of human pharmacology and basic principles dictating drug actions within the human body with emphasis on applications in general medicine. Focuses on the therapeutic actions and clinical applications of various drug classes. Topics include: cellular mechanisms, physiological responses, adverse reactions, drug-drug interactions, and clinical indications, accompanied by discussion on the pathological conditions for which common therapeutic agents are used. Applications of pharmacology commonly encountered by physician assistants are presented and are reinforced through interactive clinically correlated lectures presented by practicing physicians and physician assistants. Prereq: BISC 4145 and PHAS major.

BISC 7235. Principles of Dental Gross Anatomy. 3 cr. hrs.
Provides students with a foundation in human anatomy, with focus on regions most relevant to dental medicine. Emphasizes correlations between structure, function, and clinical application. Includes laboratory. Prereq: Enrolled in the Biomedical Sciences Pre-Dental Post-Baccalaureate program.

BISC 7410. Microbiology. 4 cr. hrs.
Focuses on infectious agents of human medical importance and on the host pathogen interaction. Topic areas include: the general characteristics of bacteria, viruses, fungi and parasites as well as the etiology, pathogenesis, laboratory identification and epidemiology of selected diseases. Control of microorganisms is discussed in terms of sterilization, disinfection, chemotherapy and immunization. The immune system and the immune response are discussed. Applies toward the Cell and Molecular Content Area. Prereq: School of Dentistry or PHAS major.

BISC 7514. Human Microanatomy. 4 cr. hrs.
A study of the microscopic structure of cells, tissues and organs of the human body. Emphasizes structure-function relationships and on the interaction of various cell types, tissues and organ systems. Includes laboratory. Applies toward the Anatomy and Systems Content Area. Prereq: School of Dentistry only.

BISC 7515. Biomedical Systems 1. 3 cr. hrs.
Provides an introduction to human anatomy of the head and neck region. Topics include the skull, temporomandibular joint, muscles of mastication and facial expression and an overview of the orbital and cervical regions. Structural and functional relationships between the cranial nerves and central neuroanatomical pathways are presented along with selected clinical correlations. Begins to build the foundational knowledge of the biomedical systems that is necessary for dental students as they start patient rounds during the first semester. Applies toward the Anatomy and Systems Content Area. Prereq: School of Dentistry.

BISC 7516. Biomedical Systems 2. 4 cr. hrs.
A human gross anatomy course for dental students that integrates lecture with a cadaver dissection laboratory. Follows the neurocranial anatomy course with expanded topics and detailed dissections of the head and neck regions. Lectures and dissections of the thorax, abdomen and pelvis, along with lectures on the upper and lower extremities are included. Part of a biomedical systems course sequence integrating anatomy, physiology, pathology, and dental clinical correlates. Additional lab fee applies. Prereq: School of Dentistry only.

BISC 7517. Biomedical Systems 3. 4 cr. hrs.
Module 3 of a systems-based course integrating anatomy, physiology and pathology including dental clinical correlates. Prereq: School of Dentistry only.

BISC 7518. Biomedical Systems 4. 4 cr. hrs.
Module 4 of a systems-based course integrating anatomy, physiology and pathology including dental clinical correlates. Prereq: School of Dentistry only.

BISC 7520. Dental Pharmacology. 4 cr. hrs.
Fundamentals of human pharmacology and basic principles dictating drug actions within the human body with emphasis on applications in dentistry. Focuses on the therapeutic actions and clinical applications of various drug classes. Topics include: cellular mechanisms, physiological responses, adverse reactions, drug-drug interactions, and clinical indications, accompanied by discussion on the pathological conditions for which common therapeutic agents are used. Applications of pharmacology commonly encountered by dentists are presented and are reinforced through interactive clinically correlated lectures presented by dental professionals. Prereq: School of Dentistry only.

BISC 7550. Remediation. 0-6 cr. hrs.
Variable credits. Variable titles. 0 credit will be SNC/UNC grade assessment; 1-6 credits will be graded. Prereq: Cons. of dept. ch. only.

BISC 7931. Topics in Biomedical Sciences. 1-3 cr. hrs.
Selected topics in biomedical sciences. Specific topics will be designated in the Schedule of Classes.

BISC 7995. Independent Study in Biomedical Sciences. 1-6 cr. hrs.
Research on a selected topic under the direction of a faculty member of the Department of Biomedical Sciences. Can be taken for a maximum total of 6 credits, maximum of 3 credits can be applied towards BISC major.

BISC 9002H. Honors Student Study/Research Placeholder in Biomedical Sciences. 0 cr. hrs.
Used to enroll a honors student who is not enrolled in the term, but is on campus for an educational experience other than academic credit, such as work in a lab or clinic. Used for tracking purposes only. SNC/UNC grade assessment. Prereq: cons. of dpt. ch.
Clinical Laboratory Science Certificate Program

Chairperson: April L. Harkins, Ph.D., MT(ASCP)
Department of Clinical Laboratory Science website

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

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

Accreditation

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

Admission requirements

1. A U.S. citizen or an eligible non-citizen

2. Completion of an undergraduate degree from a regionally accredited university in a science-related field with a minimum 2.800 cumulative and science GPA’s

3. Completion of the following course prerequisites at a regionally accredited college/university with a minimum grade of C. It is strongly preferred that courses be completed within 5 years of matriculation, however, exceptions may be granted based on a holistic review of the application:

   a. Two courses in general biology, lab not required
   b. Two courses in general chemistry (year sequence), with lab
   c. One course in biochemistry (minimum 3 credit survey course)
   d. One course in organic chemistry, with lab (of a year-long sequence)
   e. One course in physiology or a complete anatomy and physiology (A&P) sequence minimum 5 credits

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

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

Ordinarily, CLLS courses are not approved for transfer from other institutions except with approval of the department chair. The following courses must be taken in the year immediately preceding the final (clinical) year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLLS 7124</td>
<td>Medical Bacteriology</td>
<td>4</td>
</tr>
<tr>
<td>CLLS 7127</td>
<td>Medical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CLLS 7163</td>
<td>Clinical Chemistry and Concepts 1</td>
<td>4</td>
</tr>
<tr>
<td>CLLS 7173</td>
<td>Clinical Chemistry and Concepts 2</td>
<td>4</td>
</tr>
<tr>
<td>CLLS 7174</td>
<td>Clinical Hematology</td>
<td>4</td>
</tr>
</tbody>
</table>
**Professional Standards**

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

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

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

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

**Academic Progression**

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

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

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

**Clinical Laboratory Science Certificate Program**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 4336</td>
<td>Applied Ethics for the Health Sciences</td>
<td>1</td>
</tr>
<tr>
<td>CLLS 2200</td>
<td>Concepts in Clinical Laboratory Medicine</td>
<td>3</td>
</tr>
<tr>
<td>CLLS 7124</td>
<td>Medical Bacteriology</td>
<td>4</td>
</tr>
<tr>
<td>CLLS 7127</td>
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<td>Clinical Chemistry and Concepts 2</td>
<td>4</td>
</tr>
<tr>
<td>CLLS 7174</td>
<td>Clinical Hematology 1</td>
<td>4</td>
</tr>
<tr>
<td>CLLS 7180</td>
<td>Concepts in Clinical Education Methods and Practicum</td>
<td>2</td>
</tr>
<tr>
<td>CLLS 7181</td>
<td>Modern Management Concepts for the Clinical Laboratory and Practicum</td>
<td>2</td>
</tr>
<tr>
<td>CLLS 7183</td>
<td>Clinical Chemistry and Practicum</td>
<td>6</td>
</tr>
<tr>
<td>CLLS 7184</td>
<td>Clinical Hematology 2 and Practicum</td>
<td>4</td>
</tr>
<tr>
<td>CLLS 7185</td>
<td>Clinical Hemostasis and Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CLLS 7186</td>
<td>Clinical Immunohematology and Practicum</td>
<td>6</td>
</tr>
<tr>
<td>CLLS 7187</td>
<td>Clinical Immunology and Practicum</td>
<td>2</td>
</tr>
<tr>
<td>CLLS 7188</td>
<td>Clinical Microbiology and Practicum</td>
<td>6</td>
</tr>
<tr>
<td>CLLS 7189</td>
<td>Clinical Urinology and Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 57

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

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

Courses

CLLS 7124. Medical Bacteriology. 4 cr. hrs.
Emphasis on the theoretical foundations and methodologies needed in a medical bacteriology laboratory. Topics include: cultivation, isolation, microscopy, and antibiotic susceptibility testing. Morphological, cultural, biochemical, and immunological characteristics of bacteria examined as a basis for their differentiation and identification. Epidemiology, pathogenicity, and treatment of bacterial infections explored. Concepts of the immune response included. Lab fee. Prereq: Admitted to CLLS certificate program.

CLLS 7127. Medical Microbiology. 4 cr. hrs.
Study of the identification and differentiation of pathogens and normal flora of humans based upon correlation of morphological, biochemical, immunological and molecular characteristics. Epidemiology, pathogenicity and treatment modalities are also investigated. Fungi, parasites, viruses and bacteria are studied. Laboratory involves isolation and identification of medically important microorganisms, including proper patient specimen processing. Lab fee. Prereq: Admitted to CLLS certificate program; CLLS 7173.

CLLS 7163. Clinical Chemistry and Concepts 1. 4 cr. hrs.
Introduces students to medical and forensic molecular biology, including a review of DNA structure and function. Immunology and basic electronic instrumentation are also introduced. Relevant laboratory techniques are performed by the students, which includes isolation of genomic DNA from various samples, PCR, Gel Electrophoresis, Immunologic techniques, Southern Blotting, RFLP testing for the diagnosis of cancer, identification of inherited diseases, Bioethics case studies and Bioinformatics. Students learn and perform these techniques and interpret the results of each test performed as well as troubleshoot the mechanism. Prereq: Admitted to certificate program in clinical laboratory science.

CLLS 7173. Clinical Chemistry and Concepts 2. 4 cr. hrs.
Utilizing the chemical constituents of blood and other body fluids in the clinical laboratory, principles of the methods are used in the qualitative and quantitative determination of these constituents. Treatment of the theoretical aspects of instrumentation is also used in these determinations. Prereq: Admitted to certificate program in Clinical Laboratory Science.

CLLS 7174. Clinical Hematology 1. 4 cr. hrs.
Study of identification and differentiation of blood and bone marrow cells with emphasis on morphology, function and pathology of these cells. Includes the study of blood parasites. Principles of methodologies used and their relationship to diagnosis and treatment of disease. Laboratory provides experience in identification of cellular elements in normal and disease states. Prereq: Admitted to certificate program in clinical laboratory science.

CLLS 7180. Concepts in Clinical Education Methods and Practicum. 2 cr. hrs.
Educational concepts especially appropriate to instruction in a clinical setting using clinical materials. Concepts discussed include: writing learning objectives, learning styles, testing and evaluation methods and use of audio-visuals. Prereq: Admitted to CLLS certificate program; CLLS 7174.

CLLS 7181. Modern Management Concepts for the Clinical Laboratory and Practicum. 2 cr. hrs.
Comparison of management theories and styles for effective leadership. Principles and methods of communication essential to the delivery of quality health care. Strategic financial planning ensuring cost effectiveness in the diagnostic laboratory. Statistical analysis comparing alternative methodologies for selection of reliable laboratory procedures. Selected projects relating managerial practices to clinical laboratory organization and use of laboratory data systems for health care delivery. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7174.

CLLS 7183. Clinical Chemistry and Practicum. 6 cr. hrs.
The chemical constituents of blood and other body fluids in health and disease. Principles of the methods used in qualitative and quantitative determination of these constituents. Treatment of the theoretical aspects of instrumentation used in these determinations. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7174.

CLLS 7184. Clinical Hematology 2 and Practicum. 4 cr. hrs.
Quantitative and qualitative study of blood, bone marrow and body fluid cells and alterations present in disease. Principles of procedures used. Methods of obtaining and preserving blood specimens with consideration of the theory and practice of aseptic technique. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7174.

CLLS 7185. Clinical Hemostasis and Practicum. 3 cr. hrs.
The components in the blood related to the hemostatic mechanisms, the principles of the procedures involved and their relationship to the diagnosis and treatment of disease. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7174.

CLLS 7186. Clinical Immunohematology and Practicum. 6 cr. hrs.
Therapeutic and diagnostic aspects of immunohematology. Aspects of blood transfusion and of methods used in preservation and selection of properly matched blood for transfusion. Lab fee. Prereq: Admitted to CLLS certificate program; CLLS 7174.

CLLS 7187. Clinical Immunology and Practicum. 2 cr. hrs.
The diagnostic procedures used to determine immune system status and diagnosing immunodeficiency, autoimmunity and immunoproliferative diseases. The use of immunoassays to diagnose bacterial and viral infections and malignancies. Basic immunology is reviewed. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7174.
CLLS 7188. Clinical Microbiology and Practicum. 6 cr. hrs.
Advanced study of pathogenic and normal flora microorganisms having medical importance. Includes methods for obtaining and handling specimens for culture as well as principles of current instrumentation. Identification protocol include cultural, morphological, biochemical, immunological, and molecular characteristics. Examines pathophysiology of infectious diseases caused by bacteria, fungi, parasites and viruses. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7124, CLLS 7127 and CLLS 7173.

CLLS 7189. Clinical Urinology and Practicum. 2 cr. hrs.
Physical, chemical and microscopic study of urine with emphasis on the changes exhibited in disease with related physiology. Prereq: Admitted to certificate program in clinical laboratory science; CLLS 7173.

CLLS 7995. Independent Study in Clinical Laboratory Studies. 1-4 cr. hrs.
Advanced study of a selected topic under the direction of a faculty member from the Department of Clinical Laboratory Science. Prereq: Admitted to certificate program in clinical laboratory science; cons. of dept. ch.
IPED Courses

Courses

IPED 9705. Interprofessional Education Communication. 0 cr. hrs.
Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Provides practice in interprofessional communication on a health care team.

IPED 9710. Interprofessional Education Values and Ethics. 0 cr. hrs.
Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Provides practice in interprofessional values and ethics on a health care team.

IPED 9715. Interprofessional Education Teams and Teamwork. 0 cr. hrs.
Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Provide practice in interprofessional teams and teamwork on a health care team.

IPED 9720. Interprofessional Education Roles and Responsibilities. 0 cr. hrs.
Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Provides practice in interprofessional roles and responsibilities on a health care team.

IPED 9730. Interprofessional Education Special Topics. 0 cr. hrs.
Designed to provide participants with the opportunity to learn and practice skills in interprofessional practice to aid them in the health care industry. Topics vary.
Non-Discrimination Statement

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

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

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

Student inquiries concerning Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 may be referred to the Office of Human Resources; Straz Tower; P.O. Box 1881; Milwaukee, WI 53201-1881; (414) 288-1645.

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

If you feel that you have been subjected to sexual harassment, discrimination or sexual misconduct, please contact Kristen Kreple, Title IX Coordinator: Alumni Memorial Union, Room 437, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-3151, kristen.kreple@marquette.edu or the U.S. Department of Education Office for Civil Rights: 500 W. Madison, Street, Suite 1475, Chicago, IL 60661-4544, (312) 730-1560.

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


University Directory

Updates to the University Directory are published in October.

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Law '79
U.S. Federal Appeals Court Judge, US Court of Appeals for the Fourth Circuit

Rev. Michael A. Zampelli, S.J.
Associate Professor of Theatre and Dance Santa Clara University

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Principal Member, Olde School Industries LLC

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Parish Administrator, St. Mary Student Parish
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President, Xavier University

Rev. James E. Grummer, S.J.
General Counselor, Curia of the Society of Jesus

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President, Gordon Henke Family Foundation

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Bus Ad '86
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James F. Janz
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Managing Partner, Incito Capital LLC

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