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About Marquette University

From the President

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

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

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

From the Provost

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

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

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

John J. Pauly, Ph.D.
Provost

History

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

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

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

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

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

In the 1960s and ‘70s, Marquette introduced doctoral programs in various fields, including religious studies, biology, history and chemistry.

Since 1990, Marquette has added numerous programs, including degree programs for working adults, which offer courses on campus as well as at satellite locations in southeastern Wisconsin; a part-time law program; an executive master of business administration program; programs in physician assistant studies and exercise science; and a Graduate School of Management.

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

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

Mission Statement

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

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

Faith

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

Leadership

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

Service

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

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

Vision Statement

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

Statement on Human Dignity and Diversity

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

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

Accreditation

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


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

Legal Disclosure

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

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

Student inquiries concerning Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 may be referred to the Office of Student Educational Services; Alumni Memorial Union; P.O. Box 1881; Milwaukee, WI 53201-1881; (414) 288-1645, V/T.
Student and employee inquiries concerning the application of Titles VI, VII, IX the Age Discrimination Acts of 1967 as amended, as well as Executive Order 11246 as amended may be referred to the Affirmative Action Officer; Straz Tower; P.O. Box 1881; Milwaukee, WI 53201-1881; (414) 288-3430.

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

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

From the Dean

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

Welcome!

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

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

Sincerely,

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

College Mission Statement

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

Vision

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

Mission

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

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

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

Philosophy

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

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

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

Whether it is in the undergraduate curricula for exercise physiology, athletic training, or the DPT curriculum, the teaching-learning process is recognized as a dynamic interaction of shared responsibility among the academic faculty, clinical faculty and students. The Department of Physical Therapy supports the educational view that students learn in a multitude of ways, necessitating a variety of learning experiences. These experiences are important for the development of a life-long autonomous learner who is self-motivated, self-directed and able to construct knowledge, not just absorb it. The departmental faculty are resources and role models in the development of these traits.
Each faculty member accepts this responsibility by maintaining personal clinical competence, providing quality instruction, contributing to the general body of knowledge, showing professionalism, respecting the dignity of others and being advocates for patient and professional causes.

**Expected Global Student Outcomes**

Graduates of the Physical Therapy program will be able to:

1. Demonstrate the skills necessary to provide autonomous physical therapy services in essential practice areas as defined by the *Guide to Physical Therapist Practice*.

2. Screen individuals through testing and differential diagnosis, to determine a physical diagnosis which is within the scope of physical therapy and/or to determine the need for referral to other health professionals.

3. Apply evidence based decision making in planning and delivering effective, cost efficient plans of care.

4. Participate in professional learning.

Students admitted to the Physical Therapy program are enrolled in a curriculum that culminates in a doctor of physical therapy degree. This is a six-year curriculum for a student admitted at the freshmen level. The student first will earn a baccalaureate degree of his or her choice and then be awarded the Doctor of Physical Therapy (DPT) degree at the end of the professional course work. Students admitted with a bachelor’s degree will earn the Doctor of Physical Therapy degree after completing the three-year professional program.

**Undergraduate Admission Requirements**

Students may be admitted to the program as freshmen with a guaranteed admission to the professional phase beginning fall of 2014 if the student successfully meets all requirements for advancement. Guaranteed admission cannot be extended if requirements are not successfully completed in the pre-professional phase.

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

1. One year of high school chemistry and biology is required. Applicants should include trigonometry among the three required units in mathematics because trigonometry is a prerequisite for General Physics 1 and 2 at Marquette.

2. Freshman class enrollment is limited. College entrance exam results, transcripts and the application must be received at Marquette by Dec. 1 of the preceding academic year for which the student is applying.

3. The sequence of courses in the professional phase begins in August of each academic year.

4. Advanced Placement and/or International Baccalaureate credits are accepted for general university requirements, however only Chemistry I and Physics I can be applied to the DPT pre-requisite course work.

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

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

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

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

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

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

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

Essential Functions

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

Accreditation

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

Undergraduate Phase

Students admitted to the DPT Program as freshmen must meet all requirements for advancement. These include: student must have achieved a 2.400 or greater cumulative grade point average in the specified prerequisite professional course work (23 credits). Students must submit proof of completion of 80 volunteer and/or work related hours supervised by a physical therapist by June 1 after completion of the DPT3 academic year. Students must also have a demonstrated plan to receive their bachelor’s degree at the end of the spring term of the DPT5 year in the professional phase (years 4, 5 and 6) of the program. Except for ATTR and EXPH students, students who do not complete their undergraduate degree in the traditional 4 years must submit a written plan to the PT department chairperson to complete their undergraduate degree within the required time frame. Students who complete prerequisite credits (biology, chemistry, physics and statistics) in summer school need to do so at a four-year institution. No online courses are accepted for prerequisite physical therapy courses. Courses taken at other institutions require pre-approval from the assistant dean in the College of Health Sciences. Students failing to satisfy all requirements or students who are required to withdraw for academic reasons will not be admitted to the professional phase of the program. Following acceptance into the professional phase of the program, students follow the curriculum as outlined for the three-year professional phase unless prior approval is received from the department chairperson.

CR/NC Grade Option

University guidelines allow junior and senior students to elect one course per term (to a maximum of four courses) for which only a CR or NC grade is assigned, given certain requirements are met. Refer to the CR/NC option entry in the university section of this bulletin for the specific requirements. However, this CR/NC option is not available for any course that is part of the 23 prerequisite core credits nor any course normally required in the professional phase of the program.

Course Sequence

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

Professional Phase

A student must complete the academic requirements of the DPT program within four years of admission to the professional phase of the program in the fall semester of the DPT4 year, unless there are non-academic extenuating circumstances. Failure to complete the PT program requirements within the 4-year time limit may result in dismissal from the program. During the professional phase of the program a student will be considered in good academic standing if he/she complies with the academic standards printed in the Physical Therapy Student Handbook. Failure to meet the academic requirements will result in probation or dismissal from the program.

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

**Examinations**

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

**Certification in Basic Life Support**

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

**Emergency Care and Safety**

All clinical sites will provide the students with safety information including emergency procedures. There may be potential health risks at a clinical site. Students are required to complete yearly OSHA training. Students are not employees of the facility and are not covered by 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 DPT students are required to attend and provide documentation of completion of yearly OSHA training sessions, which assure that they have received training on OSHA guidelines for blood borne pathogens and universal precautions.

**Patient Right to Refuse**

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

**Policy for Students Requesting Accommodations**

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

**Liability Insurance**

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

Repeated Courses

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

1. Normally, the repeated course is taken at Marquette.
2. The repeated course is identical to the original course in subject, catalog number, title, subtitle and credits.
3. The repeated course is graded with the same grading options as the original, i.e., students may not exercise the CR/NC option for a repeated course.
4. Courses that are failed may be repeated until a passing grade is earned.
5. A passing grade is determined by the grade that is required in order to receive credit for the course, or to fulfill the program requirements of a degree/major/minor/certificate, as published in the academic program requirements of the university/college/school/department.
6. Courses in which a passing grade is earned may be repeated only once.
7. These courses allow unlimited repeats: colloquiums, continuation placeholder, co-ops, independent study/research, internships, practicums/clinicals/field work experience, seminar/reading, studio/workshops, study abroad and variable title courses (e.g., topics).

Credit hours earned in a repeated course are only awarded once; however, all previous courses and grades remain on the student’s permanent academic record. Beginning Fall 1999, the grade in the original course is excluded from the cumulative grade point average calculation. The cumulative grade point average is adjusted at the time the repeated course is graded. If a student audits or withdraws from the repeated course, the earlier grade will remain in the cumulative grade point average. If a student repeats a course that was transferred to Marquette, only the Marquette course/grade will be reflected in the total credits earned.

At the time of registration, the repeat process is automated for the first repeat of any course that is not an unlimited repeat course. Should a student need to repeat a course more than once, a request to repeat must be filed using the Request Permission to Repeat a Course form (http://www.marquette.edu/mucentral/registrar/documents/Form-UndergraduateRepeatCoursePermission.pdf). This request will only be approved if the student has not earned a passing grade in the course, or the university and/or program requirements state that a certain grade must be earned in that specific course and the student has not previously earned the required minimum grade.
Medical Withdrawal

Purpose

An official medical withdrawal may be needed when, in extraordinary cases, a student’s physical and/or psychological condition interferes with that student’s ability to participate in campus life, including the ability to complete or make satisfactory progress toward academic goals. Upon request, an official medical withdrawal may be granted, or in some cases, required by the university, as referenced in the Student Handbook, or other university, college or school policies. Note: a student may withdraw from a term for various reasons, including medical; however, if the student wishes to be verified by the university as having withdrawn with an official medical withdrawal, this policy and the processes outlined below then applies.

Process

A student who chooses to withdraw and requires documentation of the withdrawal for health insurance or other purposes, must complete the appropriate Medical Withdrawal form found here: mu.edu/mucentral/registrar/policy_forms.shtml (http://www.mu.edu/mucentral/registrar/policy_forms.shtml). This form must be submitted before or within the term of illness/injury and by the deadline to withdraw from the session/term, as published in the University Academic Calendars (mu.edu/mucentral/registrar/cal_index.shtml (http://www.mu.edu/mucentral/registrar/cal_index.shtml)). If the student is unable to participate in the medical withdrawal process and an official medical withdrawal is needed, the student’s college/school office, parent, spouse, partner, or other designee may do so on behalf of the student, once the incapacitation of the student is documented or power of attorney is provided. The Office of Student Affairs may, at times, require a student’s medical withdrawal on an involuntary basis. In this case, voluntary or involuntary withdrawal, the university will not grant retroactive official medical withdrawals of any kind for previous terms/sessions. In addition, all previously graded courses at the time of the request will remain on the student’s record, regardless of the term/session in which the courses were taken.

A student who withdraws, or is withdrawn, for medical reasons prior to the end of late registration will have no courses reflected on the academic record for the term of the withdrawal. A student who withdraws, or is withdrawn, for medical reasons after the end of late registration will receive final grades of ‘W’ in all courses for the term of the withdrawal, except when courses have already been graded, or when grades of ‘ADW’ (administrative withdrawal) are warranted.

The completed ‘Medical Withdrawal Request’ form is to be submitted in person to Marquette Central or mailed to the Office of the Registrar by the student, the student’s designee, the student’s college/school office, or the Office of Student Affairs, and must include all relevant documentation as described on the form. The form and all documentation will be confidentially forwarded to the Medical Withdrawal Committee (MWC) for action.

The Medical Withdrawal Committee is comprised of four to five members. Permanent members include representatives from the Counseling Center, the Office of Student Financial Aid and the Office of the Registrar. Additional representatives will be included as follows: a designated representative from the Committee on Academic Procedures (for undergraduate student requests); a designated representative from the Graduate School (for graduate student requests); a designated representative from the Graduate School of Management (for GSM student requests); designated representative from the College of Health Sciences (for Health Sciences Professional or pre-professional student requests). The Medical Withdrawal Committee reserves the right to consult with individuals from the student’s college/school office, Counseling Center and/or Student Health Services on a case-by-case basis. The Medical Withdrawal Committee will carefully review each request for medical withdrawal and determine the action to be taken, including any refund, if appropriate. A medical withdrawal determination will result in a registration hold placed on the student’s record.

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

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

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

Readmission after Medical Withdrawal: Immediate Subsequent Term

1. A student who withdraws prior to the end of registration, such that no courses appear on the
academic record for the term of withdrawal, must apply for readmission to the university in order to
attend any subsequent term.

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

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

Because of the documentation required, and the various decisions that must be made by university
officials, it is necessary that the process to return, as outlined above, begin well in advance of the term/
session in which the student wishes to re-enroll. At a minimum, the completed readmission application
(if applicable), the ‘Request to Return After a Medical Withdrawal’ form and all required documentation
must be submitted no later than two weeks prior to the start of the session/term in which the student
desires to return to the university. Failure to meet the two-week deadline may result in deferment of
readmission to the following term/session.

Readmission after Medical Withdrawal: Future Terms

1. A student who withdraws prior to the end of registration, such that no courses appear on the
academic record for the term of withdrawal, must apply for readmission to the university in order to
attend any subsequent term.

2. A student who withdraws after the end of late registration, has already earned grades or receives
grades of ‘W’ and/or ‘ADW’ in the term of withdrawal and who does not enroll in the immediate
subsequent term, must apply for readmission to the university.

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

Because of the documentation required, and the various decisions that must be made by university officials, it is necessary that the process to return, as outlined above, begin well in advance of the term/session in which the student wishes to re-enroll. At a minimum, the completed readmission application, the 'Request to Return After a Medical Withdrawal' form and all required documentation must be submitted no later than two weeks prior to the start of the session/term in which the student desires to return to the university. Failure to meet the two-week deadline may result in deferment of the readmission decision to the following term/session.

**Withdrawal from the Physical Therapy Program**

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

**Curricula Information**

**Typical Professional Program — Physical Therapy Degree: DPT †**

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† 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.

* BIOL 3701 Human Physiology is required for physiological science majors. BISC 4145 Human Physiology may be taken in the spring of the DPT-third year by physical therapy students in other majors in lieu of BIOL 3701 Human Physiology.

** Students completing an undergraduate major in the College of Health Sciences must take PHIL 4336 Applied Ethics for the Health Sciences during or before the 4th year in order to meet the college requirement of 7 credits of PHIL. Students in other colleges who have met the medical ethics requirement prior to year 4 by taking PHIL 4336 Applied Ethics for the Health Sciences or THEO 4450 Medical Ethics may not need medical ethics in year 4.

*** BISC majors take BISC 4160 Molecular Pathology during the 4th year and BISC 3150 General Pathology during the junior year.
Department of Physician Assistant Studies

Mission

The Department of Physician Assistant Studies combines Marquette’s Jesuit tradition of cura personalis ("care for the whole person") with the College of Health Sciences’ Jesuit ideals of concern for the spiritual, emotional and physical development of the individual.

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

Educational Goals

These goals prepare each student intellectually, socially, affectively and spiritually:

• Thoroughly interview and examine patients, order appropriate tests, assess findings and collaborate with the supervising physician and, whenever possible, the patient to determine the appropriate treatment plan.

• Be effective communicators, listeners, observers and diagnosticians.

• Instill the importance of counseling, educating and motivating patients and their significant others to take responsibility for their physical, mental and spiritual health.

• Foster optimal PA and supervising physician relationships.

• Identify true emergencies and respond appropriately.

• Be responsive and committed members of the health care team and adhere to the team concept of health care delivery.

• Develop a commitment to lifelong learning.

• Demonstrate allegiance to the profession through participation in professional organizations.

• Contribute to the education of future PA students by participating in physician assistant training.

Learning Outcomes

Graduates of the Physician Assistant program will be able to:

• Perform an appropriate history and physical exam on individuals that concludes with a working diagnosis and initial treatment plan.

• Apply the evidence-based principles of medicine to accurately diagnose and manage acute and chronic disease states and/or medical emergencies.

• Function effectively as a member of the health care team in respect to interpersonal relations, team skills and written and oral communications.

• Demonstrate a commitment to life-long learning by participation in professional development activities on a continuing basis.
• Demonstrate cultural understanding and sensitivity in interactions with patients of diverse socioeconomic, ethnic, and alternative backgrounds.

• Synthesize the medical literature on a given topic and present both an oral and written review.

Undergraduate Admission Requirements

Students apply for admittance into the Physician Assistant Studies program in the fall term of their sophomore year. They are required to complete the two-year, pre-professional phase of the Physician Assistant Studies program and be enrolled in the College of Health Sciences to ensure that they have completed the appropriate prerequisite courses that will make them eligible for a degree in biomedical sciences at the end of the fourth year. Following acceptance into the program, students follow the curriculum as outlined for the three-year Professional phase (see BISC/pre-PA curriculum (https://bulletin.marquette.edu/undergrad/collegeofhealthsciences/departmentofbiomedicalsciences/#biomedpa) in Biomedical Sciences Department).

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

Selection factors considered in the admission process include the following:

1. Cumulative GPA of 3.000 or greater.
2. Motivation, maturity, ability to work with people and suitability for clinical practice.
3. Minimum of two hundred patient contact hours in health care.
4. Knowledge of the PA profession and the profession’s role in the health care system.
5. Graduate Record Exam scores for applicants with a degree; SAT or ACT scores for applicants entering the program without a completed bachelor’s degree.
6. Three letters of recommendation.
7. Personal interviews.

Academic Regulations

Academic Progress

To achieve satisfactory academic progress leading to promotion in the Physician Assistant Program, the student must achieve a GPA of 2.80 in each term (summer, fall, spring). In addition, the student may receive no single grade in any course less than a C. The PA program considers a grade below C to represent unsatisfactory academic progress. Unsatisfactory academic progress may result in conditional promotion, withdrawal, or dismissal.

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

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

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

Directing a student to seek appropriate counseling is within the purview of the P&P Committee. While it is advisable for students to seek assistance from instructors and faculty as a course proceeds, there may be circumstances where support is needed to understand certain concepts and to make up work lost for extraordinary reasons such as illness. The P&P Committee can recommend the student establish a collaborative plan with the faculty to complete selected course objectives and incomplete work. Students will be notified of this recommendation by letter from the program director. This letter will remain a part of the student’s permanent file. In specific situations involving financial or personal elements, the committee may recommend outside resources be utilized to satisfy this category of promotion. When medical or psychiatric consultation is required or recommended, the P&P Committee will respect patient/provider confidentiality. However, documentation of enrollment and/or completion may be required by the committee.

Dismissal

A student may be dismissed for reasons including the following:

• One or more failures in any one term.

• Two (2) successive or three (3) aggregate terms on probation.

• Unprofessional conduct or unethical behavior.

• Failure to meet the conditions of a P&P Committee decision or terms of a collaborative remediation agreement.

Temporary Withdrawal from Program

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

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

Normally, a student will be readmitted to the program at the end of his/her leave if the P&P Committee, believes the purpose of the temporary withdrawal has been successfully achieved. The committee may require the student to repeat course work before reentry after a prolonged absence.

The professional phase of the PA program must be completed in no more than 4 years. Therefore, if a second temporary withdrawal is requested, the student may be dismissed from the program or required to reapply to the program.

Medical Withdrawal

Purpose

An official medical withdrawal may be needed when, in extraordinary cases, a student’s physical and/or psychological condition interferes with that student’s ability to participate in campus life, including the ability to complete or make satisfactory progress toward academic goals. Upon request, an official medical withdrawal may be granted, or in some cases, required by the university, as referenced in the Student Handbook, or other university, college or school policies. Note: a student may withdraw from a term for various reasons, including medical; however, if the student wishes to be verified by the university as having withdrawn with an official medical withdrawal, this policy and the processes outlined below then applies.
Process

A student who chooses to withdraw and requires documentation of the withdrawal for health insurance or other purposes, must complete the appropriate Medical Withdrawal form found here: mu.edu/mucentral/Registrar/policy_forms.shtml (http://www.mu.edu/mucentral/Registrar/policy_forms.shtml). This form must be submitted before or within the term of illness/injury and by the deadline to withdraw from the session/term, as published in the University Academic Calendars (mu.edu/mucentral/Registrar/cal_index.shtml http://www.mu.edu/mucentral/Registrar/cal_index.shtml). If the student is unable to participate in the medical withdrawal process and an official medical withdrawal is needed, the student’s college/school office, parent, spouse, partner, or other designee may do so on behalf of the student, once the incapacitation of the student is documented or power of attorney is provided. The Office of Student Affairs may, at times, require a student’s medical withdrawal on an involuntary basis. In this case, that office will process the Medical Withdrawal form on behalf of the student. In either case, voluntary or involuntary withdrawal, the university will not grant retroactive official medical withdrawals of any kind for previous terms/sessions. In addition, all previously graded courses at the time of the request will remain on the student’s record, regardless of the term/session in which the courses were taken.

A student who withdraws, or is withdrawn, for medical reasons prior to the end of late registration will have no courses reflected on the academic record for the term of the withdrawal. A student who withdraws, or is withdrawn, for medical reasons after the end of late registration will receive final grades of ‘W’ in all courses for the term of the withdrawal, except when courses have already been graded, or when grades of ‘ADW’ (administrative withdrawal) are warranted.

The completed ‘Medical Withdrawal Request’ form is to be submitted in person to Marquette Central or mailed to the Office of the Registrar by the student, the student’s designee, the student’s college/school office, or the Office of Student Affairs, and must include all relevant documentation as described on the form. The form and all documentation will be confidentially forwarded to the Medical Withdrawal Committee (MWC) for action.

The Medical Withdrawal Committee is comprised of four to five members. Permanent members include representatives from the Counseling Center, the Office of Student Financial Aid and the Office of the Registrar. Additional representatives will be included as follows: a designated representative from the Committee on Academic Procedures (for undergraduate student requests); a designated representative from the Graduate School (for graduate student requests); a designated representative from the Graduate School of Management (for GSM student requests); designated representative from the College of Health Sciences (for Health Sciences Professional or pre-professional student requests). The Medical Withdrawal Committee reserves the right to consult with individuals from the student’s college/school office, Counseling Center and/or Student Health Services on a case-by-case basis. The Medical Withdrawal Committee will carefully review each request for medical withdrawal and determine the action to be taken, including any refund, if appropriate. A medical withdrawal determination will result in a registration hold placed on the student’s record.

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

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

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

**Readmission after Medical Withdrawal: Immediate Subsequent Term**

1. A student who withdraws prior to the end of registration, such that no courses appear on the academic record for the term of withdrawal, must apply for readmission to the university in order to attend any subsequent term.

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

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

Because of the documentation required, and the various decisions that must be made by university officials, it is necessary that the process to return, as outlined above, begin well in advance of the term/session in which the student wishes to re-enroll. At a minimum, the completed readmission application (if applicable), the ‘Request to Return After a Medical Withdrawal’ form and all required documentation must be submitted no later than two weeks prior to the start of the session/term in which the student desires to return to the university. Failure to meet the two-week deadline may result in deferment of readmission to the following term/session.

**Readmission after Medical Withdrawal: Future Terms**

1. A student who withdraws prior to the end of registration, such that no courses appear on the academic record for the term of withdrawal, must apply for readmission to the university in order to attend any subsequent term.

2. A student who withdraws after the end of late registration, has already earned grades or receives grades of ‘W’ and/or ‘ADW’ in the term of withdrawal and who does not enroll in the immediate subsequent term, must apply for readmission to the university.

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

Because of the documentation required, and the various decisions that must be made by university officials, it is necessary that the process to return, as outlined above, begin well in advance of the term/session in which the student wishes to re-enroll. At a minimum, the completed readmission application, the ‘Request to Return After a Medical Withdrawal’ form and all required documentation must be submitted no later than two weeks prior to the start of the session/term in which the student desires to return to the university. Failure to meet the two-week deadline may result in deferment of the readmission decision to the following term/session.
**Probation**

The purpose of placing a student on probation is to formally notify the student that he/she has a serious academic problem which may lead to dismissal from the program. The student is informed of probation status by letter from the program director; this letter becomes part of the student's permanent file.

Probation may be invoked by the P&P Committee for unsatisfactory academic progress student who fails to maintain a term average GPA to the required level (2.80) maybe subject to dismissal for poor scholarship.

The P&P Committee will require a student placed on probation to establish a collaborative plan with the faculty for definitive improvement in the quality of academic work. This may include enrollment in particular courses; repetition of selected courses; meeting a specific quality point average in the following term; or other specific requirements or conditions. The progress of a student on probation is reviewed during and at the end of the semester of probation. At this time the committee reviews the student’s progress and the student may be taken off of probation, placed on probation again or dismissed.

A student may be placed on probation and promoted. A student receiving a single deficiency may be placed on probation. A student on academic probation will not be endorsed for clinical rotations or graduation until the conditions of the probation are met. A student who is on two successive or three aggregate terms of academic probation may be dismissed.

A student may be placed on professional probation at any time as detailed in the policies regarding professional decorum and ethical behavior.

**Re-entry Policy**

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

**Repeated Courses**

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

1. Normally, the repeated course is taken at Marquette.
2. The repeated course is identical to the original course in subject, catalog number, title, subtitle and credits.
3. The repeated course is graded with the same grading options as the original, i.e., students may not exercise the CR/NC option for a repeated course.
4. Courses that are failed may be repeated until a passing grade is earned.
5. A passing grade is determined by the grade that is required in order to receive credit for the course, or to fulfill the program requirements of a degree/major/minor/certificate, as published in the academic program requirements of the university/college/school/department.
6. Courses in which a passing grade is earned may be repeated only once.
7. These courses allow unlimited repeats: colloquiums, continuation placeholder, co-ops, independent study/research, internships, practicums/clinicals/field work experience, seminar/reading, studio/workshops, study abroad and variable title courses (e.g., topics).
Credit hours earned in a repeated course are only awarded once; however, all previous courses and grades remain on the student’s permanent academic record. Beginning Fall 1999, the grade in the original course is excluded from the cumulative grade point average calculation. The cumulative grade point average is adjusted at the time the repeated course is graded. If a student audits or withdraws from the repeated course, the earlier grade will remain in the cumulative grade point average. If a student repeats a course that was transferred to Marquette, only the Marquette course/grade will be reflected in the total credits earned.

At the time of registration, the repeat process is automated for the first repeat of any course that is not an unlimited repeat course. Should a student need to repeat a course more than once, a request to repeat must be filed using the Request Permission to Repeat a Course form (http://www.marquette.edu/mucentral/registrar/documents/Form-UndergraduateRepeatCoursePermission.pdf). This request will only be approved if the student has not earned a passing grade in the course, or the university and/or program requirements state that a certain grade must be earned in that specific course and the student has not previously earned the required minimum grade.

Warning Letter

A warning is a written letter to a student for non-acceptable academic progress during the semester (usually at mid-semester). A warning may come from the course instructor or the program director on behalf of the course instructor and its purpose is to make the student aware of impending academic jeopardy. Warnings are reported to the Progress and Promotion Committee and program director for informational purposes.

Withdrawal

The intention of this option, to be used in situations when the P&P Committee judges that the student deserves special consideration even though dismissal is in order, is to provide the student with a less onerous notation in the student’s record than a dismissal. This option applies only to situations of dismissal for academic reasons, and does not apply to situations of dismissal for professional misconduct. Note: Certain time constraints, outlined in the schedule of classes published by the university apply to students requesting a withdrawal on their transcript.

Tuition/Financial Aid for Professional Phase

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

Curricula information

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

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**Third Year**

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Total credit hours: 129

A Master’s degree in Physician Assistant Studies requires successful completion of minimum total credits of 129. This includes 32 credits of Clinical Clerkship experiences, in addition to a 7 credit Master’s Capstone Project. Required Clinical Clerkship experiences include family practice, internal medicine, emergency medicine, general surgery, pediatrics, women’s health, behavioral medicine and electives. PHAS 7986 Internship in Physician Assistant Studies: may be offered for letter grade or S/U grading, as determined by the program.
Course Descriptions

Physician Assistant Studies

PHAS 4117. Cultural Diversity in Health Care. 3 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.

PHAS 7040. Medical Terminology. 1 cr. hr.

Introduction to the medical language, including diagnostics and pharmacology. Prereq: Admission to professional phase of Physician Assistant Studies.

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

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

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

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

PHAS 7090. Introduction to Clinical Medicine. 3 cr. hrs.

Introduction to preventative medicine healthcare with focus on screening guidelines and treatment protocols throughout the lifecycle. Emphasis on disease prevention with attention given to the unique needs of diverse and underserved patient populations. Clinical genetics and immunogenetics are introduced linking current research to practical clinical medicine in advancing the understanding of the molecular basis of genetic concepts to practical clinical application. Introduction to oncology, it’s clinical presentation, diagnostics, and therapeutics, as well as the role of preventative medicine in cancer, is addressed incorporating basic knowledge of gene expression and genetic patterns. Prereq: PHAS major; admitted to professional phase of physician assistant program.

PHAS 7110. Clinical Medicine 1. 6 cr. hrs.

Provides a comprehensive presentation of the various disease processes commonly encountered in primary care across the spectrum of clinical medicine. Employs a system-oriented, problem based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition. Students acquire basic life support certification (CPR). Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.
PHAS 7111. Clinical Medicine. 2 cr. hrs.
Continuation of PHAS 7110. Provides a comprehensive presentation of the various disease processes commonly encountered in primary care across the spectrum of clinical medicine. Employs a system-oriented, problem-based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, nutrition, and preventative approaches. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

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

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

PHAS 7117. Cultural Diversity in Health Care. 1-3 cr. hr.
Introduction to healthcare delivery to diverse patient populations. Explores various culturally influenced perspectives on health and illness as well as identifying health disparities among certain cultural groups and minority populations. Students work toward becoming culturally competent practitioners by exploring their personal reactions to culturally based medical scenarios. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7200. Interpersonal Communication. 1 cr. hr.
A 1-credit semester course intended to build upon basic interviewing skills that were introduced in PHAS 7050. Consists of a series of patient-encounters, classroom discussions and readings relevant to working constructively with problems in clinician/patient communications. Common types of difficult patient interactions will be addressed. Self-awareness is emphasized as the basis upon which clinicians develop an enhanced capacity for empathic listening and responsiveness. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

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

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

PHAS 7235. Emergency Medicine. 4 cr. hrs.
Provides a comprehensive introduction to diagnosis and treatment of common and life-threatening patient presentations in the Emergency Department. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.
PHAS 7245. Professional and Ethical Issues. 2 cr. hrs.

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

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

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

PHAS 7255. Women’s Health. 2 cr. hrs.

Provides practical information on routine gynecologic and obstetric care for women. It explores various gynecological diseases, obstetric complications, and preventative care for women of all ages. Employs a system-oriented, problem based approach in which clinical information is presented to include basic anatomy, physiology, pharmacology, pathology, radiology, and laboratory diagnostics. Includes a physical exam lab practicum. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7260. Pediatric Medicine. 3 cr. hrs.

An introductory pediatrics course which covers well child and common problems. Employs a system-oriented, problem based approach and clinical information is presented in conjunction with appropriate, correlative lectures or labs in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

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

Begins with and in-depth look at the medical coding system and teaches the students how and why to code properly. Students are familiarized with the Typhon system of patient documentation and practice using it in conjunction with cases done in PHAS 7115. The remainder of the course focuses on the ever changing health care marketplace. Various health care system models and reimbursement methods will be compared and contrasted. Students research and present various topics to include more information on specific local and regional programs influencing health care delivery. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.

PHAS 7270. Diagnostics Technology. 4 cr. hrs.

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

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

Used for special topics course.

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

May be offered graded or S/U. Prereq: PHAS major; admitted to professional phase of Physician Assistant Studies.
PHAS 7995. Independent Study in Physician Assistant Studies. 1-6 cr. hr.
Prereq: Admitted to professional phase of Physician Assistant Studies.

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

Physical Therapy

PHTH 1001. Introduction to Physical Therapy. 1 cr. hr.
Lecture course with two components. The first will focus on medical terminology pertinent to the health care professions. The second will provide career exposure to physical therapy and include current topics of interest in the field. Prereq: Second year Direct-Admit PT students and others by cons. of instr.

PHTH 4512. Culture and Disability. 3 cr. hrs.
The culture of disability, as a product of intrinsic factors of the person (spiritual beliefs and cultural practices) and those extrinsic factors in society (prejudice, stigma and discrimination) and the environment (architectural barriers) will be examined. The human dignity and civil rights of persons with disability, especially for the ever-expanding population of persons aged 65 and older, will be emphasized. Students will reflect on their own values, beliefs, and guiding life principles (Vocational Discernment) which shape their interactions and behaviors as professional health-care providers. The role of positive emotions, having choices, hope, and spiritual resolve as a foundation for the developing field of rehabilitation medicine called "Cardio-Psycho-Neuro-Immunology" will be a focus in this course. Prereq: Cons. of instr.

PHTH 4512. Culture and Disability. 3 cr. hrs.
The culture of disability, as a product of intrinsic factors of the person (spiritual beliefs and cultural practices) and those extrinsic factors in society (prejudice, stigma and discrimination) and the environment (architectural barriers) will be examined. The human dignity and civil rights of persons with disability, especially for the ever-expanding population of persons aged 65 and older, will be emphasized. Students will reflect on their own values, beliefs, and guiding life principles (Vocational Discernment) which shape their interactions and behaviors as professional health-care providers. The role of positive emotions, having choices, hope, and spiritual resolve as a foundation for the developing field of rehabilitation medicine called "Cardio-Psycho-Neuro-Immunology" will be a focus in this course. Prereq: Cons. of instr.

PHTH 6515. Pathophysiology and Aging. 4 cr. hrs.
Lecture/clinical observations. Presents the pathophysiology of cardiovascular, respiratory, renal, endocrine and immune system disorders. Details background information on the aging process. Compares and contrasts age-related and pathological changes which occur in the major physiological systems over time. Explores modes of providing service to aged clients. Prereq: Dept. cons.

PHTH 6518. Physiology of Activity. 3 cr. hrs.
Lecture/laboratory. Concentrates 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. Emphasizes functional approach and examines factors that enhance or impede performance. Introduces various training strategies. Prereq: Dept. cons.

PHTH 6525. 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: Dept. cons.
PHTH 6526. Kinesiology 2: The Spine and Lower Extremity. 3 cr. hrs.
Continuation of PHTH 6525 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 6525 and dept. cons.

PHTH 6570. 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: Dept. cons.

PHTH 6667. Neurological Rehabilitation 1. 2 cr. hrs.
Lecture and discussion-based. Covers the pathology, etiology, and epidemiology of common neurological diseases. Clinical presentation, differential diagnosis, evaluation, and medical/surgical interventions for the diseases are the focus of the first of a 2 part course series. Prereq: Dept. cons.

PHTH 6668. Neurological Rehabilitation 2. 4 cr. hrs.
Continuation of Neurological Rehabilitation 1. Lectures and labs focus on physical therapy interventions for specific impairments, disease-specific conditions, and overall function. Evidence-based practice guidelines are utilized when available, objective tests and measures are emphasized, and case studies are utilized to integrate and apply information. Prereq: Successful completion of PHTH 6667 and dept. cons.

PHTH 7503. Patient Management 1. 3 cr. hrs.
Lecture/laboratory course simulating patient interactions and discussing learning units that enforce application of course work to clinical practice. Prereq: PHTH major.

PHTH 7504. Patient Management 2. 2 cr. hrs.
Lecture/laboratory course simulating patient interactions and discussing learning units that enforce application of course work to clinical practice. Prereq: PHTH major.

PHTH 7505. Patient Management 3. 2 cr. hrs.
Lecture/laboratory course simulating patient interactions and discussing learning units that enforce application of course work to clinical practice. Prereq: PHTH major; and concurrent enrollment in PHTH 7986.

PHTH 7512. Culture and Disability. 3 cr. hrs.
The culture of disability, as a product of intrinsic factors of the person (spiritual beliefs and cultural practices) and those extrinsic factors in society (prejudice, stigma and discrimination) and the environment (architectural barriers) will be examined. The human dignity and civil rights of persons with disability, especially for the ever-expanding population of persons aged 65 and older, will be emphasized. Students will reflect on their own values, beliefs, and guiding life principles (Vocational Discernment) which shape their interactions and behaviors as professional health-care providers. The role of positive emotions, having choices, hope, and spiritual resolve as a foundation for the developing field of rehabilitation medicine called “Cardio-Psycho-Neuro-Immunology” will be a focus in this course. Prereq: PHTH major; or cons.of instr.

PHTH 7513. Health Care Policy/Management. 3 cr. hrs.
Contemporary Issues and Management Principles in physical therapy practice. Discussions of recent historical and current external environmental factors affecting the delivery of health care services are interwoven with discussions of business, management, and supervisor/leadership principles applicable to the health care service industry. Particular attention is focused on the delivery of physical therapy services under changing environmental conditions. 7000 level course contains enhanced content. Open to practicing Physical Therapists. Prereq: PHTH major; or cons. of instr.
PHTH 7515. Pathophysiology and Aging. 4 cr. hrs.

Lecture/clinical observations course will present the pathophysiology of cardiovascular, respiratory, renal, endocrine and immune system disorders. Course details background information on the aging process. Age-related and pathological changes which occur in the major physiological systems over time are compared and contrasted. Modes of providing service to aged clients is explored. Prereq: Physiology; and current enrollment in BISC 3150.

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

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

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

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

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

Evidence-based practice applied to clinical content areas, including orthopedics. Web based assignments. Students will complete individual projects and present their work. Prereq: PHTH major and PHTH 7522; and concurrent enrollment in PHTH 7532.

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

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

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

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


Lecture and clinical laboratory course. The students will learn the general concepts and specific techniques of Physical Therapy evaluation including tests and measures including range of motion, flexibility and strength using diverse instrumentation. Prereq: PHTH major and BISC 4130 or BISC 2135 and BISC2136.

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

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

PHTH 7532. Orthopedics 1. 4 cr. hrs.

Lecture, demonstration and laboratory experiences. The elements of patient/client management (examination; evaluation; diagnosis; prognosis; and intervention) are applied to musculoskeletal conditions. Prereq: PHTH major and PHTH 7525; and concurrent enrollment in PHTH 7526.
PHTH 7533. Orthopedics 2. 4 cr. hrs.
Continuation of PHTH 7532 with an emphasis on the evaluation and treatment of specific musculoskeletal injuries/dysfunctions. Includes surgical, non-surgical, traumatic, chronic and sports-related conditions. 7000 level course contains enhanced content. Prereq: PHTH 7532 and PHTH 7526.

PHTH 7539. Diagnostic Imaging Testing. 3 cr. hrs.
Study of diagnostic imaging techniques as they relate to physical therapy practice areas. Includes study of common medical tests.

PHTH 7549. Differential Diagnosis of Disease. 2 cr. hrs.
Lecture course focusing on a broad range of medical diseases and their various clinical presentations. The focus is on the use of clinical decision making skills when analyzing a patient’s medical history intake and the review of systems. The course addresses screening, to include referral for conditions or diseases that are not within a physical therapist’s scope of practice. Prereq: PHTH major.

PHTH 7555. Life Span Development. 2 cr. hrs.
Lecture/discussion/lab. Normal growth and motor development from prenatal development to motor adaptation and functional changes in adult years. Special focus on motor behaviors across the life span and implications for the physical therapist, as well as potential influence of motor development in the presence of injury, disease, and disability. Opportunity for interaction with infants, toddlers, children, teens and adults. Prereq: PHTH major and BISC 4130.

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

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

PHTH 7570. Advanced Biomechanics and Kinesiology. 4 cr. hrs.
Advanced analysis of human movement including gait, orthotics and prosthetics. Rehabilitation focuses on physical therapy interventions for patient/clients with chronic diseases and other conditions necessitating long-term therapeutic intervention. Prereq: PHTH major.

PHTH 7577. Wound/Integumentary Physical Therapy. 2 cr. hrs.
Lecture and clinical laboratory course (based on research evidence and/or best practice) that presents the physical and physiological basis and the principles and methods that lead to clinical outcomes related to the integumentary system. Content will include pathophysiology, diagnosis and management of chronic wounds, management of thermal injuries and edema. The course will also include infection control and aseptic technique. Prereq: PHTH major.

PHTH 7667. Neurological Rehabilitation 1. 2 cr. hrs.
Lecture and discussion-based course covering the pathology, etiology, and epidemiology of common neurological diseases. Clinical presentation, differential diagnosis, evaluation, and medical/surgical interventions for the diseases are the focus of the first of a 2 part course series. Prereq: PHTH major and successful completion or concurrent enrollment in PHTH 7558.
PHTH 7668. Neurological Rehabilitation 2. 4 cr. hrs.

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

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

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

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

Lecture/lab/discussion on developmental disabilities and other selected pediatric disorders. Concepts of physical therapy evaluation, assessment, goal setting and treatment of the pediatric patient; common treatment theories and techniques and their application to children. Current cultural, ethical, and legal issues related to health care and children. Prereq: Must be a 5th year PHTH major.

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

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

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

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

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

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

PHTH 7986. Internship in Physical Therapy. 4-10 cr. hrs.

Prereq: PHTH major; must be taken in PHTH course sequence.

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

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.
University Directory

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2011-12

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President and CEO, Advance Auto Parts

Ned W. Bechthold
Chairman, Payne amp Dolan, Inc.

Natalie A. Black
Law ’78
Senior Vice President, General Counsel and Corporate Secretary, Kohler Company

John F. Ferraro
Bus Ad ’77
Global Chief Operating Officer, Ernst amp Young

Rev. James P. Flaherty
Arts ’78
President, Nativity Jesuit Middle School

Richard J. Fotsch
Eng ’77
Grad ’84, President, Global Power Group, Kohler Company

Rev. James G. Gartland
President, Cristo Rey Jesuit High School

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Law ’64
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Bus Ad ’83
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Professor of Education, Boston College

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James A. Runde
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Special Advisor, Morgan Stanley

Hon. W. Greg Ryberg
Arts ’68
Senator, State of South Carolina

Mary Ladish Selander
Director of Development, Lyric Opera of Chicago

Mary Ellen Stanek
Arts ’78
Managing Director and Director of Asset Management, Robert W. Baird amp Company
John J. Stollenwerk
Sp ’62
Grad ’66

Charles M. Swoboda
Eng ’89
Chairman and CEO, Cree, Inc.

Cherryl T. Thomas
Arts ’68
President, Ardmore Associates, LLC

Benjamin S. Tracy
Comm ’98
Grad ’04
National Correspondent, CBS News

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

Rhona Vogel
Bus Ad ’76
President, Vogel Consulting Group

Charles M. Williams
Arts ’82
Vice Chairman and COO, Blue Ridge Holdings, Inc.

Anne A. Zizzo
Jour ’87
President, Zizzo Group Marketing and Public Relations and New Media

Rev. Michael J. Graham
President, Xavier University

Rev. James E. Grummer
Regional Assistant for the United States Curia of the Society of Jesus

Mary E. Henke
President, Gordon Henke Family Foundation

Mercedes Hurley Hughes
Arts ’48
Grad ’50

Robert L. Kemp
Bus Ad ’54
President, Capital Growth Management

James H. Keyes
Bus Ad ’62
Retired Chairman and CEO, Johnson Controls, Inc.

Gregory F. Lucey
President, Association of Jesuit Colleges and Universities

John P. Madden
Bus Ad ’56
Retired Chairman, Madden Communications, Inc.

Daniel F. McKeithan
President, Tamarack Petroleum Company, Inc.

Rev. Ladislas M. Orsy
Professor of Law, Georgetown University

Sandy Zilg Pavlic
Arts ’51

Ulice Payne
Bus Ad ’78
Law ’82
President, Addison-Clifton, LLC

Gerald A. Rauenhorst
Eng ’51
Retired Founding Chairman, Opus Corporation

Louis J. Rutigliano
Eng ’60
Grad ’65
Retired Vice Chairman, Ameritech Corporation

Trustees Emeriti of the University 2011-12

John A. Becker
Bus Ad ’63
Grad ’65
Retired President and Vice Chairman, Firstar Corp.

John F. Bergstrom
Bus Ad ’67
Chairman and CEO, Bergstrom Corporation

Willie D. Davis
President, All Pro Broadcasting, Inc.

Donald F. Flynn
Bus Ad ’61
Chairman of the Board, Flynn Enterprises, Inc.

Rev. Edward Glynn
Minister, St. Claude La Colombiere Jesuit Community
Wayne R. Sanders  
Grad ’72  
Retired Chairman and CEO, Kimberly-Clark Corporation  

Hon. David A. Straz  
Bus Ad ’65  
Ambassador at Large  
Honorary Consul General of the Republic of Liberia  
Honorary Consul General of the Republic of Honduras  

Rev. Thomas H. Tobin  
Professor of Theology, Loyola University Chicago  

Rev. L. John Topel  
Arts ’73  
Pastor, St. Mary’s Star of the Sea Parish  

Academic Senate 2011-12  

James South (Chair)  
Philosophy Department Faculty elected at large-2013  

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

Patricia Cervenka (Vice-Chair)  
Law School Elected faculty-2013  

Lea Acord (Secretary)  
College of Nursing Faculty elected at large-2013  

Albert Abena  
School of Dentistry Elected faculty-2012  

Eugenia Afinoguenova  
Klingler College of Arts and Sciences Elected faculty-2014  

Harshit Aggarwal  
School of Dentistry Elected faculty-2014  

Raquel Aguilu de Murphy  
Foreign Languates amp Literature Faculty elected at large-2014  

Lori Bergen  
Diederich College of Communication Dean’s Representative  

Margaret L. (Peggy) Bloom  
College of Education Elected faculty-2014  

Bruce Boyden  
Law School Elected faculty-2014  

Margaret Faut Callahan  
College of Nursing Dean’s Representative  

Sharon Chubbuck  
College of Education Elected faculty-2012  

Joey Ciccone  
Marquette University Student Government Student Representative-2012  

Rev. Michael Class  
College of Professional Studies Elected faculty-2013  

James Courtright  
Klingler College of Arts and Sciences Elected faculty-2013  

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

Alexander Drakopoulos  
College of Engineering Elected faculty-2013  

Marilyn Frenn  
College of Nursing Elected faculty-2014  

Gregory Gillman  
Graduate/Professional Student Student Representative-2012  

Steven Goldzwig  
Diederich College of Communication Elected faculty-2013  

Ann Hanlon  
Academic Library Association Elected faculty librarian-2012  

John Heflin  
Marquette University Student Government Student Representative-2012  

Jeanne Hoskenlopp  
Vice Provost for Research and Dean of the Graduate School Ex-Officio  

Sandra Hunter  
College of Health Sciences Elected faculty-2013  

Peter Jones  
Mathematics, Statistics and Computer Sciences Department Faculty elected at large-2013  

Christine Krueger  
English Department Faculty elected at large-2012
Cheryl Maranto
College of Business Administration Elected faculty-2014

Gary S. Meyer
Vice Provost for Undergraduate Programs and Teaching Ex-Officio

Maureen O'Brien
College of Nursing Elected faculty-2012

Rev. Philip J. Rossi
Interim Dean, Klingler College of Arts and Sciences Ex-Officio

Heidi Schweizer
College of Education Faculty elected at large-2012

Guy Simoneau
College of Health Sciences Elected faculty-2012

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

John Su
Klingler College of Arts and Sciences Elected faculty-2012

Siddhartha Syam
College of Business Administration Elected faculty-2012

William J. Thorn
Journalism Department Faculty elected at large-2012

Janice Welburn
College of Libraries Dean’s Representative

G.E. Otto Widera
College of Engineering Elected faculty-2014

Joyce Wolburg
Diederich College of Communication Elected faculty-2012

Corporate Officers of the University 2011-12

Darren R. Jackson
Chair

John F. Ferraro
Vice Chair

Mary Ellen Stanek
Vice Chair

Charles H. Swoboda
Vice Chair

Rev. Scott R. Pilarz
President, Marquette University

Mary L. Austin
Assistant Treasurer

Cynthia M. Bauer
Assistant Secretary

Steven W. Frieder
Corporate Secretary

John C. Lamb
Treasurer

John J. Pauly
Corporate Vice President

Major Staff Officers of the University 2011-12

Rana H. Altenburg
Vice President for Public Affairs

Rev. Scott R. Pilarz
President

John J. Pauly
Provost

Cynthia M. Bauer
Vice President and General Counsel

Patricia L. Geraghty
Vice President for Marketing and Communication

Jeanne M. Hossenlopp
Vice Provost for Research and Dean of the Graduate School

John C. Lamb
Vice President for Finance

Gary Meyer
Vice Provost for Undergraduate Programs and Teaching

L. Christopher Miller
Vice President for Student Affairs

Stephanie J. Russell
Vice President for Mission Ministry

Arthur Scheuber
Vice President for Administration
Academic Deans and Registrar 2011-12

Lori Bergin (Dean)
Diedrich College of Communication

Robert Bishop (OPUS Dean)
College of Engineering

Margaret Faut Callahan (Dean)
College of Nursing

William E. Cullinan Ph.D. (Dean)
College of Health Sciences

Robert J. Deahl (Dean)
College of Professional Studies

William A Henk (Dean)
College of Education

William K. Lobb (Dean)
School of Dentistry

Rev. Philip J. Rossi (Interim Dean)
Klingler College of Arts and Sciences

Linda Salchenberger (James H. Keyes Dean)
College of Business Administration/Graduate School of Management

Janice Welburn (Dean)
Libraries

Georgia McRae (University Registrar)
Office of the Provost

University Board of Graduate Studies 2011-12

Robert J. Griffin (Chair)
Diedrich College of Communication 2013

Margaret Bull
College of Nursing 2012

Johnette L. Caulfield
College of Professional Studies 2014

Faculty and Administration 2011-12

Health Sciences Professional Administrators

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

Kim L. Halula, Ph.D.
Associate Dean

Michelle G. Schuh, P.T.,M.S.
Assistant Dean
Faculty and Department Administrators

Emilie J. Aubert, P.T., D.P.T., M.A.
Marquette University
Adjunct Associate Professor of Physical Therapy

David A. Baker, Ph.D.
Arizona State University
Associate Professor
Associate Chair, Biomedical Sciences

Jeremiah Barrett, M.P.T
Marquette University
Clinical Assistant Professor of Physician Assistant Studies

William A. Bell, D.D.S.
Washington University at St. Louis
Associate Professor of Biomedical Sciences

Marie Hoeger Bement, P.T., Ph.D.
University of Iowa
Assistant Professor of Physical Therapy

Joseph Berman, P.T., M.S.
University of Indianapolis
Adjunct Assistant Professor of Physical Therapy

S. Sue Berman, M.A., CCC-SLP
Northwestern University
Clinical Instructor of Speech Pathology and Audiology

Jeffrey Berry, Ph.D., CCC-SLP
University of Wisconsin-Madison
Assistant Professor of Speech Pathology and Audiology

Subhash C. Bhatnagar, Ph.D., CCC-SLP
University of Rochester
Associate Professor of Speech Pathology and Audiology

Murray Blackmore, Ph.D.
University of Minnesota
Assistant Professor of Biomedical Sciences

Cathy Bril, PA-C
Marquette University
Clinical Assistant Professor of Physician Assistant Studies

Ann Brophy, B.S.
Marquette University
Adjunct Assistant Professor of Biomedical Sciences

Katherine Brueck, M.S., CCC-SLP
Marquette University
Clinical Instructor of Speech Pathology and Audiology

Edward W. Carroll, Ph.D.
Medical College of Wisconsin
Clinical Assistant Professor of Biomedical Sciences

DeAnne Ceelen, PA-C
University of Wisconsin-Madison
Co-director, Clinical Education in Physician Assistant Studies

Su Jean Choi, Ph.D.
University of Rochester
Assistant Professor of Biomedical Sciences

Mary A. Cimrmancic, D.D.S.
Marquette University
Adjunct Assistant Professor of Biomedical Sciences

Paul J. Coogan, M.D.
Chicago Medical School
Associate Clinical Professor of Physician Assistant Studies
Medical Director, Physician Assistant Studies

Bruce E. Dunn, M.D.
Medical University of South Carolina
Medical Adviser, Clinical Laboratory Sciences

William P. Ebben, Ph.D.
Northern Michigan University
Clinical Assistant Professor of Physical Therapy

Kathleen Erdman, M.S., CCC-SLP
University of Wisconsin-Madison
Clinical Instructor of Speech Pathology and Audiology

Jeanne A. Feldman, B.S.
Marquette University
Adjunct Assistant Professor of Biomedical Sciences

Yazmin Figueroa-Guzman, Ph.D.
Universidad Nacional Autonoma de Mexico
Postdoctoral Fellow in Biomedical Sciences
Jean Fischer, PA-C
University of Wisconsin-Madison
Co-director, Clinical Education in Physician Assistant Studies

Paul Gasser, Ph.D.
Arizona State University
Assistant Professor of Biomedical Sciences

Christopher F. Geiser, P.T.,M.A.
Marquette University
Clinical Assistant Professor
Director, Athletic Training Program

Behnam Ghasemzadeh, Ph.D.
University of Kansas
Assistant Professor of Biomedical Sciences

Brenda Gorman, Ph.D.,CCC-SLP
University of Texas-Austin
Assistant Professor of Speech Pathology and Audiology

Eric Hanson, M.D.
Medical College of Wisconsin
Clinical Assistant Professor of Biomedical Sciences

April L. Harkins, Ph.D.,MT (ASCP)
Medical University of South Carolina
Assistant Professor of Clinical Laboratory Science

Fang Yao Stephen Hou, Ph.D.,CACLS
University of Wisconsin-Madison
Assistant Professor of Clinical Laboratory Science

Sandra K. Hunter, Ph.D.
University of Sydney- Australia
Associate Professor of Exercise Science

Allison S. Hyningstrom, M.S.P.T.,Ph.D.
Northwestern University
Assistant Professor of Physical Therapy

Virginia Jurken, B.S.
Marquette University
Adjunct Assistant Professor of Biomedical Sciences

Kristof Kipp, Ph.D.
Oregon State University
Assistant Professor of Exercise Science

Laurieann Klockow, Ph.D.
University of Wisconsin-Madison
Clinical Assistant Professor of Biomedical Sciences

Luther C. Kloth, P.T.,M.S.,FAPTA (CWS),FCCWS
Marquette University
Professor Emeritus of Physical Therapy

Joshua Knox, PA-C
University of Wisconsin-Madison
Clinical Instructor of Physician Assistant Studies

Laurie B. Kontney, P.T.,D.P.T.,M.S.
University of Wisconsin-Madison
Clinical Associate Professor
Director, Clinical Education in Physical Therapy

Edward W. Korabic, Ph.D.,CCC-A
Syracuse University
Associate Professor Speech Pathology and Audiology
Chair, Speech Pathology and Audiology

William L. Kos, Ph.D.
University of Maryland
Associate Professor of Biomedical Sciences

Wendy Krueger, M.S.,CCC-SLP
Marquette University
Clinical Instructor of Speech Pathology and Audiology

Linda J. Laatsch, Ph.D.,MT (ASCP),SM
Marquette University
Associate Professor of Clinical Laboratory Science
Chair, Clinical Laboratory Science

Cecelia Landin, Ed.D.,MT (ASCP)
Nova Southeastern
Clinical Assistant Professor of Clinical Laboratory Science

David Leigh, M.Ed.
University of Arizona
Clinical Assistant Professor of Exercise Science

Douglas C. Lobner, Ph.D.
University of Wisconsin-Madison
Professor of Biomedical Sciences

Patrick Loftis, PA-C,MPAS,RN
Marquette University
Clinical Assistant Professor of Physician Assistant Studies

Steven H. Long, Ph.D.,CCC-SLP
Northwestern University
Associate Professor of Speech and Audiology
Director, M.S. Program in Speech Pathology and Audiology
Khadijah Makky, Ph.D.
Medical College of Wisconsin
Research Assistant Professor of Biomedical Sciences

John Mantsch, Ph.D.
Louisiana State University
Associate Professor of Biomedical Sciences
Chair, Biomedical Sciences

Miriam R. Moller, M.S.,CCC-SLP
Marquette University
Associate Professor Emerita of Speech Pathology and Audiology

Maura Jones Moyle, Ph.D.,CCC-SLP
University of Wisconsin-Madison
Assistant Professor of Speech Pathology and Audiology

Donald A. Neumann P.T., Ph.D.
University of Iowa
Professor of Physical Therapy

Alexander Ng, Ph.D.
University of Wisconsin-Madison
Associate Professor of Exercise Science

Lawrence G. Pan, P.T., Ph.D.
Medical College of Wisconsin
Professor of Physical Therapy and Exercise Physiology
Chair, Physical Therapy and Exercise Physiology
Chair, Athletic Training Program
Director, Health Careers Opportunity Program

Paula E. Papanek, P.T., ATC, Ph.D., FASCM,
University of Florida
Associate Professor of Physical Therapy and Exercise Science
Director, Exercise Science Program
Director, Graduate Studies in Clinical and Translational Rehabilitation Health Sciences

Danielle Parker, M.P.T.
Loma Linda University
Clinical Assistant Professor
Director, Clinical Education in Physical Therapy

Robert L. Paxton, Jr., MPAS
Marquette University
Clinical Assistant Professor of Physician Assistant Studies
Associate Chair, Physician Assistant Studies
Director, Didactic Education in Physician Assistant Studies

Robert (Bob) Peoples, Ph.D.
Purdue University
Associate Professor of Biomedical Sciences

Jacqueline Podewils, M.S., CCC-SLP
University of Wisconsin-Madison
Coordinator, Clinical Services in Speech Pathology and Audiology

Santina Puglisi-Creegan, M.S., CCC-SLP
Marquette University
Clinical Instructor of Speech Pathology and Audiology

Gregory M. Rajala, Ph.D.
Medical College of Wisconsin
Associate Professor of Biomedical Sciences

Hong Ren, Doctor of Medicine
Tongji Medical University-China
Research Assistant Professor of Biomedical Sciences

Scheila Schindler-Ivens, P.T., Ph.D.
University of Iowa
Assistant Professor of Physical Therapy

Elizabeth N. Shinners, Ph.D.
Medical College of Wisconsin
Assistant Professor of Biomedical Sciences

Kevin R. Siebenlist, Ph.D.
Medical College of Wisconsin
Associate Professor of Biomedical Sciences

Christopher J. Simenz, Ph.D., CSCS
University of Wisconsin-La Crosse
Clinical Associate Professor
Practicum Coordinator, Exercise Science

Guy G. Simoneau, Ph.D., P.T., A.T.C.
University of Pennsylvania
Professor of Physical Therapy

Dawn Smith, PA-C, MPAS
University of Nebraska-Omaha
Clinical Assistant Professor of Physician Assistant Studies
Associate Chair, Physician Assistant Studies

Dennis G. Sobush, P.T., D.P.T., M.A.
Marquette University
Associate Professor of Physical Therapy

Andrew Starkey, M.P.T., D.P.T.
Marquette University
Clinical Assistant Professor of Physical Therapy

Tina Stoeckmann, P.T., D.Sc., M.A.
University of Wisconsin-Madison
Clinical Associate Professor of Physical Therapy

Barbara Troy M.S., R.D., C.D.
Mount Mary College
Adjunct Assistant Professor of Biomedical Sciences
Linda K. Vaughn, Ph.D.
University of Michigan
Professor of Biomedical Sciences

William Wenninger, M.S.
Marquette University
Adjunct Assistant Professor of Biomedical Sciences

Robert Wheeler, Ph.D.
Pennsylvania State University-New Kensington
Assistant Professor of Biomedical Sciences

Mary Jo Wiemiller, P.M.,PA-C,M.S.
Rosiland Franklin University of Health Sciences
Clinical Assistant Professor of Physician Assistant Studies
Chair, Physician Assistant Studies

Dana Ziegler, Ph.D.
University of Kentucky
Research Assistant Professor in Biomedical Sciences
# Index

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<td>Course Descriptions</td>
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<td>Health Sciences Professional</td>
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<td>Physical Therapy</td>
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<tr>
<td>Physician Assistant Studies</td>
<td>19</td>
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<tbody>
<tr>
<td>University Directory</td>
<td>35</td>
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</table>
# Academic Calendar 2011-12

## HEALTH SCIENCES PROFESSIONAL STUDENTS

### FALL 2011

<table>
<thead>
<tr>
<th>Event</th>
<th>Session 18/29/11 to 12/17/11</th>
<th>Session 28/29/11 to 10/22/11</th>
<th>Session 310/24/11 to 12/17/11</th>
<th>Session 48/22/11 to 11/19/11</th>
<th>Session 511/21/11 to 12/22/11</th>
<th>Session 6 8/22/11 to 12/22/11</th>
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</thead>
<tbody>
<tr>
<td>Early registration begins (by appointment)</td>
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<td>3/28/11</td>
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<tr>
<td>Open registration begins (no appointment required)</td>
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<td></td>
<td></td>
<td>4/18/11</td>
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<tr>
<td>Classes begin</td>
<td>8/29/11</td>
<td>8/29/11</td>
<td>10/24/11</td>
<td>8/22/11</td>
<td>11/21/11</td>
<td>8/22/11</td>
</tr>
<tr>
<td>End of summer term through November 30th diploma date</td>
<td></td>
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<tr>
<td>College: End of summer term through November 30th Trustees' List due at noon</td>
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<tr>
<td>End of summer term through November 30th diplomas available for pick-up at Marquette Central or mailing from the Office of the Registrar</td>
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<tr>
<td>Labor Day holiday; classes excused</td>
<td></td>
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<td></td>
<td>9/5/11</td>
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<tr>
<td>Registration ends at midnight</td>
<td>9/6/11</td>
<td>9/6/11</td>
<td>11/1/11</td>
<td>8/30/11</td>
<td>11/23/11</td>
<td>8/30/11</td>
</tr>
<tr>
<td>Last day to drop a class without a grade of W</td>
<td>9/6/11</td>
<td>9/6/11</td>
<td>11/1/11</td>
<td>8/30/11</td>
<td>11/23/11</td>
<td>8/30/11</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
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<tr>
<td>University Presidential Inauguration; classes canceled</td>
<td>9/23/11</td>
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</tr>
<tr>
<td>College: Deadline to code students for end of fall term 2011 graduation</td>
<td>10/7/11</td>
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</tr>
<tr>
<td>Deadline to submit work to instructors for incompletes earned in the spring or summer 2011 terms</td>
<td>10/7/11</td>
<td></td>
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</tr>
<tr>
<td>Makeup examinations for spring and summer 2011 terms</td>
<td>10/6/11 to 10/7/11</td>
<td></td>
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</tr>
<tr>
<td>Midterm break; classes excused for DPT 5 and DPT 6 students</td>
<td>10/13/11 to 10/16/11</td>
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</tr>
<tr>
<td>Midterm break; classes excused (except DPT 5 and DPT 6 students)</td>
<td>10/20/11 to 10/23/11</td>
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</tr>
<tr>
<td>College: Deadline to submit I, IX or X grade changes for spring or summer 2011 to the Office of the Registrar</td>
<td>10/21/11</td>
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</tr>
<tr>
<td>Advising for spring 2012 term registration</td>
<td>10/31/11 to 11/4/11</td>
<td></td>
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</tr>
<tr>
<td>Deadline to apply for end of spring term 2012 or end of summer term 2012 graduation</td>
<td>11/4/11</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Early registration</td>
<td>11/7/11</td>
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</tbody>
</table>
### for spring 2012

- **term begins (by appointment)**

### Deadline to change from credit to audit

| 11/18/11 | 10/7/11 | 12/2/11 | 10/28/11 | 12/9/11 | 11/18/11 |

### Deadline to withdraw with a grade of W

| 11/18/11 | 10/7/11 | 12/2/11 | 10/28/11 | 12/9/11 | 11/18/11 |

### Thanksgiving holiday; classes excused (holiday for DPT 5 and PA 3 students dependent for clinical site)

| 11/23/11 to 11/27/11 |

### Classes end

| 12/17/11 | 10/22/11 | 12/17/11 | 11/19/11 | 12/22/11 | 12/22/11 |

### Mid-year Commencement

| 12/18/11 |

### Instructors: Final grades due at noon


### Deadline for official transcripts from other institutions to arrive at the Office of the Registrar to be processed in time for end of fall term graduation

| 12/20/11 |

### End of fall term diploma date

| 1/6/12 |

### College: end of fall term Trustees’ List due at noon

| 1/6/12 |

### End of fall term diplomas available for pickup at Marquette Central or mailing from the Office of the Registrar

| 1/10/12 |

### Transcripts available from the Office of the Registrar with end

| 1/27/12 |
of fall term degree information

Deadline to submit work to instructors for incompletes earned in the fall 2011 term 2/17/12

### SPRING 2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Session 1 1/17/12 to 5/12/12</th>
<th>Session 2 1/9/12 to 3/10/12</th>
<th>Session 3 3/12/12 to 5/12/12</th>
<th>Session 4 1/2/12 to 5/12/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising for continuing students</td>
<td>10/31/11 to 11/4/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early registration begins (by appointment)</td>
<td>11/7/11</td>
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</tr>
<tr>
<td>Open registration begins (no appointment required)</td>
<td>12/1/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes begin</td>
<td>1/17/12</td>
<td>1/9/12</td>
<td>3/12/12</td>
<td>1/2/12</td>
</tr>
<tr>
<td>End of fall term through April 30th diploma date</td>
<td>the last business day of the month</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College: End of fall term through April 30th Trustees' List due at noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of fall term through April 30th diplomas available for pick-up at Marquette Central or mailing from the Office of the Registrar</td>
<td>approximately 4-6 weeks after diploma date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Day; classes excused</td>
<td>1/16/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration ends at midnight</td>
<td>1/25/12</td>
<td>1/17/12</td>
<td>3/20/12</td>
<td>1/10/12</td>
</tr>
<tr>
<td>Last day to drop a class without a grade of W</td>
<td>1/25/12</td>
<td>1/17/12</td>
<td>3/20/12</td>
<td>1/10/12</td>
</tr>
<tr>
<td>College: Deadline to code students for end of spring term graduation</td>
<td>2/3/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadline to submit work to instructors for incompletes earned in the fall 2011 term</td>
<td>2/17/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makeup examinations for the fall 2011 term</td>
<td>2/17/12 to 2/18/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open registration for summer 2012 term begins (no appointment required)</td>
<td>3/5/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College: Deadline to submit I, IX or X grade changes for fall 2011 to the Office of the Registrar</td>
<td>3/2/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Session 15/21/12 to 6/30/12</td>
<td>Session 27/2/12 to 8/11/12</td>
<td>Session 35/21/12 to 8/11/12</td>
<td>Session 45/21/12 to 8/18/12</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>------------------------------</td>
<td>------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Spring break; classes excused</td>
<td>3/11/12 to 3/18/12</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Advising for fall term 2012 registration</td>
<td>3/19/12 to 3/23/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadline to apply for end of fall term graduation</td>
<td>3/23/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early registration for fall term 2012 begins (by appointment)</td>
<td>3/26/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easter holiday; classes excused</td>
<td>4/5/12 to 4/9/12</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Deadline to change from credit to audit</td>
<td>4/13/12</td>
<td>2/24/12</td>
<td>4/27/12</td>
<td>4/13/12</td>
</tr>
<tr>
<td>Deadline to withdraw with a grade of W</td>
<td>4/13/12</td>
<td>2/24/12</td>
<td>4/27/12</td>
<td>4/13/12</td>
</tr>
<tr>
<td><strong>Classes end</strong></td>
<td>5/5/12</td>
<td>3/10/12</td>
<td>5/12/12</td>
<td>5/12/12</td>
</tr>
<tr>
<td>Deadline for official transcripts from other institutions to arrive at the Office of the Registrar to be processed in time for end of spring term graduation</td>
<td></td>
<td></td>
<td></td>
<td>5/11/12</td>
</tr>
<tr>
<td><strong>Final exams end</strong></td>
<td>5/12/12</td>
<td>3/10/12</td>
<td>5/12/12</td>
<td>5/12/12</td>
</tr>
<tr>
<td>Instructors: Grades due at noon</td>
<td>5/15/12</td>
<td>3/13/12</td>
<td>5/15/12</td>
<td>5/15/12</td>
</tr>
<tr>
<td>College: end of spring term Trustees' List due at noon</td>
<td></td>
<td></td>
<td></td>
<td>5/18/12</td>
</tr>
<tr>
<td><strong>Baccalaureate and Commencement</strong></td>
<td></td>
<td></td>
<td></td>
<td>5/19/12 and 5/20/12</td>
</tr>
<tr>
<td>End of spring term diploma date</td>
<td></td>
<td></td>
<td></td>
<td>5/20/12</td>
</tr>
<tr>
<td>End of spring term diplomas available for pickup at Marquette Central or mailing from the Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td>5/223/12</td>
</tr>
<tr>
<td>Transcripts available from the Office of the Registrar with spring term degree information</td>
<td></td>
<td></td>
<td></td>
<td>6/15/12</td>
</tr>
<tr>
<td>Deadline to submit work to instructors for incompletes earned in the spring 2011 term</td>
<td></td>
<td></td>
<td></td>
<td>10/5/12</td>
</tr>
<tr>
<td><strong>SUMMER 2012</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First date financial aid applications for the summer term are available from the Office of Student Financial Aid</td>
<td></td>
<td></td>
<td></td>
<td>3/1/12</td>
</tr>
<tr>
<td>Event</td>
<td>Dates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open registration begins (no appointment required)</td>
<td>3/5/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classes begin</strong></td>
<td>5/21/11  7/2/11  5/21/11  5/21/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Spring Commencement through August 24th diploma date</td>
<td>every Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College: After Spring Commencement through August 24th Trustees' List</strong> due at noon</td>
<td>every Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Spring Commencement through August 24th diplomas available for pick-up from Marquette Central or mailing from the Office of the Registrar</td>
<td>approximately 4-6 weeks after diploma date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration ends at midnight</td>
<td>5/23/12  7/5/12  5/29/12  5/29/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to drop a class without a grade of W</td>
<td>5/23/12  7/5/12  5/29/12  5/29/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorial Day observed; classes excused</td>
<td>5/28/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadline to change from credit to audit</td>
<td>6/15/12  7/27/12  7/20/12  7/27/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadline to withdraw with a grade of W</td>
<td>6/15/12  7/27/12  7/20/12  7/27/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Colleges: Deadline to code students for end of summer term graduation</strong></td>
<td>6/15/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classes end for the session</strong></td>
<td>6/30/12  8/11/12  8/11/12  8/18/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors: Grades due at noon</td>
<td>7/3/12  8/14/12  8/14/12  8/21/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence Day holiday; classes excused</td>
<td>7/4/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadline for official transcripts from other institutions to arrive at the Office of the Registrar to be processed in time for end of summer term graduation</td>
<td>8/17/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of summer term diploma date</td>
<td>8/31/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College: end of summer term Trustees' List due at noon</strong></td>
<td>8/31/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of summer term diplomas available for pickup at Marquette Central or mailing from the Office of the Registrar</td>
<td>9/5/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcripts available from the Office of the Registrar with summer term degree information</td>
<td>9/21/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadline to submit work to instructors for incompletes earned in the summer 2012 term</td>
<td>10/5/12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For faculty: The dates of the academic year for faculty are August 22, 2011 to May 21, 2012. The dates of annual faculty contracts are July 1, 2011 to June 30, 2012.
Driving Directions to Marquette University

From the west on I-94
Exit #310A — 13th Street
To 16th Street Parking Structure:
• At end of ramp, turn left onto 13th Street
• North ½ block to Clybourn Street
  (13th Street ends at Clybourn)
• Turn left onto Clybourn Street
• West 3 blocks to 16th Street
• At 16th Street (one-way northbound) turn right
• North 1½ blocks on 16th Street
• The 16th Street Parking Structure is on the left, between Wisconsin Avenue and Wells Street

From the south on I-43/I-94
Exit #72A — 10th Street and Michigan/Tory Hill
To 16th Street Parking Structure:
• At end of ramp, turn left onto Tory Hill
• Tory Hill becomes Clybourn
• At 16th Street (one-way northbound) turn right
• North 1½ blocks on 16th Street
• The 16th Street Parking Structure is on the left, between Wisconsin Avenue and Wells Street

From the north on I-43
Exit #72E — 11th Street and Highland
To 16th Street Parking Structure:
• At end of ramp, continue straight on 11th Street (one-way southbound)
• 11th Street will shift left at Wells Street
• From the far right lane, turn right on Wisconsin Avenue
• At 16th Street (one-way northbound) turn right
• North ½ block
• The 16th Street Parking Structure is on the left, between Wisconsin Avenue and Wells Street